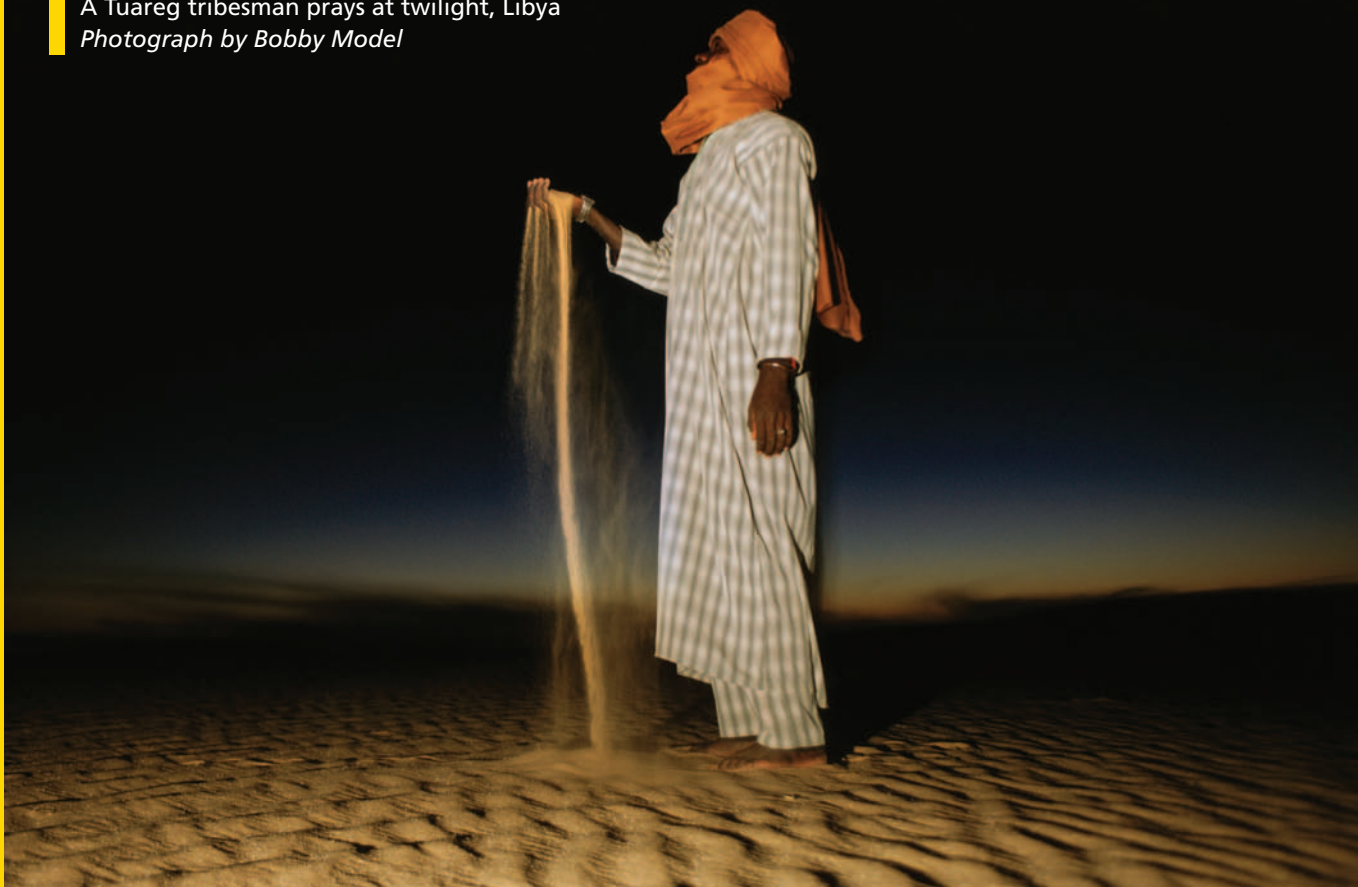


Unit 1 Lessons for life

A Tuareg tribesman prays at twilight, Libya
Photograph by Bobby Model



FEATURES

10 Learning from the past

The lessons we learn from experience and from others

12 Who do you think you are?

Understanding what defines who we are

14 Immortal words

The language of Shakespeare

18 Arctic wisdom

A video about how Inuit elders pass on their knowledge

- 1 Work in pairs. Look at the photo and the Tuareg proverbs. What do these tell you about the Tuareg outlook on life?

“Better to walk without knowing where than to sit doing nothing.
In life, it is always possible to reach agreement in the end.”

- 2 1.1 Listen to two people talking about important lessons they have learned in life. Answer the questions.

- 1 What lesson have they tried to follow?
- 2 What experience illustrated the importance of the lesson?
- 3 Which lesson is similar to one of the Tuareg proverbs?

- 3 1.1 Complete the phrases the speakers use to describe life lessons. Then listen and check.

- 1 The most lesson anyone has ever taught me ...
- 2 That's become a sort of principle for me ...
- 3 It's me in very good
- 4 Here's a good rule of
- 5 But it's a lot easier than
- 6 I always make a of not reacting too quickly to things I disagree with.

- 4 Think of an occasion when you learned an important lesson. Describe what happened to your partner. What did you do about it? What principle do you now try to follow?

1a Learning from the past

Reading

- 1 Work in pairs. Read the quotation. Do you think this is good advice? Is it easy to act on? Discuss with your partner.

“Learn from the mistakes of others. You can’t live long enough to make them all yourself.”
Eleanor Roosevelt, *Diplomat*

- 2 Read the article. Match the people with the types of lesson they taught (a–c). There is one extra type of lesson.

- 1 Confucius
- 2 Nelson Mandela
- a a lesson that is difficult to act on
- b a lesson that has been misinterpreted
- c a lesson that has been forgotten

- 3 Read the article again. According to the text, are the sentences true (T) or false (F)?

- 1 Sometimes people don’t want to understand the lessons of the past.
- 2 A lot of Chinese people feel that their society has turned its back on the past.
- 3 China’s rapid development has begun to slow down.
- 4 Nelson Mandela wanted the two sides in South Africa to stop fighting.
- 5 Mandela was not opposed to violence in principle.
- 6 The writer suggests that most people are too selfish.

- 4 Find expressions in the article for these definitions.

- 1 show the right direction (paragraph 1)
- 2 summarises an idea or approach (paragraph 3)
- 3 work hard towards a goal (paragraph 5)
- 4 copy someone’s behaviour (paragraph 5)
- 5 paying attention to danger (paragraph 5)

▶ WORDBUILDING suffix -ness

We can add *-ness* to the end of an adjective to make nouns describing human qualities.
kindness, thoughtfulness, unselfishness

For further information and practice, see Workbook page 11.



LEARNING FROM THE PAST

Why do we never seem to learn the lessons of the past? The actions of others could point the way for us in the future. But either we forget these lessons or we deliberately choose to misinterpret them, or knowing them, we simply fail to act on them.

Because of the economic boom in China, its government has become worried in recent years about selfish motives overtaking society. Many Chinese have been saying for some time that the traditional values of harmony, respect and hard work have been lost. So a few years ago the government focused attention again on the teachings of Confucius, the ancient philosopher.

‘Consideration for others is the basis of a good life, a good society.’

Prior to the 1990s, Confucianism had not been fashionable, but now, in a country which is currently developing at a dizzying speed, it offers a sense of stability and order. The Confucian saying that nowadays sums up the government’s philosophy is ‘harmonious society’.

Sometimes it is difficult to learn from the past because the standards of the ‘teacher’ are so high. This is certainly the case with Nelson Mandela, who preached the message of reconciliation to two sides in South Africa who hated each other deeply. Mandela had always been ideologically committed to peace, and while he was living in prison, he became determined that reconciliation was the only way to unite his divided country:

‘If you want to make peace with your enemy, you have to work with your enemy.’

All those who strive for peace know that in the long term they will have to begin this dialogue. Yet few are able to follow the example set by Mandela, because it requires such a high degree of unselfishness. It seems that heeding this warning – not to be selfish – is perhaps the hardest lesson of all for people to learn.

dizzying (adj) /ˈdɪzɪŋ/ very fast and confusing
reconciliation (n) /ˌrek(ə)nɪsɪˈleɪʃ(ə)n/ making peace and re-establishing relations

Language focus time phrases

- 5 Look at the article. Identify the verb that accompanies these time phrases and name the tense used in each case.

- | | |
|----------------------|--------------------|
| 1 in recent years | 5 currently |
| 2 for some time | 6 nowadays |
| 3 a few years ago | 7 while |
| 4 prior to the 1990s | 8 in the long term |

▶ TIME PHRASES

Certain time phrases are commonly (but not always) used with certain tenses.

Present simple

often, never, every week, generally

Present continuous

now, at the moment, this week

Past simple

three days ago, last week, at the time

Past continuous

while, at the time

Present perfect simple

already, just, recently, so far, over the last two years, how long, for, since, ever, never

Present perfect continuous

how long, for, since

Past perfect simple and continuous

already, before that, up to then

will, going to and present continuous for future

next week, in three days' time, soon, on Friday

For further information and practice, see page 157.

- 6 Work in pairs. Look at the language focus box. Choose the correct time phrase to complete the sentences. Then compare answers with your partner. Sometimes there is more than one answer.

at the moment at the time before that ever
for some time in the coming years nowadays often
over the last 25 years 50 years ago

- a Military service was compulsory in the UK
1 But 2 young people don't have to go to the army. I think this will change
3 because there is a feeling that young people need the discipline that military service gives you.
- b 4 people have definitely become more greedy. I've been arguing 5 that it is not acceptable for the president of a bank to earn 150 times what a cashier earns.
- c People 6 complain that young people don't show respect to their elders anymore. I'm having the same debate with my daughter 7 She says you can't just demand someone's respect; you have to earn it.
- d When I was 40 I decided to stop working so hard.
8 , I was working 60 hours a week and I was exhausted. It was the best decision that I have
9 made. 10 I had had no time to spend with my family or just to enjoy life.

- 7 Complete the sentences by writing facts about yourself. Then exchange this information with your partner.

- Currently I ...
- A few years ago, I ...
- I ... for several years.
- Sooner or later I ...
- Generally I ...

Currently I'm looking for a new job.

- 8 Work with a new partner. Tell your new partner two interesting facts you learned about your first partner.

Speaking

- 9 Match the two parts of these English sayings. Use the time phrases to help you, where necessary.

- The only easy day was ...
- You always ...
- It will all be OK ...
- No one has ever ...
- Don't sweat ...

- ... become poor by giving.
- ... yesterday.
- ... have a choice.
- ... the small stuff.
- ... in the end.

- 10 Work in groups. Discuss your favourite sayings. Follow these steps:

- Think of a saying from your country or from English that you like or has helped you in life.
- Write the saying on a piece of paper.
- Put all the sayings in a pile in the middle.
- Take turns to take a paper and read the saying.
- Together discuss the meaning and guess whose favourite saying it is. Ask the person why they chose it.

1b Who do you think you are?



A Paris painter next to his self-portrait
Photograph by Bruno Schlumberger

Listening

1 Work in pairs. Look carefully at the photo and caption. Discuss the questions.

- 1 Did the painter want his photo taken? Explain why / why not.
- 2 What image of himself is the painter projecting through his self-portrait?

2 Which of the following factors are most important in defining who you are? Discuss with your partner.

- a your friends
- b your interests/hobbies
- c your work
- d your cultural background
- e your outlook on life
- f your beliefs and values
- g your life experiences

3 1.2 Listen to a talk by a sociologist describing how we define ourselves. Tick (✓) the factors in Exercise 2 the sociologist mentions. Which is the most important, according to him?

4 1.2 Listen again and choose the correct option (a–c) to complete the sentences.

- 1 Anne's friends feel ... about her commitment to animal rights.
a surprised b angry c defensive
- 2 Children are defined by their ... qualities.
a individual b adult c shared
- 3 Teenagers like to define themselves by what ...
a they like b their friends like c they don't like
- 4 For John the important thing about his job is that it is ...
a comfortable b secure c independent
- 5 Sarah studies Bonobo ...
a eating habits b society c work tasks
- 6 Jack finds it difficult to commit to ...
a relationships b new environments c his work

Idioms irreversible word pairs

5 Look at these three irreversible word pairs from the talk. Choose the correct option.


- 1 What defines them *foremost and first* / *first and foremost* is the fact that ...
- 2 He picks up work *as and when* / *when and as* he can.
- 3 He has been doing *pieces and bits* / *bits and pieces* of carpentry and building work.

- 6** Work in pairs. Look at the irreversible word pairs in bold in the sentences (1–4) and match them one with these definitions.

all one's efforts basic control of crime in general
nowadays objections small things a state of calm

- The builders still have a few **odds and ends** to finish off, but **by and large** they've done a great job.
- After three days of unrest, **law and order** has been restored and there is **peace and quiet** on the streets again.
- Sorry, no **ifs and buts**. We've decided to sell the company. You can't be sentimental **in this day and age**.
- It's a **rough and ready** film, made on a small budget, but the actors put their **heart and soul** into their performances.

7 Pronunciation linking in idiomatic phrases

- a**  **1.3** Listen to the word pairs in Exercise 6. Note a) how the words are linked and b) the pronunciation of *and*.

- odds_and_ends

- b** Work in pairs. Practise reading the sentences in Exercise 6.

Language focus the perfect aspect

- 8** Look at the sentences from the talk (1–4) and match them with the times they describe (a–d).

- Sarah **has visited** Central Africa many times to study Bonobo apes.
 - Frank **has been collecting** coins since he was a boy.
 - Jack **will have been** just about everywhere by the time he's 60.
 - Anne **had never even owned** a pet before she joined the Animal Defence League.
- look back from now at something that started in the past and is still continuing
 - look back from a point in the future to a completed action
 - look back from a point in the past to an earlier event
 - look back from now to a completed action at an indefinite time in the past

▶ THE PERFECT ASPECT

'Aspect' describes not the time of an event but the speaker's perspective. In the perfect aspect the important thing is the time the speaker is looking back from.

Present perfect simple

He hasn't committed to another relationship since they split up.

Present perfect continuous

He has been moving from place to place, doing various jobs.

Past perfect simple

He had run his own business before he joined Microsoft.

Past perfect continuous

She had been waiting a long time for such an opportunity.


Future perfect simple

Three years from now, he will have left school.

For further information and practice, see page 157.

- 9** Work in pairs. Look at the language focus box. Then explain the difference in meaning between these pairs of sentences.

- I've travelled a lot in my time.
 - I travelled a lot in my 20s.
- I've been wondering whether to join the Red Cross.
 - I am wondering whether to join the Red Cross.
- By this time next year I will have retired from teaching.
 - This time next year I will retire from teaching.
- When I left school, I had decided to become an actor.
 - When I left school, I decided to become an actor.

- 10**  **1.4** Choose the most appropriate option to complete these sentences. Then listen and check.

- Oscar's a dreamer. Each evening he *has been spending* / *spends* hours reading astronomy magazines, hoping to become an astronaut one day.
- Kate's a worrier. When I first met her, she *had just left* / *just left* her job and *has been wondering* / *was wondering* what to do with her life.
- Ben's a free spirit. I imagine he *will have settled* / *will settle* down one day. But he *will have done* / *will do* a lot more than the rest of us by then.
- I like to think of myself as a doer. I *have written* / *wrote* eight books so far and now I *have been working* / *am working* on my ninth.
- Harry's a joker. For a long time *he'd been joking* / *he was joking* about joining the army, so his friends were shocked to hear he actually had.

Speaking

- 11** Work in groups. Look at the expressions to describe types of people. Discuss their meaning.

a chatterbox a control freak a doer
a dreamer a drifter a fighter
a free spirit a go-getter a joker
a planner an outgoing type a worrier

- 12** Choose expressions that describe you, a friend or a member of your family. Give examples of behaviour that support this.

People often describe me as a chatterbox because I can't stop talking!

1c Immortal words

Reading

- 1 Work in pairs. Discuss the questions.
 - 1 Who are the great writers in your country's history? Do you know any famous quotations from their work?
 - 2 Is Shakespeare well-known in your country?
 - 3 What Shakespeare plays do you know the names of? What do you know about them?
 - 4 Do you know any famous quotations from Shakespeare plays?
- 2 Read the article about the language of Shakespeare. According to the author, why are Shakespeare's plays still so popular today?
- 3 Read the article again and answer the questions.
 - 1 What adjective describes what England was like in Shakespeare's time? (para 1)
 - 2 What new element did Shakespeare bring to play writing, according to Bloom? (para 2)
 - 3 What two words describe how Shakespeare conveyed his observations about life? (para 2)
 - 4 What expression tells you that Shakespeare created new words and expressions? (para 3)
 - 5 What has happened to the phrase 'the be all and end all' over time? (para 4)
 - 6 What two qualities have helped Shakespeare's words to survive? (para 5)
- 4 Look at the phrases in the article taken from Michael Macrone's book (listed after paragraph 3). Match the phrases with the definitions (a–h).

a past its best	f something sad to see
b show your feelings	g in one single action
c anything is possible	h arriving back at the starting point
d unimportant	
e the result is obvious	

Critical thinking developing an argument

- 5 The writer uses the views of other commentators to develop his argument about Shakespeare's enduring popularity. What reasons, if any, do these commentators give for Shakespeare's popularity?

a scholars	c Michael Macrone
b Harold Bloom	d Ben Jonson
- 6 Work in pairs. Find evidence for what the author thinks about each of the commentators in Exercise 5.
- 7 What is the author's own conclusion and which commentator does he agree with most?

Word focus life

- 8 Look at the article again. Find two expressions with *life* that mean the following.
 - 1 realistic
 - 2 to animate or make alive
- 9 Work in pairs. Look at the expressions in bold with *life* and discuss what they mean.
 - 1 I sold my old Citroen 2CV car last year for £300. Now I've just read that they have become really collectable. **Story of my life!**
 - 2 He was **larger than life** and would always light up a room with his presence.
 - 3 Work stress is just **a fact of life** these days – you have to learn to deal with it.
 - 4 It was a very interesting conference. There were people there from **all walks of life** – writers, students, business people.
 - 5 My daughter was worried about going to university, but actually she's **having the time of her life**.
 - 6 Thanks for driving me to the station – it was a real **life-saver**. I'd have missed my train otherwise.
- 10 Work in groups. Think of a personal example for two of the phrases in Exercise 9.

Not doing well in exams has been the story of my life!

Speaking

- 11 Work in two groups of three. You are going to play a game called *Call my bluff*. Each group looks at a set of words coined by Shakespeare and follows the steps below.

Group A: Turn to page 153. Look at the words and definitions.

Group B: Turn to page 154. Look at the words and definitions.

- For each word, rewrite the true definition in your own words, then write two more false definitions. For each definition, write an example sentence.
- Group A reads the three definitions and example sentences of the first word to Group B. Group B has to guess which is the true definition.
- Now it is Group B's turn to read the three definitions of their first word and for Group A to guess which is the true definition.
- Repeat until all the words have been read and guessed.

The 16th-century dramatist Ben Jonson generously called his rival Shakespeare a writer 'not of an age, but for all time'. And so it has proved to be, for Shakespeare's plays are still the most translated and most performed of any playwright's in the world. But if you ask people what accounts for Shakespeare's enduring popularity, you will get a number of different answers. Some will say that he was a great storyteller, others that the magic lies in the beauty of his poetry. Some scholars point out that he was born in a very vibrant period in England's history, a time both of great national confidence and of cultural activity, particularly in the theatre. As a consequence, they claim, he was able to produce an extraordinary volume of work.

This last explanation seems rather unsatisfactory. A more interesting answer is put forward, albeit a little over-enthusiastically, by Harold Bloom in his book *Shakespeare: The Invention of the Human*. Bloom argues that Shakespeare gave us something in his writing that the world had not seen in literature before – characters with a strong personality. These lifelike characters give us a real insight into the human condition: Iago, the trusted advisor of Othello, whose jealousy of others leads him to betray his honest master; Rosalind, the heroine in *As You Like It*, who remains true to her friends and family in spite of the danger to herself. Through the mouths of such characters, we learn truths about life that we can all identify with. These truths are made more moving and more memorable by the way in which they are phrased – both succinctly and poetically.

'But love is blind, and
lovers cannot see.'

The Merchant of Venice

'There is nothing either
good or bad, but thinking
makes it so.'

Hamlet

'Talking isn't doing. It is a
kind of good deed to say
well; and yet words are
not deeds.'

Henry VIII

Shakespeare has been dead almost 400 years, but the words and sayings attributed to him still colour the English language today. His plays also expanded on the audience's vocabulary. So whether you are 'fashionable' or 'sanctimonious,' thank Shakespeare, who probably coined the terms. In fact, it is amazing just how great Shakespeare's influence on everyday language has been. Take, for example, these phrases from Michael Macrone's light-hearted book *Brush Up Your Shakespeare*:

foregone conclusion

seen better days

full circle

a sorry sight

at one fell swoop

neither here nor there

wear my heart upon my
sleeve

the world is (my) oyster

Macrone is more interested in *what* Shakesporean language has survived than the reasons for its popularity. According to his research, some of these sayings have strayed slightly from their original meaning once taken out of the context of the plays in which they first appeared. For example, the phrase 'the be all and end all' is used today to mean 'the most important thing', but in Shakespeare's *Macbeth*, it means 'the end of the matter'.

Regardless of such technicalities, it is still remarkable that so many of Shakespeare's words have survived the large shifts in language between the time that they were written and the present day. The beauty of those words is certainly one reason for this, but as his fellow playwright Ben Jonson suggested, it is the humanity and enduring relevance of their message that brings them to life and keeps them current.

albeit (conj) /ə'lbi:t/
even if it is/was
insight (n) /'insait/
new understanding
stray (v) /streɪ/ wander

Immortal words

1d Tell me about yourself

Real life presenting yourself

1 Work in pairs. Read the definition of *brand* below and answer the questions.


- 1 What brands can you think of?
- 2 Which are your favourite brands and why?

brand (n) /brænd/ 1 a particular name of a product or a manufacturer; 2 a particular set of characteristics to identify a product or manufacturer


2 What do you think a 'personal brand' is? Discuss with your partner. Then read the text below and compare your ideas.

Just as a company promotes a consumer brand to customers through advertising, so an individual can promote themselves through their CV, their profile on a social networking site, their own website, and at interview. This is known as 'personal branding'. Successful personal branding involves recognising your particular characteristics and skills, and then shouting about these. Here are five tips for creating your personal brand:

- 1 Identify your most important qualities. They don't have to be spectacular (sociable, a good explainer, etc.).
- 2 Be yourself. Don't pretend to be something you are not.
- 3 Show passion. We are all passionate about something (computer games, knitting, etc.).
- 4 List your achievements. You may not be so interested in your past, but others are.
- 5 A brand is an image, so present yourself as you would like to see yourself.

3  **1.5** Listen to an extract from an interview for a job with a housing charity. The candidate, Katy, presents herself to the interviewer. How well does she follow the guidelines in Exercise 2?

4 Speaking skill keeping going

 **1.5** Katy paused at one point to think about what she was going to say next. Listen again and say which phrases in the box she used to deal with this pause.


▶ KEEPING GOING

Sorry, let me just look at my notes ... Ah, yes ...
Excuse me, I'll just take a sip of water ...
Sorry, I lost the thread ...
Sorry, I'll begin that again ...
Now, where was I? Ah, yes ...
So, as I was saying ...



5 What other strategies do you use to keep talking when you feel nervous or under pressure? Discuss with your partner.

6 Pronunciation content words

a  **1.6** Look at the first three sentences of Katy's introduction. Think about what the content words are, i.e. the words that carry the meaning. Then listen and underline the content words she stresses and slows down for.

'OK, so I'm Katy. I'm 24 years old and I'm a very active person. I don't just mean that I play a lot of sports – although I do run and go to the gym several times a week. What I mean is that ... I'm a person who likes to get involved in things.'

b Work in pairs. Practise reading the sentences with the same stress and rhythm.

7 Work in pairs. Read the description of the charity and prepare to present yourself as a potential employee. Roleplay the interview. Use the notes in Exercise 2 and the phrases in the box to help you keep going.

Oxtail Housing

Passionate about communities | Diversity at work champion

We own and manage over 12,000 properties, providing accommodation and care services to vulnerable people: the elderly, disabled and young.

We have a wide range of career opportunities in all aspects of housing management and maintenance, marketing, business management and care services roles. Interested? Give us a call.

1e A letter of application

Writing a covering letter

- 1 Work in pairs. Read the letter of application. Find and underline the following key elements of a covering letter. Compare your answers.
 - 1 the job applied for
 - 2 where and when it was advertised
 - 3 the candidate's current situation
 - 4 why the writer is a good candidate
 - 5 where and when the candidate can be contacted
 - 6 thanks for their time
- 2 Look at the statements about a covering letter. Using the letter as a model, are the statements true (T) or false (F)?
 - 1 Keep it short. The letter should basically just refer the reader to your CV.
 - 2 Show interest in the reader and knowledge of the organisation you are writing to.
 - 3 Just mention your general suitability for the job. The letter should not respond to specific requirements the company has listed.
 - 4 The letter should give a personal touch to your application.

3 Writing skill fixed expressions

The writer follows the conventions of letter writing by using certain fixed expressions. Find words and expressions in the letter with the following meanings.

- a I am looking for
 - b I am sending
 - c a good person to consider for the job
 - d I am free to come
 - e the things you say you need
 - f I am writing to apply for the post advertised
 - g please feel free to
 - h I was interested in the job
- 4 Write a covering letter to Oxtail Housing, the company described on page 16.

Dear Mr Fairburn

In response to your advertisement in last Tuesday's *Guardian* newspaper for a Trainee accounts manager, please find enclosed my CV. The job attracted me because it emphasised that your company had great opportunities for people who were keen to learn. I also know that your company is a world leader in the creation of innovative products.

As a recent graduate from university, I am well aware that I still have much to learn and it is exactly this kind of challenging environment that I am seeking. You will also see from my CV that I am someone who believes in getting results. My two proudest achievements are raising over £15,000 for a local charity and finishing the London Marathon.

Regarding the other requirements you mention, I think I am a suitable candidate as:

- I have a degree in Economics
- I am flexible about where in the south-east I work
- I have good organisational skills, acquired when I was Treasurer of the Student Social Committee

I am available for interview at any time. Thank you for considering this application and please do not hesitate to contact me at any time by phone or in writing if you have questions about any of the above.

I look forward to hearing from you.

Yours sincerely

Philip Morrissey

Philip Morrissey

- 5 Exchange letters with your partner. Look at their letter as if you were the employer. Use these questions to check your letters.
 - Is it well organised? Does it include all the key points?
 - Is it grammatically correct and without spelling mistakes?
 - Does it use appropriate fixed expressions?
 - Do the skills offered match the needs of the organisation?
 - Is it interesting and does it have a personal touch?
 - Would you call this person for an interview?

1f Arctic wisdom



The phrase 'Respect your elders' is very alive and well in Iqaluit.



Before you watch

- 1** Look at the photo and the map. Then choose the options (a or b) that you think best describe this environment as a place to live. Give your reasons.
- mild weather conditions
 - harsh weather conditions
 - calm people
 - stressed people
 - a traditional way of life
 - a modern way of life
 - a population that's getting younger
 - an ageing population
 - a cut-off area
 - an area with good communication links
- 2** Work in pairs. You are going to watch a film in which Inuit elders talk about their society and their relationship with the younger generation. Think of three things they might say about modern life and the younger generation.

While you watch

- 3** Watch the video and check your ideas from Exercise 2.
- 4** Watch the first part of the video (to 02.24) featuring an interview with the Mayor of Iqaluit. Answer the questions.
- What has happened to the elders in a short time?
.....
 - What is important about the elders?
.....
 - What phrase is alive in Iqaluit?
.....
 - How did the elders' parents live?
.....
 - How were traditions passed down between generations?
.....
- 5** Watch the second part of the video (02.25 to 03.40) and complete the summary.
- In the past, elders were ¹ for the others in the community. Each one was an ² on a particular area, helping the community to ³ : on the weather, on the environment, on different kinds of ⁴ Inuits were happy with the ⁵ The woman's mother told her daughter that she would see many ⁶ , but she said, 'Never ⁷ who you are.'

- 6** Watch the third part of the video (03.40 to end) and answer the questions.
- What has happened to the Iqaluit population in recent times? Why?
.....
 - Name two things the woman mentions when talking about the key to a happy life.
.....
 - Why does she have a communication problem with the younger generation?
.....
 - What is significant about the number 23?
.....
 - What was the main characteristic of the culture of the Inuit in the past?
.....
 - What does the narrator say is the key to these people's future?
.....

After you watch

7 Roleplay a meeting of generations

Work in groups.

Imagine you come from a small fishing community in a remote area in northern Canada. An oil company wants to build a refinery near your town. It will employ some local people but also bring in a lot of workers from outside. You have a village meeting to decide if you should oppose this idea or not. Divide into two groups. Think about the effects the new oil refinery will have on your community.

Group A: Imagine you are the elders. Think about the following.

- preserving traditions
- the effect of newcomers on community life
- looking after the older generation
- the effect on the environment

Group B: Imagine you are the younger generation. Think about the following.

- preserving traditions
- job opportunities
- opportunities to meet other people
- the effect on the environment

Act out the meeting to discuss your feelings about this proposal.

- 8** Work in pairs. Are the advice and wisdom of elders highly respected in your society? Is this as it should be? Why? / Why not?

disproportionate (adj) /ˌdɪsprəˈpɔːʃ(ə)nət/ unexpected or out of proportion (of a number or amount)

elders (n) /ˈeldəz/ the elder or senior members of a community

infant mortality (n) /ˈɪnf(ə)nt mɔːtælɪti/ the rate of death among children aged 0–2 years

Iqaluit /ɪˈkæluːɪt/ the capital city of the Canadian territory of Nunavut

pass on (v) /ˈpɑːs ɒn/ transfer from one person to another

self-esteem (n) /self ɪˈstiːm/ the opinion you have of yourself

UNIT 1 REVIEW

Grammar

- 1 Read the article. What is a griot? What lesson did the writer take away from his visit to Timbuktu?
- 2 Work in pairs. Choose the correct tense to complete the article.
- 3 What stories did you read as a child that told you lessons about life? Describe one to your partner.



Some years ago I ¹ *visited / have visited* Timbuktu in Mali. Generally, people ² *are thinking / think of* Timbuktu as a desert town somewhere at the end of the world. But it ³ *hasn't always been / hadn't always been* this way. Once upon a time, Timbuktu ⁴ *was / has been* a thriving city and key trading post, a place in Africa with a long history, rich with tales.

In the marketplace you get a sense of this: women in brightly coloured clothes selling produce of all kinds: peanuts, shoes, rice, buckets. But my attention was drawn to a very old man who ⁵ *had sat / was sitting* in a corner. A few others ⁶ *have already gathered / had already gathered* around him, so I joined them. He was a griot, or traditional storyteller.

Griots ⁷ *sing / have sung* about kings and magicians, wars and journeys. This is how Malians ⁸ *learned / have learned* about their history for generations. He poured me a glass of tea and then I ⁹ *listened / have listened* to him tell the story of King Mansa and the golden age of Timbuktu, a story he ¹⁰ *was telling / had told* countless times before.

At the end, the griot ¹¹ *quoted / has quoted* an old Mali saying: 'To succeed you need three things – a brazier, time, and friends.' The brazier is to heat water for tea. Time and friends are what you need to share stories. It's a lesson that ¹² *will stay / will have stayed* with me for a long time.

I CAN

combine time phrases and tenses

use the perfect aspect to look back at events and actions

Vocabulary

- 4 Complete these idiomatic expressions.
 - 1 Jack is a than life character.
 - 2 There was a great mix at the conference: people from all of life.
 - 3 I loved being at university. I had the of my life there.
 - 4 Learning lessons from the past is easier said than
 - 5 If you are annoyed with someone, a good rule of is to speak to them, not write.
 - 6 I have one guiding principle in life: don't sweat the stuff.
- 5 Work in pairs. Put the irreversible word pairs in the correct order.
 - 1 soul / and / heart
 - 2 large / and / by
 - 3 first / and / foremost
 - 4 quiet / and / peace
 - 5 day / and / age
- 6 Choose two of the word pairs in Exercise 5 and make sentences about life.

I CAN

describe lessons in life

use irreversible word pairs

Real life

- 7 Look at the phrases used for keeping going when talking. Complete phrases b–e.
 - a I'll begin that again.
 - b I was saying, ...
 - c I'll just take a of water.
 - d I the thread.
 - e me just look at my notes.
- 8 Match the underlined phrases with a phrase from Exercise 7 (a–e) that has a similar meaning.
 - 1 Now where was I? ...
 - 2 Sorry, I just need to check my facts ...
 - 3 Sorry, I forgot what I was about to say ...
 - 4 I'd better rephrase that.
 - 5 Sorry, I just need to have a drink.
- 9 Work in pairs. Present yourself briefly to each other as if you were answering the question at an interview: 'So tell me a little about yourself.'

I CAN

present myself as if at an interview

keep going when I feel under pressure

Speaking

- 10 Work in pairs. Talk about a successful or unsuccessful interview you've had. Why did it work out this way? What did you do right or wrong?