1.1 goals

talk about adapting to different cultures

## Childhood

## Born everywhere, raised in Britain

READING

- a Look at the photos of the children. Where do you think they are from? What do they have in common?
  - **b** Read what the children said. Try to guess who is who in the photos.

Mauricio, aged 11 (Brazil)

My dad, he decided he just want to stay here one year, because the problem is we don't have a nanny here. In Brazil we had a lot of them. On the weekend in Cambridge, I usually tidy up the house with my mum and brothers and dad, and then go to read or play video games. In Brazil we didn't do anything at the house. People did. Nannies.

Amna, aged 15 (Bahrain)

My school's really friendly. It's easy to find somebody in common because of the diversity of the people and the nationalities. People are accepting within this whole city. I guess because everyone moves in and out of here, and it's filled with people from all sorts of places. ... I even hear Arabic a lot around this area and it makes me feel that I'm still connected with my culture, and at the same time I'm learning about other cultures.

Inza, aged 16 (Ivory Coast)

In Africa, if you see anyone walking around, you just say hello. But in England if you see anyone and say hello, they will not say hello back. They have to get to know you properly. When I arrived here I was saying hello to everybody but they wasn't answering me back so I stopped. I tell myself there's no big deal me saying it again.

Indi, aged 15 (St Lucia)

There are a lot of differences. In St Lucia people pray when they wake up, before they go to sleep, before they eat. Religion is a big thing. If a person's older than you, you call them madam or auntie, even if you don't know them. It's just respect. And in St Lucia people take education seriously. If you don't go to college, you can't get a job. Here, if you fail, you can probably work in KFC.

Luis, aged 15 (Peru)

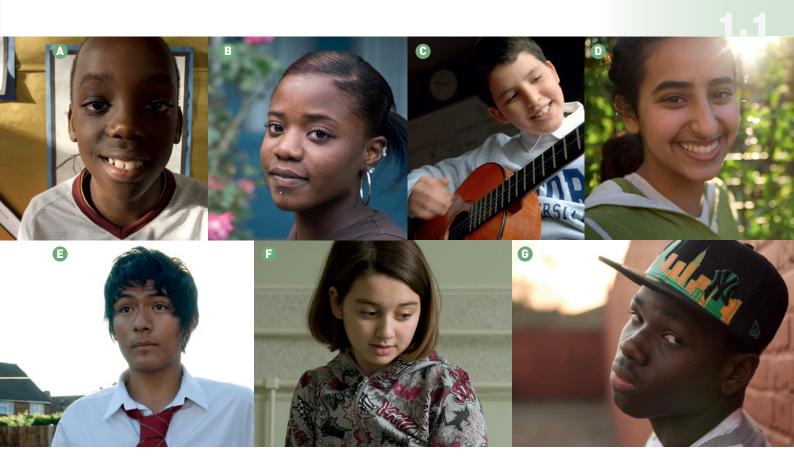
Even though racial discrimination is a crime, I still feel it's there. Here, people take the mick out of accents, they act differently towards immigrant people. Sometimes they're just nasty. Most people don't know I'm Peruvian because I've worked very hard at my accent.

Sara, aged 12 (Macedonia)

I just wonder if English children need to learn to be more free, to go out, to be more kid-like. Because sometimes I get kind of tired of shopping because it's a bit grown up. I still want to live the life of a little child, play hide and seek and stuff like that.

Collins, aged 10 (Uganda)

In Uganda, I spent my days playing with the dogs, chasing the chickens, watching my uncle cut a goat – which is quite gruesome, but it looks good. In London, I'll just stay home and watch TV.



#### 2 a Who comments on:

- 1 nostalgia for their home country and culture?
- 2 their identity as children?
- 3 personal relationships?
- 4 differences in behaviour and attitude?
- 5 domestic life?
- **b** Are the children negative, positive or ambivalent about the changes they have to make? What specific expressions indicate the children's attitudes?
- What examples of non-standard and colloquial English can you find in the quotes?
- 3 a 111 Listen to Daniel and Sarah talk about adapting to life in Germany. Who finds it most difficult? Why?
  - b 111 Listen again. Tick the expressions they use. Who says them and what do they say?

1 fit in

7 an outsider

2 welcoming

8 expats

3 feel at home

9 make an effort

4 make friends

10 integrate

5 be / feel accepted6 adapt to

11 get used to 12 miss

#### SPEAKING

LANGUAGE

Adapting to

another culture

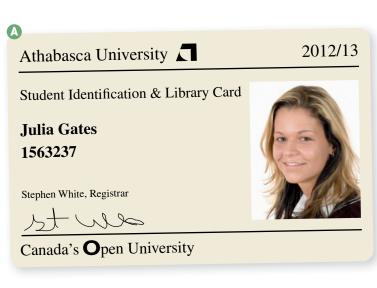
**FOCUS** 

#### 4 a Talk together.

- 1 Have you, or has anyone you know, lived in a foreign country? What were the first impressions of that country?
- 2 Do you know anyone who has come to live in your country from abroad? Was it easy or difficult to integrate? Why / Why not?
- **b** Talk about a country you could imagine living in, or have lived in. From what you know of the country and its culture, what things in the box would / did you find:
  - 1 easy to adapt to?
  - 2 interesting or exciting?
  - 3 difficult to adapt to?

values and beliefs	food and eating habits	making friends
leisure time and going out	the way society is organised	climate
language and culture	family life and relationships	safety

1.2





## **Memory**

SPEAKING

- 1 a How well do you remember things? Look at these photos for one minute, then look on R-1.
  - **b** Talk together. Who seems to have a better:
    - short-term memory?
    - memory for names and numbers?
    - long-term memory?
    - visual memory?

#### LISTENING

2 a How do you think these photos are connected with memory?











- **b** 1.2 Listen to five people talking about different aspects of memory.
  - 1 Match each person with one of the images in 2a.
  - 2 Does each person have a good or a bad memory?
- c 112 Listen again and correct these statements about each speaker.
  - 1 Liam recalls where he is immediately and always has a good visual memory.
  - 2 Jane doesn't check her pockets before leaving the house because she doesn't have time
  - 3 Olga keeps the passwords in her head but forgets them easily.
  - 4 Uri's memory is very good for his age, especially when it comes to numbers.
  - 5 Tina can't remember names of anything or anyone.
- d Which of the five people do you most identify with? Why?

READING

- 3 a Look at the title of the article. What do you think the author will say about memory?
  - **b** Read the article quickly. What is the writer's main point about childhood memory? How do we know this?
  - How does the writer grab our attention in the first few sentences?

1.2

# Childhood memories are fairtules

ost of us have treasured memories of the events that shaped our lives as a child. Or do we? Controversial new research claims that those recollections may be as real as fairytales. Leading psychologist Elizabeth Loftus, of the University of California, believes your memories are more likely to be dream-like reconstructions of stories told by your parents. When we think we are reminiscing, we are simply 'rewriting' our memory to suit ourselves. She adds: "Our biases, expectations and past knowledge are all used in the filling-in process, leading to distortions of what we remember." She maintains there is no evidence that perfect memories are stored by individuals.

In one study, volunteers were asked to read about events that happened to them as children. One of these was made up – a shopping trip when they were five, in which they got lost and were rescued by an elderly person. Later, some participants recalled the event in detail, with self-assurance and emotion. You could argue that these people might have genuinely lost their mum in a shop at some point during childhood. But Loftus later carried out similar studies where the fake event was an attack by a vicious animal, or being



responsible for knocking over a punch bowl at a family wedding and spilling it all over the bride. The results were the same.

Dr Jaime Quintanilla, professor of psychiatry at the Texas School of Medicine, agrees that our earliest recollections are far from accurate and often complete distortions or figments of our imagination. He says: "It's a proven fact that young children take fragments of experience and build them into distorted memories. For

example, one 40-year-old man distinctly remembers his parents once punished him by refusing to buy him shoes. In fact, when he was three, he cut his foot on a piece of glass and developed a nasty infection. For two weeks, he was confined to the house in his socks so his wound would heal. When he wanted to go out, he was told he couldn't, because he had no shoes."These false suggestions about childhood events can profoundly change people's attitudes and behaviour in adulthood.

#### d Read the article again.

- 1 Why do we choose to 'rewrite our memories'?
- 2 What would you say is the 'filling-in process'?
- 3 What do the anecdotes about the shopping trip and wedding reveal?
- 4 How are these findings shown to be important in later life?

#### LANGUAGE FOCUS

Remembering

#### 4 a Look at the article.

- 1 What synonyms can you find for remember and memory? How are they different in meaning?
- 2 'One 40-year-old man distinctly remembers ...'. What other adverbs could collocate with remember?

#### **b** Look at the script for 1.2 on R-11. Explain the expressions in **bold** using remember.

'Jog my memory' means something makes or helps me to remember.

#### SPEAKING

#### 5 Discuss these questions.

- Do you have a clear idea of your earliest memory? What do you think it might be?
- 2 Do you think this memory is your own, or was it told to you by family or friends?
- 3 Why do you think this memory stayed? How did you feel about what happened?
- 4 Do you agree that we tend to distort our earliest memories?

## **Target activity**

# **Describe a childhood memory**

#### TASK LISTENING

- 1 a What images of childhood does the photo bring to mind?
  - **b** Which moments can you most easily recall from your childhood?

holidays / journeys moving house your grandparents a new school your best friend a particular day / place

- What helps trigger that memory: an image? a feeling? a smell?
- 2 a 1.3 Listen to Andrew, Julia and Ben describing their memories. Which topics in 1b do they talk about?
  - b 13 Listen again. Try to 'picture' the scenes the speakers describe.
    - 1 What images stand out? Make notes.
    - What feelings or moods are associated with each description? Note adjectives and nouns.
    - 3 Why is the memory still significant for each speaker?

#### TASK LANGUAGE

Talking about a personal memory

- 3 a Look at the script on R-11. Divide each memory into four different sections:
  - focusing on time and place.
  - describing background / participants.
  - relating a sequence of events.
  - giving an evaluation.
  - **b** You can use different expressions to structure your memory. Complete the gaps.

Focusing on time and place  I remember 1 I was little  I remember 2 to the beach  The thing I 3 remember is  One of my 4 memories is	Describing background / participants  I 8 just started primary school.  I must 9 about four years old.  We 10 in a kind of forested area.  She 11 getting married.  We 12 stay in a cottage			
Relating a sequence of events  • 5 we got towards the coast  • We're 6 really close friends  • 7 the time we arrived	Giving an evaluation  13 back now on this occasion  That's a 14 of meeting someone.  has just 15 with me forever.			

• Why is would used so frequently in Andrew's story?

#### **TASK**

- 4 Talk about a childhood memory.
  - 1 Think of a significant childhood event from which you learned something. Decide how you want to tell it.
  - 2 Divide the memory into four clear sections. Choose expressions from 3b to help you.
  - 3 Tell your story. Listen to each other's memories and talk about what personal significance they still have.
  - 4 Talk about the differences and similarities between your stories.

#### 1.3 goals

talk about a personal memory

evoke the feelings and moods of a past event



## **EXPLORE**

## **Across cultures Attitudes to children**

- 1 These photos accompany a feature about Norway called Babyland.
  - 1 What do you think the photos show?
  - 2 What do you think the feature will say about Norwegian society?







- 2 Read the introduction to the feature.
  - 1 What, if anything, surprised you?
  - 2 Could this article be a description of your country? What would be different?

## **Babyland**

According to the UN's Human Development Index, Norway is the best place to live on the planet. It certainly seems to be one of the best places to be a baby. In contrast to most European countries, the Norwegian birth rate is a healthy 1.9. Norway's reputation as a child-friendly society is partially founded on a succession of government initiatives to improve parents' rights and economic circumstances. Maternity leave is 42 weeks with full pay, and paternity leave is four weeks. There is financial support for those who choose to look after their children rather than return to the workplace. And the baby industry is booming, giving birth to a plethora of new activities: baby-massage, baby-cinema, baby 'n' book days at the library, even baby-au-lait (a term for breastfeeding-friendly cafés).

- 3 Talk about whether your country is 'child-friendly'.
  - 1 How much support is there for mothers or fathers and babies?
  - 2 What facilities are there for small children?
  - 3 How safe is it for children?
  - What are people's attitudes towards children?
    Do they tend to:
    - ignore them?
    - make a fuss?
    - expect them to behave well?
    - disapprove?
  - 5 Is it considered important to have children?
    Do most people want to have them?
    Has this changed in recent years?

## **EXPLORE**

## **Keywords** describing habits and tendencies

- 1 a Look at these examples from the unit. What meaning do will and would have? Could you express the same meaning in another way?
  - 1 If you see anyone and say hello, they will not say hello back.
  - 2 In London, I'll just stay home and watch TV.
  - $\,$   $\,$   $\,$  As we got towards the coast, the trees would start to thin out.
  - ... and we'd pack all our things up and set off for the beach  $\dots$
  - **b** In these sentences, people are talking about childhood. Add will or would and a verb.
    - 1 When he was little, he <u>would sleep</u> when you didn't want him to!
    - 2 If you're not careful, they \_\_\_\_\_ on their video games all afternoon.
    - 3 She \_\_\_\_\_ with her twin sister but not with the oldest one, not any more.
    - 4 Babies \_\_\_\_\_. That's how they start talking, by mimicking us adults.
    - 5 As a kid, I \_\_\_\_\_ hours on my own, I was a real loner.
    - 6 He was a very impolite kid. He \_\_\_\_\_ 'please' or 'thank you'.
  - In which sentences could we also use used to? Would this change the meaning?
  - d Correct the mistakes in these sentences.
    - 1 I use to ride my bike with my friends.
    - 2 I would have lots of friends when I was little.
    - 3 I'm still remembering my fifth birthday.
- 2 a These sentences show other ways to talk about habits, or things that often happen.
  Underline the expressions that convey this idea.
  - 1 Young children <u>have a tendency</u> to take fragments of experience and build them into distorted memories.
  - 2 In Western societies, we tend to share precious memories of childhood and relate these openly in public.
  - 3 I'm afraid I'm always forgetting people's names and faces.
  - 4 As I get older, my memory starts to fade a bit, and I'm liable to forget things I've done.
  - 5 People like me, who are prone to put on weight, can't eat like that. You're OK you're really skinny.
  - b Which expressions often have a negative connotation? Which means 'it's annoying' in this case?
- 3 a What tendencies might you associate with these photos? Use expressions from 2a to talk about them.









- **b** 1.4 Listen to the conversations. Match them with the photos.
  - 1 Where are the two people?
  - 2 What is each speaker warning the listener about? Why?
- 4 Think of someone with an irritating or attractive habit. Describe it using will / would or expressions from 2a.

## **EXPLORES**peaking

#### 1 Talk together.

- 1 What are the children doing in the photo?
- 2 What is their attitude?
- 3 What makes a story captivating?

#### 2 a MISS Cover the script on this page and listen.

- 1 Why was the story not very effective?
- What could the speaker have done to make it more effective? Think about:
  - tone of voice.
  - attitude.
  - pace.
  - use of language.

#### **b** 1.6 Listen to a second version of the same story.

- 1 What is the difference between the ways they are told?
- 2 How is the second speaker's story-telling more effective?

## 3 Listen again and look at the script on this page. The speaker uses various strategies to keep the listeners interested. Find examples of:

- 1 rhetorical questions. They say the youngest are the spoilt ones, don't they?
- 2 visual details.
- 3 direct speech.
- 4 addressing the audience directly.
- 5 comments which are not part of the story.
- 6 repetition.

#### Find more colourful synonyms in the story for these expressions.

- 1 visible in full view
- 2 smiling a lot
- 3 disappeared
- 4 shocked
- 5 found it amusing
- 6 allowed me to do what I wanted
- 7 behaving badly

## 5 a Work in groups. How could you make the story below more interesting?

I was 10. We were on holiday in Italy. We were walking down a street and stopped to watch some street performers. I went to the front of the crowd to get a better view. I was watching the performers and forgot everything else. When the performance finished, I looked round and couldn't see my parents. I was scared and started running down the street. Then I realised I should stay in one place, so I went back to the street performers. After a few minutes I saw my parents. They bought me an ice cream.

**b** Practise telling the story.

#### Goals

⊗ keep people interested in a story



I'm the youngest of three. So, as I'm sure you can imagine, when I was little I was always up to no good. They say the youngest are the spoilt ones, don't they? I suppose my parents just let me get away with it, because I was the youngest. I'd spend half the time showing off, breaking my brothers' toys, ruining their games, attracting attention to myself. You know, the usual, just terrible ... Anyway, I'd better get back to the anecdote!

Well, my dad did a lot of public speaking for his work, and sometimes all of us – the whole family – would go and see him. I remember being told how important it was to be on our best behaviour then. So, if I started messing about, my brothers would just pretend that they didn't know me. It was like a very formal setting with cameras and everything. At first, they would try to keep me quiet, or stop me fidgeting or whatever, but then they used to just ignore me, 'cos it was too embarrassing otherwise.

Anyway, my brother Gary tells me that one day, I was sitting there with all of them and I just disappeared. So my mother asked, "Where's he gone now? Where's that troublemaker?" One minute I was there it seems, the next minute I'd vanished into thin air. So, anyway, everyone got a bit panicky because no one knew where I'd got to. Then, suddenly ... you should have seen everybody's faces ... suddenly, there I was in full view. I'd only got up on the stage with my dad, hadn't I? Waving to everybody and beaming like mad in front of the cameras. Can you believe how cheeky you have to be to do that, can you?

Apparently, what I'd done is edge out of the seat without anyone seeing and then crawl down to where my father was speaking. At first, my dad was horrified ... but then he saw the funny side, and the audience did too. I mean, I simply couldn't bear anyone else to get the attention! I wanted to be the star! Nothing's changed really. Unbelievable!

## Look again 🗘

#### Grammar

#### would

#### a Match groups A–F with these uses of would.

- 1 past habits B
- 2 polite requests and offers
- 3 the past of 'will' in reported speech
- 4 the 'future-in-the-past'
- 5 hypothetical situations
- 6 giving advice (softening)
- A They said that there would be hundreds out of work.
  - He said he would be back in time for the film.
- B In those days, we would walk home late at night with no problem.
- Sometimes we'd go to work, just for fun.

  After that goal, it was clear they wouldn't
- C After that goal, it was clear they wouldn't win the match.
  - She decided that she'd spend the rest of her life there.
- D Without the land, we would have gone bankrupt a long time ago.Would you ever leave this country?
- E Would you mind having a look at this with me?
- Which hotel would you prefer to stay in?

  F I wouldn't worry about it, if I were you.
  You'd be a complete fool not to take that job, you really would.
- **b** In which cases can would have a similar meaning to 'was going to' and 'used to'?

#### 2 a Change these sentences to include would.

- 1 Open the door.
- 2 I asked him, but he didn't say a word.
- 3 Do you prefer to go by bus?
- 4 She never forgot that favour.
- 5 I went there every year in August.
- 6 He said he might leave early today.
- 7 That's so typical of her to say that.

## **b** What effect, however subtle, do these changes have on each sentence?

## C 1.7 Listen to check. Is would stressed in any of the sentences?

#### 3 a Complete these sentences so they are true for you.

- 1 I wouldn't be surprised if ...
- 2 I would always recommend ...
- 3 When I was younger, I thought I would ...
- 4 I can't imagine what I'd do if ...
- 5 I wish people wouldn't ...
- 6 I'd rather ... than ...

## **b** Listen to each other's sentences. Ask questions to find out more.

Grammar reference, R-8

#### using the *-ing* form

#### 4 Look at these examples. In which is the -ing form:

- a the subject of the sentence?
- b after a preposition?
- c after a verb?
- 1 Looking back now on this occasion reminds me of how beautiful the village childhood was.
- 2 Sometimes all of us the whole family went to see him. I remember being told how important it was to be on our best behaviour then.
- 3 Apparently, what I'd done is edge out of the seat without anyone seeing and ...

#### 5 Look at these verbs.

- 1 Which of these verbs can be followed by -ing forms?
- 2 Which can be followed by to + infinitive?
- 3 Which can be followed by both?

remember finish manage offer regret decide mind suggest imagine agree enjoy postpone prepare give up risk avoid

## 6 a Add prepositions to these sentences from the unit.

- 1 I get kind of tired shopping.
- 2 I've no problem remembering pin numbers.
- 3 That's a happy memory meeting someone.
- 4 That's how they start talking, mimicking us adults.
- **b** Which sentences are also possible without the preposition? Would they mean the same?

#### 7 a Complete these sentences using an -ing form.

- 1 I wouldn't mind ...
- 2 I get really fed up with ...
- 3 You can't always avoid ...
- 4 I vaguely remember ...
- 5 I'm quite used to ...



I get really fed up with receiving junk mail.

**b** Listen to each other's sentences. Ask questions to find out more.

## **Vocabulary**

#### Memory

8 a How many collocations with memory can you remember?

Short-term memory.

Jog someone's memory.

- In what context do you think you would hear these expressions? Which is the odd one out?
  - 1 They're the worst in living memory.
  - 2 He's suffering from short-term memory loss, but there's nothing to worry about.
  - 3 You've got a memory like a sieve.
  - 4 This model has plenty of memory.
  - 5 I think I can do it from memory.
  - 6 Sorry, memory's playing tricks again.
- c 13 Listen to check.

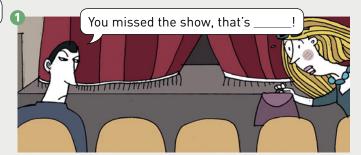
#### iust

9 Look at these sentences from the unit. What does just mean? More than one answer may be possible.

#### only really simply

- 1 My dad, he decided he just want to stay here one year. *only*
- 2 In Africa, if you see anyone walking around, you just say hello.
- 3 I'll just stay at home and watch TV.
- 4 If a person's older than you, you call them madam or auntie, even if you don't know them. It's just respect.
- 5 They act differently towards immigrant people. Sometimes they're just nasty.
- 10 a Look at these examples with the expression it's just too much. What situations might they be used in and what would they mean?
  - 1 I can't do it, working full-time, it's just too much.
  - 2 It's just too much pressure right now.
  - 3 I'm not sure, it's just too much of a risk.
  - 4 Living like this it's just too much to handle.
  - 5 It's just too much for her, she's had enough.
  - b Look again at the expressions in 10a. Decide which words or syllables you would stress.
  - C 1.9 Listen to check.
  - d Imagine you are in one of these situations. Talk to another student about it using expressions from 10a. Then ask for advice.
    - You're working very hard.
    - You want to invest some money.
    - You're moving to a new home.
    - You're looking after someone's children.

- 11 a What do you think the people are saying in the cartoons? Use It's just so / That's just too ... .
  - b 1.10 Listen to check.
  - € € 1.10 Listen again to how the speakers stress the key words. Which is the most important information in each case?







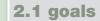


#### Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

⊚ talk about adapting to different cultures		2	3	4	5
⊚ talk about memory		2	3	4	5
⊚ talk about a personal memory		2	3	4	5
⊚ evoke the feelings and mood of a past event		2	3	4	5
⊚ tell an anecdote effectively		2	3	4	5
⊚ keep people interested in a story		2	3	4	5

- For Wordcards, reference and saving your work → e-Portfolio
- For more practice → Self-study Pack, Unit 1



talk about personality traits

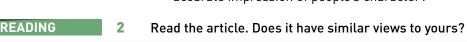
talk about identity



### **Your online self**

#### **SPEAKING**

- Look at this profile image used on a social networking site. Discuss these questions.
  - 1 What aspect of his personality do you think he wants to show?
  - 2 Have you ever uploaded an image to represent yourself? What was it for and how did you choose it?
  - 3 Do you have an online page? Do you regularly update it or comment on other people's?
  - 4 Do you think these pages generally portray an accurate impression of people's character?





Social networking sites such as Facebook, MySpace and Orkut are now estimated to have more than 700 million users worldwide. As users can create any profile of themselves they choose, you might expect them to portray themselves in the best possible light. When putting up a profile, it would be reasonable for them to present flattering images, choose sophisticated and discerning interests, and carefully express their thoughts so as to appear more intelligent than in real life. But according to recent research, this is not the case. Far from presenting themselves in a flattering way, most users' profiles reflect their true personalities, and reveal both psychological weaknesses and natural physical flaws.

Research was carried out on 250 Facebook users who filled in a personality questionnaire. Results were compared with the same people's Facebook profiles. The survey set out to assess not only the participants' actual personality, but their 'ideal' personality – in other words, what kind of person they would be if they actually possessed all their ideal characteristics. These results were then compared with the participants' Facebook profiles. What emerged was astonishing: far from being idealised versions of themselves, people's online profiles conformed closely to what they were really like. Their profiles accurately reflected how agreeable, extroverted, conscientious, neurotic and sociable they were in real life.

It's not entirely clear why online profiles depict users' personalities so accurately. It could be that users want to portray themselves as they really are, or it could be that people attempt to present an ideal image of themselves but in fact fail to do so. One thing seems clear: social networking sites can in no way be considered a false online world that is idealised and removed from reality; rather, they are simply another way in which people choose to interact with each other.

- 3 a Read the article again. Identify the parts which make these points.
  - 1 We are not calculating in the way that we present ourselves to others.
  - We don't attempt to hide our eccentricities or our appearance.
  - 3 Online profiles are not fantasy representations, but match reality.
  - 4 People want to present or are unable to hide their true selves.
  - 5 In spite of what many people think, networking sites encourage us to be who we are.
  - **b** Look at the opening paragraph. How does the writer arouse the reader's curiosity about the differing viewpoints?
- 4 a Find eight adjectives in the article which refer to different personality traits.
  - **b** Cover the article. Can you remember what nouns collocated with these verbs?

create portray put up present choose reflect express reveal

#### LANGUAGE FOCUS

Presenting a self-image