

Life

SECOND EDITION

WORKBOOK

PAUL DUMMETT | JOHN HUGHES | HELEN STEPHENSON

Life

SECOND EDITION

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Unit 1 Lessons for life

1a Things they never taught you

Listening eight rules for life

1 ▶ 01 Listen to a talk given to a group of college graduates and answer these questions.

1 What was the speaker going to talk about originally?

2 What does he actually talk about?

flipping burgers (exp) /'flɪpɪŋ 'bɜːrg(ə)z/ a job that involves cooking hamburgers in a fast-food restaurant
entitled (adj) /m'taɪt(ə)ld/ believing you deserve to get what you want
nerd (n) *colloquial* /nɜːrd/ a person skilled at something technical but lacking in social skills

2 ▶ 01 Listen again and circle the correct options to complete the rules that the speaker mentions.

- 1 What you get in life is *just* / *unjust*.
- 2 You *must aim for* / *can't expect* great job conditions from the start.
- 3 Employers are generally *more strict* / *less strict* than teachers.
- 4 Flipping burgers is *not a job you should do* / *a beginning*.
- 5 Things will go wrong in your life, and most probably it will be *your* / *someone else's* fault.
- 6 The boring chores in life *can be left to others* / *have to be done by everyone*.
- 7 In the real world, you will *often* / *seldom* get a second chance to get things right.
- 8 Don't underestimate people with good *technical expertise* / *social skills*.



Grammar time phrases

- 3** **01** Complete the sentences with these time phrases. Then listen to the talk again and check your answers.

about 15 years ago	at the time	before that
many years ago	currently	next year
over the last 20 years	rarely	sooner or later

- _____, I'm writing a book about scientific inventions.
 - I'm going to give you some rules of life that I read _____ in a book.
 - _____, I had believed myself to be—as you probably do now—one entitled individual.
 - You will not make \$80,000 _____.
 - _____, your grandparents had a different word for burger flipping.
 - But they were like that because _____ they were paying your bills.
 - _____, schools have abolished the idea of winners and losers.
 - That _____ happens in real life.
 - _____, you'll end up working for one.
- 4** Look at the time phrases in these sentences spoken by a student who is about to graduate. Complete the sentences with the correct form of the verbs in parentheses.
- At the moment, I _____ (take) a break from my studies.
 - Last week, I _____ (attend) a lecture on a career in the diplomatic service.
 - Before that, I _____ (never / be) to a careers advice talk.
 - Nowadays, most graduates _____ (seem) to think that the world owes them a living.
 - I _____ (wonder) for some time what I'm going to do with my life.
 - But I _____ (have to) make a decision in the coming weeks whether to continue studying or apply for a job.

Vocabulary life lessons

- 5** Complete these sentences. You have been given the first letter of the missing words.

- My father told me: "Be kind to people and, as much as possible, forgive them when they do wrong. Because in the end, anger and bitterness will just eat you up." He was right, but it's easier s_____ than d_____.
- I think the most v_____ lesson anyone has ever taught me came from my English teacher, who said: "Keep an open mind and you will learn a lot."
- "Do things that take you out of your comfort zone" is a g_____ principle in my life. Because no one progresses by playing it safe.
- I always make a p_____ of listening to what older people have to say—not just dismissing them as out of touch.
- I try to learn f_____ my m_____ in life. One thing I've learned is that it's much better to travel light than take loads of stuff with you that you'll never use.
- I think to remain humble and to try to live as simple a life as possible is a good rule of t_____.

6 Dictation the problem with advice

- 02** Listen to someone describing how advice and wisdom can be misinterpreted. Complete the paragraph.

One _____

 An example _____

 One of his main ideas was _____
 _____,
 they will _____
 He called _____
 People _____
 _____,
 but _____

 Unfortunately, _____

 which _____

1b What's in a name?

Reading the importance of names

- 1 Read the article. Which of these statements (a, b, or c) best represents the author's view?
- a Our names should help describe our character.
 - b Names are useful in giving a person a sense of identity.
 - c Native American names are useful because they identify social status.

- 2 Read the article again. Are the sentences true (T) or false (F)?

- | | | |
|---|---|---|
| 1 Native Americans share a belief in the significance of names. | T | F |
| 2 It is common for Native Americans to name people after things in the natural world. | T | F |
| 3 Native American names can evolve as people go through life. | T | F |
| 4 Names usually reflect something the parents saw at the time of the child's birth. | T | F |
| 5 Many cultures still use names to indicate the place people were born. | T | F |
| 6 In the West, nicknames are always used to identify someone's social status. | T | F |



at when the child was born is false.) You are probably less aware that their names can also describe certain attributes, such as character (e.g., Independent) or physical appearance (e.g., Broad Shoulders) or social status (e.g., Wife). Among some tribes, these names are continually changing according to people's achievements or life experiences. In some cases, a person will change names three or four times during their life.

What's in a name?

Do you feel that your name is an essential part of who you are? What factors did your parents consider when they named you? Had they already been thinking about the name before you were born?

For some, names mean little. For others, such as Native Americans, who have been following the same naming traditions for generations, it is a critical part of one's identity. Although traditions differ from one Native American tribe to another, all tribes attach great importance to the name or names that each individual is given.

You are probably familiar with Native American names taken from nature, such as Laughing Water, Rolling Thunder, White Feather, etc. (NB the belief that such names derive from what their parents were looking

Names in Native American culture are descriptive, reminding the bearer of their place in nature or of their reputation in society. In other cultures, surnames often denoted where a person came from or what their family profession was: "Julie London," "James Carpenter" are examples in English. But even if such names still exist, they are no longer an indication of a person's identity.

Perhaps the most similar thing to the Native American tradition in modern Western society is the nickname. My given name is Sarah, but my parents and childhood friends know me as "Sally," a derivative name that has no particular meaning. The people I met at college nicknamed me "Starah" (i.e., "starer") because I have a bad habit of staring at people. Since I have been with my husband, my name has returned to Sarah. Such nicknames may not have the descriptive power of Native American names, but they do serve as important markers of the stages in our lives. Who knows what name people will be calling me in another ten years?

Grammar the continuous aspect

- 3** Find and name five different continuous tenses used in the article.
- 4** Look at these pairs of sentences with simple and continuous verb forms. What is the difference in meaning—if any—in the pairs of sentences?
- a The name Lucas **is** very popular.

b The name Lucas **is getting** very popular.
 - a People always **pronounce** my name wrong.

b People **are** always **pronouncing** my name wrong.
 - a They've **made** a list of names for their baby, who is due in May.

b They've **been making** a list of names for their baby, who is due in May.
 - a At one time, they **had thought** of giving all their children names beginning with "M."

b At one time, they **had been thinking** of giving all their children names beginning with "M."
 - a When I **got** married, I decided to change my surname to Romano.

b When I **was getting** married, I decided to change my surname to Romano.
 - a They've had five boys, so they **hope** the next baby is a girl.

b They've had five boys, so they'll **be hoping** the next baby is a girl.
- 5** Complete these sentences with the correct tense. Use six continuous forms and two simple forms.
- Sorry I was late picking you up. _____ (you / wait) there long?
 - I can smell cigarettes. _____ (someone / smoke) in here?
 - I heard a scream and ran toward the river. A boy _____ (play) too close to the bank and (fall) _____ in.
 - Sorry I can't meet you later. I'm afraid I _____ (work) late tonight.
 - We _____ (live) in one room for the last three months because builders _____ (repair) our roof.
 - I _____ (hear) a lot of strange stories in my time, but that is probably the strangest.

Vocabulary personality and identity

- 6** Match the personality types (1–5) with the descriptions (a–e).
- | | |
|-------------------------|--|
| 1 a control freak | a is very lively and sociable |
| 2 a driven person | b is independent and does not follow conventions |
| 3 a family person | c wants to manage every aspect of a situation |
| 4 a free spirit | d puts home life before other things |
| 5 the life of the party | e is motivated and ambitious |

Wordbuilding binomial pairs

- 7** Circle the correct options to complete the sentences.
- Can I have some *quiet and peace* / *peace and quiet*, please? I'm trying to concentrate.
 - As far as business trips go, it was great—*sweet and short* / *short and sweet*.
 - That was my first marathon. I have a few *pains and aches* / *aches and pains* now, but no injuries.
 - Then and now* / *Now and then*, I wonder if I should have gone to college.
 - The event is not all *fun and games* / *games and fun*. There is a serious side to it, too.
 - First and foremost* / *Foremost and first*, we choose a name that we hope is not too common.
 - Large and by* / *By and large*, it's a pretty good place to live.

8 Pronunciation linking in word pairs

- a**  **03** Listen to how these binomial word pairs are linked with *and* as a weak form.

- I hear you **loud and clear**.
- He'll be **up and about** in no time.
- It's a game of **cat and mouse**.
- She's **sick and tired** of people asking what she's going to do with her life.
- The job has been a bit **up and down** lately.
- It's **part and parcel** of being a parent.

- b** Practice saying the sentences in Exercise 8a in the same way.

- 9** Match the binomial word pairs (1–6) from Exercise 8a with the correct definitions (a–f).

- | | |
|-----------------------------|---------------------------------------|
| a changeable _____ | d clearly _____ |
| b fed up (with) _____ | e out of one's sick bed _____ |
| c an integral element _____ | f one trying to catch the other _____ |

1c The English we speak

Listening the evolution of English

1 ▶ 04 Look at these statements about the English language. Do you think the statements are true (T) or false (F)? Then listen to a lecture on the evolution of English, and check your answers.

- | | | |
|--|---|---|
| 1 Throughout its history, the English language has been subject to outside influences. | T | F |
| 2 English is principally a Germanic language. | T | F |
| 3 The language of Shakespeare is very different from modern English. | T | F |
| 4 People living in the colonies tried to preserve the integrity of British English. | T | F |
| 5 Many people around the world speak a very simplified, functional form of English. | T | F |
| 6 The constant adaptation of English has been a negative thing. | T | F |

2 ▶ 04 Listen again and circle the correct option (a or b) according to the speaker. Pause each time before moving onto the next question.

- The English language has:
 - influenced other cultures.
 - both influenced and been influenced by other cultures.
- The fact that Anglo-Saxon, not Latin, was the dominant influence on English is:
 - unlike other countries in Western Europe.
 - because the Romans were hated in Britain.
- The language stopped changing so fast after the 16th century because:
 - books became more common.
 - no one invaded Britain after that date.
- The speaker implies that compared to British English, the language used by Americans is:
 - more open.
 - more refined.
- The author suggests that English is now a global language because:
 - it is such an adaptable language.
 - it became the language of international trade.
- Non-native speakers who want to speak English:
 - must choose for themselves what kind of English they want to speak.
 - must be careful not to learn the wrong version of English.



3 Circle the correct definition (a or b) for the words in bold from the lecture.

- The **legacy** of the Romans is evident in the Romance languages.
a great achievement b gift to future generations
- Instead of replacing English, French was **assimilated** into it.
a incorporated b transformed
- The language continued to remain rather **organic**.
a basic b in a state of evolution
- From this point in history, British colonialism **thrived**.
a did well b began to diminish
- English was successful in its global reach because it was a **versatile** language.
a simple to use b easy to adapt

Word focus life

4 Complete the sentences with *life* using these words.

fact saver	larger time	lifelike walks
---------------	----------------	-------------------

- Jenny is a _____ **-than-life** character; you know when she's in the room!
- Thanks for covering my shift yesterday. It was a real **life-**_____.
- Teaching is a profession that attracts people from **all** _____ of **life**.
- It's a _____ of **life** that you won't get anywhere without effort.
- That statue of a cat in your backyard is incredibly _____.
- My daughter loves college. She's **having the** _____ of her **life**.

1d How did you get into that?

Real life getting to know people



- 1 ▶ 05 Listen to the conversations. Note down where each conversation takes place and what details you learn about each person.

Conversation 1

Place: _____

Teresa: _____

Ana: _____

Conversation 2

Place: _____

Jeff: _____

Khalid: _____

- 2 ▶ 05 Complete these questions and statements using ONE word in each space. Then listen to the conversations again and check your answers.

Conversation 1

- What did you _____ the talk?
- Sorry, I _____ introduced myself. I'm Teresa.
- _____ in Spain is it?
- Do you _____ joining me?

Conversation 2

- Where are you _____ ?
- I'm Jeff, _____ the _____ .
- What are you _____ to be _____ ?
- Wow, that sounds _____ .

- 3 What do you think the speakers meant (a or b) when they used the phrases in bold?

- a lot of **food for thought**
a things to consider b unanswered questions
- it's **not a million miles from** there
a not so far from b not so different from
- let me just **get rid of** all these papers
a throw away b find somewhere to put
- your **best bet** would be ...
a best chance b best route
- way above my head**, I'm afraid
a too stressful for me b too difficult for me

4 Pronunciation merged words in everyday phrases

- a ▶ 06 Listen to the sentences with merged words. Complete the sentences.

- _____ the exhibition?
- _____ company is it, exactly?
- _____ being the only boy in a family of girls?
- Sorry, _____ that before.
- _____ the course?
- So, _____ before?

- b Listen again and repeat each sentence.

5 Listen and respond meeting a stranger

- ▶ 07 You have been invited to dinner by an old friend, Nicola, in a foreign town you are visiting. Someone at the dinner who you don't know comes up to speak to you. Respond with your own words. Then compare your response with the model answer that follows.

Hi there, I don't think we've met. I'm Antony.

Hi, Antony. Nice to meet you. I'm José.