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Liz Kilbey, Melanie Starren
Excerpt
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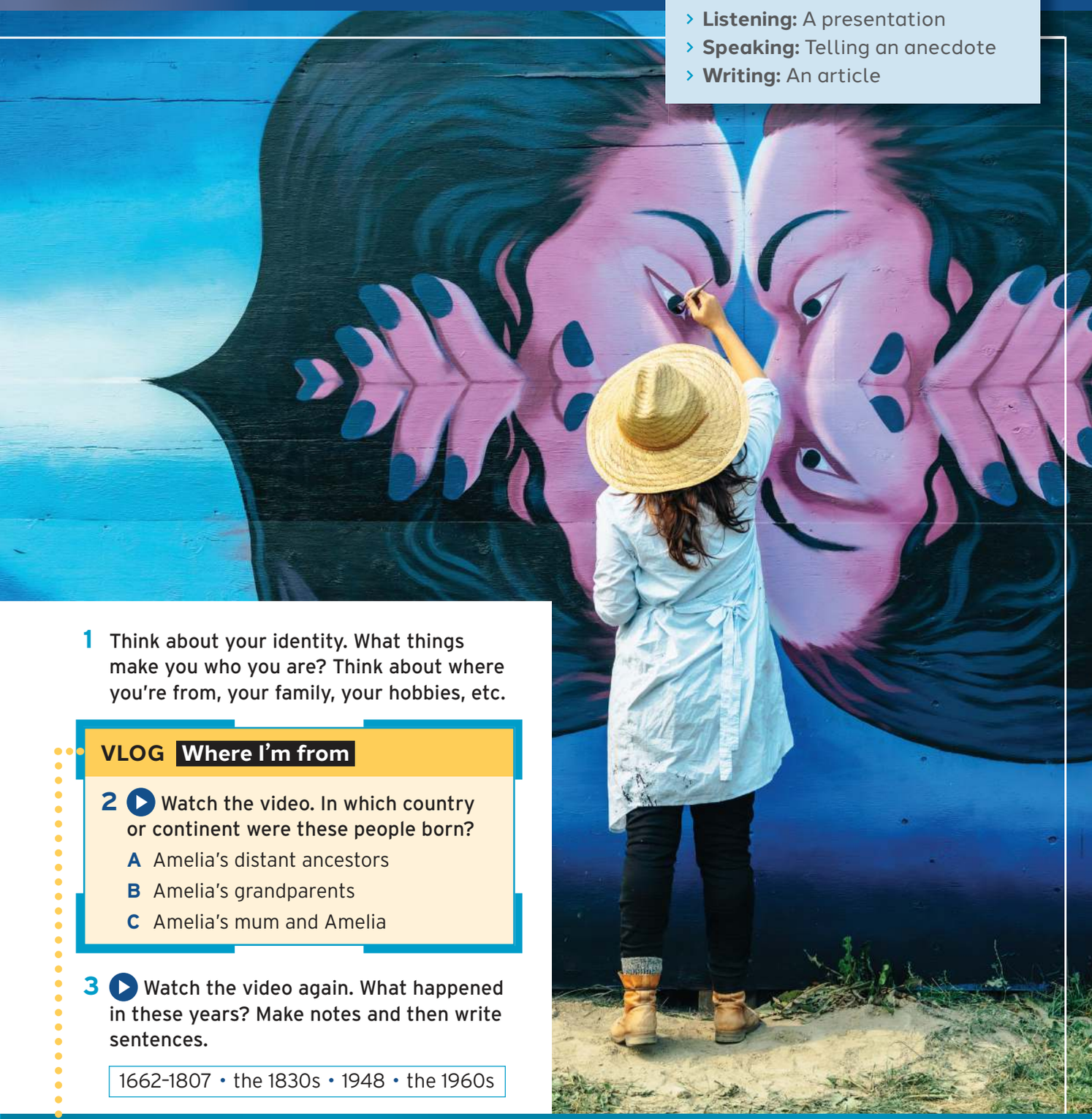
1 WHO WE ARE

OBJECTIVES

- **Vocabulary:** Our origins; Equality
- **Grammar:** Narrative tenses; Past perfect continuous; Past routines
- **Listening:** A presentation
- **Speaking:** Telling an anecdote
- **Writing:** An article



1 Think about your identity. What things make you who you are? Think about where you're from, your family, your hobbies, etc.

VLOG Where I'm from

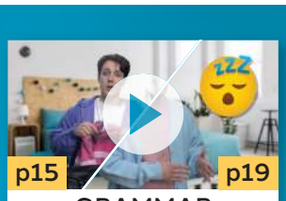
2 ▶ Watch the video. In which country or continent were these people born?

A Amelia's distant ancestors
B Amelia's grandparents
C Amelia's mum and Amelia

3 ▶ Watch the video again. What happened in these years? Make notes and then write sentences.

1662–1807 • the 1830s • 1948 • the 1960s


VLOG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Reading



IN THE BEGINNING

Where did the first humans come from? [1] ... Our human family tree is complex, with many branches, and nobody knows the whole story. However, a combination of archaeology and DNA analysis provides very strong evidence that the earliest humans, our ancestors, originated in Africa more than 300,000 years ago.

1 Look at the title of the article and the photos. What do you think the article is about?

2 Read the article. In which order do experts believe humans first lived in these continents?

Asia	Africa
Europe	Australia
North America	South America

READING TIP **Using text features to understand topics**

Texts are usually organised into paragraphs, each with one main topic. The main topic is usually given in titles, headings and bold text. Bullet points, boxes and indented text can contain sub-topics which help to increase your understanding of the main topic.

3 Read the article again. What are the main topics? Which paragraph contains sub-topics?

4 1.01 Match 1–6 in the article with sentences A–G. There is one extra sentence. Then listen and check your answers.

A As populations grew, groups dispersed so that they had enough resources to feed their families and to avoid conflict.

B Over many thousands of years, the climate fluctuated enormously.

C It is no longer possible to believe that we belong to totally separate races with different origins.

D There is not enough evidence to support this theory, although some experts believe it is possible.

E There are different theories about the routes migrants took as they gradually spread out across the world.

F In contrast, during periods of global warming, ice melted and the African deserts gave way to green, fertile land.

G Experts have been asking this for many years.

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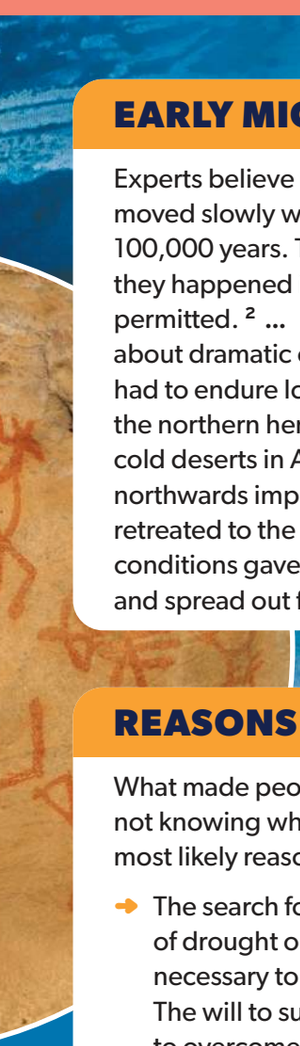

EARLY MIGRATION

Experts believe that small human populations moved slowly within Africa over a period of about 100,000 years. The migrations were not continuous; they happened in 'waves', whenever conditions permitted. [2] ... Temperatures rose and fell, bringing about dramatic changes. For long periods, humans had to endure Ice Age conditions: thick ice covered the northern hemisphere, and there were huge, cold deserts in Africa which made any movement northwards impossible. In these times, humans retreated to the southern coasts. [3] ... These conditions gave humans more freedom to move and spread out further across the continent.

OUT OF AFRICA

Recent discoveries of very ancient bones indicate that some humans crossed into Asia in the early days of their existence. However, the 'modern' human migrants, who are our direct ancestors, began their journeys out of Africa 60,000–70,000 years ago. They were probably able to take advantage of falling sea levels that created land bridges across the Red Sea into Asia. [4] ... Present evidence suggests that they first followed a route from the Middle East along the south coast to India and Southeast Asia, reaching Australia about 50,000 years ago. Later, probably about 40,000 years ago, other waves of migration brought humans from Asia into Europe as the climate warmed up. A further route took them north-east through what is now Siberia, where a land bridge enabled them to enter Alaska and the continents of North and South America, about 20,000 years ago.

REASONS FOR MIGRATION

What made people go on such dangerous journeys, not knowing what to expect? Here are some of the most likely reasons:

- The search for food. During long periods of drought or extreme temperatures, it was necessary to move; the alternative was to die. The will to survive enabled those early migrants to overcome all kinds of obstacles, just as it motivates people today.
- The need for space. [5] ...
- A belief in a better life. We may not take after our ancestors in appearance, but there's no reason to doubt that they aspired to better living conditions, just as we do!

ONE WORLD

If we look back on the past century, we can see that archaeologists and scientists have made great progress in the effort to trace our origins. [6] ... There is no such thing as 'racial purity': rather, we all share a common ancestry and much of our genetic make-up.

5 EXAM Are the following statements true (T) or false (F)? Justify your answer.

1 Since they first appeared, humans have never stopped moving.
2 The southern part of Africa was cooler than the north during the Ice Age.
3 We are probably not descended from the first humans to reach Asia.
4 A cold climate prevented humans from coming to Europe earlier than they did.
5 Most experts agree on the most important cause of migration throughout history.

CRITICAL THINKING

Identifying and understanding problems

Think about how migration was – and continues to be – linked to climate. In what ways does a changing climate impact people's ability to form safe and prosperous communities? How were the challenges faced by the earliest people due to a changing climate different from those faced by people today?

Exam practice: Reading | p112

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Vocabulary 1 Our origins

1 **Complete the texts with words in the box.**

ancestors • belief • bring about • expect
family tree • freedom • look back on
overcome • take advantage of
take after • trace • will

I've been interviewing my grandparents about their parents and grandparents (my [1] ...). Now I've drawn a [2] ... that goes back four generations.

Most people in Europe share a [3] ... in democracy and [4] ... of speech. In a democracy, the government represents the [5] ... of the people.

2 **Replace the underlined words with the remaining words in the box.**

1 Don't despair! You can <u>defeat</u> your difficulties and succeed!
2 Let's <u>use the opportunity given by</u> this good weather and have a picnic.
3 People say I <u>have inherited characteristics from</u> my father. For instance, we have the same nose!
4 How did your exams go? What result do you <u>think will be the outcome</u>?
5 The police tried to <u>find the origin of</u> the phone call.
6 The latest educational reforms will <u>cause</u> a lot of changes in schools.
7 When I <u>remember and think about</u> the past, I'm proud of what I achieved.

Vocabulary Extension

The suffix *-dom* = state

We can add *-dom* to some words to make nouns for states.

1 Find a word ending in *-dom* in the text on page 13.
2 Which of the words in the box can have *-dom* at the end? What do they mean? Check your ideas in a dictionary.

bore • child • happy • king • queen • star

3 **Discuss the statements.**

1 What do you think you'll look back on with pride when you're older?
2 Do you think there should be any limits on freedom of speech? Why (not)?
3 What's the best way to overcome a phobia, for example the fear of flying?

FALSE FRIENDS

To *record* means to keep information to listen to or read in the future.

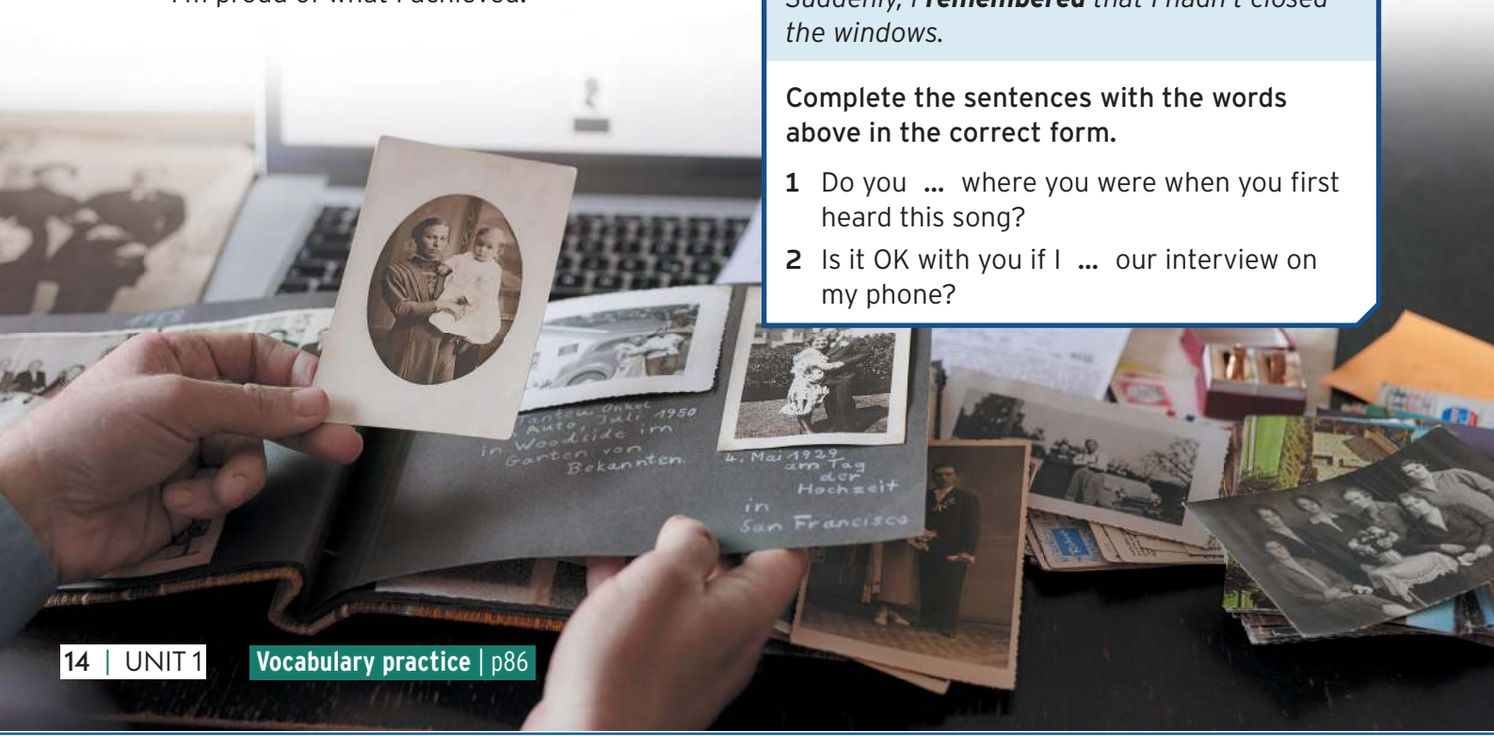
*I always **record** new words and phrases in my notebook.*

To *remember* means to think about something or someone in the past.

*Suddenly, I **remembered** that I hadn't closed the windows.*

Complete the sentences with the words above in the correct form.

1 Do you ... where you were when you first heard this song?
2 Is it OK with you if I ... our interview on my phone?



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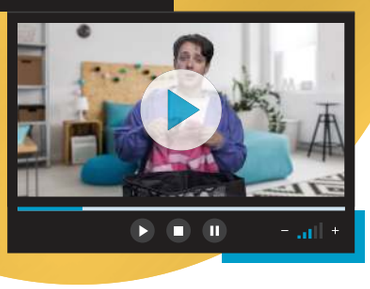
Past tenses



1 **Look at the examples. Then complete the rules with *Past simple*, *Past continuous* or *Past perfect*.**

Narrative tenses

*British ships **transported** millions of African people. They **were living** and **working** in terrible conditions.*

*The Second World War **had caused** a lot of damage to Great Britain and the country **wanted** people to come and help rebuild it.*

Narrative tenses show us the order of events in a story.

We use the [1] ... for completed past actions.

We use the [2] ... for an action in progress at a time in the past. It often provides a background for a Past simple event that happened at that time.

When we are already talking about a time in the past, we use the [3] ... for a completed action that happened at an even earlier time.

Grammar reference | p84-85

2 **Complete the text with the correct form of the verbs. Use the Past simple, Past continuous or Past perfect.**

On 22 June 1948, a large ship called the Empire Windrush [1] ... (sail) into London, with about 500 people on board. About a month earlier, they [2] ... (leave) their homes in the Caribbean in order to start new lives in the UK. The British government [3] ... (invite) them. Why? Because the Second World War [4] ... (just/end), and the UK [5] ... (need) more workers to help rebuild the country.

When the passengers [6] ... (walk) off the ship, reporters [7] ... (wait) for them. The new arrivals [8] ... (wear) their best clothes and they [9] ... (take) a lot of care to look smart for their arrival. They [10] ... (look forward to) their new lives.

3 **Discuss the questions.**

Has your family always lived in this country?

No: What do you know about how your family arrived here?

Yes: Do you know people whose families migrated to this country? What do you know about their story?

4 **EXAM** **Complete the following sentences.**

1 People ... lived in Australia for thousands of years before explorers came from Europe.
2 I discovered a lot of surprising things while I ... researching my family tree.
3 Where ... your grandparents born?
4 Most people in this country ... go on foreign holidays until around the 1980s.
5 I was really hungry that morning because I ... had any breakfast.
6 Were you sleeping ... I called you earlier?

Get it right

5 **Write sentences 1–4 correctly.**

1 Some people on the Empire Windrush said goodbye to friends and family forever when they arrived in the UK.
2 Before Albert went to live in London, he didn't ever leave Jamaica.
3 My grandma was working as a nurse when she was meeting my granddad.
4 I went shopping but I didn't found anything that I wanted to buy.

Learner resources | English for Spanish Speakers Guide



Grammar practice | p86

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Listening A presentation

1 Imagine you are preparing a talk about your hero. Who will you talk about and why?

LISTENING TIP **Understanding a speaker from their purpose**

If we know the speaker's topic and objective, it is easier to predict and understand the individual words they say.

2 1.02 Listen to the first part of a presentation and then answer the questions.

1 What is the topic?
2 What do you already know about this topic?
3 What is the speaker's objective?
4 Predict some of the words you are going to hear.

3 1.03 Listen to a presentation about Eleanor Roosevelt. Match 1–5 with A–G. There are two sentence endings you do not need.

1 She was born	A the President.
2 She went to school	B during the war.
3 Her uncle was	C in 1933.
4 She married	D a future President.
5 She volunteered	E in New York.
	F in 1921.
	G in London.

MEDIATION

Express a personal interest in or reaction to a text

Listen to the presentation again. Then imagine the student who gave it is a friend of yours. Send them a message congratulating them on their presentation, and saying which parts you particularly liked.



Eleanor Roosevelt

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1 Discuss. What do you think are the difficulties if you have family members who live in a different country?



2 1.04 Read and listen to the conversation. Answer the questions.

1 Where were João's parents born? Was João born in the same place?
2 Where did they go when they arrived after their journey?
3 Has João seen his cousins since then?

João Did I ever tell you about when I met my cousins for the first time?

Julia I don't think so.

João It was when I was six. You know my parents hadn't been back home to Brazil for over ten years at the time?

Julia Wow, that's a long time.

João Yes. It's so far, and the flights are expensive. But finally, they were able to organise a trip there for us. I remember my aunt, uncle and cousins were waiting at the airport to welcome us.

Julia That sounds really emotional. How were you feeling?

João At first, I was shy, but by the time we got to my cousins' house, I felt like I'd known them all my life. We played for hours in their garden, and later on, some of their friends came to meet us. I was so excited that I didn't sleep for about 24 hours!

Julia I'm sure! You've been to Brazil a few times now, haven't you?

João Yes, luckily we've been able to meet every couple of years since then, and we chat all the time.

3 Read the dialogue again. Which questions does Julia ask to show that she is interested? Can you think of other questions that she could ask?

4 Look at the Useful language box. Retell João's anecdote using the expressions.

Useful language

Engaging the listener	Did I ever tell you about … ? I'll never forget the time / day when …
Situating the event	It was when I was (six). It was just after / before …
Sequencing events	At first, … Later on, … Finally, …
Responding	Wow, … That sounds (emotional).

5 Tell an anecdote about something important that happened during your own childhood.

False friends in Spanish and English



REAL ENGLISH

6 Watch the video. Then complete the sentences with the correct English words.

1 I can't find the … . How do we get out of here?
2 I fell over in front of everyone. I'm so … !
3 'Are you American?' ' … , I'm Canadian.'
4 Kate will know the best thing to do. She always makes … decisions.
5 There's a big … near here where you can study and borrow books.

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Vocabulary 2 Equality

1 Read the essay. Why does the title have a question mark?

2 Complete 1–6 with words from the essay and summary.

1 Calm down! You're too excited! Don't ... !
2 I'm ... with our awful bus service! We shouldn't have to ... it.
3 When the soldiers returned from the war, crowds of people ... them home.
4 I sometimes ... adjectives and adverbs.
5 We all have the ... to a good education.
6 Would you ... to climb that huge mountain?

3 Match the definitions with words from the essay and summary.

1 reasonable, practical
2 kind and understanding
3 something that is likely to cause harm
4 quick to feel emotions
5 a physical or mental condition that affects what you can do

4 Take turns to speak about people you know with the words in the box.

be fed up with • put up with • sensible
sensitive • sympathetic

The day we became EQUAL?

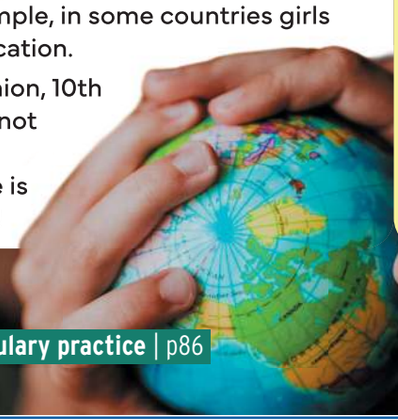
10th December is Human **Rights** Day. On that day in 1948, the United Nations (UN) announced a list of 30 fundamental principles: the Universal Declaration of Human Rights. The aim of the UN was to prevent the death and suffering that had happened during the Second World War from happening again. Countries around the world **welcomed** the Declaration as a great step forward. It forms the basis of international law today.

Eleanor Roosevelt played an important role in creating the Declaration. She was a **sensitive**, caring woman, **sympathetic** to people less privileged than herself. She **dared** to believe in a future when everyone would be equal.

Has Eleanor Roosevelt's vision now become a reality? Not completely. We must not **mix up** the Declaration's aims and achievements. However, it *has* inspired people across the world to claim their rights. People who **are fed up** with exploitation or abuse no longer always **put up with** it.

On the other hand, we shouldn't **get carried away** when we consider the Declaration's impact. Even though nearly every country in the world has signed it, that doesn't mean they observe it. Most of its points seem **sensible** to us but they aren't followed everywhere. For example, in some countries girls still can't get an education.

Therefore, in my opinion, 10th December 1948 was not really 'the day we all became equal'. There is still a long way to go!



Phrasal Verbs *stand up for/lock up*

Look at the use of the phrasal verbs in these sentences.

*It's important to **stand up for** what you believe in. But in some countries, people are **locked up** simply for protesting peacefully.*

Now complete the sentence.

I admire people who go to protests and ... their rights, even when the government might ... them ... .

The UN Declaration of Human Rights: a summary

- All human beings are born free and equal. We all have the right to life, freedom and safety.
- Nobody has the right to make another person a slave or to torture another person.
- No one can be arrested without good reason or put in prison without a fair public trial.
- Everyone has the right to escape from the **threat** of danger and receive protection in another country.
- Everyone has the right to any belief or religion, and is allowed to express their opinions freely.
- Everyone has the right to be part of a democracy with fair elections.
- Everyone has the right to support from the state if they are older, sick or unemployed, or have a **disability**.
- Everyone has the right to an education.

Vocabulary practice | p86

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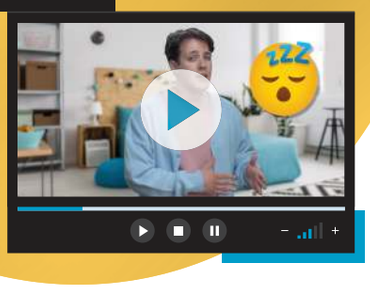
Grammar 2

Used to



Past perfect continuous; Past routines

1 Read the examples and the rule. Then complete 1–3 with the Past perfect continuous form of the verbs.

Past perfect continuous

The United Nations announced a list of 30 principles. A committee ***had been planning*** *the list since the end of the Second World War.*

Eleanor Roosevelt guided the committee. She ***had been doing*** *voluntary work during the war.*

We use the Past perfect continuous for a past action that was in progress for some time before a later past action happened.

1 Sal finally passed her driving test a few months ago. She ... (learn) for ages.
2 How long ... (you/practise) before you went for your audition?
3 Henry was very surprised when he won the competition. He ... (not expect) it.

Grammar reference | p84-85

2 Write sentences for 1–5 with the Past simple and the Past perfect continuous.

1 Amy / worry / about her exams, but they / go / well
2 I / not know / how to answer / the question because I / not listen / to the teacher
3 When / your visitors / arrive? / they / travel / for ages / ?
4 My friends / be / annoyed. They / wait / for ages
5 We / finally / meet / after we / chat / online for months

3 Read the situation and answer the questions. Use your own ideas.

Matt's feet were hurting and he was hot, thirsty and upset. What had he been doing and what had gone wrong?

4 Read the examples. Then choose the correct options to complete the rules.

Past routines

Our grandparents ***used to have*** *more freedom.*

They ***didn't use to need*** *a degree to get a job.*

Companies ***would*** */* ***used to employ*** *young people and train them.*

We can use *used to* or *would* for actions that were [1]***habits*** */* ***unusual events*** in the past but no longer happen.

We use [2]***used to*** */* ***would*** but not [3]***used to*** */* ***would*** for past situations or states that no longer exist.

Grammar reference | p84-85

5 Complete the texts with the correct form of *used to* and the verbs in the box.

live • love • own • watch

1 My grandmother ... in Spain. Her parents ... a house by the sea.
2 My brother and I ... children's TV every Saturday morning. We ... the cartoons best.

6 Complete with your own ideas.

When I was six,

1 I used to like ... but I didn't use to ...
2 My friends and I would often ...

AIM HIGHER

We can use ***having*** **+ past participle** to express an action that happened before another action. It often explains why.

> ***Having arrived*** *early, we got the best seats in the cinema.*

Rewrite these sentences using *having* + past participle.

1 Jason got a job after he had passed his exams.
2 My aunt had lived in Canada for ten years, so she spoke excellent English.

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Writing An article

1 Look at the photos of food. What country or countries do you think it is from? What do you think it all has in common?



2 Read the article. What is the name of this type of food? Were any of your ideas in Exercise 1 correct?

Think of an interesting title.

Introduce the topic in a way that engages the reader.

Give examples of the topic to explain it.

Talk about another aspect of the topic, for example, what causes it or what effect it has.

Conclude by giving the reader something to think about.

Mixing it up

In most big cities these days, we're spoilt for choice when we want to eat out, with amazing restaurants from all over the world. It can be hard to pick just one type of food! But with fusion food, we don't have to.

Fusion food combines elements of different cuisines to make creative recipes. Sometimes it's a traditional dish with new ingredients, such as *Ceviche Nikkei*, Peru's famous fish dish but made with Japanese soy and ginger. Or it might be a blend of totally different dishes, such as, surprisingly, traditional British fish and chips, where Portuguese-style fried fish was combined with Belgian-style fried potatoes. Fusion food is often surprising – pizza toppings are not what we usually expect to find on a taco!

Fusion food reflects how people have migrated across the world. By making their traditional food, they maintain a link with the culture that they have left behind. But local people also appreciate the new food in their communities. And when a creative chef takes advantage of the combination of cultures, perhaps by giving this new food a local 'twist' (or vice versa), fusion food is born.

With fusion food, there are no rules. New dishes are being created all the time. Why not create your own?

ANALYSE

3 Read the article again. Which of the following does the writer do?

1 Give interesting factual information.
2 Discuss one main sub-topic in each paragraph.
3 Develop arguments in support of or against a statement.
4 Address the reader directly.
5 Use descriptive language such as adjectives.
6 Use formal language.

4 Answer the questions.

1 How does the writer relate the topic of fusion food to people's everyday lives in the introduction?
2 How many examples of fusion food are mentioned in the second paragraph?
3 In the third paragraph, what explanation is given for how fusion food starts?
4 What does the writer suggest to the reader in the final paragraph?

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