

CEFR C1

Mary Tomalin • Deborah Friedland

AMERICAN JETSTREAM

ADVANCED **Second Edition**



LMS



e-book+



APP



Student's Book

CONTENTS

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 1 The way we are page 7	INTRODUCTION	Adjectives describing personality		<i>This is Us</i>	Describing people you know
	LESSON 1 My crazy family		Narrative tenses, <i>used to</i> and <i>would</i>	Reading and listening: My father, the wig, and the bolster	Talking about dysfunctional families Telling and writing a story about an unusual person from your past
	LESSON 2 Good parent, bad parent	Prefixes	Ability and permission Obligation and necessity	Reading: The parenting question	<i>Managing conversation</i> : Agreeing, disagreeing, and partially agreeing Describing and giving advice about family problems <i>What's your view?</i> How much should parents control, support, and "hothouse" their children?
	LESSON 3 Only connect	Facial expressions		Listening 1: an interview about the power of a smile word stress and meaning Listening 2: discussing the body language of job applicants	Writing and giving a talk on smiling and eye contact
	LANGUAGE IN ACTION	Exchanging news liaison with words ending in /d/ or /t/		Video option: What's happening in your life?	
UNIT 2 Wild world page 17	INTRODUCTION	Animal behavior			Talking about animals and their characteristics
	LESSON 1 The elephants and the bees		Articles	Reading: Elephant fact file the /f/ sound Listening: a talk about a natural elephant deterrent method	Acting out a conversation between a local farmer and a representative from Save the Elephants
	LESSON 2 The human chimpanzee	Animal movements Metaphors and similes		Reading: extract from <i>We Are All Completely Beside Ourselves</i>	Talking about the similarities and differences between humans and chimpanzees Using Maslow's hierarchy of needs <i>Managing conversation</i> : Similarities and differences <i>What's your view?</i> Are we more similar to animals than we think?
	LESSON 3 Whales and more	The Arctic	Verbs of the senses	Listening 1: two conversations and a commentary about the Arctic Listening 2: local news item about saving a whale	Telling the story of an encounter with wildlife Writing an article about a trip to see wildlife Persuading someone to go on a trip
	LANGUAGE IN ACTION	Complaining, apologizing, making polite requests the fall-rise intonation pattern		Video option: How to solve a problem with a neighbor	

REVIEW Units 1 & 2 page 27; **Culture Matters: Child-rearing**

e-ZONE **Cambridge C1 Advanced** **Listening** Part 1 **Reading & Use of English** Parts 1 & 2 **Writing** Part 1 **IELTS** Listening **TOEIC** Reading

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 3 Right on the money page 29	INTRODUCTION	Attitudes toward spending			Talking about your relationship with money Giving financial advice to someone leaving home
	LESSON 1 Just give me money	Collocations connected with money	Aspect	Listening: people talking about how they spend money Reading: How to stop waiting for your next paycheck	Talking about living within your means Writing a paragraph explaining your attitude toward money Writing a web article called "How to be rich"
	LESSON 2 The future of money	Money and banking P differences in pronunciation of numbers and figures in British and American English Money idioms	The future	Reading: Money talks; Money trends	<i>Managing conversation:</i> Giving and responding to opinions Talking about different money issues
	LESSON 3 Poor little rich kids			Listening 1: extract from a story by F. Scott Fitzgerald Listening 2: a talk about how the children of rich parents spend money	Talking about how you would spend money <i>What's your view?</i> What should the rich do with their money?
	LANGUAGE IN ACTION	Explaining P differences between letters "r" and "t" in American and British English		Video option: Features and potential problems in the US banking process	
UNIT 4 Through the ages page 39	INTRODUCTION	Inventions			Explaining your views about how mankind has progressed
	LESSON 1 Old materials, new uses	Properties of materials	The passive	Reading: Ceramics and glass Listening: a talk about paper	Talking about the importance of ceramics in civilization Describing different materials Giving a talk about the uses and history of plastic
	LESSON 2 Silver beauties & the quest for spice	Value Tableware and kitchen equipment	Compound nouns (noun + noun) Possessive 's; noun + of + noun	Reading 1 and 2: two extracts from <i>A History of the World in 100 Objects</i> P silent "h"	Writing a presentation about the Hoxne hoard Giving a talk about a personal time capsule <i>Managing conversation:</i> Listing reasons
	LESSON 3 The internet: a double-edged sword	Internet issues		Listening 1: five people talking about the downside of the internet Listening 2: extract from a radio show about a book by an American lawyer	Describing advantages and disadvantages of the internet <i>What's your view?</i> The downside of the internet outweighs its benefits
	LANGUAGE IN ACTION	Asking for clarification 1 P different intonation patterns		Video option: Steps to fix a problem with a cell phone	

REVIEW Units 3 & 4 page 49: **Culture Matters: Sustainable fashion**

e-ZONE ▶ **Cambridge C1 Advanced** **Listening** Part 2 **Reading & Use of English** Parts 3 & 4 **Writing** Part 2 **TOEFL Reading** **TOEIC Listening**

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 5 Island hopping page 51	INTRODUCTION	Geography of islands			Talking about the meaning of <i>island</i>
	LESSON 1 My amazing island home		Discourse markers	Listening: a podcast about two islands Reading: fact files about two islands P word stress	<i>Managing conversation:</i> Using discourse markers 1 Giving a talk about the advantages and disadvantages of living on an island Writing an article contrasting two islands
	LESSON 2 The boat at the end of the world	<i>make</i>	Past deduction and speculation P substitution	Reading: An unexplained mystery	Talking about the effects of pollution and tourism on islands, and thinking of solutions Giving a presentation about an imaginary island
	LESSON 3 I will survive			Reading: information about Robinson Crusoe Listening 1 and 2: an interview about a survival TV show	Talking about survival Writing a diary entry as a participant on a survival TV show <i>What's your view?</i> Do you have what it takes to survive?
	LANGUAGE IN ACTION	Using discourse markers 2 P silent letters		Video option: A description of your favorite vacation destination	

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 6 Aspects of society page 61	INTRODUCTION	Ways of helping society			Talking about aspects of society
	LESSON 1 Nature lover	Blended words		Reading: extracts from <i>Last Child in the Woods</i> Listening: thoughts on our relationship with nature	Talking about our relationship with nature and how to get more nature into our lives Writing a list of tips on how to get more nature into our lives
	LESSON 2 Social architecture	House features	Relative clauses	Reading: Shigeru Ban: architect of social change P final syllables Listening: a conversation about social architecture	Talking about the place of architecture in society Giving a presentation about an interesting architecture project Designing a dream house
	LESSON 3 The kindness of strangers		Position of adverbs	Listening 1: a talk about compassion Listening 2: two news reports about acts of kindness	Sharing information about personal acts of kindness <i>Managing conversation</i> : asking for clarification and rephrasing <i>What's your view?</i> Would you take a risk to save a stranger? Writing a news report
	LANGUAGE IN ACTION	Generalizing P intrusion with the sounds /j/, /w/, or /r/		Video option: A new volunteer role or project with an organization	

REVIEW Units 5 & 6 page 71; **Culture Matters: How cultural values motivate eco-friendly behaviors**

e-ZONE ▶ Cambridge C1 Advanced **Listening** Part 3 **Reading & Use of English** Part 5 **Writing** Part 3 **IELTS** Reading **TOEIC** Reading

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 7 Get to work page 73	INTRODUCTION	Job categories			Taking a psychometric test and talking about the results in relation to your career
	LESSON 1 Flexible working		Comparison	Reading: Why you should take a stand against sitting Listening: a conversation about co-working	Talking about different work environments <i>Managing conversation</i> : filled pauses and hesitation Comparing co-working with a traditional working environment
	LESSON 2 Secrets of success	Jobs and suffixes P voiced and unvoiced sounds /ʃ/ /tʃ/ /s/ /dʒ/ /g/ /k/		Reading 1: One of China's richest women Reading 2: quotes by self-made billionaires	Talking about the importance of background and personality traits in business success Giving a talk about the day in the life of a particular job Writing an article or giving a speech <i>What's your view?</i> What's the best way to succeed in business?
	LESSON 3 The future of work	Work and technology	Speculation	Listening 1: an interview about jobs in the future Listening 2: a lecture about the role of robots in the workplace	Talking about work and leisure in the future and the effect of technology Writing an article about automation in society / a letter from a robot / an article about typical future jobs
	LANGUAGE IN ACTION	Pitching a business idea P differences in American and British English pronunciation of the same words		Video option: Pitching a business idea	
UNIT 8 Music and creativity page 83	INTRODUCTION	Music genres			Talking about the purpose of the creative arts
	LESSON 1 The world's favorite songs	Songs	Ellipsis and substitution	Reading: 100 Greatest Songs of All Time Listening: people talking about their favorite song	Talking about your favorite songs Writing a review of songs
	LESSON 2 Music to my ears	Playing music	Fronting and cleft sentences	Reading 1: Your Brain on Music Reading 2: Why I took up a new skill	<i>Managing conversation</i> : Emphasizing P stress for emphasis Comparing experiences of creative activities Writing about a creative achievement
	LESSON 3 Your creative mind			Listening 1: an interview about film music and film composers Listening 2: a podcast about creativity	Talking about your experience of creativity in school <i>What's your view?</i> How can you be more creative?
	LANGUAGE IN ACTION	Recommending and giving advice		Video option: Reasons for buying an expensive gadget or piece of equipment	

REVIEW Units 7 & 8 page 93; **Culture Matters: The global workplace**

e-ZONE ▶ Cambridge C1 Advanced **Listening** Part 4 **Reading & Use of English** Part 6 **Writing** Part 4 **IELTS** Writing **TOEIC** Listening

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 9 An active life page 95	INTRODUCTION	Sports expressions			Finding out your feelings about sports
	LESSON 1 Love it or hate it?		The future in the past	Reading: a blog about sports Listening: three anecdotes about sports	Talking about male and female attitudes toward sports
	LESSON 2 Nature or nurture?	Track and field	Participle clauses intonation in participle clauses	Reading 1: A Tale of Two Jumpers Reading 2: information about <i>The Sports Gene</i> Listening: a biography of an Ironman champion	Writing a list of tips for young athletes and their families Talking about the importance of nature or nurture in the success of top athletes Writing a biography of an Ironman athlete
	LESSON 3 Would you like to live forever?	Adjectives of quantity		Listening 1: a news report on the effects of activity on longevity Listening 2: a radio discussion about anti-aging research	Talking about attitudes to health and fitness <i>Managing conversation</i> : Making formal proposals <i>What's your view?</i> What should government policy be with regard to access to an anti-aging pill?
	LANGUAGE IN ACTION	Encouraging and praising diphthong sounds: /aʊ/ /eɪ/ /aɪ/ /əʊ/		Video option: A demonstration of your favorite sport or activity	
UNIT 10 Mixed feelings page 105	INTRODUCTION	Degrees of happiness			Sharing high and low points in life Writing a poem about happiness
	LESSON 1 Happiness by design		Complex -ing forms and infinitives	Listening: a talk about a book on happiness	Agreeing on a definition of happiness Retelling a story Talking about pleasurable and purposeful activities in your life
	LESSON 2 Play to your weaknesses	Negative emotions short and long vowel sounds The body language of anger		Reading: a book review of <i>The Power of Negative Emotion</i>	Describing people, their expressions and feelings Talking about harmful emotions Writing a summary of an article <i>Managing conversation</i> : Managing discussion <i>What's your view?</i> How can we live more happily?
	LESSON 3 Two poems		Inversion used for emphasis	Reading 1: <i>Everyone Sang</i> , by Siegfried Sassoon Listening 1: a discussion of <i>Everyone Sang</i> Reading 2: <i>The Word</i> by Zaffar Kunial Listening 2: a poetry group discussion of the two poems	Practicing reading a poem aloud Introducing a poem
	LANGUAGE IN ACTION	Expressing irritation and annoyance word stress and intonation in questions		Video option: A trivial argument between two people	

REVIEW Units 9 & 10 page 115; **Culture Matters: When straight talking is not a good idea**

e-ZONE **Cambridge C1 Advanced** **Reading & Use of English** Part 7 **Writing** Part 4 **TOEFL** Listening **TOEIC** Reading

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 11 Crime and justice page 117	INTRODUCTION	Crime			Talking about crime statistics Telling a story about a criminal
	LESSON 1 Wanted, dead or alive!		Distancing	Reading: biographies of two famous criminals Listening: a talk about Robin Hood and other famous outlaws noun / verb word stress	Giving a talk about a legendary figure
	LESSON 2 Whodunit?	Crime fiction Metaphors		Reading: The Best Crime Novel – Ever	Deciding what features are important for crime fiction <i>Managing conversation</i> : Persuading <i>What's your view?</i> Which crime novel or drama would you recommend to all your friends?
	LESSON 3 Restorative justice	Criminal justice	Sentences with <i>if</i> , alternatives to <i>if</i>	Listening 1: a talk about restorative justice Listening 2: an interview with the chair of a youth offender panel	Writing an email about your work on a youth offender panel Deciding how to deal with young offenders
	LANGUAGE IN ACTION	Expressing certainty, probability, and doubt using intonation to convey different feelings		Video option: A lost or stolen item and how it was discovered	

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 12 Utopia / Dystopia page 127	INTRODUCTION	Utopias and dystopias			Talking about utopian and dystopian stories, movies, and games
	LESSON 1 Why we love dystopia		Pronouns and substitution	Reading and listening: four movie reviews Listening: a conversation about dystopian fiction	Finding out about an unknown dystopian movie Talking about dystopian stories in relation to modern popular culture
	LESSON 2 The Hunger Games	Heroes and heroines		Reading: an extract from <i>The Hunger Games</i>	<i>Managing conversation</i> : Speculating consonant clusters Writing a movie script / diary entry / a set of rules
	LESSON 3 What if ...?		Supposition	Listening 1: a talk about Project Hieroglyph Listening 2: news reports about three places	Comparing science fiction and reality <i>What's your view?</i> What is your vision of a utopia?
	LANGUAGE IN ACTION	Responding to questions and suggestions chunking		Video option: Your fantasy day destination and itinerary	

REVIEW Units 11 & 12 page 137; **Culture Matters: TV crime shows**

e-ZONE ▶ **Cambridge C1 Advanced** **Reading & Use of English** Part 8 **Writing** Part 4 **TOEFL Writing** **TOEIC Listening**

EXTENDED PRACTICE

page 139

Grammar Reference pages 139–150

Extra Material page 151

Exam Training pages 152–163 **Cambridge C1 Advanced • IELTS • TOEIC • TOEFL iBT**

Writing Modules pages 164–175

KEY

	Audio
	Video
	Pronunciation activities
	Pair- and group work
OVER TO YOU	Over to you
MEMORY	Test your memory
EVERYBODY UP!	Share with others
TAKE AWAY	Language you take with you
YOUR VIDEO	Create your own video
EXPLORE	Extend your learning with online projects
YOUR STORY	Tell your own story
MINI-TALK	Write and present a talk
ROLE-PLAY	Role-play with a partner
	Link to Workbook

On Helbling media app

- Audio
- Video

On helbling-ezone.com

- Cyber Homework
- Exam Practice
- Projects
- Audio and video



The critically acclaimed TV drama series *This is Us* (2016-2022) follows the fortunes of the ¹_____ but loving Pearson family and pulls your heart to pieces in the process. Charismatic Jack Pearson and warm but anxious Rebecca, fall ²_____, marry, and have triplets. One of the triplets is stillborn and they adopt Randall, an African American child born the same day. The couple are ³_____ to their children, but struggle financially. The surviving triplets, Kate and Kevin, who are very close, feel a need to live up to their parents' great ⁴_____. Severely ⁵_____, Kate is loving and competent, but deeply insecure. Kevin, who grows up to be a famous TV actor, becomes shallow and self-centered. Responsible Randall becomes a wealthy businessman, but suffers from ⁶_____. The storyline takes place in the present, but with multiple flashbacks and flash-forwards. It's an authentic-feeling series with moments of both joy and ⁷_____.

VOCABULARY Describing personality

1. 🗣️ Work in small groups. Take turns to chat about:

- things about yourself that you would like people to know.
- interesting things about your family.

2. Cover the text. Say as much as you know or can guess about the people in the photo.

3. 🗣️ 02 Read the review and complete the gaps with the words and phrases below. Then listen and check your answers. What did you guess correctly about the family?

anxiety attacks devoted dysfunctional head over heels in love heartbreak love story overweight

4. Find words in the review that have a similar meaning to these words.

affectionate charming egocentric efficient low self-esteem reliable superficial

5. 🧠 MEMORY Read the review again. Then say as much as you can remember about the family.

6. 🗣️ Work in small groups. Talk about people you know using adjectives in Exercise 4 and other adjectives of your own. Decide who sounds the most interesting.

7. 🌐 EXPLORE Find out more about *This is Us* or another TV family drama.

**YOU FIRST!** What behavior do you consider to be eccentric?**READING AND SPEAKING****1. Look at the photos and talk about the questions.**

- What words would you use to describe the people in the photos? Would you like to be friends with them?
- Are your friends and family mostly conventional, or are they "different" in some way?
- What about you? How would you describe yourself?

2. Read the blog entry below and answer the questions.

- What do we learn about the personalities of the family members? Describe them.
- What problem is caused by the fact that the parents have different nationalities?
- What's happening in the picture?

3. TAKE AWAY Look at the words and phrases in bold in the blog below and answer the questions.

- What do you do when you *conduct* music?
- What kind of thing *throws you into a panic*?
- Have you ever *feigned* illness?
- Why might you *sneak out* of a place?
- What do we often use *to let ourselves in* to a place?
- Have you ever *tiptoed* anywhere?
- What is the goal of a *ruse*?
- As a teenager, did you do things your parents didn't know about, and if so, did they *suspect* anything?

4. MEMORY Read the blog entry again. Then close the book and describe the unusual behavior of the writer's father, mother, and the writer herself.**5. Talk about the questions.**

- Do you agree that Sophie's father was eccentric?
- In what way is the family dysfunctional?
- What do you think of Sophie's mother's behavior? What would your mother have done in her place?



POSTED BY SOPHIE UNDERHILL

My father, the wig, and the bolster

My father, a charismatic and very successful Mexican doctor, had some fairly eccentric habits. A confirmed night owl, he used to work until about 3 a.m. in his study or make prolonged phone calls to friends with similarly nocturnal habits. Or he might put on a symphony and **conduct** it, waving his hands around wildly. He was, for the most part, friendly and outgoing, with the rather notable exception that if he took a dislike to someone, he would call them by the wrong name. He was always asking my mother, also a doctor, to see his patients for him. 5 My poor mother—thanks to my father, she used to have a permanently exhausted expression.



Being Mexican, my father was very strict with regard to our upbringing. The thought of his three teenage daughters growing up **threw him into a panic** and he dealt with this by forbidding us to go out and socialize. Unbeknownst to him, however, my mother, who was 10 American and almost as eccentric as my father, had other ideas.

I was the oldest daughter, and she supplied me with a wig and a bolster, and on Saturday evenings, whenever I was invited out, I would **feign** a headache and go to my room. There, I would arrange the wig on the pillow and stuff the bolster in the bed so that it looked as if I was 15 asleep and then I'd **sneak out**. When I returned, I would **let myself in** and **tiptoe** upstairs to bed. The **ruse** worked well and my father never **suspected** a thing. I found the whole thing hilarious, and it was only as an adult that I realized our family was pretty dysfunctional!

Add Comment

Your Name

Email

Message

NOVEMBER 30TH

12 COMMENTS

**YOUR RESPONSE?** Would you have done what Sophie did?

LISTENING

1. Look at the picture and talk about the questions.

1. What do you think happened one night to Sophie?
2. How do you think Sophie replied to her father?

2. 03 Listen to Sophie telling her story and check your answers.

3. TAKE AWAY 03 Listen to the story again. Talk about the meaning of the phrases in *italics* and answer the questions.

1. What was Sophie's *narrow escape*?
2. What would have *given the game away* and why?
3. When and why did Sophie think, "*I made it!*"?
4. Why did she *completely freeze*?
5. Why didn't Sophie look as if she'd been *raiding the fridge*?
6. What had Sophie *gotten away with* and how?



GRAMMAR Narrative tenses, *used to* and *would*

1. Read these sentences from Sophie's stories. Match the verb phrases in bold in a-g with descriptions 1-7.

- | | |
|--|--|
| a) If he took a dislike to someone, he would call them by the wrong name. | d) I could see from the light under the door that my dad was working ... as he often did at that time of night. |
| b) I got home just after midnight and let myself in through the basement door. | e) He was always asking my mother, also a doctor, to see his patients. |
| c) I used to leave my pajamas out ... but that particular night, I'd forgotten. | f) I did not look as if I'd been raiding the fridge. |
| | g) ... she used to have a permanently exhausted expression. |

This describes ...

- | | |
|---|---|
| 1. completed actions in the past. _____ | 4. an annoying habit that took place in the past. _____ |
| 2. an action that was in progress in the past. _____ | 5. the same as 3, but the earlier action took place over a period of time. _____ |
| 3. an action in the past that happened before another action in the past (when it is necessary to make this clear). _____ | 6. a past state that no longer occurs. _____ |
| | 7. an action that took place repeatedly in the past, but no longer happens. _____ |

> PAGE 139

2. Complete the story with the correct form of these verbs. Use *would* once and *used to* twice.

be chat lose pick up play return spoil stand surface take back win yell

A friend of mine, Justin, was the only child of extremely well-off parents. His mother ¹ _____ regularly _____ us up from school and ² _____ us _____ to the family mansion. Justin was a lot of fun, but ³ _____ always _____ his temper. His bad behavior never bothered his parents, who ⁴ _____ him terribly. I remember once, the two of us ⁵ _____ by the swimming pool. We ⁶ _____ just _____ from the court, where we ⁷ _____ tennis, and I ⁸ _____. Now, Justin ⁹ _____ very competitive in those days. As I ¹⁰ _____ on my phone, he casually pushed me into the pool. When I ¹¹ _____, sputtering, he said, "That's to pay you back for beating me."

"My phone's at the bottom of the pool!" I ¹² _____. Justin's dad just laughed. "No problem, we'll buy you another one," he said, while his mother hugged him and said, "Better luck next time, darling."

3. MEMORY Work in pairs. Retell the story of Sophie and her father using the correct narrative tenses. But in your story, her father doesn't believe her excuse and the story ends differently!

SPEAKING AND WRITING

1. Talk about the questions.

1. What is your opinion of Justin and his parents? What do you think Justin will be like as an adult?
2. Think of one or two movies or books about dysfunctional families. Talk about the ways in which they are dysfunctional.

2. YOUR STORY Work in pairs. Tell a story about someone from your past who was eccentric or unusual. Alternatively, invent a story.

1. Describe the person, their relationship to you, and their habits.
2. Describe a particular incident involving them.

3. Work with two other pairs and tell your stories. The other pairs must decide if your story is true.

4. Write about one of the stories you heard.



YOU FIRST! As a child, how often did you play outside unsupervised?

GRAMMAR 1 Ability and permission

1. Work in pairs. Do you think these statements are true?

- Most people **don't allow** 15-year-olds to stay out after midnight. They're **only permitted to** do so on very special occasions.
- Children **could** roam the streets much more freely 50 years ago.
- Children **are unable to** distinguish between right and wrong before the age of 12.
- Children **are incapable of** looking after themselves before the age of 16.
- "You **may not** speak unless spoken to," is something only an older person would say to a child.

2. Compare your ideas with other pairs.

3. Look at the words in bold in Exercise 1. Say which ...

- refer to a) ability b) permission
- are modal verbs
- can be replaced with a) *can* b) *can't*

4. Rewrite sentence 1 above using *let*.



> PAGES 139–140

5. Complete the sentences with the correct form of one of these words or phrases and the words in parentheses. More than one answer may be possible.

allow (sb) (to)	be able to	can	capable (of)	let	may (be)
1. _____ the children _____ (leave) school early? If the teacher _____ (not) them, we _____ (not / catch) the two o'clock train.					
2. Matthew's father glared at him and said, "If you _____ (achieve) anything worthwhile, you would have done it by now. But the fact is, you're useless!"					
3. My husband _____ (not / do) math at school, but he's now an associate professor in the subject.					
4. How long _____ she _____ (pick up) any instrument and play it so beautifully?					
5. "You _____ only _____ (leave) the table when you've eaten every single crumb," said my great aunt.					

6. Choose two of the questions to talk about.

- How late were you allowed to stay up when you were younger?
- What kind of freedom were you given as a teenager? For example, how much were you allowed to go out?
- At what age do you think you were able to take care of yourself; in other words, to function as an adult?
- What is the average six-year-old able to do?

READING

1. Read Part 1 of *The Parenting Question* on page 11. What two questions do you think the parenting styles in the article pose with regard to how we bring up children?

2. Find the meaning of the words and phrases in bold from the context.

3. Read Part 1 again and complete the sentences.

- Meitiv was accused of child neglect because ...
- Lulu's mother told her daughter she was behaving in a ...
- You complete homework and school projects for your child because ...
- You only let your child play on playgrounds with rubber chippings because ...
- Lulu's mother threatened her daughter with a punishment in order to ...

4. Talk about the questions.

- Why do you think Alexander Meitiv allowed his children to walk home alone?
- In Style 2, what is the parents' aim in all three situations?
- What do you think is Amy Chua's justification for her treatment of her daughter?

5. Read Part 2 of the article and check your answers to Exercises 1 and 4.

The parenting question

PART 1

How you raise your children has always been a matter of fierce argument. Consider three quite different parenting styles:

Style 1: When physicist Alexander Meitiv from Maryland in the US opened the door one December afternoon in 2014, he didn't expect to be confronted by a police officer in charge of his ten-year-old son and six-year-old daughter. Meitiv had allowed his children to walk home alone from the local park with the understanding that they would return by an agreed time. The police had picked the children up and some months later, the Meitivs were investigated for child neglect.

Style 2: 1. You only let your child play on playgrounds with rubber **chippings**.

2. You complete homework and school projects for your child.
3. You contact your child's college professor about poor grades.

Style 3: Harvard professor Amy Chua describes some of the **tactics** she used (in the end successfully) when her seven-year-old daughter was unable to play an extremely difficult piano piece.

"Get back to the piano now," I ordered.

"You can't make me."

"Oh yes, I can."

Back at the piano, Lulu made me pay. She punched, **thrashed**, and kicked. She grabbed the **music score** and tore it to shreds. I taped the score back together and encased it in a plastic shield so that it could never be destroyed again. Then I hauled



Lulu's dollhouse to the car and told her I'd donate it to the Salvation Army piece by piece if she didn't have "The Little White Donkey" perfect by the next day ... When she still kept playing it wrong, I told her she was purposely **working herself up into a frenzy** because she was secretly afraid she couldn't do it. I told her to stop being lazy, cowardly, **self-indulgent**, and pathetic.

"You can't make me."

"Oh yes, I can."

PART 2

The three parenting styles encapsulate important questions regarding parenting. Styles 1 and 2 pose the question "How much freedom and responsibility should we give our children?" In Western cities even 30 years ago, children played unsupervised in streets and parks, but these days, fears over safety have resulted in children's lives being much more controlled. As well as restricting children's freedom, middle-class parents provide their children with all kinds of extracurricular activities, with the purpose of equipping them for the fiercely competitive adult world.



As a reaction against this kind of control, a parenting movement appeared in 2009 called "Free-Range Kids." The movement argues that the heavy emphasis on scheduling and supervision has left children unable to entertain themselves. In her book on free-range parenting, American writer Lenore Skenazy says that the movement is about the decision to give children independence, freedom, and responsibility, while preparing them carefully for it. Alexander Meitiv is a believer in this kind of parenting.

Parenting style 2, mockingly known as "helicopter parenting," takes the opposite approach. The term describes parents who "over-parent" their child and seek to ensure their success and safety by paving the way for them. This type of parenting was first described in *Between Parent and Teenager* (1969) by Dr. Haim Ginott and is prevalent in the United States.

Harvard Professor Amy Chua is a Chinese American and described her parenting methods in her book *Battle Hymn of the Tiger Mother* (2011). She believes that Western-style parenting



AMY CHUA Author of *Battle Hymn of the Tiger Mother*

is over-permissive and claims that Asian American parents create self-esteem in children by encouraging excellence in them. To do this, she says, you have to "hothouse" a child. The question her parenting style poses, "How far should we push our children to achieve a lot?" is fiercely debated. However, research shows that the children of Asian Americans do better academically because of their rigorous work ethic.



YOUR RESPONSE? What is your reaction to the different parenting styles?

6. **MEMORY** Work in pairs to answer the questions. Then read Part 2 of the article again and check your answers.

1. In what ways does the writer say that children's lives are different these days?
2. How are "free-range parenting" and "helicopter parenting" different?
3. How do you create excellence in children, according to Amy Chua?

7. **TAKE AWAY** Talk about the questions with reference to these words in both parts of the article.

1. What examples does Amy Chua give of her daughter *working herself into a frenzy*?
2. Amy Chua describes herself as a "tiger mother." Why?
3. What is *free-range chicken*? Why did Lenore Skenazy use the term "free-range parenting"?
4. A teenager complained, "Mother hovers over me like a helicopter ..." and the phrase "helicopter parenting" came into use. What did the teenager mean?
5. Why do we use the term "hothouse" to describe a particular approach to teaching children?

8. **Work in groups of four. Divide into two pairs and follow the instructions.**

Pair A: Make notes about a typical problem parents might have with a child or teenager. Describe the problem to Pair B.

Pair B: Give advice according to one of the three parenting styles.

Then pairs swap roles. This time, the advice should be from the opposing point of view.

9. **EXPLORE** Find an interview with Amy Chua online. Make notes of interesting points she makes that aren't in the article on page 11. Share your notes with a partner and talk about the questions.

1. Have your views of Amy Chua's parenting methods changed as a result of watching the interview?
2. Do you think the interviewer was fair to her?
3. What questions would you ask her?

GRAMMAR 2 Obligation and necessity

1. Which statement is different from the others in its attitude toward children?

1. You **don't have to be** strict with a child in order for them to behave well.
2. It's not right to **make** children **behave** like little adults.
3. Teenagers **should be** punished if they're rude to their parents.
4. Children who are **obliged to do** a great deal of academic work can be stifled creatively.

2. Look at the words in bold in Exercise 1. Say which ...

1. refer to a) obligation. b) recommendation. c) necessity.
3. two verbs can replace *oblige* in sentence 4.
2. verb can replace *don't have to* in sentence 1.

> PAGE 140

3. Rewrite the sentences so that they have the same meaning, starting with the words given in italics and using the correct form of the words in the box. When possible, give two ways of writing each sentence.

have to	must	need	oblige	should
---------	------	------	--------	--------

1. It's unwise for grandparents to give unsolicited advice about childrearing. *Grandparents ...*
2. Perhaps it was necessary for her to tell a white lie in order to get what she wanted. *Perhaps she ...*
3. The police officer told me never to allow my young children to go out unaccompanied. *"You ..."*
4. Will the teacher insist that the children stay late after school? *Will the children ...*
5. It isn't essential to push children in order for them to be successful in life. *Children ...*

VOCABULARY Prefixes

1. Check the meaning of these words from the article on page 11.

unsupervised (line 52) self-esteem (line 92)

2. Check the meaning of these words. Talk about the meaning of the prefix. Then explain exactly what the words mean.

over-parent (line 78)

- | | | |
|---|-------------------|-------------------|
| 1. self-acceptance | 4. misinterpret | 7. overworked |
| 2. incapable; unappealing; non-competitive; impractical | 5. multinational | 8. semi-permanent |
| 3. anti-immigration | 6. under-occupied | |

3. 04 Listen to the pronunciation of the words in Exercise 2. Listen again and repeat the words.

4. Complete the words with a prefix from Exercise 2.

1. My best friend is a teacher at a ____racial school. What is astonishing is that he had very little formal schooling and is ____-educated.
2. People tend to ____estimate my niece's abilities, even though she speaks four languages fluently.
3. She's a ____-professional piano player and could have been a concert pianist had she put more effort into it.
4. Unless teachers explain a task clearly, pupils are likely to ____understand and do the task ____correctly.
5. Unlike identical twins, ____-identical twins have different sets of genes.
6. My five-year-old daughter, who's pretty ____mature for her age, got ____excited and almost hysterical at her birthday party.
7. If a parent is ____social and doesn't mix with other people, do you think their children will turn out the same way?

MANAGING CONVERSATION Agreeing, disagreeing, and partially agreeing

a) Work in pairs. You have one minute to brainstorm as many ways of expressing agreement, disagreement, or partial agreement as you can.

b) These phrases show degrees of agreement. Write A (agree), D (disagree), or PA (partially agree) beside them. Are any of the phrases you thought of here?

- | | |
|---|--|
| 1. I was just going to say that. | 6. It's not as simple as it seems. |
| 2. One problem is that ... | 7. I'm in complete agreement with you. |
| 3. That's exactly what I think. | 8. I agree with you in principle / part, but ... |
| 4. I really doubt whether ... | 9. With all due respect, ... |
| 5. I / I'd have some reservations about ... | |



WHAT'S YOUR VIEW? How much should parents control, support, and "hothouse" their children?

Work in small groups and talk about these questions. Try and give some specific answers and refer to your own and other people's childhoods. Use the language from *Managing conversation* when appropriate.

- | | |
|--|--|
| <p>1. How much freedom should parents give their children? At what age should children be allowed to do certain things?</p> <p>Think about these things:</p> <ul style="list-style-type: none"> - traveling home from school - playing in the park or street, going to parties - staying overnight at friends' homes - freedom creates independence and responsibility | <p>2. How much and why should we push children, for example with regard to household chores, homework, and extracurricular activities? Are they mini-adults?</p> <p>Think about these things:</p> <ul style="list-style-type: none"> - number of extracurricular activities; amount of practice and homework - achievement creates confidence - failure creates low self-esteem |
| <p>3. How much should we support our children?</p> <p>Think about these things:</p> <ul style="list-style-type: none"> - children, especially young children, need help - children also need challenges | |



YOU FIRST! Do you sometimes give a smile that isn't real? When?



**CAN YOU
SPOT THE
DIFFERENCE?**



LISTENING 1

- Look at the photos and talk about the questions.**
 - Which smile is genuine and which is fake? How do you know?
- Take turns doing the following.**

Think of something that makes you feel happy, but don't smile. Notice the effect this has on you. Now think of the same thing again, but this time smile. Is there a difference? If so, what is it?
- 05 Listen to an interview with a psychologist and explain the connection with Exercises 1 and 2.**
- Talk about the questions.**
 - In one experiment, students were asked to smile either spontaneously or on purpose. Why and what was the result?
 - What was the result of two experiments on frowning? How were Botox injections involved?
 - What conclusion can we draw from these experiments?
 - What piece of information surprises the interviewer?
 - What kinds of judgments do we make about people who smile in photos?
 - What evidence is there that smiling is contagious?
- 05 Listen again and check your answers.**
- 06 Read this extract from the interview. Decide which words are stressed. Then listen and check.**

Having discovered this, Ekman and his research partner measured the brain activity of college students when they followed instructions to smile. Whether the students smiled spontaneously or on purpose, the activity in their brains was the same. They felt happy.
- Take turns to read the extract in Exercise 6 to each other, paying attention to the word stress. Help each other when necessary.**



Did you know?

A recent study found that in professional fights, winning fighters displayed less intense smiles in face-offs than losers did. In a context where physical dominance is important, smiling can be a sign of appeasement and subordinate status. And people who feel powerful are more likely to smile back at people of low status and less likely to smile back at people of higher status.



De-stress

Smiling makes you feel happier and less stressed. You have one minute to try and make your partner smile and laugh. If you are the "serious" partner, do your best to remain serious.



VOCABULARY Facial expressions

1. Match these words with the pictures. Are all the words both verbs and nouns?

beam	frown	grimace	grin	pout	smirk
					

2.  Take turns making the expressions in Exercise 1. Your partner must:

say what the expression is.

describe their reaction, e.g., *I feel like laughing.*

3.  **TAKE AWAY** Match words from A and B to form phrases that have to do with the face. Then say when we do these things.

A	her eyes	her mouth	she wrinkled
	she raised	she pursed	her chin
B	her eyebrows	quivered	fell open
	her lips	her nose	widened

4.  Work in pairs. Write sentences that illustrate and use four of the phrases from Exercise 3. Take turns reading your sentences out loud, but without using the phrase. Your partner must complete the sentence with the correct phrase.

When I told my husband I'd won the lottery, ...

... his mouth fell open.

LISTENING 2

1.  Talk about these things.

1. The importance of body language and eye contact 2. What these examples of body language indicate:

crossing your legs folding your arms leaning forward / back shifting around

2.  07 Listen to a conversation in which two interviewers discuss two candidates for positions as interns. Answer the question.

What is their opinion of each candidate, Janine and Ken, and what are the reasons for their opinion?

3.  07 Listen again and make notes about these things:

the information on eye contact

Ken's behavior with regard to eye contact

4.  **EVERYBODY UP!** Talk to three different people. With each person, take turns to talk about a recent event in your life. It can be real or invented. Talk to each person for two minutes.

- While your partner talks, notice their body language and use of eye contact.
- When they finish, tell your partner whether you think they were lying or telling the truth.
- Explain why you thought this and find out if you were right.

WRITING AND SPEAKING

1. **MINI-TALK** Work in pairs. Make notes for a short talk on body language, with particular reference to smiling and eye contact. Use information from this lesson and add your own ideas.

1. Introduce the topic in an interesting way.

3. Write out the full talk.

2. Conclude with some more general comments.

4. Exchange your work and make comments.

2.  Work in groups of four. Take turns giving your talk without smiling or making eye contact. Then tell the group how it felt not to smile at them. Get feedback from the group about your talk.

3.  Work in small groups and talk about the questions.

1. What effect has the information in this lesson had on you?

2. Will your behavior change as a result? If so, how?

1. You are going to hear a conversation between two friends, Jerome, a music industry executive, and Charlie, a student who plays the keyboard.

1. Check the meaning of the words and phrases below.
2. Predict how they might come up in the conversation.

genealogy gig go through a rough patch
put (someone) in touch thesis

2.  08  01 Watch or listen to the conversation and answer the questions. Were your predictions in Exercise 1 correct?

1. What do we learn about Charlie?
2. What do we learn about Marianne's company and Dana, Charlie's friend?
3. How do Jerome and Charlie both know or know of Rainbow Macarooney?
4. Why has Charlie dropped in on Jerome?
5. What does Jerome tell Charlie that pleases him?



EXCHANGING NEWS

- a) Look at the phrases in bold used to exchange news. Which of them are used in the conversation?

- | | |
|---|---|
| 1. A (I thought I'd) catch up on stuff.
B Yes, it's time _____. | 5. A Have you made any headway with it?
B I'm making _____. |
| 2. A How's life treating you?
B Nothing to _____. | 6. A What's the latest gossip?
B Haven't _____? |
| 3. A How's it going with your job?
B Pretty _____. | 7. A What's happening on the business front?
B The company's _____. |
| 4. A What's been happening?
B Things _____. | |

- b)  09 Listen to the first part of the conversation again and check.

- c)  10 Think about how you might complete B's replies above. Then listen and check. Were any of your replies the same?

- d)  Work in pairs. Choose four of the pairs of lines and continue the conversation.

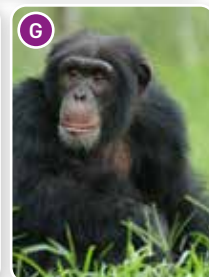
3.  **TAKE AWAY**  11 Listen and complete the extracts from the video. What do you think the missing phrases mean?

1. Marianne's good personally, but the company's going through a bit of a rough patch. But they'll ¹ _____.
2. Yeah, well, Marianne thinks Dana could really ² _____.
3. ... and they met up and really ³ _____.
4. Actually, Rainbow's a music software consultant. That ⁴ _____?
5. I mean, you know, I'm doing this graduate work but, to tell you the truth, ⁵ _____.
6. There's a band we think might go places ... we're ⁶ _____.

4.  12 Listen to these extracts from the video and pay attention to the words that end in /d/ or /t/. Listen again and read transcript 12 online. Notice how the words are pronounced. Explain why. Then practice the sentences.

5. **ROLE-PLAY** Think about some recent events in your life and what you might tell a friend. Act out the conversation with a partner. Use phrases on this page for exchanging news.

6.  **YOUR VIDEO** Select a location and have someone film you having the same conversation with a friend. Then share the video online or with the class.

Grammar: articles; verbs of the senses**Vocabulary:** animal behavior; animal movements; metaphors and similes; the Arctic**Functions:** similarities and differences; complaining, apologizing, making polite requests**YOU FIRST! Which animal would you choose to be? Why?**

VOCABULARY Animal behavior

1. Talk about the questions.

1. What is happening in Photo A?
2. What do we learn about animals from this photo?

2. Can you name the animals in photos B-H?

3. Answer the questions about these animals.

bee chimpanzee crocodile dolphin electric eel elephant leopard panda polar bear python scorpion turtle

Which of these creatures ...

1. are mammals?
2. is a species so close to man that it shares around 98% of our genetic blueprint?
3. can recognize themselves in a mirror?
4. have been known to show grief at the death of a friend or relative?
5. attack by a) stinging b) biting c) squeezing d) trampling e) electrocuting?
6. only attack if they feel threatened?
7. are aquatic or semi-aquatic?
8. are undergoing habitat loss?
9. live in a highly cooperative and organized society?
10. are solitary, carnivorous hunters?

4. 13 Listen and check your answers. Make notes about any extra information you hear.

5. Work in pairs. Say what new information you have learned about each animal in Exercise 4. How do you feel about these animals?

6. EVERYBODY UP! Talk to at least four people. Ask each person one of these questions. Each talk for one minute about the question.

1. What's your attitude / relationship to animals?
2. What emotions do you think animals have?
3. What are your views on keeping animals in captivity?

**YOU FIRST!** What animals would you like to see in the wild? Why?

Elephant fact file

1. There are two species of elephant, *the African elephant*, found south of *the Sahara Desert*, and the Asian elephant, found in India, China, and much of Southeast Asia.
2. The main physical features that distinguish the African from the Asian elephant are the larger ears of the former and its larger size in general.
3. Elephant numbers are declining and habitat loss is a major cause. While *some habitat loss* occurs when forests become plantations, another important cause is the encroachment of humans living in and around elephant habitat. Poaching for ivory is also another contributor to elephant deaths.
4. Elephants frequently raid and destroy crops, and small farmers, who are often very poor, can lose their entire annual livelihood overnight as a result.
5. *The average lifespan of an elephant* is about 50 to 70 years—*the oldest known elephant in the world* was born in 1917 and died in 2003—it was 86 years old!
6. The elephant's trunk, its most important limb, is a fusion of its nose and upper lip. It is sensitive enough to pick up a single blade of grass, but also strong enough to tear branches off a tree.
7. Elephants, known for their extraordinary memories, are associated with a unique animal intelligence that means they display *grief*, joy, altruism, compassion, self-awareness, and play.
8. *An elephant* forms deep family bonds and lives in family groups of related females called a *herd*. *The herd* is led by the matriarch and is made up of 8–100 individuals, depending on terrain and family size. While *some adult males* live solitary lives, others may live temporarily with other males.
9. Infra-sound (a type of sound wave inaudible to humans) is produced by *elephants* for long-distance communication. The sub-sonic rumble travels over the ground and is picked up by elephants hundreds of miles away through their feet and trunks.
10. Elephants have two gaits, or ways of moving—a walk and also a faster one that is similar to running. They are unable to jump, trot, or gallop, but nonetheless can reach speeds of up to 25 miles (or 40 kilometers) an hour. They can also swim and often use their trunk as a snorkel.

**YOUR RESPONSE?** How would you feel if you saw an elephant in the wild?

SPEAKING AND READING

1. Say what you know about elephants using these categories. behavior habitat physical features
2. Read the fact file quickly and check your ideas in Exercise 1.
3. Read the fact file again and match each fact with a category from Exercise 1.

4. **TAKE AWAY** Find a word in the fact file that ...

- | | |
|--|---|
| 1. means <i>going down</i> . | 5. refers to part of the body. |
| 2. refers to large farms where something is grown. | 6. describes feelings of pity and concern for others. |
| 3. means <i>to attack fast and suddenly</i> . | 7. describes connections. |
| 4. refers to plants that we eat. | 8. describes a sound. |

5. Which sound do these words all have in common? Say the words and underline the syllable where the sound occurs.

ambitious	brochure	compassion	distinguish	essential	extension	issue
	ocean	official	plantation	sufficient	sure	

6. 14 Listen, check, and practice. Can you think of other words with the same letter patterns and sound?
7. Work in pairs. Each write five questions about the fact file. Ask and answer your questions with another pair.

GRAMMAR Articles

1. Look at the words and phrases in *italics* in the fact file and find an example of each of these grammar rules.

We use ...

1.	the indefinite article <i>a</i> or <i>an</i> when we are not thinking of a particular thing or person.	6.	<i>the</i> when a noun is defined in some way.
2.	<i>a</i> or <i>an</i> with countable nouns when we mention a thing or person for the first time.	7.	<i>the</i> to refer to a particular group or class.
3.	the definite article <i>the</i> when it is clear which thing or person we are referring to.	8.	<i>the</i> when we refer to a unique object, e.g., <i>the sun</i> .
4.	<i>some</i> with countable and uncountable nouns to refer to a certain quantity.	9.	<i>the</i> when we use the superlative, e.g., <i>the largest group</i> .
5.	no article with countable plural nouns and also uncountable nouns when we are talking about things, abstract nouns, or people in general.	10.	<i>the</i> with the names of deserts, oceans, rivers, and mountain ranges.

> PAGE 140–141

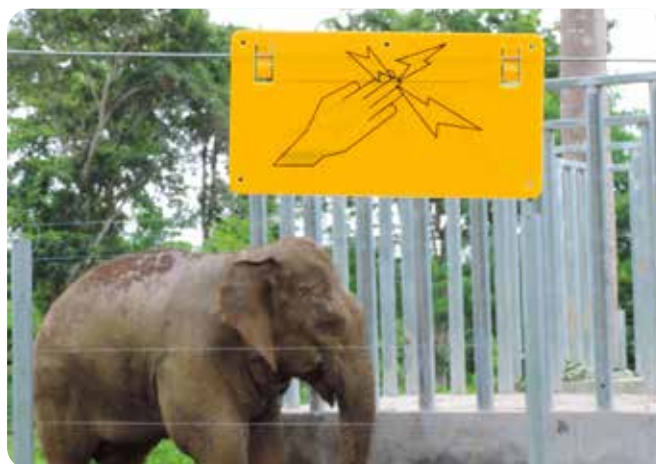
2. Complete the text with *a*, *an*, *the*, *some*, or – (no article). More than one answer may be possible.

Dr. Lucy King is ^{1.} _____ elephant and bees project leader at Save the Elephants in Kenya. Dr. King's innovative research is looking at ^{2.} _____ new method for preventing ^{3.} _____ elephants from raiding ^{4.} _____ crops. ^{5.} _____ method began with ^{6.} _____ discovery that although elephants are one of ^{7.} _____ largest animals in ^{8.} _____ world, they are scared of ^{9.} _____ bees. ^{10.} _____ bees are more aggressive than others and ^{11.} _____ African honeybee is particularly aggressive. When they sting, they release ^{12.} _____ substance that causes other bees to come and attack. So it isn't just one bee that attacks ^{13.} _____ elephant, but 10,000 bees. Bees sting around ^{14.} _____ watery areas of an elephant, as these are ^{15.} _____ most vulnerable parts. So they're attracted to ^{16.} _____ eyes, ^{17.} _____ mouth, where there's often ^{18.} _____ water, and even ^{19.} _____ thin skin on ^{20.} _____ calves of elephants. It's very surprising that such ^{21.} _____ large creature can be disturbed by such ^{22.} _____ small creature – ^{23.} _____ fear is ^{24.} _____ very effective deterrent!

Dr. Lucy King

LISTENING AND SPEAKING

-  Talk about different ways of preventing elephants from crop-raiding. What is happening in the pictures and how might they relate to crop-raiding prevention? What do you think the yellow boxes contain?
-  15 Listen and check your answers to Exercise 1. What forms of deterrents are mentioned? Did you hear any of your ideas?
-  15 Listen again. What do we learn about these things?
 - Electric fences and guarding
 - Information from local people
 - Experiments carried out by the researchers
 - Data regarding the effectiveness of Dr. King's methods
 - A method of making the beehive fences less expensive
 - How small farmers can afford to maintain the fences
-  **EXPLORE** Find out more about the work of Save the Elephants and one or two of its projects. Report back to the class.
- ROLE-PLAY** Read the role cards on page 151 and act out the conversation.



2

LESSON 2 The human chimpanzee



YOU FIRST! Would you do these things?



SPEAKING 1

1. Look at the photos and talk about the questions.

1. What is happening?
2. What do the photos tell you about chimpanzees?
3. What do you think the background situation is?

2. Talk about how similar these features are in humans and chimpanzees.

- the anatomy of the brain and central nervous system
- reasoning, abstract thought, use of tools, including computers
- the vocal tract
- language, including sign language
- concept of self
- emotions

3. 16 Listen to part of a talk on chimpanzees and check your answers.

VOCABULARY 1 Animal movements

1. **TAKE AWAY** Match the sentence beginnings in A with the endings in B.

- A**
1. A bird flies
 2. Monkeys spend a lot of time
 3. The kangaroo's powerful hind legs enable it to
 4. Snakes, which have very flexible bodies,
 5. Big cats like tigers and lions
 6. A duck's feet work very hard as it

- B**
- a) **swinging** from branches.
 - b) **paddles** through water.
 - c) **slither** along the ground.
 - d) **prowl** through the jungle and then suddenly **pounce** on their prey.
 - e) by **flapping** its wings.
 - f) **bounce** very high.

2. Work in pairs and follow the instructions.

1. Take turns miming the verbs in **bold** in Exercise 1. Your partner says the verb.
2. Find verbs (in a dictionary or online) that describe the movements made by these creatures: horses, insects, mice, and dolphins.

READING

1. Read the extract at the top of page 21 from *We Are All Completely Beside Ourselves* by American author Karen Joy Fowler. What do we learn about the relationship between Fern and the narrator?

2. Look at the picture on page 21, which shows the place where Fern and the narrator were playing. Label items 1–4 with four of the words in bold in the extract.

3. **MEMORY** Read the extract again. Then close the book and describe the game that Fern and the narrator were playing.

4. Talk about the questions.

1. What do we learn about Fern from this extract? Who is she?
2. What do you think is going to happen next?
3. The narrator says, "It was a way of boasting." How was she boasting?
4. Do you think a situation like this could actually take place?

We Are All Completely Beside Ourselves

by Karen Joy Fowler

Fern and I were down by the **creek**. She was standing on a tree branch above me, bouncing it up and down. She was wearing a pleated tartan skirt, the kind that needs a large **pin** to hold it together in the front. Fern's had no pin, so the skirt flapped like wings around her legs. She was wearing nothing else. Her potty training had improved and she'd been out of diapers for months.

On the down bounce, I could sometimes, by jumping, reach her feet. That was the game we were playing – she would dip the branch and I would jump. If I touched her feet, I won. If I didn't, the win was hers. We weren't **keeping the score** but we were both pretty happy, so we must have been about even.

But then she tired of the game and climbed out of my reach. She wouldn't come down, only laughed and dropped leaves and **twigs** on me, so I told her I didn't care. I went purposefully to the creek, as if I had important business there, though it was too late in the year for **tadpoles**, too early in the day for **fireflies**. On the **ledge** I found the cat and the **kittens**.

I took the gray one and I didn't give him back even though his mother was crying for him. It was a way of boasting. I knew how much Fern would want that kitten, but I was the one who had him. She swung down as fast as she could ...



YOUR RESPONSE? How does this text make you feel?

BOOK REVIEW

TITLE:

We Are All Completely Beside Ourselves

AUTHOR:

Karen Joy Fowler

*GLOSSARY

FBI = Federal Bureau of Investigation, the domestic intelligence and security service of the US

Karen Joy Fowler's novel **raises the kinds of issues** that make you want to put your head in your hands and howl. At the start of the novel, Rosemary, the narrator, is a psychologically disturbed college student. The story zips back and forward between the past and the present and as the narrative **unfolds**, we learn that Rosemary had a twin sister that she lost around the age of five, and that her brother Lowell, who hasn't returned home since he was a teenager, is an animal activist who is on the run from the FBI*. Rosemary, who has mysterious **gaps** in her memory, loved her sister and still **grieves** for her, but can recall nothing about her or the reason for her mysterious disappearance. The temperature rises when, one-third of the way through the novel, we learn that Rosemary's "twin" sister, Fern, was a chimpanzee and that the two were raised together.

Rosemary explains, "Most home-raised chimps, when asked to sort photographs into piles of chimps and humans, make only the one mistake of putting their own picture into the human pile. This is exactly what Fern did. What seems not to have been anticipated was my own **confusion**." As a result of her animal twinning, Rosemary, nicknamed "monkey girl" by her classmates, developed off-putting

animal habits such as putting her fingers into children's mouths, and although as an adult she has learned to **modify** her behavior, she just doesn't fit in with the rest of the world. Rosemary's father is a psychologist who is as cold as ice when it comes to research, and it's clear he made a terrible mistake that affected both Fern and the whole family when, as was fashionable among animal researchers at the time, he took an abandoned baby chimpanzee into his family in order to compare and contrast the developing abilities of a chimpanzee and a human child.

And then comes Lowell's dynamite **revelation** to Rosemary that she had made her parents choose between Fern and her. And with this trigger, long-lost memories surface in Rosemary of how Fern had attacked and killed a kitten. Shocked by Fern's brutal animal **instincts**, she had run to her mother, causing Fern to be banished to an animal research institute where she was **mistreated** for years. Among the issues that Karen Joy Fowler explores so cleverly are the relationship of human beings to the animal world—our cruelty, both thoughtless and deliberate—and the similarities between humans and animals. Read the novel and **weep**—but you'll find yourself laughing, too.

5. Now read the text at the bottom of page 21 and answer the questions.

1. What kind of text is it?
2. What do we learn about Fern?
3. How did the novel affect the writer of the article?

6. Check the meaning of the words and phrases in bold in the text at the bottom of page 21. Then complete the sentences.

1. She felt great _____ about how she was supposed to behave.
2. When she heard what had happened she started to _____. She _____ for many months.
3. Serious novels frequently _____ important _____ that need to be discussed.
4. There was a big _____ in the fence and the monkey escaped.
5. The story _____ in a very unexpected manner.
6. The psychologist succeeded in _____ the little boy's aggression and he became much friendlier.
7. It's a sad fact that animals _____ often _____ by humans.
8. The _____ at the end of the novel really took me by surprise.

7. Read the book review again and answer the questions.

1. What kinds of issues does the novel raise?
2. What was Rosemary's father's fatal mistake? What was his intention?
3. What was the effect on Rosemary of being brought up with a "twin sister" who was a monkey? Give an example.
4. How does Fern reveal her "brutal animal instincts"?

8. Work in pairs. Choose two of these questions to talk about.

1. Why do you think Lowell ran away from home and became an animal activist?
2. Why do you think Rosemary had gaps in her memory with regard to Fern?
3. Do you think Rosemary was right to get Fern sent away?
4. Do you think taking an animal like a chimpanzee into your home has to end in disaster? Why? / Why not?

9. **EXPLORE** Find and read more reviews of *We Are All Completely Beside Ourselves*. Would you like to read the book? Why? / Why not? Talk in small groups.

VOCABULARY 2 Metaphors and similes

1. Read the definitions. Both metaphors and similes are ways of showing how two things or people are similar.

A **simile** makes a comparison using words such as *like* or *as*.

A **metaphor** identifies two things as being the same in some way without the use of *like* or *as*. So, when we call a child a little monkey, we aren't saying the child is a monkey. We're saying that the child is as mischievous and misbehaving as a monkey.

2. Read these sentences from the book extract and review and underline the similes and metaphors. Write S (simile) or M (metaphor) next to each one. Then, explain the comparison for each of the metaphors.

1. ☐ The skirt flapped like wings around her legs.
2. ☐ The temperature rises when, one-third of the way through the novel, ...
3. ☐ Rosemary's father is a psychologist who is as cold as ice when it comes to research.
4. ☐ And then comes Lowell's dynamite revelation to Rosemary that she had made her parents choose between Fern and her.

3. **17** Underline the words in Exercise 2 that have a long vowel sound. Listen and check.

4. Complete the similes with your own ideas. Then explain the comparisons.

1. Life is like ...
2. That couple is as different as ...
3. The two children fought like ...
4. Last night I slept like ...
5. My love for you is as deep ...
6. He ate like ...

5. **18** Listen and check your answers. Are any of the similes the same as yours?

6. Complete the well-known metaphors with these words. Then explain their meaning.

dust food island kryptonite stage sun

1. All the world's a _____, and all the men and women merely players.
2. Pack up the moon and dismantle the _____.
3. I am a rock, I am an _____.
4. Art washes away from the soul the _____ of everyday life.
5. Shot me out of the sky. You're my _____.
6. If music be the _____ of love, play on.



Did you know?

The first experiment in which a chimpanzee was raised alongside a human child took place in the 1930s. Like most experiments of its kind, not only did it end badly for the animal, which had adapted well to living with humans, it also destroyed the reputations of the scientists involved.

De-stress

Think of a creature that you like. Visualize yourself as this creature, feel how it would be to be in its skin. Become this creature! Still your thoughts and imagine what you would see and hear as you soar high in the sky or prowl through the undergrowth.



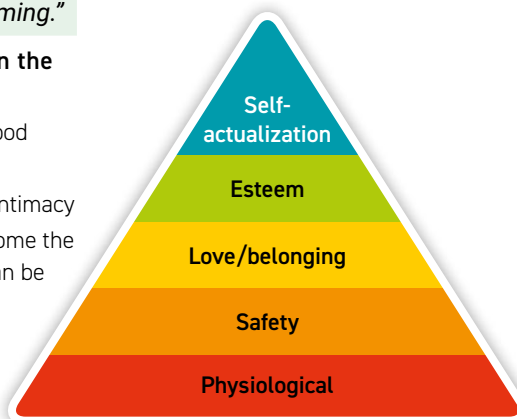
SPEAKING 2

1. Look at the American psychologist Abraham Maslow's "hierarchy of needs." Which category in the hierarchy corresponds to this description?

"... the desire to become more and more what one is, to become everything that one is capable of becoming."

2. Match the list of needs with the correct category in the hierarchy. Which are the most basic?

- | | |
|---|--|
| 1. Personal and financial security | 6. Air, water, and food |
| 2. Family | 7. Health |
| 3. Feeling good about yourself; self-respect | 8. Friendship and intimacy |
| 4. Clothing and shelter | 9. The need to become the most that one can be |
| 5. The need to be altruistic and have a higher goal outside of yourself | |



MANAGING CONVERSATION Similarities and differences

Look at the examples of language used to talk about similarities and differences. In five sentences a word is missing and in four sentences there is an extra word. Correct the mistakes and put "S" for similarity or "D" for difference.

- | | |
|--|--|
| 1. Obviously, we resemble to animals to a certain extent. | 6. Of course, animals differ humans in that they don't appreciate things such as art and music. |
| 2. In many ways, we have same needs as animals. | 7. An important way in which we're different animals is language, of course. |
| 3. We're very like to animals – are we any better than animals? | 8. One important difference between animals and humans it is that humans have ethical values – or at least we hope so! |
| 4. Creatures such as gorillas are similar us in that they are self-aware. | 9. Humans are able to plan ahead, whereas that animals live in the moment. |
| 5. Another similarity us and the higher primates is that some are capable of acts of altruism. | |

WHAT'S YOUR VIEW? Are we more similar to animals than we think?

1. Work in small groups. Talk about the questions, using the hierarchy of needs and the comparison phrases in *Managing conversation* when appropriate.

1. To what extent do we have the same needs as animals?
2. To what extent do animals resemble us and behave like human beings, e.g., the primates?
3. Are human beings really any less cruel than Fern? Give some examples of human cruelty.
4. How *aren't* we like animals? Think about the fact that humans have these things:

art

civilization

ethical values

language

behavior

2. Form new groups with one person from each original group. That person shares their group's views. Then take a vote on the answer to *What's your view?*

**YOU FIRST!** Arctic or Antarctic – which appeals to you more?

Arctic mammals

Name a mammal in the photos ...

1. that spouts water from a blowhole and breaches.*
2. that drapes itself in kelp so that it doesn't drift.
3. that, like the polar bear, is semi-aquatic, and gives birth on land.
4. that floats on the surface of the water lying on its back and often sleeps this way.
5. whose coat changes color depending on the season.
6. that has a layer of blubber, and dense white fur as camouflage.
7. whose tusks can extend to about 10 feet.
8. that swims under pack ice, emerging through holes in the ice to breathe.



*lifts itself above the surface of the water.

VOCABULARY The Arctic

1. Name the mammals in the photos. Then do the quiz.
2. Work in pairs. Each underline five words or phrases that are new to you in the quiz. Then write sentences using the words and give them to your partner to check.
3. **TAKE AWAY** Read the ad. Replace adjectives a–g from the ad with words of a similar meaning.

a) once-in-a-lifetime	c) sparkling	e) pristine	g) stunning
b) breathtaking	d) spectacular	f) towering	h) massive
4. Work in pairs. Talk about wonderful things that you've seen or experienced. Use these words to describe them:

breathtaking	spectacular	stunning
--------------	-------------	----------

Join us

on a once-in-a-lifetime trip to the Arctic for a 10-day luxury cruise.

You will see massive glaciers, sparkling ice floes, towering icebergs – a breathtaking, pristine land of ice. Along with the stunning scenery, you can view the spectacular wildlife – whales, walrus, polar bears, and colonies of seabirds nesting with their chicks on tall cliffs.

See www.arcticwildlifetrips.com

LISTENING 1

1. 19 Listen to two conversations and a commentary and answer the questions.
 1. What is the situation in the conversations and commentary and how are they connected?
 2. What did the people in the conversations see on their Arctic trip?
2. 19 Listen again and choose the best answers.
 1. The travel agent describes towering cliffs of ice that
 - a) sparkle in the sunlight.
 - b) are crystal clear.
 - c) rear up from the sea.
 2. The travel agent says that she
 - a) can really recommend the trip.
 - b) almost didn't go on the trip.
 - c) was frightened by the gray whale.
 3. According to the tour guide, sea otters
 - a) love sunbathing in a forest of kelp.
 - b) untangle the knots in their dense fur.
 - c) eat a lot of kelp.
 4. The pink-footed geese
 - a) migrate in November.
 - b) make very loud honking calls.
 - c) are followed by their chicks, which hatched in May.
 5. The last photo of the polar bear shows it
 - a) looking for a seal.
 - b) at noon.
 - c) crouching on the ice.
 6. Polar bears
 - a) look for seals on the edges of pack ice.
 - b) only wait over a seal's breathing hole for a short time.
 - c) prefer the blubber of a seal to the skin.



GRAMMAR Verbs of the senses

1. Look at sentences a–k and answer the questions.

a) We <i>heard</i> the waves lapping against the shore. b) I <i>hear</i> that you're going on a trip to the Arctic. c) What are you doing? I'm <i>listening</i> to the birdsong.	1. <i>Hear</i> and <i>listen</i> are both verbs of the senses. Can you add five more verbs to this list? <i>see, look, taste</i> , _____, _____, _____, _____, _____.
d) I can see the sea otter, but only very faintly. e) I'm seeing the sea otter, but only very faintly.	2. A "dynamic" verb describes an action while a "stative" verb describes a state. Which verbs in <i>italics</i> in sentences a–c are stative and which verb is dynamic?
f) We <i>saw</i> a polar bear <i>dive</i> from the ice floe into the water. g) We <i>saw</i> a sea otter <i>floating</i> in the water.	3. Which sentence is incorrect and why? 4. What words do we often use with verbs of the senses (when used with stative meaning) to say what is happening at a particular moment?
h) It tastes strange! i) It tastes like meat.	5. Which verb form in <i>italics</i> is used to mean that the person saw the complete action from beginning to end? 6. Which verb form in <i>italics</i> is used to mean that the viewers didn't see the action from beginning to end?
j) A polar bear looks like a grizzly bear, but is white. k) A polar bear looks as if it could kill you with one swipe of its paws.	7. What other verbs of the senses can be followed by an adjective or <i>like</i> ? 8. What is the difference between sentences j) and k)? 9. Can you make similar sentences using <i>seem</i> ?

> PAGES 141–142

2. Complete the sentences with the correct form of these verbs and the verbs in parentheses. Add other words when necessary. More than one answer may be possible.

feel hear listen look see smell taste watch

- _____ carefully and you'll find you _____ the creatures _____ (call) to each other.
- I _____ a polar bear _____ (pounce) on a poor, unsuspecting seal.
- I _____ the bear _____ (devour) the carcass of the seal for a few minutes. Then, _____ pretty disgusted, I turned away.
- From the way the animal's behaving it _____ a seal.
- The dish _____ fish, not meat. There were supposed to be spices in it, too, but I _____ any.
- That creature _____ the one we saw yesterday. It _____ it's _____ (listen) to something. But I can't hear anything!

3. **YOUR STORY** Take turns to talk about wildlife you have seen in urban areas or elsewhere.

LISTENING 2

-  Talk about what kind of threats there are to whales, e.g., getting entangled and trapped in nets.
-  20 Listen to a local news item about how some whale watchers saved the life of a humpback whale. Answer the questions.

- Why was the whale's life endangered?
- How did the whale watchers save the whale's life?

3. 20 Listen again and say ...

- what Michael Fishbach decided to do, how he felt, and why.
- what the whale did once free and what people thought.

WRITING AND SPEAKING

- Write notes for an article about a trip to see wildlife. Use these ideas to help you.
 - an interesting beginning
 - your feelings about wildlife
 - a description of the wildlife
 - summary and comments
 - a description of your trip: length, location, scenery
- Write the article in about 200 words.
- ROLE-PLAY** Take turns persuading each other to go on a trip to the Arctic.

Student A: You have already been on one and loved it. Your partner is reluctant. Convince B.

Student B: You are reluctant. Explain why.

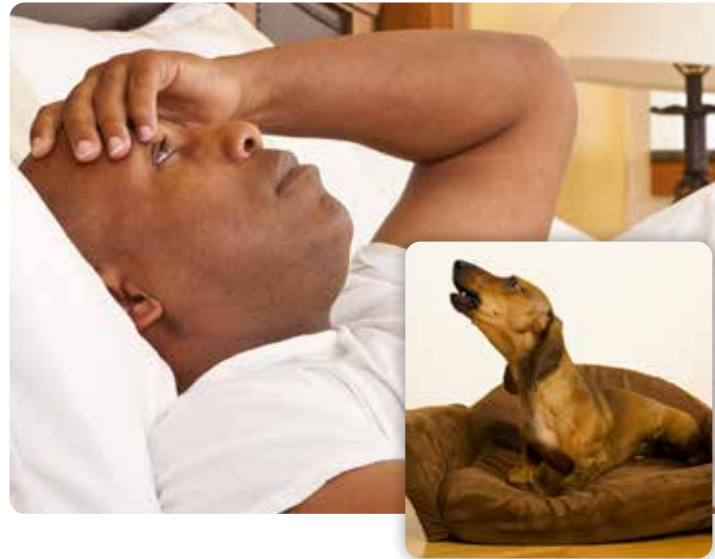
1.  Work in pairs. Write down five things or situations that might keep you from sleeping.
2. Imagine that you have a neighbor whose barking dog keeps you awake at night. Write two short conversations of 50–80 words each.

Conversation 1

You complain to a friend about your neighbor's dog. Underline the phrases you used to complain.

Conversation 2

You politely complain to your neighbor and ask them to do something about the dog. Underline the phrases you used:
a) to politely complain. b) to ask the neighbor to fix the situation.
c) to apologize.



3.  21 Listen to two conversations and answer the questions.
 1. What four things does Andy complain about to Beth in Conversation 1?
 2. What is the reason for Conversation 2?
 3. What is Judy's solution to the problem?
 4. What favor does Judy ask of Andy?

COMPLAINING, APOLOGIZING, MAKING POLITE REQUESTS

- a) Decide what the function is of each phrase in italics below. Write C (complaint), A (apology), or PR (polite request). Did you use any of these phrases in your conversations in Exercise 2?
- b)  21 Listen to the conversations again and underline the phrases below that you hear.
- c) Answer the questions about the sentences in Exercise a.
 1. Why is the present continuous used in sentence 2?
 2. What is the effect of the word *do* in *I really do apologize* in sentence 6?

Conversation 1

1. I can't *cope with it / take it* anymore, it's *driving me crazy / really getting to me*.
2. *It's always / It never stops* barking.
3. *I'm afraid to say / I hate to say it*, Andy, but you can get up and get it yourself.
4. Sorry to *break it to you / be the one to tell you*...

Conversation 2

5. *I'm sorry to disturb you / I apologize for disturbing you* so late at night.
6. I'm so sorry. *I feel terrible about it / I really do apologize*.
7. *Could you / I'd be very grateful if you could* figure out a way to get her to stop?
8. *I'm afraid / I'm sorry, but we'll have to put up with the noise*.
9. I can't *apologize enough / tell you how sorry I am*.
10. *Could you / Do you think you can give me a hand with it* some time?

4.   22  Listen to four sentences from the conversation. Write down the words that have the fall-rise intonation pattern $\searrow \nearrow$ and compare with a partner.
 1. Maybe give her something to calm her down a bit?
 2. So when will it be starting? Right away, I hope?
 3. Actually, since you're here, I do have a favor to ask you.
 4. Would you like a jacket?
5.   Listen to the sentences again and give reasons a-d for a fall-rise intonation pattern. Practice the sentences.
 - a) a polite request for information
 - b) there is more to add
 - c) a polite invitation or offer
 - d) feeling unsure
6.  **TAKE AWAY** Replace the phrases in italics with the correct synonym. desperate starts stop very early
 1. I have to be up at the *crack of dawn*.
 2. It just doesn't *let up*.
 3. It *gets going* at six.
 4. I'm really *at my wits' end*.
7. **ROLE-PLAY** Imagine another situation in which you can't sleep because of a neighbor or some other reason. Work with a classmate and write a script using the language on this page. Create two different outcomes, one positive and one negative. Act out both conversations.
8.  **YOUR VIDEO** Film the conversations. Share your video with the class or online.

1. 23 Listen to three conversations and say what the situation is in each one.

2. 23 Listen again and answer the questions.

Conversation 1

1. What creatures did the woman and her group see?
2. What does her friend say about the summer?

Conversation 2

3. What animals are living in the area?
4. What are they doing?
5. What has the speaker seen the adult animal do?

Conversation 3

6. Which of these creatures are mentioned and what do we learn about them?

dolphins	eagles	electric eels	pandas
scorpions	seals	turtles	walruses

3. Complete the paragraph with *a, an, the, some, or -* (no article). More than one answer may be possible.

1. ____ Pirahã are 2. ____ hunter-gatherer tribe of about 400 people who live on 3. ____ banks of 4. ____ Maco River in 5. ____ Amazonian rainforest. Daniel Everett, 6. ____ American anthropologist and 7. ____ linguist, lived among them for many years and wrote 8. ____ book about 9. ____ tribe. He describes them as probably 10. ____ happiest people in 11. ____ world, always ready with 12. ____ smile, and with 13. ____ little interest in 14. ____ personal possessions. According to Everett, 15. ____ Pirahã "can walk into 16. ____ jungle naked, with no tools or weapons, and walk out three days later with 17. ____ baskets of 18. ____ fruit, nuts, and 19. ____ small game." 20. ____ lack of 21. ____ coercion is 22. ____ important value for 23. ____ Pirahã and they have no leaders. They take 24. ____ interest only in 25. ____ immediate present. 26. ____ Pirahã language has 27. ____ very unusual features, such as 28. ____ fact that there are no numbers. 29. ____ researchers believe that 30. ____ Pirahã are incapable of learning 31. ____ numeracy, but 32. ____ others disagree.



FLAMINGOS ON THE ZAMBEZI RIVER



4. Complete the anecdotes about famous 19th-century literary authors with the correct form of these verbs. Use *used to* or *would* where you can.

be	claim	comb (x2)	force	have
run out of		travel		write (x2)

1. James Joyce, one of the brightest stars in the literary firmament, 1. _____ pleased if he 2. _____ two full sentences in a day.
2. Literary giant Charles Dickens 3. _____ an obsession about perfect hair and 4. _____ always _____ it. Once, when he 5. _____ his hair for at least ten minutes, a friend asked him if he was done yet. Dickens replied, "I've only just begun." He 6. _____ often _____ that hair, like a plant, had to be carefully tended.
3. French author Alexandre Dumas 7. _____ his poetry on yellow paper, his articles on pink paper, and his fiction on blue. Once, while he 8. _____ in Europe, he 9. _____ blue paper and 10. _____ to make do with cream-colored paper. Dumas felt sure that his writing suffered as a result.

5. Work in pairs. Find two metaphors and one simile in the anecdotes. Explain their meaning.

6. Talk about the questions.

1. Can you be charismatic and insecure at the same time?
2. If you are feeling exhausted, which are you most likely to do: frown or grin?
3. How does a person who is feeling stressed behave?
4. What would your reaction be if someone grimaced a lot while talking to you?
5. In your experience, is someone who is considered charming more or less likely to be self-centered?
6. What kind of thing would make a very competent person beam?
7. If a teenager isn't allowed to do something, what do they tend to do: pout or smirk?
8. Are outgoing personalities more affectionate?

7. EXPLORE Find out more about the Inuit. Watch a few short videos that show where they live and what their lifestyle is like. Talk about your findings.

- a.  Complete the phrasal verbs with the correct preposition and / or adverb. Then talk about where the sentences appeared in Units 1 and 2. Which two sentences aren't in the units?

1. She really enjoys coming _____ new ideas.
2. They don't have a thick layer of blubber. Instead, they rely _____ their fur.
3. He's so eccentric, I can't figure him _____ at all.
4. It would be weird if it turned _____ to be the same person.
5. He dealt _____ this by forbidding us to go out and socialize.
6. So in the meantime, I'm afraid we'll have to put _____ the noise.
7. Maybe give her something to calm her _____ a little?

- b. Read the information below. Then write the phrasal verb type (1–4) next to the sentences in a.

DO YOU REMEMBER? PHRASAL VERB TYPES

TYPE 1 Intransitive: the verb does not take a direct object.
She almost passed out.

TYPE 2 The object must go **after** the preposition. The preposition **cannot** be separated from the verb.
When did they come across the whale / it?

TYPE 3 The object can go before or after the adverb, if the object is a noun. *The police had picked up the children.*
BUT you **can't** put a **pronoun after** the adverb. *The police had picked up them.*

TYPE 4 The object must go after the preposition. The adverb and the preposition can't be separated from the verb.
Sophie got away with her behavior.

NOTE: You can't tell whether a phrasal verb is Type 2 or 3 by looking at it. You have to learn them through practice and experience.

Focus on any

- a. Match the examples of *any* with the correct use.

1. Are human beings really *any* less cruel than Fern?
2. *Any* cruise in the Arctic would be absolutely amazing.
3. If you hear of *any* bands that need a keyboard player, call me.
4. Are elephants *any* more endangered than other large mammals?
5. Have you read *any* of those books on animal intelligence?

- a) Used to say it doesn't matter who, which, what, how much, etc.
- b) Used to emphasize a comparison

- b.  Work in pairs and do the tasks.

1. Think of two more basic uses of *any* and write example sentences.
2. Choose two sentences with different uses of *any*. Write two short conversations with one of the sentences in each conversation.
3. Read your conversations together and correct any mistakes.

CULTURE MATTERS

CHILD-REARING

1.  Talk about the questions.

1. What do you know about the traditional Inuit lifestyle?
2. How would you expect Inuit children to be brought up?

2. Read the article and choose a suitable title.

The Inuit, an indigenous people living in northern Canada and in scattered groups throughout the Arctic, have an approach to raising children that is radically different from conventional Western methods. The harsh climate makes it essential for a child to acquire the self-discipline needed to survive, and one might expect there to be a great emphasis on punishment. In fact, the opposite is true.

Although Inuit adults traditionally do not express emotion, they are highly affectionate toward their children and rarely punish them. Central to their beliefs is the sacred concept of *isuma*, meaning a person's individuality, powers of reasoning, and judgment, as well as the ability to retain emotional control. For the Inuit, a child acquires *isuma* naturally and in their own time and little can be done to make it happen. Until then, children are permitted to behave with great freedom, expressing anger and fear without being reprimanded, and adults rarely feel obliged to intervene. According to Inuit beliefs, *isuma* naturally makes a child wish to learn and, consequently, they don't believe a child should be given direct verbal instructions.

A fascinating aspect of Inuit child-rearing methods is the "morality play," a kind of verbal game. Adults present a child with a situation, often a moral conflict, and question them about how they would deal with it, with the aim of enabling them to understand appropriate behavior and the necessity for emotional control.

While many Inuit live in modern communities these days, they place great importance on their traditional values, and other groups still live a hunter-gatherer lifestyle. There are strong gender roles in Inuit society; however, in a family without a son, the daughters have to learn male skills, and women carrying out a man's work are considered an asset.



3.  **MEMORY** Read the article again. Then cover it and summarize the essential differences between these things.

- a) the (traditional) Inuit and Western way of life
- b) an Inuit upbringing and the average Western one

4.  Work in groups. Compare your reactions to Inuit child-rearing methods.

5.  **OVER TO YOU** Work in pairs. Invent an Inuit "morality play" and list the kinds of questions that you think would be relevant for a child from a Western background.