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CHECKPOINT  
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**Complete  
English  
as a Second  
Language** for  
Cambridge  
Secondary 1

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Series editor: Rachel Beveridge

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Oxford excellence for Cambridge Secondary 1

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## Introduction

Welcome to *Complete English as a Second Language for Cambridge Secondary 1*.

This Student Book is the third in a series of three books (Stages 7–9) and is mapped to the *Cambridge Secondary 1* curriculum framework for English as a Second Language.

### Who is the book for?

The book has been written for learners of English as a second language and covers all five key skills of the framework: reading, writing, speaking, listening, and use of English. It is designed to meet you where you are and help you improve, with activities that increase gradually in difficulty. It also aims to prepare you to take the Cambridge Secondary 1 Checkpoint test at the end of Stage 9, and then go on to Cambridge IGCSE®.

### What is in the book?

The book is divided into nine units, which cover a broad range of fun and interesting topics to give you a wide vocabulary. Each unit includes each of the key skills from the curriculum framework, using the same structure throughout.

### Theme opener

Each unit starts with a diagram like the one below, which will show what is covered in that unit.



Photos and quotes help you to start thinking and talking about the topic, building some of the vocabulary that you will need throughout the unit.



### Reading

You will find a broad range of writing styles and registers. Each text is followed by questions to make sure you have understood the text.

At the end of each unit, you will also find a ‘Reading corner’, which will introduce you to a slightly longer and more challenging text. This is designed to give you an appreciation of English in many different contexts and to help model good writing skills.

### Use of English

You will find two sections on the use of English in each unit: these include short explanations on the grammar and punctuation rules that you will need to know, followed by activities to put into practice what you have learned.



### Listening

Listening activities include different styles of talk and conversation, followed by questions, to help develop your understanding of spoken English. The audio recordings are on the CD in your book where you can also find transcripts (or the ‘text’ of what you hear) for extra help.



## Speaking

You will have the chance to practise your speaking skills, both in groups and on your own. There will usually be a picture or photo, followed by discussion questions, to help get you started.



## Writing

Short writing activities are scattered throughout the book and each unit includes one 'Writing workshop' in which you complete an extended piece of writing (100–120 words). This covers many different types of writing, such as stories, letters, reports and blogs.

## Progress assessment

Each unit ends with a Progress check, a quick test to make sure that you have remembered what you learned in the unit. This is followed by a Progress assessment grid and an Action plan to help you decide where you need to improve.

## Other features



## World builder

Word builder: activities to help you understand and practise using difficult words.



## Remember

Short tips to remind you of things you have already learned, that will help you to complete the activities.



## Challenge

If you are feeling confident, the stretching Challenge activities provide extra practice.



## Suggested reading

If you like the extracts in the 'Reading corner', you will find suggestions for other texts that you might like.

## Glossary

Really difficult words will have a definition (in English) to help you understand the text or listening task.

## Pathways to IGCSE®

In this book, you will find additional chapter which acts as a bridge between Cambridge Secondary 1 and Cambridge IGCSE®. This chapter introduces some of skills you will develop at IGCSE level, including summary writing and persuasive speech.

## Practice questions

In addition to the Pathways unit, this book also includes some practice questions to assess your progress, and help prepare you for the Checkpoint test. The questions are modelled on the test, giving additional practice in the four main skills, but do not represent a full practice paper.

## And finally...

We have included a very wide range of themes, texts and listening scenarios so we hope you will find this book interesting and engaging, as you grow into confident, responsible, reflective, innovative and engaged learners of English. Good luck!

## Unit contents

Unit	Theme	Reading and comprehension	Listening and comprehension
1	Humans and nature	Blog: My summer with Kabu Article on a community project	Presentation about the effect of microbeads in our seas
2	Record breakers	Non-fiction: Descriptions of youngest record breakers Article about record-breaker Roy Castle.	Interview with a young record breaker Jessica Watson
3	Unusual careers	Article about a tea blender Graphic novel: extract from <i>Steve Jobs: Insanely Great</i>	Interview with a violin restorer
4	Famous buildings	Newspaper article Information leaflet: The decorated houses of Tiébélé	Interview with an architect
5	On your own	Interview: Walking alone across Mongolia Fiction: <i>The village by the sea</i>	Friends discuss being on your own
6	Tomorrow's world	Opinion article on space colonisation A letter to my future self	Friends discuss the pros and cons of space colonisation
7	What lies beneath our feet	Article on the Earth's structure Article on an underground discovery	A city explorer describes her job
8	Food and culture	Fiction: extracts from <i>Heidi</i> Food blog	Radio programme on breakfast around the world
9	People who changed the world	Article on Mark Zuckerberg Report on the Wright brothers	A formal speech to open a new hospital ward

Language, grammar, spelling, vocabulary	Writing	Speaking
Abstract and compound nouns Countable and uncountable nouns Determiners Quantifiers	Non-fiction: Writing a persuasive email Non-fiction: Writing an article	Expressing and giving reasons for opinions Giving a presentation in groups Using formal and informal language Negotiating classroom tasks Using subject-specific vocabulary
Adjectives ending in -ing or -ed Powerful and extreme adjectives Comparative and superlative adjectives Adverbs of manner Sentence adverbs	Writing a blog Writing a biography	Expressing and giving reasons for opinions Using subject-specific vocabulary Designing an advertising poster Negotiating classroom tasks Giving a class talk
Prepositional phrases Prepositions after nouns, adjectives and verbs Pronouns: demonstrative, indefinite, reflexive, possessive and for quantities Relative pronouns and relative clauses	Writing a formal letter Writing a job description	Expressing and giving reasons for opinions Role playing and using language to persuade Researching and presenting a topic in pairs Using subject-specific vocabulary Using questions to check understanding
Active and passive forms Causative forms Present continuous Past continuous	Writing a formal email Writing to summarise someone's opinion Writing a leaflet	Expressing and giving reasons for opinions Role playing and using language to persuade Using subject-specific vocabulary Giving a persuasive speech
Present perfect (simple and continuous) Past perfect (simple and continuous)	Writing a descriptive text	Expressing opinions Negotiating classroom tasks Group discussion and presentation
Future forms: present simple, present continuous, 'will' + verb, 'shall' + verb be going to + verb, future continuous and future perfect Phrasal verbs Prepositional verbs	Writing a descriptive email Writing a summary Writing an informal letter	Expressing and giving reasons for opinions Giving a persuasive talk Using subject-specific vocabulary Negotiating classroom tasks Group discussion and class presentation
Questions Reported speech Reported, indirect and embedded questions	Writing a short descriptive text Writing a story	Group discussion and class presentation Expressing ideas and opinions Using subject-specific vocabulary Using questions to check understanding
Gerunds as subjects and objects Noun phrases Infinitives after adjectives and verbs Infinitives and gerunds	Writing a diary entry Writing a short descriptive text Writing a food blog Writing two imaginative blogs	Expressing and giving reasons for opinions Group research and presentation Negotiating classroom tasks
Conjunctions Modal verbs Conditional sentences	Writing a formal email Researching and writing a short descriptive text Writing a journal entry	Expressing opinions and ideas Role playing an interview Negotiating classroom tasks Group discussion and presentation Using questions to check understanding

# 1

# Humans and nature

## Explore

- a nature reserve
- the world around you

## Create

- an article about your local community
- a talk on the natural world

## Engage

- with a volunteer at an animal rescue centre
- with your schoolmates to help inform them

## Collaborate

- to decide how you would improve nature in your local area
- to explain ways humans can affect animals and their environment

## In this chapter you will:

## Reflect

- on nouns
- on determiners and quantifiers



Look deep into nature and then you will understand everything better.

Albert Einstein, physicist

There are always flowers for those who want to see them.

Henri Matisse, artist

Study nature, love nature, stay close to nature. It will never fail you.

Frank Lloyd Wright, architect





## Thinking ahead

1. Read the quotes on page 8. What common message do they share?
2. Humans and nature sometimes work well together. Can you think of any examples of this?
3. There are also times when humans and nature do not work well together. Can you think of any examples?



## Word builder

Match the words on the left with the correct meaning on the right, then use the correct words to fill in the gaps in the notice below.

beneficial	causing damage
destroy	damage beyond repair
destructive	very important
protection	a duty to do something
responsibility	care, action to make better
treatment	keeping safe
vital	good for

## LOCAL WOODLAND AT RISK!

There is a plan to cut down all the trees in the local woodland and replace them with new houses. While this will be \_\_\_\_\_ for thousands of people wishing to move to the area, it will \_\_\_\_\_ the homes of tens of thousands of animals and insects which live in the wood.

It is \_\_\_\_\_ that local people take \_\_\_\_\_ for the \_\_\_\_\_ of the woods, to save them from these \_\_\_\_\_ plans.

If you agree that our local wildlife deserves better \_\_\_\_\_ than this, please contact the council and let them know your views in writing.



## Speaking

In pairs, discuss the following questions.

1. Look at the photos above and on page 8 and choose the one you think best shows humans and nature. Tell your partner and explain why you chose that photo.
2. With your partner, look again at the notice in the Word builder activity. Say what you think of the new plans, whether you think they should go ahead or if you have any different ideas. Use the Word builder words to help you.

## My summer with Kabu

Read this blog written by a student who has spent his summer holiday helping animals at a rescue centre in Madagascar. The rescue centre is located in a nature reserve, a protected natural area of land. This part of his blog tells us about his time with Kabu, a rescued lemur who will be released back into the nature reserve when he is better. When you have read the blog, answer the questions.

### Glossary

**fractures** breaks in bones

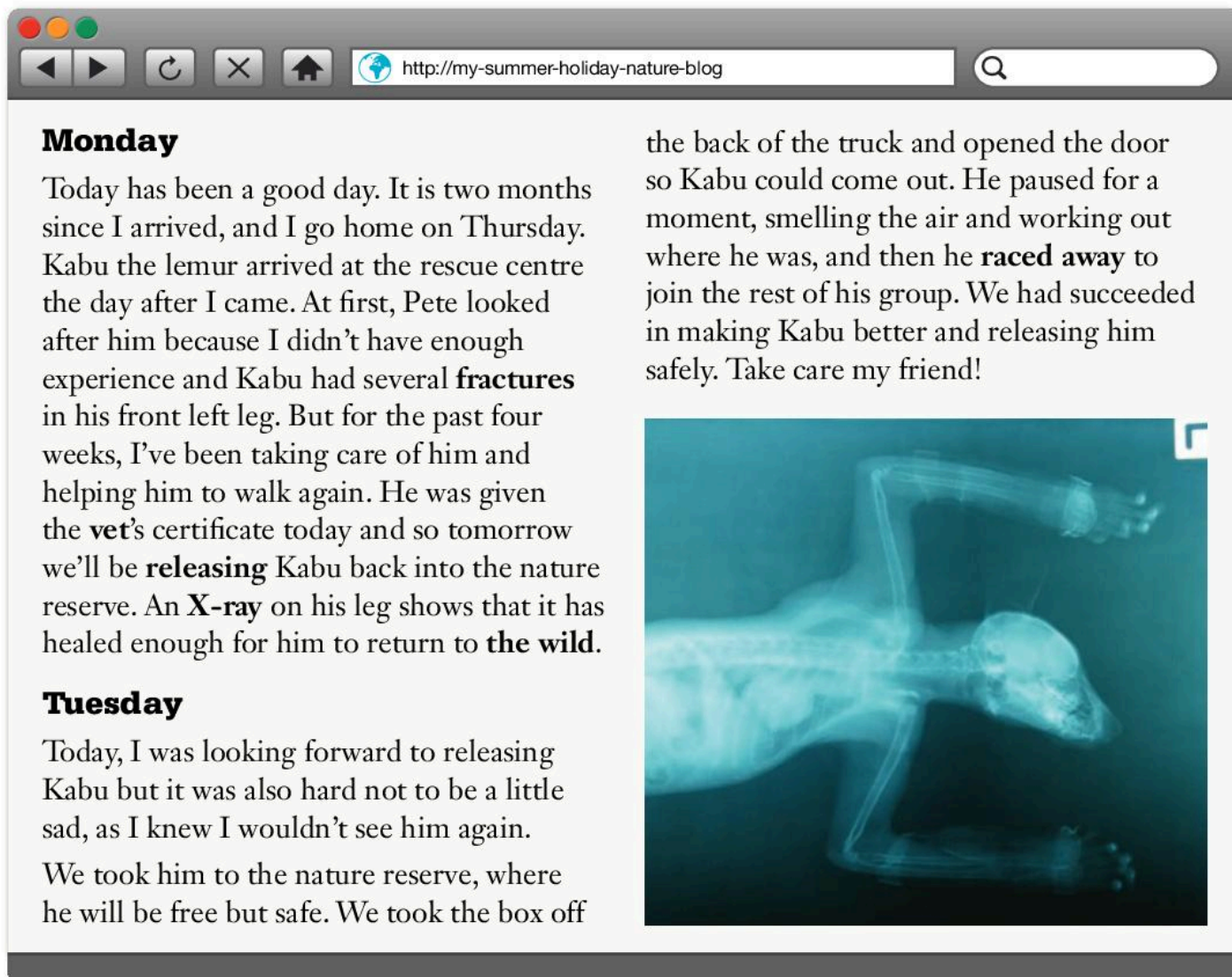
**raced away** ran away quickly

**releasing** making free or letting go

**vet** doctor for sick animals

**the wild** land where no people live

**X-ray** a black and white photograph of the inside of a body



The screenshot shows a web browser window with the address bar containing "http://my-summer-holiday-nature-blog". The browser has standard navigation buttons (back, forward, refresh, home) and a search bar. The main content area displays a blog post with the following text:


**Monday**

Today has been a good day. It is two months since I arrived, and I go home on Thursday. Kabu the lemur arrived at the rescue centre the day after I came. At first, Pete looked after him because I didn't have enough experience and Kabu had several **fractures** in his front left leg. But for the past four weeks, I've been taking care of him and helping him to walk again. He was given the **vet's** certificate today and so tomorrow we'll be **releasing** Kabu back into the nature reserve. An **X-ray** on his leg shows that it has healed enough for him to return to **the wild**.

**Tuesday**

Today, I was looking forward to releasing Kabu but it was also hard not to be a little sad, as I knew I wouldn't see him again. We took him to the nature reserve, where he will be free but safe. We took the box off

the back of the truck and opened the door so Kabu could come out. He paused for a moment, smelling the air and working out where he was, and then he **raced away** to join the rest of his group. We had succeeded in making Kabu better and releasing him safely. Take care my friend!



The X-ray image shows the skeletal structure of a lemur's leg, with a clear fracture line visible in the upper part of the leg, indicating a healed injury.

## Understanding

**A** For each question, choose the correct answer.

- How long has Kabu been at the rescue centre?
  - since Thursday
  - four weeks
  - almost two months
- Why did Kabu have to go to the rescue centre?
  - he had been bitten
  - he had a broken leg
  - he was lost

**B** Answer the following questions.

- Where was Kabu released?
- Will Kabu be alone now? How do you know?

**C** How do you think the writer of the blog feels at the end of the blog? Give two reasons for your answer.

## Speaking

The writer spent two months in Madagascar helping animals at a rescue centre. Do some research into animals that are at risk or endangered: find out where they live and what the problem is. In pairs, discuss what you have found. If you could, which of the animals you have talked about would you most like to help, and why?

## Writing

Choose an animal you would like to help rescue and write 40–60 words to explain your choice, including:

- the animal you would like to help, and why
- the environment where this animal lives
- what you would like to do to help.



## Abstract nouns and compound nouns

**Abstract nouns** name ideas, qualities, feelings and concepts that we cannot touch. To make abstract nouns, we often add suffixes to verbs, adjectives or other nouns. When we add a suffix, we sometimes change the spelling of the original word.

Suffix	Examples	Suffix	Examples
-ment	treatment, payment	-ance	appearance, guidance
-ation	invitation, preparation	-ness	fitness, illness
-(s)ion/tion	conclusion, protection	-ity	activity, possibility
-ence	confidence, difference	-ship	friendship, membership

**Compound nouns** are made up of two or more words. We make compound nouns by adding nouns, verbs (+ '-ing'), adverbs, adjectives or prepositions to nouns or verbs (+ '-ing').

*Examples: woodland, wildlife, film-maker, daytime, daylight, central heating, overtime, air conditioning, washing-up*

### Using abstract and compound nouns

**A** Match the nouns on the left with the correct definitions on the right.

conservation  
pollution

nature reserve

climate change

the way the Earth's weather is changing  
an area of land where animals and plants are protected

damage to water or the air caused by harmful substances

the protection of nature

**B** Answer the following questions.

1. Use a suitable suffix to make abstract nouns from the words in the box. Use a dictionary to help you if you wish.

relation      arrange      imagine      suggest  
important      happy      equal      intelligent

2. Make four compound nouns using the words in the box.

back      wild      centre      packing  
land      rescue      wood      life

**C** Choose two abstract nouns and two compound nouns from exercise B and use them in sentences of your own.

### Remember

- Many abstract nouns do not include a suffix.  
*Examples: idea, belief, luck*
- Some compound nouns are written as one word. Others are written as two words and some are joined with a hyphen.

### Challenge

Write four sentences using the following nouns. You can check the meaning of the words in a dictionary if you wish to.

global warming  
responsibility  
natural resources  
consideration

## Countable and uncountable nouns

**Countable nouns** refer to people or things we can count. They have singular and plural forms.

*Examples: a month, two vets, some lemurs*

**Uncountable nouns** refer to things we cannot count. Most uncountable nouns do not have a plural form.

*Examples: nature, patience, sugar, plastic, furniture, accommodation, rain, work*

Some uncountable nouns only have a plural form and they take a plural verb.

*Examples: trousers, scissors, surroundings, belongings*

Some uncountable nouns end in 's' but they are singular and take a singular verb.

*Examples: gymnastics, mathematics, news*

Some nouns can be **countable or uncountable**, depending on how they are used.

*Examples: I heard a noise. (countable = a particular noise)*

*They are making a lot of noise. (uncountable = noise in general)*

## Using countable and uncountable nouns

**A** Make two lists with the headings 'Countable' and 'Uncountable'. Place the nouns in each list below under the correct heading.

1. scenery	animal	wildlife	creature
2. conservation	pollution	reserve	destination
3. equipment	arrangement	statement	excitement
4. physics	lesson	subject	biology

**B** Choose the correct verb form from the brackets to complete the following sentences.

1. Athletics \_\_\_\_\_ my favourite sport. (are/is)
2. Make sure your belongings \_\_\_\_\_ safe. (are/is)
3. How much \_\_\_\_\_ your shorts? (were/was)
4. I was pleased to hear about the lemur. It \_\_\_\_\_ excellent news! (was/were)

**C** Use each noun below in two sentences of your own. In the first, use the word as an uncountable noun. In the second, use it as a countable noun.

experience

time

quality

## Remember

- We can use countable nouns with 'a/an', with numbers and with many determiners and quantifiers.
- We cannot use 'a/an' before uncountable nouns.
- For more information about determiners and quantifiers, see pages 16–17.





## Track 1.1: Microbeads in our seas

Listen to Sanjeev talking about the effect humans have on the natural environment and then answer the questions.

### Understanding

**A** Choose words from the word box to complete the following statements.

environment      gel      ingredients      natural  
plastic      popularity      cleansers      washes

1. Today, I will be focusing on \_\_\_\_\_.
2. Skin \_\_\_\_\_ and face \_\_\_\_\_ are growing in \_\_\_\_\_.
3. You might check the smell and the price of your shower \_\_\_\_\_ but do you check all the \_\_\_\_\_?
4. We need to save the \_\_\_\_\_ of the sea.

**B** Listen to Sanjeev again and answer the following questions.

1. Why are there microbeads in shower gel?
  - a to improve the smell
  - b to clean the skin
  - c to reduce the price
2. How are microbeads damaging to the environment?
  - a they get trapped in filters
  - b they get left behind on beaches
  - c birds and fish eat them



### Glossary

**beads** small, round objects

**filter** an item that lets liquid pass but which traps bigger objects

**gel** liquid soap for use in the shower

**ingested** eaten

**popularity** being liked by a lot of people

**skin cleansers** beauty products for cleaning the skin

**C** Answer the following questions.

1. Give two examples of where plastic in the sea might have come from.
2. What proportion of seabirds might have eaten plastic?
3. What does Sanjeev say humans should do to help save the natural environment? Give two reasons for your answer.

**Speaking**

1. In groups, find out if your classmates know that there are microbeads in some of the products we use. If they already know, how did they find out? Find out how they feel about it and if they will change the products they use now.
2. Your group has been asked to find a way to inform the rest of your schoolmates about the use of plastic in, for example, shower gels, and to warn them about the harm this is doing to the life in the seas.

You can create a poster, an advertisement or a social media information screenshot. You need to include information about where microbeads are found, what harm they are doing and where people can go for more information.

Plan and prepare your poster, then present it to the rest of the class.

**Writing**

Write an email to a friend telling them about microbeads in skin cleansers. In your email, you should:

- explain what microbeads are
- say why they are a problem
- suggest what your friend can do about it.

Write 40–60 words.

**Challenge**

In the word 'microbeads' we use the prefix 'micro-' to describe the beads. Micro means very small and so microbeads are very small beads.

The prefix 'tele-' means something that is far away, or done over a long distance. Can you think of or find any other words that contain the prefix 'tele'?

## Determiners

We use determiners at the beginning of noun phrases to give more information about nouns and pronouns. Some determiners refer to specific people or things.

*Examples: **the** sea, **my** shower gel, **those** birds*

Other determiners are more general.

*Examples: **an** animal, **any** ideas, **another** suggestion, **other** rubbish*

We often use the determiners 'what', 'which' and 'whose' before nouns in questions. 'What' is used in general questions and 'which' and 'whose' are used in questions about specific groups of people or things.

*Examples: **What** time is it? **Which** shower gel shall I buy? **Whose** idea was it?*

We use the determiners 'my', 'your', 'his', 'her', 'its', 'our' and 'their' to talk about who or what something belongs to.

*Examples: **our** future, **your** help*

## Using determiners

**A** Fill the gaps in the following sentences with the correct determiner from the brackets.

1. Have you checked \_\_\_\_\_ ingredients? (the/an)
2. \_\_\_\_\_ birds are harmed by microbeads? (Which/These)
3. Look at all \_\_\_\_\_ plastic on the beach. (this/these)

**B** Use words from the box to fill the gaps in the following conversation.

other	their	What	another
an	this	our	Which

Sasha: \_\_\_\_\_ toothpaste shall I buy? Look at \_\_\_\_\_ one – it contains plastic!

Myra: \_\_\_\_\_ a horrible thought!

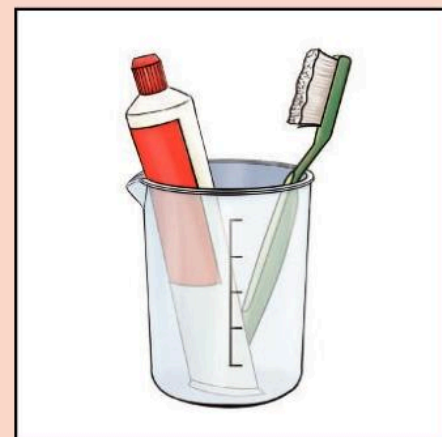
Sasha: I heard such \_\_\_\_\_ interesting talk yesterday about microbeads. They get into \_\_\_\_\_ oceans where fish and \_\_\_\_\_ sea creatures eat them and they end up in \_\_\_\_\_ stomachs.

Myra: Companies should stop using them. And we should find \_\_\_\_\_ type of toothpaste!



### Remember

We can use words such as 'quite', 'such' and 'what' to add more meaning before 'a/an'.





## Quantifiers

Quantifiers are determiners that give information about how many or how much there is of something.

*Examples: all, few, several, much, plenty of, lots of, more, most, enough, no*

We often use quantifiers in noun phrases followed by 'of' and another determiner or a pronoun.

*Examples: some of his ideas, most of these birds, many of us*

When we are talking about two people or things, we can use 'either (of)', 'neither (of)' or 'both (of)'.

*Examples: either option, neither of your suggestions, both of them*

We use 'each', 'every' and 'all' to talk about all the members in a group of things or people. We use singular nouns after 'each' and 'every' and plural nouns after 'all'.

*Examples: each fish, every company, all products*

To say how much there is of an uncountable noun, we can also use phrases such as 'a piece of', 'an item of', 'a box of', 'a bottle of' and 'a slice of'.

*Examples: a bottle of water, two slices of bread*

### Remember

- We use 'a small/large number of' with countable nouns and 'a small/large amount of' with uncountable nouns.
- We use 'less' with uncountable nouns and 'fewer' with plural countable nouns.
- We use 'much' and 'little' with uncountable nouns. We use 'many' and 'few' with plural countable nouns.
- When 'neither' and 'either' are used without 'of' they are followed by a singular noun. 'Both' is followed by a plural noun.

## Using quantifiers

**A** Match the words and phrases on the left with a noun on the right.

a large amount of  
a small number of  
millions of  
a tube of  
a bar of

toothpaste  
soap  
plastic  
toys  
microbeads

**B** Choose the correct quantifier from the brackets to fill the gaps in the following sentences.

- \_\_\_\_\_ gels contain plastic. (Neither/Both)
- Pollution can harm \_\_\_\_\_ seabirds. (all/every)
- People should use \_\_\_\_\_ plastic bags. (less/fewer)
- I wish there was \_\_\_\_\_ rubbish in the sea. (fewer/less)

**C** Write three sentences using the following phrases with countable or uncountable nouns.

several items of      a small amount of      a piece of





## Improving the world around you

Look at the three photos of rubbish in a river (water pollution), toxic (or deadly) waste left in the countryside (land pollution), and burning waste to produce harmful smoke (air pollution). In groups, decide which of the three places you are going to help.



## Speaking

**In groups, discuss the following.**

1. List as many problems as you can think of for each place.
2. Taking it in turns, each member of the group will vote on which place they think the group should help, giving the top two reasons for their final choice.
3. When your group has made its final choice, share your conclusions with other groups in the class, giving your reasons for your choice.



## Planning a talk on the natural world

Work with a partner on the following tasks.

1. You are going to give a two-minute talk on one thing people need to change in order to improve the natural world around them. Talk about the following:
  - Decide with your partner on one change you would like to see that will make a difference to the natural environment.
  - How can people make this change? Suggest some practical and immediate ways in which people can make a difference.
  - Are you optimistic about the future of nature? Discuss with your partner.
2. Once you have planned what you are going to say, think about how you can end your talk by encouraging other people to help.
3. You will be giving your talk to your classmates. Which of these phrases could you use? Choose three to include in your talk.

We need to make these changes now.

I will highlight the major problem.

Let's get together to fix this.

This issue needs to be resolved.

If nothing is done, the situation will get worse.

Share my social media pages to spread the word.

4. Now you are ready to give your talk to your classmates.



## Reading corner: Community project

Read this article about a local community project, then answer the questions that follow.

The screenshot shows a web browser window with the address bar containing <https://local-community-online-newspaper.com>. The article title is **Keeping our park tidy for all**. The text of the article is as follows:

Recently, Carrie and her friends Jenna and Sophie planned a community project which would help their local area. If their project was successful, they could be awarded a gold community badge at their school, and all three of them **desperately** wanted one. The idea came to them one day as they were walking home from school through the park. They noticed that there was a lot of litter on the grass that people had dropped, and they thought that it looked really dirty and untidy. They wanted to clean it up.

So they decided to plan a community ‘clear-up’ day. They asked local people to come and help them clear away all the rubbish from the park and the surrounding area. They chose the first Monday of May because it was a national holiday, which meant that most people would not be at work and would be able to help them. Then they decided to collect rubbish bags and rubber gloves for the volunteers. Jenna suggested contacting the local **council** to ask for some **litter-grabbers** and Carrie emailed them that evening.

Finally, they designed some posters to advertise the clear-up day and printed out two **dozen** to put up in their school and around the park itself. Sophie delivered 20 posters to the houses nearest the park.

On the day of the clear-up, more than 80 volunteers turned up to collect the litter from the park and the area around it. Some of the volunteers were from their school and others from the local community. One family was even on holiday in the area and had seen the posters in the park. It was a very successful day and the following week, all three girls received their gold community badges from their head teacher at school.

### Understanding

Answer the following questions.

1. Who organised the clear-up day?
2. Why did the organisers choose a national holiday for the community clear-up?
3. Why did the organisers email the local council?
4. What did the organisers do with their posters?
5. Why was it necessary to have the community clear-up day?  
Give two reasons.

### Glossary

**council** a local group in charge of the town

**desperately** very much

**dozen** twelve

**litter-grabbers** sticks with a movable end to pick up rubbish



## Writing workshop: Writing an article

You would like to start a local community project to improve the area where you live. Write an article to draw attention to the project and attract interest.

### Planning your article

When planning your article, think about the following:

- Will the community project help animals or the natural environment?
- What needs to happen?
- Why will it be a good thing if the project is completed?
- What will be the short-term effect of the project and what will be the long-term effect?

Now develop your ideas. What is going to happen and how long will it take? When will the results be seen? They might be immediate or it might take longer for any change to be seen.

### Writing your article

Using the ideas you have developed, write an article about your local community project. With each idea you have, you need to make sure to include reasons and examples, so the reader knows clearly what is happening and how your local area will be changing.

Write your article in 100–120 words.

### Editing and proofreading

When you have written your article, read it through to edit it. Check that you have included all the bullet points. Do you need to add any examples? Can you change a word for a better one?

After you have edited your article read it again, to correct any mistakes. Remember to check your spelling, punctuation and grammar.



# Progress check






Answer the following questions.

- Which of the following words means the same as 'good for'?  
**a** vital                      **b** beneficial                      **c** responsibility                      (1 mark)
- Fill in the gaps in the sentence with words from the word box.  
 vet                      fracture                      X-ray  
 The bone had a small \_\_\_\_\_ that could only be seen when the \_\_\_\_\_ took an \_\_\_\_\_ of the lemur's leg. (3 marks)
- Choose the correct word from the brackets to complete the following sentences.  
**a** Some of the \_\_\_\_\_ at the rescue centre are injured. (animals/wildlife)  
**b** That's a great \_\_\_\_\_! (news/idea)  
**c** He had a lot of \_\_\_\_\_ of working with animals. (experience/experiences) (3 marks)
- Give one reason why we should not use microbeads in our soaps and gels. (1 mark)
- Give one example of a phrase you could use in a talk to encourage your audience to take action. (1 mark)
- Choose the correct word from **a–d** to complete the following message.  
 I had such ...**(a)**... interesting day. ...**(b)**... lemur I told you about was released back into ...**(c)**... wild. ...**(d)**... leg was finally better!  
**a** a                      an    **c** a                      the  
**b** That                      This    **d** Their                      Its (4 marks)
- Name two items you would need to help clear your school grounds of rubbish. (2 marks)
- Choose the correct quantifier from the brackets to fill the gaps in the following sentences.  
**a** We need to clear away \_\_\_\_\_ the rubbish from the park. (every/all)  
**b** They collected \_\_\_\_\_ plastic bags. (a few/a little)  
**c** \_\_\_\_\_volunteers turned up. (Much/Many) (3 marks)
- Name three types of pollution and give an example of each. (3 marks)
- Write an email to a friend telling them what you are doing to help either the wildlife or the plant life in your local community next week and tell them how they can get involved as well. Write 40–60 words. (4 marks)

(Total: 25 marks)

## Progress assessment

				
<b>Reading skills</b>	I can understand the main points in an extended text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand specific information in extended texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can write, edit and proofread written work with minimal teacher support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use the appropriate style when writing an article.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use abstract and compound nouns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use determiners and quantifiers with countable and uncountable nouns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can understand the main points that someone is saying in an extended talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand most of the specific points that someone is saying in an extended talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	I can use formal and informal language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can explain my own point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Action plan

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 2

# Record breakers

## Explore

- inside a book
- world records set by young people

## Create

- biography of a record-breaker
- a class interview

## Engage

- with a record-breaking young sailor
- with a sports hero

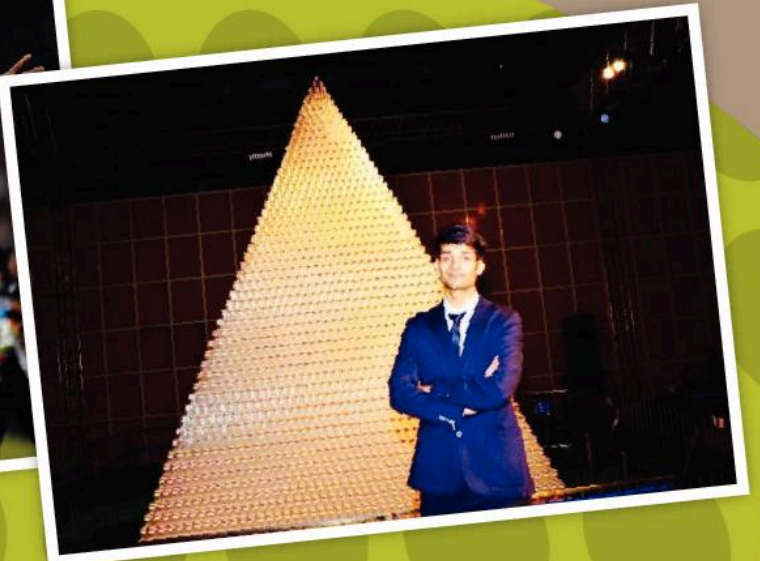
## Collaborate

- to discuss your favourite world record
- on a class world record attempt

## In this chapter you will:

## Reflect

- on adjectives
- on adverbs



It is a great feat for me to have broken my world record.  
Usain Bolt, Jamaican sprinter

One winter morning, I was sipping coffee in a plastic cup, when I thought maybe something could be done with these cups.  
Kushagra Tayal, record breaker, largest plastic cup pyramid

Adversity causes some men to break, others to break records.  
William Arthur Ward, American writer





## Thinking ahead

1. Look at the photos and quotes of Usain Bolt and Kushagra Tayal on page 24. Which record breaker do you think is the most inspiring or impressive? Give one reason.
2. What makes us look up facts about record breakers and be interested and inspired by them? Give one reason.
3. If you could be a record breaker in one thing, what would it be? Give one reason.

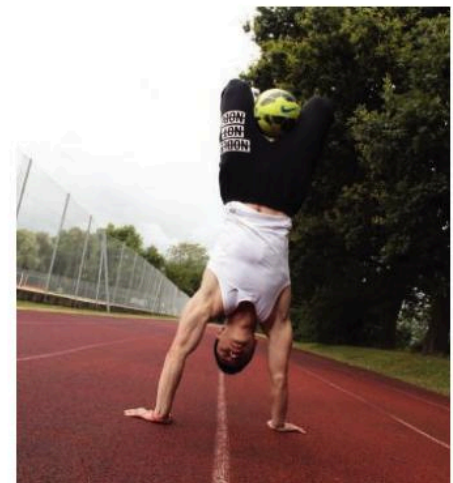


## Word builder

Match the words on the left with the correct meaning on the right, then use the correct words to fill in the gaps in the sentences below.

triple	achievement
consecutive	encourage to do the same
feat	following immediately one after the other
inspire	three times

1. He has won two gold and one silver medal and is now a \_\_\_\_\_ medal winner.
2. Seeing her come first will \_\_\_\_\_ the young people watching to take up the sport.
3. He has now completed 40 marathons in 50 days – that is an amazing \_\_\_\_\_.
4. The team won \_\_\_\_\_ bronze medals in the 2012 and the 2016 Paralympic Games.



## Speaking

1. Look at the three photographs on this page and pick the one you think best represents a record breaker. Tell your partner and give two reasons to explain your choice.
2. Usain Bolt has won eight gold medals at the Olympic Games (for the 100m, 200 and 4x100m) and is considered the greatest sprinter in the world. Why does seeing this feat inspire other people to want to break records? Tell your partner.



## Youngest record breakers

Read about these four young record breakers and then answer the questions.

### Evan Graham

To celebrate his sixteenth birthday in 2009, Evan decided to fly solo in five different aircraft. He did not realise until afterwards that he had set the world record for the youngest solo pilot to fly five different **aircraft**.



### Sergey Karjakin

Sergey learned to play chess at the age of 5 and became a very good chess player. In 2002, when he was 12 years old, he became the youngest person to be a chess **grandmaster**.



### Gaurika Singh

Gaurika won a silver medal at the 2016 South Asian Games and was the youngest person to compete at the Rio 2016 Olympic Games. She was 13 when she won her first **heat** in Rio, racing in the 100 metres **backstroke**.



### Jordan Romero

In 2010, when he was 13 years old, Jordan became the youngest person to climb Mount Everest. Located in Nepal, Everest is 8,848 metres high, making it the highest mountain in the world.



## Glossary

**aircraft** any flying vehicle, such as planes and helicopters

**backstroke** the way of swimming on your back

**grandmaster** champion (usually used in chess)

**heat** first stage of a competition, the winners go through to a semi-final or final

## Understanding

**A** For each question, choose the correct answer.

- Who was the youngest person to hold a record?
  - Gaurika Singh
  - Sergey Karjakin
  - Jordan Romero
- In which country can you find the world's highest mountain?
  - Russia
  - China
  - Nepal
- Which of the following statements is correct?
  - An example of an aircraft is a kite
  - An example of a voyage is swimming 100 metres
  - An example of a heat is the first stage in the 200 metre sprint at the Olympic Games.
- Which of the following facts is true according to the texts?
  - The 2016 Olympic Games were held in London.
  - Gaurika was 13 when she first competed at the Olympic Games.
  - Mount Everest is 8,488 metres high.
- How old was Sergey when he started to play chess?
  - 5
  - 7
  - 12

**B** Answer the following questions.

- Which of the four world record holders was 16 years old when they gained their first record?
- Choose one record breaker and write down one question you would like to ask them.

**C** Which of the four records would you most like to hold? Give two reasons for your answer.

## Writing

Since you were very young, you have dreamed of breaking a particular world record. Now imagine that you have, like the record breakers you have just read about. First decide what you have achieved. Then decide how long it took to train before you broke the record.

Today is the day you became a record breaker. Update your blog and tell your followers what you have done. Write about 40–60 words.

### Challenge

Read the notice below calling for volunteers to take part in a show. Then write an email responding to the notice, saying what record you are hoping to break and how you plan to do it.



Have you got what it takes to be the best?

Could YOU be a record breaker?

Then we want you to come and prove it!

Winners will get the chance to break a record live on *Break a Record!*

Auditions will be held this coming Monday from 7 p.m. at the Marka Theatre.



## Adjectives

Many adjectives end in -ing or -ed. We often use adjectives that end in -ed to describe how we feel about something. Adjectives ending in -ing often describe the thing that causes the feelings.

*Examples: She is **interested** in chess. She finds chess **interesting**.*

Many adjectives ending in -ed or -ing are not connected with feelings.

*Examples: **freezing** water, **forthcoming** race, **qualified** coach, **locked** door*

**Compound adjectives** are made up of two or more words. When the adjective comes before a noun, we usually put a hyphen between the words.

*Examples: **ten-day** event, **twelve-year-old** chess player, **long-distance** run*

We often use compound adjectives to describe someone's appearance or character.

*Examples: **brown-eyed** boy, **well-organised** person*

We also use compound adjectives to describe the appearance of places and things.

*Examples: **worn-out** shoes, **well-designed** building*

## Using adjectives

**A** Find the -ing or -ed adjective in each of the following sentences.

1. The record breakers' amazing achievements inspired me.
2. It's surprising that someone so young managed to climb Everest.
3. Gaurika was very pleased when she realised she had won a medal.
4. Evan is becoming a very experienced pilot.

**B** Rewrite the following phrases using a compound adjective. The first one has been done for you.

1. a boy who is 13 years old  
a thirteen-year-old boy
2. a chess set that has been made by hand
3. a shirt with long sleeves
4. a mountain that is covered with snow

**C** Complete the compound adjectives to fill the gaps in the following sentences.

1. Jordan completed a \_\_\_\_\_-breaking climb.
2. Usain Bolt is a \_\_\_\_\_-famous athlete.
3. I was given some \_\_\_\_\_-new running shoes for my birthday.

## Remember

- Adjectives ending in -ing or -ed have the same form as present or past participles.

*Examples: relax (verb),  
relaxing (present  
participle), relaxed  
(past participle)*

- Some compound adjectives are written as one word.

*Examples: easygoing,  
handmade*



## More adjectives

We can use adverbs such as 'very', 'extremely' and 'quite' to make most adjectives stronger or weaker.

*Examples: very excited, extremely frightened, quite hot*

Some adjectives, such as 'fantastic', 'terrified', 'furious' and 'awful', are **extreme adjectives**. You cannot be 'very fantastic'. To make extreme adjectives stronger, we use adverbs such as 'absolutely', 'totally' and 'completely'.

*Examples: absolutely fantastic, totally furious, completely awful*

We use **comparative adjectives** to compare one person or thing with another. We can use words such as 'far', 'much', 'slightly', 'a little' and 'a bit' to make a comparison stronger or weaker.

*Example: It was far **more difficult** than she was expecting.*

We use **superlative adjectives** to say that one person or thing has more of a quality than all the other people or things in a group.

*Example: Usain Bolt is the **fastest** runner in the world.*

## Remember

- Some adjectives, such as 'total', 'complete' and 'absolute', can be used before some nouns to talk about extreme feelings and situations.

*Examples: total happiness, absolute fear, complete disaster*

- For information about how to form comparative and superlative adjectives, see page 175.

## Using more adjectives

**A** For each number in brackets, choose the correct word to fill the gaps in the following conversation.

Jacinta: Sergey played an absolutely ...(1)... game of chess today.

Leanne: Yes, he's extremely ...(2)... I've only played chess once and I found it totally ...(3)....

Jacinta: He's incredibly ...(4)..., but he's already a ...(5)... expert at the game.

- |               |           |              |         |
|---------------|-----------|--------------|---------|
| 1. excellent  | good      | 2. fantastic | skilful |
| 3. impossible | hard      | 4. superb    | young   |
| 5. complete   | extremely |              |         |

**B** Rewrite the following sentences, correcting the mistakes.

- No other mountain is highest than Everest.
- Sergey is one of the most good chess players in the world.
- The climb was far more challenging he expected.
- Gaurika was the younger person to compete in Rio.

## Challenge

Re-read the article on page 26 and then write four sentences of your own describing the record breakers and their achievements. In each sentence, use a comparative or superlative adjective.



## Track 2.1: Jessica Watson

You are going to listen an interview with Jessica Watson, who sailed around the world on her own aged just 16. First complete the Word builder activity.



## Word builder

Match the words on the left with the correct meaning on the right, then use the correct words to fill in the gaps in the sentences below.

houseboat	encouraged and keen to do well
motivated	a long boat, usually on a river, where people live all the time
destination	getting up-to-date, for example with homework or with news
catching up	spending time with someone, usually friends or family
hanging out with	a place someone is going to, often on holiday

- I have always wanted to live on a \_\_\_\_\_.
- This weekend, I will be \_\_\_\_\_ my friends in the park.
- I got an A for my homework and now I feel really \_\_\_\_\_ to do well in the exam.
- Which city have you chosen as your \_\_\_\_\_?
- Yesterday, I saw my old friend who I hadn't seen for six months. We had a lot of \_\_\_\_\_ to do!



## Glossary

**confident** sure about a situation

**focused** paying very close attention to something

**inspiration** something that encourages you

**terrified** very frightened

**solo** on your own

**reefs** large pieces of coral or rock just above or below the surface of the sea.



## Challenge

Find out about a record breaker who is your age. Then, in your own words, write sentences that answer each of the following questions:

- Which world record have they broken, when did they do it and where?
- Had they done a lot of training for it beforehand?
- What do you think of their achievement?

## Understanding

**A** Listen carefully to Track 2.1. For each question, choose the correct answer.

- Who first got Jessica interested in sailing?
  - her sister
  - her brother
  - her mother
- How old was Jessica when she first realised she could sail solo non-stop around the world?
  - 8 years old
  - 11 years old
  - 16 years old

**B** Read the following questions and then listen again to the interview to find the answers.

- Give one detail Jessica enjoyed about growing up on a boat.
- What helped Jessica stay positive during her journey?
- How did Jessica keep up with her schoolwork?
- Why is North Queensland Jessica's favourite holiday destination?

## Speaking

- Imagine you can ask Jessica three more questions. What else would you like to know about her world record trip? Write down your questions and then role-play the questions with your partner, taking it in turns to be Jessica. Make sure they are questions which your partner can answer and which cannot be answered only by yes or no, for example: 'What time did you have to wake up each morning?' (6 o'clock in the morning) is fine; 'Did you wake up early each morning?' (Yes) is not fine.
- What other benefits can you and your partner think of about living on a houseboat? Think of three benefits and then explain why you would like, or would not like, to live on a houseboat.



## Adverbs

We often put **adverbs of manner** (how) after the main verb in a sentence. When the verb in a sentence has an object, we usually put the adverb after the object.

*Examples: He ran **quickly**. The event had gone **well**. She won the race **easily**.*

Many **adverbs of frequency** (how often), **certainty** (how likely) and **degree** (amount) come before the main verb, or between an auxiliary/modal and the main verb.

*Examples: He **always** tries his best. I could **never** do that.*

*She has **definitely** broken the record.*

*Craig **really** enjoys his job. She **almost** managed it.*

**Adverbs of place** (where) and **time** (when) often come at the end of a clause or sentence.

*Examples: The event was held **indoors**. He didn't break the record **today**.*

## Using adverbs

**A** Choose the most suitable adverb, a-c, to fill the gaps in the following sentences.

- She has \_\_\_\_\_ enjoyed exploring beaches.  
a always      b almost      c absolutely
- Her trip was planned very \_\_\_\_\_.  
a completely      b certainly      c carefully
- \_\_\_\_\_, she has been spending more time with her friends.  
a Before      b Recently      c Previously
- Her achievement was \_\_\_\_\_ impressive.  
a enough      b exactly      c extremely
- She loves spending time \_\_\_\_\_.  
a often      b outdoors      c overnight

**B** Rewrite the following sentences, putting the adverb from the brackets in the most suitable position.

- She goes to North Queensland for her holidays. (usually)
- When the trip finished she felt exhausted. (completely)
- She has caught up with her school work. (now)
- She is going on another trip. (probably)

**C** Write three sentences of your own, using the following adverbs before an adjective or another adverb.

really      extremely      very

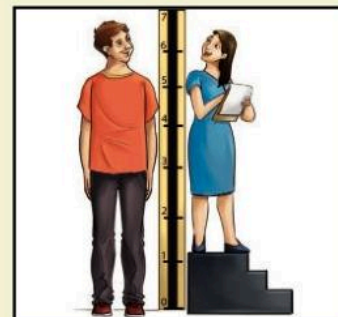
## Remember

- When an adverb of degree modifies an adjective or another adverb, it usually comes before the adjective or adverb.

*Examples: She is **extremely** happy. She checked the result **very** carefully.*

- When we want to emphasise an adverb, we often put it at the beginning of the sentence.

*Example: **Tomorrow**, I'm going to try again.*





## More adverbs

We use **sentence adverbs** to add a comment or opinion about a whole sentence.

*Example: Unfortunately, she didn't break the record.*

Some adverbs, such as 'only', 'just', 'particularly' and 'especially', focus our attention on a particular action, thing or part of a sentence.

*Examples: She failed to break the record, but **only** by a few seconds.*

*The spectators were all excited, **particularly** the children.*

We make **comparative and superlative adverbs** by adding '-er' or '-est' to short adverbs ('hard', 'high', 'early', 'late', etc.).

*Examples: Can you jump any **higher** than that? Who tried (the) **hardest**?*

When an adverb has two or more syllables, we usually use 'more/less' to make a comparative and '(the) most/least' to make a superlative.

*Examples: Jonas practised **more often** than Ana.*

*Of all the students, Pedro practised **(the) least often**.*

## Using more adverbs

**A** Fill the gaps in the following sentences with the correct adverb from the box.

just especially amazingly personally

- \_\_\_\_\_, she set a new world record!
- She felt very proud, \_\_\_\_\_ when she was given her medal.
- \_\_\_\_\_, I think it was a brilliant achievement.
- He \_\_\_\_\_ needs a little more practice.

**B** Choose the correct comparative or superlative form, a–c, to fill the gaps in the following sentences.

- This time, he jumped a lot \_\_\_\_\_.  
a more far      b further      c farthest
- Of all the competitors, he swam \_\_\_\_\_.  
a the fastest      b the most fast      c faster
- She performed slightly \_\_\_\_\_ today.  
a more well      b better      c best
- I think he wanted to break the record a bit \_\_\_\_\_ than I did.  
a much      b most      c more

## Remember

- We often use words and phrases such as 'far', 'a lot', 'as ... as', 'just as ... as', 'much', 'a bit', 'a little' and 'slightly' with comparatives.

*Example: The event finished slightly earlier than expected.*

- Some adverbs have irregular comparative and superlative forms.

*Examples: badly → worse → worst, much → more → most*

- For more information about how to form comparative and superlative adverbs, see page 175.



## What does it take to be a record breaker?



## Word builder

With a partner, complete the following tasks.

1. Discuss the meanings of the words on the left and then match them to the correct definitions.

sense of achievement

very pleased

intense

feeling that you have done well

over the moon

very strong/more than usual

sponsorship

money given by a company for training or to advertise a product

2. Read through the dialogue below and use the correct words from exercise 1 to fill the gaps.

Mark: Hi Paul, how is the training going?

Paul: Hi Mark, well I just heard that a big sports company has offered me \_\_\_\_\_ for the next two years.

Mark: That is great news!

Paul: Yes, I am \_\_\_\_\_ actually.

Mark: The training must be hard work.

Paul: Well it started off easy but now it is getting more \_\_\_\_\_.

I am training harder and my results are getting better so I have a good \_\_\_\_\_.

Mark: Well done, and keep going at it!



## Speaking

Discuss the following questions with a partner.

1. Look at the sentences below and decide which ones describe a record breaker.
  - a He starts training at 4 a.m. every day before school.
  - b She has been practising twice a week since she was six.
  - c He isn't all that interested in it and hasn't been for months.
  - d They have been training partners for the last 12 years.
  - e She has other interests now and does lots of different things.

2. What do the sentences you chose have in common? Write a list of other things you think it takes to be a record breaker.
3. What do you think you would need to do to become a record breaker? Look again at the sentences above for some suggestions.

## Record breaking through teamwork

Sometimes, records are held by a group of people, not an individual. Although we can sometimes achieve a lot on our own, other challenges can only be achieved with the help and support of other people.

### Choosing a world record

In groups, decide on a world record you would like to try to break. You can pick any record, but try to choose one which you have a realistic chance of breaking. When you have decided which record you want to break, you need to plan how to do this. In your discussion, make sure you include the following points:

- What training will be needed?
- What equipment, if any, do you need?
- How long will you train for each week? (if required)
- When will you make the record attempt?

### Putting it to the vote

When your group has planned the record attempt, come together as a whole class. Each group presents their plan, giving two reasons why this idea was chosen by their group. When each group has presented its idea to the class, take a class vote to see which record the class would like to break most.

Finally, after the votes have been counted, have a final vote to see if you all want to complete the winning attempt and become record breakers. Then, why not take up the challenge to break a world record!



### Remember

Make sure you put safety first with any world record you are thinking of breaking.



## Reading corner: Roy Castle, record breaker


Read this article about Roy Castle and then answer the questions.

There was very little that Roy Castle (1932–1994) couldn't do. He was an actor, a singer, a funny man, a musician, a **tap dancer** and a holder of nine different world records. Say the phrase 'record breaker' in the UK and many people will reply 'Roy Castle'.

Roy was known for being one of the nicest men in **show business**. He was extremely talented but was also **modest**. One of his best talents was **motivating** others, especially children; he understood them and encouraged them to take part in activities and do their best, possibly even breaking a record or two in the process.

Among his most famous achievements was breaking nine different world records, some of which were done live on television. For example, he set a record for the fastest tap dance, not yet broken since he set the record 40 years ago. He also set the record for playing the same tune on 43 different instruments and did a 'wing walk' on an aeroplane from London to Paris.

He was always **optimistic** and made people feel that they too could be the best. His name continues, not only in the record books, but also in the Roy Castle Lung Cancer **Foundation**, which supports people with lung cancer and provides money for research to find a cure.



### Understanding

Answer the following questions.

1. Give two examples of what Roy Castle did as a job.
2. How many world records did Roy break?
3. Write down the record Roy broke which you are most impressed by. Give one reason for your choice.
4. Why do you think people remember Roy?
5. Why do you think it is important to encourage young people to break records?

### Glossary

**Foundation** an organisation such as a charity

**modest** not being too proud your achievements

**motivating** encouraging or inspiring

**optimistic** believing things will turn out well

**show business** entertainment, such as dancing, acting and music

**tap dancer** someone who dances in shoes that make a sound on the floor



## Writing workshop: Writing a biography

World record breakers live in every country in the world. Your teacher will give you a letter and you can pick any country starting with that letter. You are going to write a biography about a record breaker from that country.

### Planning a biography

First, you will need to do some research about the person you have chosen. Here is a list of ideas which might help you in your research, and you can add any ideas of your own.

- When was your record breaker born?
- Where were they born?
- What record did they break?
- When did they start training to break the record?
- What motivated them to keep training?
- How long did they have to train before they broke the record?
- When and where did they break the record?
- Do you think their record will ever be broken?
- Why are you interested in this record breaker?

You now have enough facts to write a short biography about your chosen world record holder.

### Writing, editing and proofreading

Divide your biography into paragraphs. Decide on six important facts you would like to include in your biography and include up to two facts per paragraph. You will end up with between three and six paragraphs.

Decide on the order you want your facts to appear in your biography. Write 100–120 words.

When you have finished writing, you need to edit your work. Check that the order of the facts seems logical. Make sure you have included some adjectives and adverbs. There are some examples in the word box to help.

Finally, proofread your work and check spelling, grammar and punctuation.

Adjectives	Adverbs
Ambitious	Extremely
Athletic	Firstly
Determined	Just
Competitive	Luckily
Motivated	Outdoors

## Progress check






Answer the following questions.

1. Write two adjectives to describe someone who plans to break a world record. (2 marks)
2. Write two superlative adjectives to describe someone who has broken a world record. (2 marks)
3. Use words from the box to fill the gaps in the following sentences.  
 confident    best    experienced
  - a Jordan is now a very \_\_\_\_\_ climber.
  - b He has always been extremely self-\_\_\_\_\_.
  - c Sergey is one of the \_\_\_\_\_ chess players in the world. (3 marks)
4. Think of a question you would like to ask Jessica Watson about her solo sail. (1 mark)
5. Suggest one world record you would like to break. (1 mark)
6. Give one reason why someone might want to break a world record. (1 mark)
7. Why do you think people enjoying reading about record breakers?  
 Give one reason. (2 marks)
8. Give three pieces of advice to someone wanting to break a world record. (3 marks)
9. Rewrite the following sentences, inserting the two adverbs in brackets in the most suitable position.
  - a She will break the record. (definitely/today)
  - b They were all happy, because they had achieved what they wanted. (extremely/especially)
  - c I find it difficult to choose my favourite. (actually/really) (6 marks)
10. Fill the gaps in the following sentences with comparative or superlative forms of the adverbs in brackets.
  - a Today, he did slightly \_\_\_\_\_ than yesterday. (well)
  - b Some records are broken \_\_\_\_\_ than others. (frequently)
  - c He achieved what he wanted \_\_\_\_\_ of all. (much)
  - d He played much \_\_\_\_\_ than usual yesterday. (badly) (4 marks)

(Total: 25 marks)

## Progress assessment

				
<b>Reading skills</b>	I can recognise the attitude or opinion of a writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand specific information in a text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use adjectives, including -ing and -ed adjectives and comparatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use adverbs in sentences and to compare things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can recognise what someone's opinion is when they are speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand specific information in what someone is saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	In a discussion, I can use words and phrases that relate to the topic I am studying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can give an opinion on a range of topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can write, edit and proofread written work with some support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can spell a range of words accurately on a wide range of topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Action plan

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 3

## Unusual careers

### Explore

- interesting and unusual jobs
- the life of Steve Jobs

### Create

- a new flavour of tea
- a job application for an unusual job

### Engage

- with a tea blender
- with a violin restorer

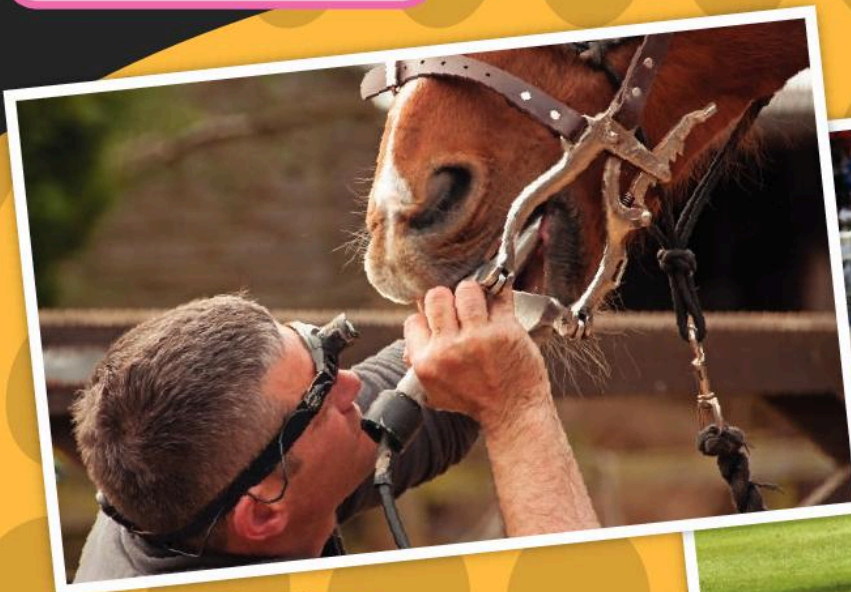
### Collaborate

- to describe an unusual job
- to discuss how to restore something

### In this chapter you will:

### Reflect

- on the use of prepositions
- on pronouns and relative clauses



My career has been wacky and not at all normal. I've never had a manager, nobody gets jobs for me. I wind up working with artists that I meet.

Nile Rodgers, record producer

How would you like a job where, every time you make a mistake, a big red light goes on and 18,000 people boo?

Jacques Plante, professional ice hockey goalkeeper

One of the first jobs I ever had was opening clams in a seafood restaurant, so I'm pretty quick at it.

Tom Colicchio, celebrity chef





## Thinking ahead

- Here is a list of jobs. Which ones do you think are unusual, and why? Find some information about any of the jobs that you are not familiar with.
 

shop window dresser	maths teacher
vacuum cleaner tester	hat maker
architect	landscape gardener
- Read the list again and choose the job which most interests you, and the one that interests you the least – what made you choose these?
- Discuss your answers to the questions above with a partner. If you agree, is it for the same reasons? If not, why do you disagree?



## Word builder

Match the words on the left with the correct meaning on the right.

unique	thinking in a different way
creative	very interesting
remarkable	different and special
absorbing	incredible



## Speaking

With a partner, look at the photos on this page and on page 40, and then discuss the following questions. Use the words in the Word builder to help you.

- What are the people doing in each photo and what skills are required for each job?
- List the jobs in order from the easiest to the most difficult. Which of the jobs do you think you could do? Are there any you definitely wouldn't want to do, and why?
- Would you prefer to have a job that many people do or a more unusual job? Why?



## Career focus: Chief tea blender

Read the article below about someone who blends and creates new flavours of tea, and then answer the questions.

*So what does a tea blender do exactly and how do you become one? I spoke to Mark Harvey, the chief blender of Smooth Tea, to find out.*

Mark explains that tea is usually a **blend** of different **buds** and leaves. However, many teas have additional flavours added, which together produce a smooth and pleasant taste for tea drinkers. It is Mark's job to decide which flavours go best together to create the most popular teas. He has spent a long time learning about the different flavours of tea and where they are produced, and travels all over **the globe** to find the best tea leaves. Black tea, green tea and white tea, he explains, all come from the same plant but they are prepared differently. White tea has less flavour, and is best for sweet teas. Green tea has a more natural flavour and black tea has the strongest flavour.

Mark did not begin his career expecting to become a tea blender. After college, he was a travel agent for three years, then a shop

assistant. However, after two years he was bored and wanted a challenge. Twenty years ago, he joined the company Smooth Tea twenty years ago, by simply writing to the company and asking for a job. Mark was lucky because, at the time, they needed someone new to help blend the teas, so they **hired** him. Today, as chief blender, Mark is **in charge of** deciding on the new flavours. Mark and his team come up with about ten new flavours each year, including eight **limited editions**; the most popular two are kept permanently. His current favourites are pink lemonade tea and strawberry tea, both of which are drunk cold as a refreshing alternative to water, and spiced rooibos tea, which is drunk hot.

What does Mark like most about his job? Although the travel and the **creativity** are **motivation** for him, he says that the best part of his day is going home and being able to drink a nice cup of tea.

### Glossary

**blend** two or more things mixed together

**buds** new parts of a plant, which will grow into leaves or flowers

**creativity** use of skill and imagination to think in a different way

**hired** employed

**in charge of** in control, managing

**limited editions** varieties which are made for a short time

**motivation** reason to continue

**the globe** the world



## Understanding

**A** For each question, choose the correct answer.

- What was the first job Mark had?
  - tea blender
  - shop assistant
  - travel agent
- How long has Mark been working at Smooth Tea?
  - 3 years
  - 2 years
  - 20 years
- How did Mark get his job at Smooth Tea?
  - He replied to an advertisement.
  - He wrote to the company.
  - He knew the owner.

**B** Answer the following questions.

- Which limited edition tea can be drunk hot?
- What does Mark think is the best part of his job?

**C** Read the article again and identify three skills that you would expect Mark to have as chief tea blender. Explain why these are important.



## Speaking

You have joined Mark for the day and are going to help him blend a limited edition tea. He has told you that you can use up to three flavours in a tea, although one or two usually work the best. Think about the following:

- What kind of tea will you be using? (black, green or white.)
- Will your tea be drunk hot or cold?
- Which flavours will you add to the tea? (Choose up to three.)
- What are you going to call your limited edition tea?

With a partner, role play a conversation with Mark. Explain your ideas for the new tea and where you got inspiration for your tea flavours. How will you persuade him to choose your tea to be part of his permanent tea range?



## Prepositional phrases

A **prepositional phrase** starts with a preposition and ends with a noun, pronoun, noun phrase or gerund (–ing form).

*Examples: at home, for you, in my last job, without speaking*

Prepositional phrases are often used:

- to describe 'how', 'where' or 'when/how long'

*Examples: how: She goes to work **by bus**. He left **without me**.*

*where: He's **at work**. She lives **in a large city**.*

*when/how long: **Before leaving work**, I turned my computer off. He worked there **at the same time as me**. I'll be there **in two minutes**. I've lived here **for six years**.*

- to describe a noun, as part of a noun phrase

*Examples: This is a tea **with a strong taste**. Do the exercises **on page 44**.*

- to show who did something.

*Examples: This tea was chosen **by Mark**. Have you read any other books **by this author**?*

## Using prepositional phrases

- A** Complete the prepositional phrases in the following sentences with the correct preposition from the box.

On      At      Over      In

- \_\_\_\_\_ general, blended teas have a smooth flavour.
- \_\_\_\_\_ first, Mark didn't know much about tea.
- \_\_\_\_\_ the whole, he loves his job.
- \_\_\_\_\_ the years, he has been promoted.

- B** Find two prepositional phrases in each of the following sentences.

- All the leaves in this tea come from the same region.
- During my visit, I tasted teas with lots of different flavours.
- To his surprise, he got the job just by writing a letter.
- For him, the best thing about the job is being able to drink nice tea.

### Remember

We often use prepositions before nouns and adjectives in common prepositional phrases.

*Examples: at last, by mistake, for example, out of work, on the whole, in general, up to you, from now on*

### Challenge

Choose three of the following prepositional phrases and use them in sentences of your own.

for ages      in a hurry  
for nothing      in future  
for a change      in the end

## Prepositions after nouns, adjectives and verbs

We often use prepositions:

- **after nouns**

*Examples: difficulty with, cause of, attitude to/towards, advertisement for, increase in, invitation to, argument about*

- **after adjectives**

*Examples: anxious about, keen on, capable of, similar to, surprised by/at, sorry for, different from, disappointed with*

- **after verbs.**

*Examples: concentrate on, deal with, prepare for, believe in, get into, do without, consist of, benefit from, complain about, come across*

## Using prepositions after nouns, adjectives and verbs

### A Choose the correct preposition from the brackets to fill the gaps in the following sentences.

1. He is very enthusiastic \_\_\_\_\_ his work. (of/about)
2. I am trying to do \_\_\_\_\_ sugar in my tea. (without/for)
3. Mark is responsible \_\_\_\_\_ choosing different blends of tea. (for/to)
4. He has a good relationship \_\_\_\_\_ his colleagues. (to/with)

### B Fill the gaps in the following paragraph with a suitable preposition. More than one answer may be possible.

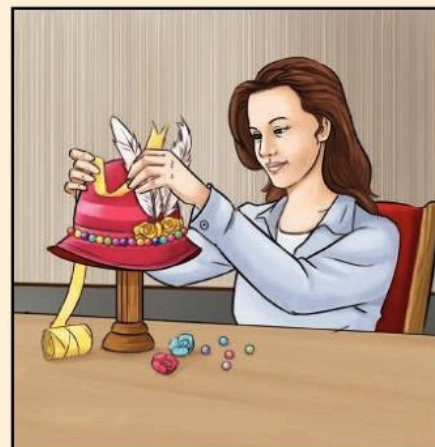
People often ask me how I got \_\_\_\_\_ the hat-making business. Well, I'd always dreamed \_\_\_\_\_ doing something creative. So, after finishing school, I did a course \_\_\_\_\_ fashion design. I then came \_\_\_\_\_ an advertisement \_\_\_\_\_ a job to work \_\_\_\_\_ a hat designer. It was quite different \_\_\_\_\_ anything I'd done before, but I knew I was capable \_\_\_\_\_ learning and benefitting \_\_\_\_\_ the designer's experience. I succeeded \_\_\_\_\_ getting the job and that's how it all started!

### C Write three sentences of your own using a preposition after a noun, adjective and verb of your choice.

### Remember

When we want to use a verb after a preposition, we always use the -ing form of the verb (a gerund).

*Example: I'm excited about starting my new job.*





### Track 3.1: Interview with a violin restorer

A violin restorer repairs and maintains violins, so the violinist can make the best possible sound on the instrument. Before you listen to an interview with Sasha, a violin restorer, complete the Word builder activity below with a partner.



### Word builder

Match the words on the left with the correct meaning on the right, then complete the paragraph below using the correct words.

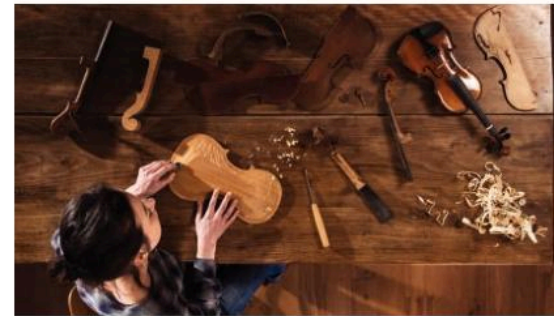
concert violinist	returning to the original condition
neck of the violin	thin piece of wood with horse hair attached, used to play stringed instruments
bow	made
restoration	someone who plays the violin in a professional orchestra
constructed	long part of the violin where the strings are tightened and tuned

Simon was a \_\_\_\_\_ and his violin had been dropped and now needed \_\_\_\_\_ as there was a small crack in the \_\_\_\_\_. Simon's violin was very old, having been \_\_\_\_\_ in the eighteenth century. His \_\_\_\_\_ was even older, however, and probably dated back to the seventeenth century.

### Understanding

**A** Listen to Track 3.1 and for each question, choose the correct answer.

- Sasha learned the basics of restoration and repair in a \_\_\_\_\_ repair shop.
  - violin
  - furniture
  - window
- What one disadvantage does Sasha say there is to being a violin restorer?
  - the time it takes to get qualified
  - the length of the working days
  - the pay



### Glossary

**element** part, piece

**polish** make a surface shiny and smooth

**qualities** skills

**restorer** someone who fixes items that are damaged

3. What three things does Sasha say a violin restorer should learn about the instrument?

- a the history, the materials, the price
- b the history, the materials, the construction
- c the materials, the price, the construction

**B** Now listen again, and answer the following questions.

1. What did Sasha originally want to do as a career? Why?
2. What made Sasha become a violin restorer?
3. What is the best part of the job, according to Sasha?

**C** Which three adjectives does Sasha use to describe herself? Add another adjective to describe her, and then write four sentences using a different one of these adjectives in each of them.

## Speaking

All musical instruments can be restored if they become damaged. Other things can be restored as well, for example furniture, paintings and pots. You are going to find some facts about a different type of restoration and then share them with a partner.

First you need to choose an object that you are interested in to be restored. Do some research on the Internet or in your library about the object. Think about the following questions:

- What is the object?
- What is it made of?
- Why does it need to be restored?
- What happens during the restoration?

You now have enough information to tell your partner about restoring your chosen object. Tell them briefly what object you are talking about, why it needed restoring and how this happened.

When you have finished speaking, your partner may ask one question about the restoration.



## Pronouns

**Demonstrative pronouns** (this, these, that, those) refer to particular people, things or actions and to things that have already been talked about.

*Examples: **This** is her violin. I remember you telling me about **that**.*

**Indefinite pronouns** (somebody, anyone, everything, etc.) refer to people and things less specifically.

*Examples: **Everyone** has arrived. **Something** is wrong with this bow.*

We use **reflexive pronouns** (myself, herself, themselves, etc.) when the subject and object of the verb are the same person or thing.

*Example: Did she teach **herself** to repair violins?*

**Possessive pronouns** (yours, mine, theirs, ours, hers, his, its) refer to things that belong to someone or something.

*Example: Can I borrow your phone? I've left **mine** at home.*

We also use pronouns (many, much, none, plenty, a lot, etc.) to talk about **quantities**.

*Example: I love going to concerts, but I've only seen a **few** this year.*

## Using pronouns

**A** Fill the gaps in the following conversation with the correct pronoun from the box.

myself   nothing   this   lots

Interviewer: Were you interested in any other musical instruments?

Sasha: Yes, \_\_\_\_\_! But there was \_\_\_\_\_ I wanted more than to work with violins.

Interviewer: So is \_\_\_\_\_ your dream job?

Sasha: Yes, and I sometimes ask \_\_\_\_\_ how I can be so lucky.

**B** Fill the gaps in the following sentences with a suitable pronoun.

1. Is there \_\_\_\_\_ you find hard about your job?
2. She decided to go to the concert by \_\_\_\_\_.
3. I have forgotten my phone. Please can I borrow \_\_\_\_\_?



### Remember

We often use reflexive pronouns:

- with 'by' to say that someone does something without help.  
*Example: Did you do that by yourself?*
- to emphasise the subject of the sentence.  
*Example: I fitted the new string myself.*
- with verbs that have two objects.  
*Example: He made himself a cup of tea.*



## Relative pronouns and relative clauses

**Relative clauses** give more information about a person or thing in a sentence. They usually begin with a **relative pronoun** (who, whose, which, that, etc.). Relative clauses can be:

- **defining relative clauses**, which give essential information that we need to know in order to understand exactly which thing or person we mean.

*Example: The instruments **that Sasha restores** are often very valuable.*

- **non-defining relative clauses**, which give extra information that we do not need in order to understand the sentence. We always use commas to separate non-defining relative clauses from the rest of the sentence.

*Example: Sasha, **who we read about earlier**, has an interesting career.*

Sometimes, especially when we are speaking, we use relative clauses to refer to a whole clause or sentence. We begin these relative clauses with 'which'.

*Example: I meet a lot of interesting people, **which is something I really enjoy**.*

## Using relative clauses

**A** Fill the gaps in the following sentences with a suitable relative pronoun. More than one answer may be possible.

1. A violin is an instrument \_\_\_\_\_ has strings.
2. Sasha, \_\_\_\_\_ father is a concert violinist, has an unusual career.
3. She has the kind of job \_\_\_\_\_ she always wanted.

**B** Join the sentences using a relative clause beginning with 'which'. The first one has been done for you.

1. Sasha is very patient. This means she is suitable for her job.  
Sasha is very patient, which means she is suitable for her job.
2. She watched her father practising. This made her interested in the violin.
3. I got the job I wanted. This made me very happy.

**C** Complete the following sentences using a relative clause. The first one has been done for you.

1. An orchestra is a large group of people who play musical instruments together.
2. A conductor is \_\_\_\_\_.
3. A concert violinist is \_\_\_\_\_.

### Remember

- When a relative pronoun is the object of the clause, we can leave it out.

*Example: This is the violin (that) I wanted.*

- We cannot use 'that' to introduce a non-defining relative clause.

### Challenge

1. In which sentence in exercise A could you leave out the relative pronoun?
2. Which of the sentences in exercise A includes a non-defining relative clause?



## Unusual career advice

In pairs you are each going to recommend an unusual job for your partner. You will explain to them what the job involves and why you are recommending it.

Before you talk to your partner you will need to choose an unusual job for them. Look at the photographs below to give you some ideas. What are the people doing in each photograph? Are they working alone or with other people? Are they likely to stay in one place or might their job involve travel?

You can choose one of these ideas in the photographs below, or use your own idea. Try to choose something you think your partner would like – remember they will also be choosing a job for you!



## Speaking

1. When you have chosen the job for your partner, you will need to do some research. What does the job require? You should include at least three factual details about the job.
2. You will also need to explain to your partner why you have chosen that job for them. Suggest reasons why you have chosen this job rather than the others. Use adjectives to describe the job and superlatives to explain your choice. Here are some of each to get you started:

### Adjectives

interesting  
rewarding  
incredible  
memorable

### Superlatives

the most rewarding  
the most challenging  
the greatest  
the newest

3. With your partner, tell each other about the unusual job you think they would enjoy doing. Does your partner agree with your choice? Do you agree with the job they have suggested for you? Ask each other questions to find out more about what each job involves.

## Writing

Your partner has chosen an unusual job that they think you will be interested in. You now need to apply for that job. Your partner should remind you of two skills you will need to do the job and say why they think you have those skills.

Write the job application letter, addressing it as a formal letter. Think about the following:

- How did you hear about the job?
- Why would you like to have the job?
- What skills do you have to do the job?

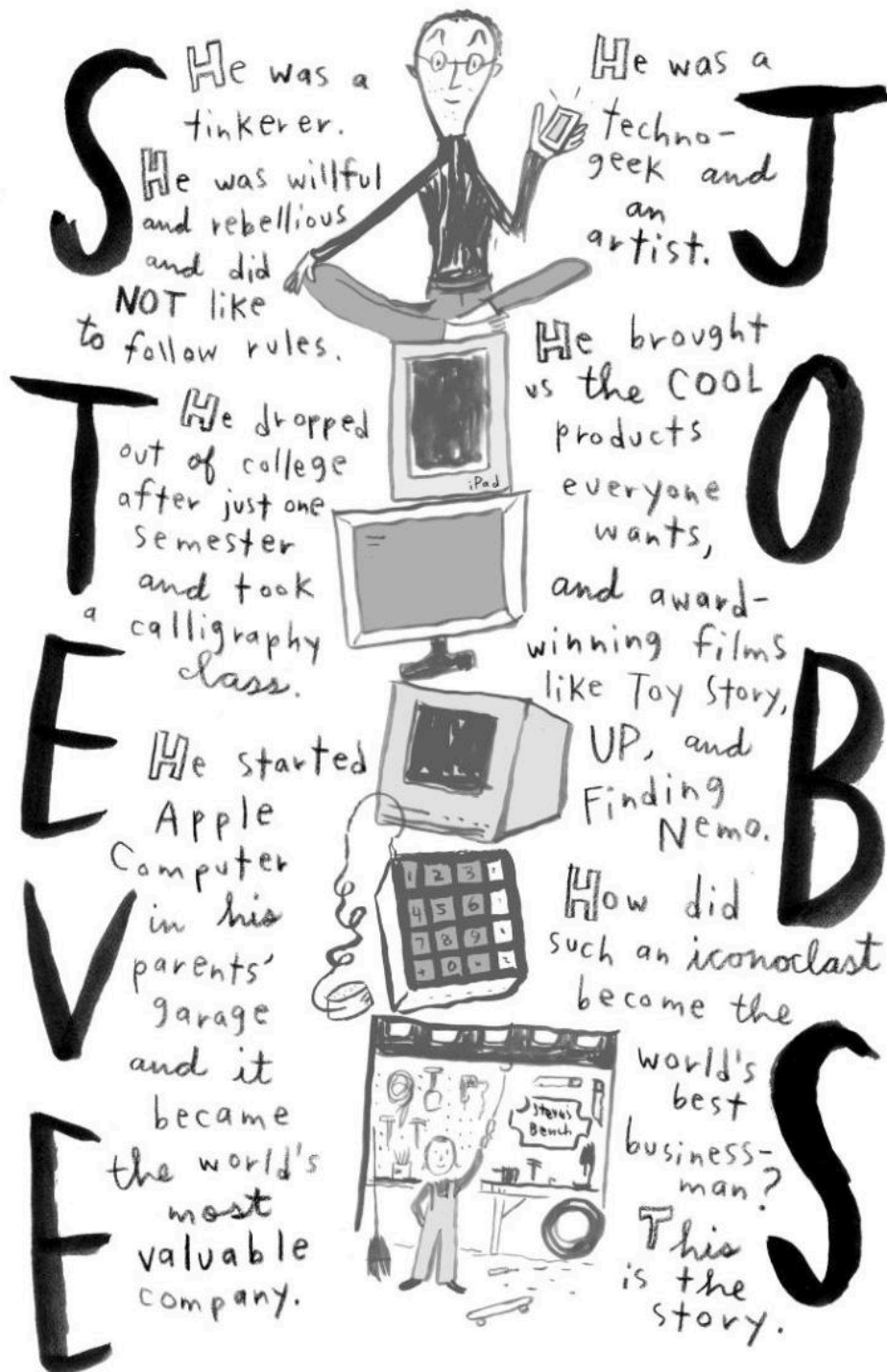
Write 100–120 words.

### Challenge

You have received your partner's job application. Write a formal letter to your partner telling them they have been successful in their job application and explaining what part of their application impressed you the most. Write 40–60 words.

## Reading corner: Steve Jobs

Steve Jobs was famous for a career that did not exist when he was at school. Read the extract from the graphic biography *Steve Jobs: Insanely Great* by Jessie Hartland and then answer the questions.



### Glossary

**calligraphy** an artistic style of handwriting

**iconoclast** someone who breaks rules to make progress

**rebellious** not following the rules

**techno-geek** a person whose interest in computers and technology takes up a lot of their time

**tinkerer** someone who is interested in the tiny details of how things work

**willful** not willing to give up easily

## Understanding

1. How long was Steve at college for before he dropped out?
2. Where did Steve start Apple Computer?
3. The writer describes Steve as a 'techno-geek'. How else does she describe him?
4. Name two award-winning films Steve helped to produce.
5. Explain in one sentence why 'iconoclast' is a good way to describe Steve.



### Writing workshop: Describing an unusual job

You are going to write a description of an unusual job, or a job that was unusual in the past but is now more common.

#### Planning your job description

First, you must find something interesting to write about. Start by doing some research either locally or on the Internet to find someone who has an unusual career which you want to learn more about. Think about the following:

- Why does the career interest you? Is it a job you would like to have? Think of two reasons why you would or would not like this job.
- Why is this job necessary? Who benefits from it? It might be a job which helps people locally or a job which has a wider, national benefit. Give two examples of why this job exists.
- What kind of person would this unusual job be suitable for? Give details of any special skills, qualifications or training that would be needed for this job.

#### Writing, editing and proofreading

Decide how you will order your ideas. Think about an interesting introduction that asks a question, and a concluding sentence or paragraph which answers it. When you are ready, write 100–120 words.

After you have written your description, read it through carefully. Make sure you have included reasons and examples for your ideas. Check your spelling, grammar and punctuation.

## Progress check



Answer the following questions.

1. What does 'unique' mean? Choose the correct answer.
  - a incredible
  - b very interesting
  - c different and special

**(1 mark)**
2. Give two benefits of having an unusual job. **(2 marks)**
3. Give two skills that Mark needs to have as chief tea blender. **(2 marks)**
4. Give a reason why someone might like to drink cold tea. **(1 mark)**
5. Fill the gaps in the following sentences with suitable prepositions.
  - a He has been \_\_\_\_\_ of work since January.
  - b Sasha repaired furniture and then concentrated \_\_\_\_\_ violins.
  - c Steve Jobs became famous \_\_\_\_\_ setting up a big computer company.
  - d I am preparing \_\_\_\_\_ my job interview.




**(4 marks)**
6. Write two superlative adjectives you would use to persuade someone to do an unusual job. **(2 marks)**
7. Choose the correct meaning for the word 'made'.
  - a cracked
  - b constructed
  - c carried

**(1 mark)**
8. Fill the gaps in the following sentences with a suitable pronoun.
  - a I usually finish work at five, \_\_\_\_\_ means I can be home by six.
  - b Sasha doesn't mind working by \_\_\_\_\_.
  - c This job will suit someone \_\_\_\_\_ enjoys working with computers.

**(3 marks)**
9. Write down three adjectives you could use to describe Steve Jobs. **(3 marks)**
10. Write three sentences to give your opinion why someone might prefer to do an unusual job rather than a job that many people do. **(6 marks)**

(Total: 25 marks)

## Progress assessment

				
<b>Reading skills</b>	I can understand specific information in a text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can recognise the attitude or opinion of a writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use prepositions and pronouns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use relative clauses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can understand the detail of what someone is saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand the meaning of what someone is saying, even if it is not stated directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	I can work with my peers on classroom tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can give an opinion on a range of topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can write, edit and proofread written work with some support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can develop arguments, supported by reasons and examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Action plan

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 4

# Famous buildings

## Explore

- architecture and design
- different kinds of building

## Create

- a leaflet about a famous building
- a summary about buildings of the future

## Engage

- with an architect
- with traditional and modern buildings

## Collaborate

- to share ideas about famous buildings
- to plan and give a persuasive talk

## In this chapter you will:

## Reflect

- on active and passive forms
- on continuous forms



*Architecture can't force people to connect, it can only plan the crossing points, remove barriers, and make the meeting places useful and attractive.*

*Denise Scott Brown, architect*

*Architecture is an expression of values.*

*Norman Foster, architect*

*A world which sees art and engineering as divided is not seeing the world as a whole.*

*Professor Sir Edmund Happold, structural engineer*





### Thinking ahead

1. What famous buildings can you think of in your country?
2. What makes a building famous?
3. How important is it for a building to look good and why?



### Word builder

Match the words on the left with the correct meaning on the right, then use the correct words to fill in the gaps in the text below.

architecture	provides an example of
commissioned	building design
Emperor	object or sign that represents something else
symbol	ruler
honour	ordered something to be produced
represents	show respect and admiration for

The famous Taj Mahal stands on the southern bank of the Yamuna River in Agra, India. It is made of white marble and is an example of seventeenth century Indian \_\_\_\_\_. The \_\_\_\_\_ Shah Jahan \_\_\_\_\_ it in 1632 to \_\_\_\_\_ his beloved wife Mumtaz Mahal. It is a \_\_\_\_\_ of India's rich history and \_\_\_\_\_ the love of an emperor to his queen.



### Speaking

Look at the photos on this page and on page 56.

1. Do you know what each building is?
2. With a partner, talk about which of these famous buildings you would like to visit and why.
3. Using a dictionary, find five words to describe the buildings. Now compare your words with your partner's words.



## White Walls

Read the article on the Best Tall Building award, and then answer the questions that follow.

# ‘White Walls’ is named the Best Tall Building in Europe 2016

The Council on Tall Buildings and Urban Habitat (CTBUH) has given Jean Nouvel’s ‘White Walls’ the award of Best Tall Building in Europe 2016. White Walls has always stood out; it is 67 meters high and towers over all the surrounding buildings in Nicosia, Cyprus. It was chosen from a list of 132 buildings including the Allianz Tower in Turkey and the Eurotower in Germany.

White Walls was chosen as the best building because of the way light has been used in the design of the building, which **incorporates** holes in the walls, internal gardens and high balconies. The use of gardens and **greenery** inside the building keeps out strong sunlight and also allows the inside of the building to feel as though it is outside. It is an original building, which represents **workplaces** of the future.

Many companies want to be able to work in a calm and beautiful environment, which encourages teamwork, **collaboration** and flexibility. Buildings are very important to how we feel about working: we are more at peace when we are in a **spacious**, light and beautiful place, which means that we are more **innovative** and relaxed.

Four regional winners are hoping to receive the award of Best Tall Building Worldwide. These are White Walls (Europe), Via 57 West (the Americas), the Shanghai Tower (Asia and Australasia), and ‘The Cube’ (the Middle East and Africa).



(a) White Walls

### Glossary

**collaboration** working together

**greenery** plants, trees

**incorporates** includes as part of

**innovative** creative

**spacious** lots of room

**workplaces** locations (such as offices) where people work

## Understanding

**A** For each question, choose the correct answer.

- What is the purpose of the news article on page 58?
  - to give information
  - to advertise
  - to persuade
- Which of these buildings is in Europe?
  - Via 57 West
  - the Allianz Tower
  - The Cube

**B** Answer the following questions.

- For which two reasons did the judges choose 'White Walls' as the winner of the Best Tall Building in Europe 2016?
- What two purpose does the greenery have in the building?

**C** The article suggests that buildings can affect the way we work. Do you agree with this? List some examples to support your opinion.

## Speaking

Imagine that you are the director of a large company and you are deciding where to move your head office. Have a conversation with your manager about whether you should move the office to 'White Walls' in Nicosia.

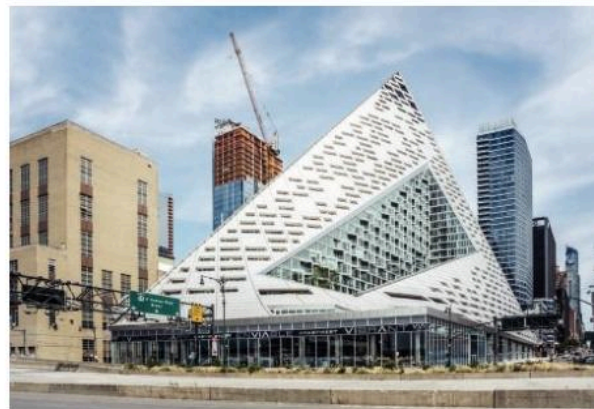
With a partner, role play this scenario, taking it in turns to be the director and the manager. Make sure to include the reasons why your decision will help your workers.

## Writing

Imagine you are judging the winner of the Best Tall Building Worldwide. Look at the four regional winners pictured on this page and on page 58 (a-d). Write an email to a newspaper editor about the building you have chosen to become the winner. Include the following:

- which building is the winner?
- what are the reasons?
- what do you think this building will offer the world?

Write 40–60 words.



(b) Via 57 West



(c) Shanghai Tower



(d) The Cube

## Active and passive

In an **active** sentence the subject of the verb is the person or thing that does the action. In a **passive** sentence, the subject of the verb has something done to it. We make passive verbs using a form of 'be' with a past participle. Look at the following examples.

	Active	Passive
<b>Present simple</b>	Architects <b>design</b> buildings.	Buildings <b>are designed</b> by architects.
<b>Past simple</b>	Jean Nouvel <b>designed</b> the tower.	The tower <b>was designed</b> by Jean Nouvel.

When an active verb has two objects (a person and a thing), we can make the 'person' or the 'thing' the subject of the passive verb. When the 'thing' becomes the subject, we put 'to' before the person.

*Examples: They **gave** Jean Nouvel the prize. (active)  
 Jean Nouvel **was given** the prize. (passive)  
 The prize **was given** to Jean Nouvel. (passive)*

### Remember

- We can use the passive in all tenses. To change the tense, we change the form of 'be'.
- When we use the passive voice, we use 'by' before the agent to say who did the action. When the agent is not important or not known, we often leave it out.
- For more information on passive forms, see page 178.

## Using active and passive forms

**A** For each number in the following paragraph, choose the correct word from the list below.

The world's tallest building is Burj Khalifa, which ...**(1)**... in Dubai, UAE. The building is 830 metres tall and ...**(2)**... in 2009. It ...**(3)**... 57 elevators and has over 24,000 windows. It ...**(4)**... as the Best Tall Building in the Middle East and Africa in 2010. It was also ...**(5)**... as the first-ever winner of the Tall Building 'Global Icon' award.

- |                  |               |              |
|------------------|---------------|--------------|
| 1. located       | was located   | is located   |
| 2. completed     | was completed | is completed |
| 3. was contained | is contained  | contains     |
| 4. is chosen     | chose         | was chosen   |
| 5. named         | names         | was named    |

**B** Change the following sentences into the passive.

1. The CTBUH introduced the Best Tall Buildings award in 2007.
2. Each year, the judges carefully consider all entries.
3. The architects show the judges their plans.
4. They give the winners their awards at a ceremony in November.



## Causative forms

We use the causative forms 'have something done' and 'get something done' to talk about actions that other people do for us rather than actions we do ourselves.

To use causative forms with 'have' and 'get', we use the structure **subject + a form of have/get + object + past participle**. We can use causative forms in any tense. To change the tense, we change the form of 'have' or 'get'.

*Examples: My uncle **has his car cleaned** every fortnight. (present simple)*

*They **got their house designed** by a well-known architect. (past simple)*

We can also use 'have something done' to talk about something bad that happens to someone. In this case, the person is affected by something that they did not cause or arrange.

*Example: I **had my phone stolen** yesterday.*

## Using causative forms

**A** Fill the gaps in the following sentences using the correct form of 'have' or 'get' and the verb in brackets.

1. Last month, they \_\_\_\_\_ some trees \_\_\_\_\_ at the front of the building. (plant)
2. They \_\_\_\_\_ some old buildings \_\_\_\_\_ before the tower was built. (knock down)
3. The company doesn't always \_\_\_\_\_ its buildings \_\_\_\_\_ properly. (maintain)
4. Did they \_\_\_\_\_ any windows \_\_\_\_\_ in the storm? (break)

**B** Rewrite the following sentences using the causative form 'have/get something done'. The first one has been done for you.

1. An architect prepared the plans for us.  
We had the plans prepared by an architect.
2. An electrician fixed their lights last week.
3. A local company installed our new computers.
4. An accountant checks their financial records every month.

## Remember

- 'Have something done' and 'get something done' have very similar meanings, but 'get something done' is less formal.
- We can use causative forms in negative sentences and questions.

*Examples: They didn't have the plans checked properly. Did they have any solar panels fitted?*



## Track 4.1: Interview with an architect

You are going to listen to an interview with Monica Petrivi, an architect in Nicosia, Cyprus. Listen to the interview then answer the questions.

### Understanding

**A** For each question, choose the correct answer.

1. What made Monica become an architect?
  - a dreaming of a house by the sea
  - b experimenting with dresses and games
  - c wanting to follow in her father's footsteps
2. What qualities does Monica think a successful architect should have?
  - a passion, good listener, hardworking and friendly
  - b passion, considerate, punctual and informed
  - c passion, good listener, disciplined and interested
3. What do you think the word 'function' means?
  - a showing a lot of discipline
  - b being very original
  - c the reason why something exists
4. Why does Monica tell the story of her friend who couldn't become an architect?
  - a to show the importance of completing projects
  - b to show the importance of creativity
  - c to show the importance of ideas
5. Where did Monica study?
  - a Paris
  - b Madrid
  - c Rome

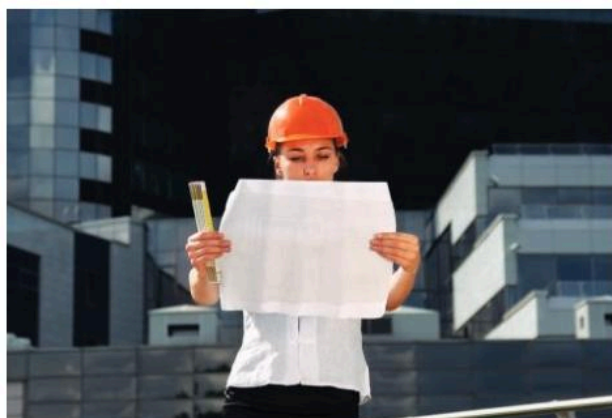
### Glossary

**curves** rounded lines

**disciplined** a controlled way of behaving or working

**inspired** gave or suggested an idea

**passionate** enthusiastic



- B** Monica describes her house. For each letter in brackets, choose the correct word from the list below.

I have a love of the ocean, so that ...**(a)**... me a lot. I live in Nicosia in Cyprus, a ...**(b)**... island, so the sea inspires me all the time. There are lots of ...**(c)**..., and in the ...**(d)**... there is actually part of the floor where shells are placed under glass so you feel that you are at the beach, stepping on sand near the sea. My garden feels part of the house, because of the way I have used big windows and glass doors in the building ...**(e)**....

- |                     |             |               |
|---------------------|-------------|---------------|
| <b>a</b> distracted | discouraged | inspired      |
| <b>b</b> Pacific    | American    | Mediterranean |
| <b>c</b> curves     | spaces      | lines         |
| <b>d</b> main room  | kitchen     | bathroom      |
| <b>e</b> discipline | destruction | design        |

- C** Answer the following questions.

- Which of the following statements would Monica Petrivi say about her home?
  - I live on an island so I used the sea as inspiration.
  - I like to live in a simple way.
  - I like my house to be colourful.
- What does Monica mean when she says 'the inside and outside are brought closer together'?
  - nature forms part of the building's design
  - trees have been cut down to create space
  - there are no doors or windows

### ★ Challenge

Listen to Track 4.1 again and then answer the following questions.

- Write down three things Monica says about her house.
- Write a sentence explaining what Monica means when she says a building should be a combination of 'design and function'.

### Writing

Listen again to **Track 4.1**. Make notes about what Monica says about the future of architecture. Use these notes to help you write, in your own words, a 50–60 word summary of Monica's opinions on how architecture will change in the future. When you have finished, share your descriptions with a partner. Do you agree?



## The present continuous

We make the present continuous with a present form of 'be' + a present participle (-ing).

*Example: He **is looking** at the plans.*

To make a passive form, we use a present form of 'be' + being + past participle.

*Example: The house **is being built** by a local company.*

To make a causative form, we use a present form of 'be' + having/getting + object + past participle.

*Example: They're **having** their house **painted**.*

We use the present continuous to talk about:

- temporary situations and things that are happening at the time we are speaking

*Examples: She's **staying** with a friend. I'm **walking** on the beach at the moment.*

- situations that are changing at the present time

*Example: Nowadays, more solar panels **are being installed**.*

- actions that are planned for the future.

*Example: **Are you meeting** the architect tomorrow?*

## Using the present continuous

**A** Rewrite these sentences in the present continuous.

1. Monica planned a meeting with the builders.
2. The clients had the design checked by another architect.
3. He constantly demands changes to the plans!
4. A lot of glass is included in the new house.

**B** Write an email from Monica to her clients explaining how she is designing their new house. Use Monica's notes below and present continuous forms when they are suitable.

### Project: Mr and Mrs Gregoriou's house

#### Design

Use glass on floor

Include two solar panels

Create feeling of space

Use inspiration from sea

#### Timing

This week – finish design

Next month – meet builder

August – have materials delivered

September – building starts

## Remember

- We use the present continuous with words such as 'always', 'constantly' and 'forever' to talk about annoying things that happen regularly.  
*Example: I'm forever forgetting my phone!*
- In informal language, we often use a short form of 'be' (I'm, you're, he's/she's, we're, you're, it's) with a present participle.  
*Examples: What's happening? They're not coming.*



## The past continuous

We make the past continuous with a past form of 'be' + a present participle (-ing). We use the past continuous to talk about:

- events or actions that were happening at a particular time in the past

*Example: He **was working** in Nicosia last week.*

- changing situations in the past

*Examples: Lots of people **were moving** into the area.*

- background events and situations

*Examples: The sun **was shining** and I **was having** a nice day.*

- repeated actions in the past that we found annoying (often with 'always', 'forever' or 'constantly').

*Example: He **was constantly postponing** our meetings.*

We also use the past continuous with the past simple to talk about actions in the past that were interrupted by another action.

*Example: **Were you talking** to the builder when I **called**?*

### Remember

- To make a passive form of the past continuous, we use a past form of 'be' + being + past participle.

*Example: The plans **were being assessed** by the council.*

- To make a causative form, we use a past form of 'be' + having/getting + object + past participle.

*Example: We **were having** our new house decorated.*

## Using the past continuous

- A** For each number in the following paragraph, choose the correct verb form from the list below.

We ...(1)... our friends in Cyprus last December when we ...(2)... their talented architect. At that time, she ...(3)... the plans for their new home. When I ...(4)... last month, they ...(5)... the solar panels ...(6)... on their new roof!

- |                  |              |                |
|------------------|--------------|----------------|
| 1. visited       | was visiting | were visiting  |
| 2. were meeting  | met          | meeting        |
| 3. preparing     | prepared     | was preparing  |
| 4. was returning | returned     | returning      |
| 5. were          | were being   | were having    |
| 6. installed     | installing   | were installed |

- B** Rewrite the following sentences using the past continuous.

1. What did you say to the builder?
2. She planned to include some energy-saving features.
3. Some recycled materials were used in the building.
4. They talked about the plans for two hours.





## Modern design: the future of town planning?

In our cities, modern design can be seen more and more. The Library of Birmingham in the UK is an example of a modern design. Read the facts below about the Library of Birmingham, then complete the Speaking activity below.

- It has a collection of one million books.
- It is the largest library in the UK.
- It is the largest cultural space in Europe.
- It was opened in September 2013.
- It replaced the old library, which was built in the 1970s and closed in July 2013.
- Dutch architecture firm Mecanoo designed the new library.
- It was the first of many new buildings planned to make the city of Birmingham more modern.



## Speaking

With a partner, take turns to talk about each of the following questions and then share your ideas with another group.

1. Look at the picture of the Library of Birmingham on this page. What do you like or dislike about it? Do you both agree?
2. What are the advantages and disadvantages of modern design in our cities?
3. Now look again at the pictures on pages 58 and 59. Choose your favourite building from the ones you have looked at, whether modern or traditional. With your partner, take it in turns to discuss reasons why the building you chose is the better designed of the two.

## Speaking

In small groups, imagine that you are designing a new building for your area. It could be a library, a leisure centre or any other building you think would be useful to your community. Plan and give a persuasive speech to the class to convince them why they should choose your design. Think about whether you will design a modern building or a traditional building, and how it will be useful to the community. Here are some words to help you:

architect/architecture	design	creativity
modern	beautiful	spacious

You will need to consider the following in your presentation:

- an introduction – the advantages and disadvantages of modern/traditional design
- arguments for why you should/should not include modern/traditional design in your community
- examples of modern/traditional building design that support your argument
- a conclusion – the case for or against modern/traditional design in your community.

Now as a class take a vote to decide which group put forward the most persuasive speech.





## Reading corner: The decorated houses of Tiébélé

Read this information leaflet on traditional decorated huts in West Africa, then answer the questions.

### Where is Tiébélé?

The village of Tiébélé is situated in a hard-to-reach part of Burkina Faso, West Africa, and is home to the Kassena people.

### Why is Tiébélé famous?

Since the sixteenth century, Kassena women have painted their huts with beautiful designs. All houses are built using local earth, wood and straw and mainly serve a functional purpose: to protect people from the climate, the hot dry wind from the Sahara and tropical storms in the rainy season. The walls are therefore very thick, and the windows and doors very small. The Kassena people have a very simple way of life, and inside their houses are also very simple with just a few pots, pans and tools. However, on the outside the houses are beautifully painted with **intricate** designs.

### How are the houses decorated?

The women paint the walls of the houses using white **chalk** and coloured mud. Many different designs are used and stones are added in different patterns to bring variety to each design. Finally,



a natural **varnish** is applied to the walls, which allows the designs to last longer. The decoration is normally completed before the rainy season to protect the outside walls from the rain.

The painting of the outer walls of the houses is an example of how architecture, art and culture can be combined with amazing results. The Kassena people see **modernity** as a threat to their way of life, so visits to the village are very difficult to arrange.

## Understanding

For each question, choose the right answer.

1. What are the Kassena people known for?
2. How do the Kassena women decorate the houses?
3. How is the inside of the houses different from the outside?
4. What three things are the houses a perfect combination of?
5. Why is modernity seen as a danger by the Kassena people?
6. Do you think design or function comes first for the houses of the Kassena? Why?

## Glossary

**chalk** white, powdery stone often used to write on blackboards

**intricate** complex and difficult

**modernity** modern living and ways of thinking

**varnish** an oil that provides a layer of protection when dry



## Writing workshop: Writing a leaflet

You are going to plan and write a leaflet about a famous building of your choice. The leaflet should be about 100–120 words.

### Planning your leaflet

Research famous buildings of the world, then choose one to write about. Do some more research to find out as much as you can about it.

Consider these questions:

- ✓ What is the name of the building and where is it?
- ✓ Who designed and built it?
- ✓ Why is this building important?
- ✓ What are the building's characteristics?
- ✓ What is the building used for?

### Writing your leaflet

Now you can begin to draft your leaflet. Remember to include all of the following:

1. An introduction to the building
2. Facts and information
3. Heading/subheading
4. Images/illustrations
5. A friendly and informative tone, involving the reader

### Editing and proofreading

When you have finished your leaflet, check your spelling and punctuation. With a partner check one another's work, tell them what you like about it and make one suggestion to help your partner improve their work. Does it look like a leaflet? Is it friendly and informative?

Now write your leaflet again with the improvements your partner suggested.

## Progress check






Answer the following questions.

1. Which one of these statements would a visitor to the Taj Mahal most likely say?
  - a It is a beautiful symbol of India's rich history.
  - b It is an amazing place to visit but I found it rather dark.
  - c It is beautiful and I love the red colour of the marble. (1 mark)
2. Write a sentence explaining why buildings such as 'White Walls' are important to how people feel about working. (1 mark)
3. Monica thinks that architecture in the future will be about finding ways to \_\_\_\_\_ .
  - a conserve energy    b build faster    c use different materials (1 mark)
4. How has Monica used the theme of the sea in her house? Give two examples. (2 marks)
5. Rewrite the following sentences using present or past simple passive forms.
  - a They select four regional winners every year.
  - b The sea inspires Monica.
  - c She included some solar panels in the design.
  - d Emperor Shah Jahan commissioned the Taj Mahal. (4 marks)
6. Rewrite the following sentences using the causative form 'have/get something done'.
  - a An architect designed our house.
  - b Were your windows cleaned yesterday?
  - c Their plans weren't checked. (3 marks)
7. Underline the present and past continuous forms in the following paragraph.
 

Monica is using lots of glass in the design for our new house. She says this will create a feeling of space. She is completing the plans next week and then she's meeting the builder. We're hoping that the building work will be finished by March. We're getting excited now!

(5 marks)
8. Think of three differences between the huts of the Kassena people and the Library of Birmingham. (3 marks)
9. Rewrite the following sentences in the past continuous passive.
  - a They are building a new house in Nicosia.
  - b The judges are choosing the winner.
  - c They are putting some shells under the glass. (3 marks)
10. Write one advantage and one disadvantage of modern design in our cities. (2 marks)

## Progress assessment

				
<b>Reading skills</b>	I can read an extended non-fiction text with confidence and enjoyment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can find out information from a range of reference resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use active, passive and causative forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use present and past continuous forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can recognise what someone's opinion is when they are speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can work out the meaning of what someone is saying from the context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	I can explain and justify my own and others' point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use words and phrases that relate to the topic I am studying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can use the appropriate style and register in my writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use the appropriate layout for a leaflet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Action plan

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 5

## On your own

### Explore

- what being on your own means
- how you have changed as a person in the past year

### Create

- a story about being alone in a strange city
- challenges for a bucket list

### Engage

- with an Indian boy visiting Mumbai for the first time
- with the thoughts and feelings of a lone adventurer

### Collaborate

- to discuss the benefits of being on your own
- to assess different views on being alone

### In this chapter you will:

### Reflect

- on present perfect forms
- on past perfect forms



As I get older I'm more and more comfortable being alone.

Sienna Miller, actor

Alone, I did it!

William Shakespeare, *Coriolanus*

If you are never alone, you cannot know yourself.

Paulo Coelho, writer





## Thinking ahead

1. Think about ways in which you have changed as a person during the past year. What are you more confident about doing?
2. In what ways are you less in need of other people to help you? Make a list of ways you think you are more independent, and suggest how you would like to be even more independent.
3. What advice would you give a younger brother or sister, or a friend, about learning to be more independent?
4. What do you like or dislike about being on your own?



## Word builder

Use the words in the word box to complete the sentences below.

confident    determined    independent    struggle

They used to be very shy and quiet, but as they grew older they became more \_\_\_\_\_. Learning to be \_\_\_\_\_ and make decisions for themselves was at times a \_\_\_\_\_, but they were a very \_\_\_\_\_ group of young people.



## Speaking

Discuss the following questions with a partner.

1. Look again at the lists you made in Thinking ahead, and compare notes with your partner. How similar were your lists?
2. Discuss ways in which you think you might be able to help one another to be more independent, and ways you can help yourself.





## Walking alone across Mongolia

Read the interview below, in which Ash Dykes talks about crossing Mongolia alone on foot.

*In August 2014, Ash Dykes became the first person to walk alone across Mongolia – a 1,500-mile\* expedition that took 78 days.*

### What made you decide to walk across Mongolia?

I was looking for an expedition bigger than anything I've done before. I knew that Mongolia is one of the most **sparsely populated** countries in the world, that it offers a variety of extreme weather and **terrain** . . . all of this was attractive. I've done lots of cycling so I wanted it to be a walk, relying **solely** on myself and the **provisions** I carried with me.

### How many miles did you walk a day?

I averaged 25 miles a day, although this depended massively on the weather and the terrain.

### What kit did you take?

A 25-litre container for my water, food **ration** packs, camera equipment, clothing, protective clothing, cooking and camping gear.

### How did you navigate?

I used a **compass** and map the most. . . . I got lost a few times though. . . . It was extremely important to stay on paths, as they led me to the next water source – losing them was dangerous at times.

### Where did you get food and water?

I carried my own meals but topped up on snacks at any city or **settlement** I came across. I collected water from streams, rivers and lakes, and all settlements had **wells** nearby.

### How did you find being alone for so long?

It was OK. I just felt so determined to succeed that I didn't let it get in the way. My longest period without seeing anyone else was eight days. Generally no matter how deep into the wild I was, there were always locals about, even if it was just being able to see their **gers** in the distance.

### Glossary

**compass** tool that guides by pointing north

**gers** Mongolian tents

**provisions** food

**ration** fixed amount (per day)

**settlement** area where people live

**solely** only

**sparsely populated** very few people living there

**terrain** type of land (for example, mountain, forest, desert)

**wells** holes dug to get water

\*1 mile = approx. 1.6 km, so 1,500 miles = approx. 2414 km

## Understanding

**A** For each question, choose the correct answer.

- How did Ash know where to go on his journey?
  - He followed a road.
  - He used a compass and map.
  - He asked the people he saw.
- Where were the wells located that Ash collected water from?
  - next to the path
  - close to the river
  - near settlements
- What was the longest period of time Ash was completely alone on his walk?
  - 8 days
  - 25 days
  - 78 days

### ★ Challenge

You are thinking of going on a walk alone in a remote area. Using the information from the interview with Ash Dykes, how will you prepare for your expedition? Discuss with a partner.

**B** Answer the following questions.

- Why did Ash particularly want to cross Mongolia on foot?  
Give two reasons.
- How far did Ash walk each day?
- What made Ash keep going?

**C** Write two sentences explaining in your own words what Ash did and why he did it.





## The present perfect

We use the present perfect form of verbs to talk about actions that started in the past and have a result in the present or have continued up to the present.

We often use the **present perfect simple** (has/have + past participle) to talk about experiences we have had in our lives up to now.

*Examples: Ash **has visited** many different countries.*

***Have you been** to Mongolia before?*

*This is the first time in my life that I've **travelled** alone.*

*It was the best experience I've ever **had**.*

We often use the **present perfect continuous** with time adverbs to talk about unfinished activities that began in the past and are still continuing.

*Example: Lately, he's **been training** for his next trip. (= he's still training for it)*

## Using the present perfect

**A** Use present perfect simple forms of the verbs in brackets to fill the gaps in the following sentences.

1. Ash \_\_\_\_\_ lots of expeditions. (complete)
2. I \_\_\_\_\_ never \_\_\_\_\_ being alone. (mind)
3. He \_\_\_\_\_ on his own many times. (travel)
4. He \_\_\_\_\_ always \_\_\_\_\_ adventurous. (be)

**B** Fill the gaps in the following sentences with words and phrases from the box.

lately      ever      so far      all his life

1. It's the most difficult journey I've \_\_\_\_\_ made.
2. \_\_\_\_\_, he has always achieved his goals.
3. \_\_\_\_\_, I've been planning another adventure.
4. He has been a confident person \_\_\_\_\_.

**C** Change the following sentences into the passive present perfect simple.

1. They recently gave Ash an award.
2. Many people praised Ash for his achievements.
3. Ash inspired many people.

## Remember

- We make the passive form of the present perfect simple with 'have/has' + 'been' + past participle.

*Example: My bike has been repaired.*

- We often use time adverbs with the present perfect.

*Examples: already, ever, always, never, before, up to now, until now, never, lately, all his life, so far, just, recently, since, for*



## More present perfect

We can use the present perfect simple and present perfect continuous:

- with 'just' and 'recently' to talk about actions that happened in the recent past

*Examples: He **has** recently **come back**. He **has** just **been talking** about the trip.*

- to talk about past actions that have a result in the present

*Examples: I've **lost** my compass, so I'm not sure which way to go.  
I've **been training** all morning, so I'm feeling tired.*

- with 'for' to say 'how long' something has happened and with 'since' or 'ever since' to say when something started.

*Example: They **have been travelling** together for several months.  
I **have enjoyed** adventures ever since I was young.*

### Remember

- We often use the present perfect simple to focus on the results of an activity and the continuous form to focus on the activity itself.
- We don't often use the continuous form with some verbs.

*Examples: know, like, understand, believe, hear, smell, taste*

## Using more present perfect

### A Answer the following questions.

1. Change the following sentences into the present perfect simple.
  - a Ash recently made plans for another trip.
  - b I just updated my blog.
  - c He recently walked across Madagascar.
2. Change the sentences in exercise 1 into the present perfect continuous.

### B Fill the gaps in the following conversation with the correct verb form or word from the brackets.

Neiva: What have you \_\_\_\_\_ (been doing/done)? You look hot!

Sophia: I've just \_\_\_\_\_ (jogged/been jogging). It's such a warm day!

Neiva: Well, I've \_\_\_\_\_ (lately/just) finished my homework so I want to do something fun! Shall we play tennis? We haven't played \_\_\_\_\_ (since/for) ages.

Sophia: Unfortunately, I've \_\_\_\_\_ (been losing/lost) my racket!

### Challenge

When someone has gone somewhere and has returned, we use the present perfect of 'be'. When someone has gone somewhere but has not returned, we use the present perfect of 'go'.

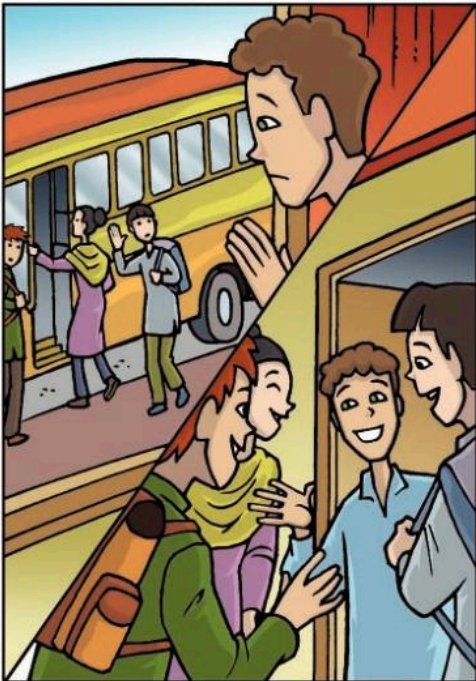
*Examples: He has been to Mongolia. (= He has returned.) He has gone to Mongolia. (= He has not returned.)*

Write two sentences of your own using the present perfect forms of 'be' and 'go'.



## Track 5.1: Being on our own

You are going to listen to a conversation in which a group of students visit a friend who has been off school. Listen to the conversation, and then answer the questions.



### Understanding

**A** For each question, choose the correct answer.

1. Why have Nitin's friends called to see him?
  - a to find out why he is not at school
  - b to check up on him
  - c to cheer him up
2. Why has Nitin been off school?
  - a He has been unwell.
  - b He has been having tests.
  - c He has wanted some time alone.
3. Why does Sharma like being on his own sometimes?
  - a He wants to go to hospital.
  - b He is jealous of Nitin.
  - c He wants to think about things.

### Glossary

**check out** find out (exactly)

**cheer you up** help you feel happier

**envy** want something another person has

**get me wrong** misunderstand me

**like a shot** very fast

**reflect** think carefully about

**B** Fill in the gaps in the text by choosing the correct word from the list below.

Nitin was ...(a)... to get back to school as soon as possible. He did not like being on his ...(b).... Some of his friends ...(c)... and said that they enjoyed being ...(d)... sometimes because it gave them time to think and to ...(e).... Maraam said that she wanted that time to sort out her ...(f)....

- |                    |         |         |          |
|--------------------|---------|---------|----------|
| <b>a</b> sad       | sorry   | helpful | keen     |
| <b>b</b> bed       | own     | horse   | together |
| <b>c</b> disagreed | agreed  | hoped   | entered  |
| <b>d</b> loan      | along   | alone   | allowed  |
| <b>e</b> sit       | reflect | reject  | expect   |
| <b>f</b> feelings  | clothes | fears   | hopes    |

**C** Listen to the recording again and then answer the following questions.

1. Maraam agrees with Sharma. Explain in your own words why Maraam likes to have some time on her own.
2. Maraam thinks carefully before she speaks. Kamal is more likely to speak without thinking. What gives us this impression?
3. Write two sentences explaining the benefits of having some time on your own, according to these students.



## Speaking

In small groups, discuss whether you agree with Sharma and Maraam.

Think about:

- why it is helpful to have time to yourself
- the questions you might ask yourself
- a particular time when you have found being on your own helpful
- some disadvantages of being on your own.



## The past perfect

We often use the **past perfect simple** ('had' + past participle) to talk about completed actions that happened before another action in the past, or before a particular time in the past. We use the past simple for the action that happened later.

*Examples: He **had never been** lonely before he went to hospital.*

*Nitin **had just left** hospital when they came to see him.*

*By the time they were twelve, they **had become** good friends.*

We often use the **past perfect continuous** ('had' + 'been' + present participle) to talk about actions that started in the past and continued up to another time in the past. The past perfect continuous often focuses on the activity and tells us 'how long'.

*Example: He **had been waiting** to see the doctor for an hour.*

## Using the past perfect

**A** Fill the gaps in the following sentences with past perfect simple or continuous forms of the verbs in brackets.

1. He \_\_\_\_\_ seeing them all week. (look forward to)
2. By the time they left, they \_\_\_\_\_ for over two hours. (chat)
3. Before he went to hospital, Nitin \_\_\_\_\_ his teacher he'd be back on Monday. (tell)
4. As soon as his friends \_\_\_\_\_, Nitin began to cheer up. (arrive)

**B** Rewrite the following sentences using the passive past perfect simple form of the verb in brackets. The first one has been done for you.

1. While Nitin was in hospital, all his friends missed him. (miss)  
While Nitin was in hospital, he had been missed by all his friends.
2. Nitin's dad had informed the school. (inform)
3. By 11 o'clock on Monday, they had done the last test. (do)
4. The doctor had given Nitin good news. (give)

**C** Complete the following sentences in your own words using the past perfect simple or continuous.

1. By the time I was twelve, \_\_\_\_\_
2. When I arrived at school this morning, \_\_\_\_\_

### Remember

To make a passive past perfect simple, we use 'had' + 'been' + past participle.

*Example: He **had been told** he needed some tests.*





## More past perfect

We can use the past perfect simple and past perfect continuous:

- to give background information about the past

*Examples:* He'd never **stayed** in hospital before.

They'd **been going** to the same school since they were eleven.

- to explain the reasons for later events in the past

*Examples:* Nitin **had missed** lots of lessons, so he needed to catch up.

He wasn't at school last week because he'd **been having** some tests.

- in reported speech, where the reporting verb is in the past.

*Examples:* "The doctors have done some tests," he said. → He said (that) the doctors **had done** some tests.

"I have been feeling lonely," he told them. → Nitin told them (that) he **had been feeling** lonely.

## Using more past perfect

**A** For each gap in the following sentences, choose the correct verb form, a or b.

- The students \_\_\_\_\_ each other since they were eleven.
  - had known
  - had been knowing
- They were late because they \_\_\_\_\_ the wrong bus.
  - had been catching
  - had caught
- They asked him what he \_\_\_\_\_ all week.
  - had been doing
  - has done

**B** Rewrite the following sentences in reported speech using the past perfect simple or continuous. The first one has been done for you.

- "You haven't been looking unwell," Sharma told Nitin.  
Sharma told Nitin that he hadn't been looking unwell.
- "I haven't spent much time alone before," Nitin said.
- "Everyone has been very kind," he told them.
- "Lots of the teachers have been asking about you," they said.

**C** Complete the following sentences in your own words using the past perfect simple or continuous.

- I needed to sit down because \_\_\_\_\_.
- We were all wet because \_\_\_\_\_.

### Remember

- We also use the past perfect in conditional clauses (see page 145).
- For more information about reported speech, see pages 112–113 and 179.





## Your bucket list: Things to do yourself

Some people create a 'bucket list', a list of challenges that they want to do in their lives. Often it is a set of ambitions, like 'to travel the world', 'to climb Mount Everest' or 'to write a best-selling book'. But sometimes the list is a set of challenges to help them progress from one stage in life to another.

Look at the pictures below and then complete the tasks that follow.

a



b



c



d



e



### Glossary

**comfortable** relaxed, without worries

**landmark** building or place that is easily seen and recognised

**mumbled** too quiet or not clear enough to be heard

**wild patch** an area in a town or city that has been left natural

**your scene** something you are comfortable with or enjoy doing



## Speaking

1. In pairs, read and discuss each of the following challenges and match them to the photos a-d on page 82. Discuss with your partner if there are any you would like to do, or have already done.

### Prepare and give a talk to your class

Are you shy and slow to speak out? Do you struggle to think of the right reply? Or perhaps you are the one who always does the talking. You can do better, you know! Make what you say really count. Start looking for that special opportunity – and when it comes, make the most of it. It will change you forever!

### Plan and carry out a visit to a nearby town with a friend

You may have been there with your family many times, but this time it is different: you plan where you go, how you go and who goes with you. Perhaps you want to go shopping, or visit the market. Is there a museum or famous **landmark** you can go to see?

*Don't forget to let your parents or someone in the family know what your plans are!*

### Prepare and cook a meal for your family

If you feel **comfortable** in the family kitchen why not cook a meal for the family? You can dish up your dad's favourite, your mum's, everyone's! You are the head chef, organiser and chief waiter! It will take planning, but it's your special menu.

If cooking is not **your scene**, don't worry – why not ask someone else in the family to join you? Make a start.

### Visit a wildlife area

Get away from it all. You will be surprised what you might see. Even a **wild patch** in the middle of town can be amazing. Perhaps you have already been there many times. Make this visit different. This is your chance to break away. Take a friend and plan what you will do.

And remember, in really wild areas anything can happen!

### Make a new friend

Is there a shy person in your school or neighbourhood? Why not speak to them? And not just a **mumbled** greeting – plan your conversation. Think of something to catch their interest, and don't be put off by the first shy response. Be patient, be friendly . . . and you may have a friend for life!

Or, are you the shy one? Well . . . this is your chance!

2. Can you think of two more challenges to add to the list? Discuss them in pairs, working out what each one involves. Then explain briefly to the class what your additional challenges are.



## Reading corner: *The Village by the Sea*

Read the following extract from *The Village by the Sea* by Anita Desai. Hari and his sisters are the children of a poor Indian family. His father is unable to work and his mother is ill. He sees no way out of their difficult situation unless he can get away from their village to find work. One day his chance comes and, after a boat journey up the coast from his tiny fishing village, he finds himself alone in the busy city of Mumbai.



Now that he was alone he became aware that he was **dreadfully** thirsty. He saw a man sitting beside a **barrow** heaped with coconuts in front of one of the large buildings around the square, and he went towards him, feeling in his pocket for a few coins he had brought with him. “How much?” he asked. Never having bought a coconut before – at home he could climb a tree and bring down a whole bunch whenever he wanted – he had no idea of the price and nearly fainted when the man said, “Two **rupees**.” The man had a sharp, **blackened** face and . . . laughed in quite a kind way. “What’s the matter? Don’t you know how much these things cost in a city? No, I can see you don’t. Here, I’ll find you a cheaper one,” and he searched in the pile for a small coconut and cut off the top with one blow of his curved knife and handed it to Hari. While Hari drank, he watched, amused, and said, “You look as if you haven’t eaten or drunk all day.”

“I haven’t,” Hari admitted, wiping his mouth and reaching for the top of the coconut with which to **scoop out** the sweet white flesh and eat it. “I am hungry and thirsty.”

“I can see that,” nodded the coconut man. He had no other customers at that time of day and could chat a little with the youngster. “Run away from your village, have you? . . . Take my advice . . . I **fend for myself** – I’m a man and depend on myself. That is the best way to be, boy – free and independent. Don’t say please and don’t say thank you – take what you want. Be a man, be independent.”

### Glossary

**barrow** a container with handles and a wheel that can be pushed

**blackened** made dark/dirty

**dreadfully** very

**fend for myself** look after myself with no one else helping

**rupee** a small coin in Indian money

**scoop out** take out, usually using a spoon or other utensil

## Understanding

Answer these questions.

1. What is Hari most in need of?
2. Why does Hari find it strange to have to buy a coconut?
3. How does the coconut seller help Hari?
4. What does the coconut seller talk to Hari about?
5. What is good and what is bad in the advice the coconut seller gives Hari?

In pairs, discuss what advice you would give Hari.



## Writing workshop: Writing a description

Imagine that you are on your own in a strange city. You are going to plan and write a description of what it is like.

### Planning your description

Decide where you are going to set your description. Think about the following:

- Although you are describing somewhere 'strange', base your writing on somewhere you know well. What details can you change to make it seem more strange and different?
- What words can you think of to describe what it feels like to be alone?
- Re-read the extract from *The Village by the Sea* to help you with ideas. How can you make the people and customs in your description different from what you are familiar with?
- What might happen to excite/frighten/amuse you?

### Writing, editing and proofreading

1. Write the first draft of your description. Write 100–120 words.
2. When you have finished, read through your description and check for any mistakes in spelling or punctuation. Can you change anything to make it better?
3. Exchange descriptions with a partner. Can they suggest any ways in which it can be improved?
4. Write your final version.





## Progress check



Answer the following questions.

1. Fill the gaps in the following sentences with words from the word box.

confident      struggle      determined

- a I was \_\_\_\_\_ to succeed.
- b She looked \_\_\_\_\_ but really she felt very nervous.
- c They started well but began to \_\_\_\_\_ towards the end of the race. **(3 marks)**

2. Which country did Ash Dykes walk across? **(1 mark)**

3. How long did the walk take Ash Dykes? **(1 mark)**

4. Fill the gaps in the following sentences with a time adverb from the box and a present perfect simple or present perfect continuous form of the verb in brackets.

recently      quite a while      ever

- a Ash \_\_\_\_\_ from another adventure. (return)
- b Mongolia is the most beautiful country I \_\_\_\_\_. (visit)
- c He \_\_\_\_\_ another trip for \_\_\_\_\_. (plan) **(6 marks)**

5. Change the following sentences into the passive present perfect simple.

- a Lots of people have read Ash's blog.
- b The doctors have told Nitin that he can go back to school. **(2 marks)**

6. What two reasons does Maraam give for enjoying time on her own?

- a to sort out her feelings
- b to sort out other people's problems
- c to sort things out for herself **(2 marks)**

7. Which 'bucket list' suggestion did you like the best? Why? Give two reasons. **(2 marks)**

8. Fill the gaps in the following sentences using a past perfect simple or continuous form of the verb in brackets.




- a Ash said this was by far the hardest challenge he \_\_\_\_\_. (experience)
- b By the end of the expedition, Ash \_\_\_\_\_ over 2,000 kilometres. (walk)
- c He \_\_\_\_\_ other countries since he was nineteen. (visit)
- d He told us he \_\_\_\_\_ his next adventure. (arrange) **(4 marks)**

9. Write two sentences to describe Hari in Mumbai. **(2 marks)**

10. Write two sentences that accurately describe how you feel when you are alone. **(2 marks)**



## Progress assessment

				
<b>Reading skills</b>	I can understand specific information in extended texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can recognise the attitude or opinion of the writer in extended texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use present perfect forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use past perfect forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can understand the detail of a person's argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can recognise what someone's opinion is in unsupported extended talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	I can explain and justify my own point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can work with my peers on classroom tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can brainstorm, plan and draft written work at text level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can compose, edit and proofread written work at text level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Action plan

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 6

# Tomorrow's world

## Explore

- tomorrow's world
- new technologies

## Create

- a letter to your future self
- an email about life in a space colony

## Engage

- with scientists
- with the pros and cons of space colonisation

## Collaborate

- to discuss our world today
- on a speech about good leaders

## In this chapter you will:

## Reflect

- on future forms
- on phrasal and prepositional verbs



Yesterday's the past, tomorrow's the future, but today is a gift. That's why it's called the present.

*Bil Keane, cartoonist*

Tomorrow is always fresh with no mistakes in it.

*Lucy Maud Montgomery, author*

Always in motion is the future.  
*Yoda, Star Wars Episode V: The Empire Strikes Back*





## Thinking ahead

1. Tomorrow's world is full of hope and possibility. In what ways can the world change for the better?
2. What do you think your future will look like?
3. Do you think that we should be living for today or planning for the future? Give one reason.



## Word builder

Match the words on the left with the correct meaning on the right, then use the correct words to fill in the gaps in the notice below.

involved	share information
communicate	chance
community	ideas and suggestions
contributions	a group of people, society
possibility	to be part of



### Are you Interested in Tomorrow's World?

Do you think the future is bright and full of hope and \_\_\_\_\_? Would you like to become \_\_\_\_\_ in finding ways to make our future brighter?

Then why not come along and join our group 'Tomorrow's World'? We want to hear your \_\_\_\_\_ to our group. We want to \_\_\_\_\_ together and share ideas on how to make our \_\_\_\_\_ a better place.

Come along to the library at 6 p.m. this Thursday.



## Speaking

**You have decided to join the group called 'Tomorrow's World'. With a partner, discuss the following questions.**

1. How might transport, houses, cities and nature be different in the future?
2. How do you think young people's lives in the future will be different from your own?



### Challenge

Some words have more than one meaning. Read Bil Keane's quote on page 88 and explain in your own words what you think he means when he says 'That's why it's called the present!'



## The case for space colonisation

Read the online article below which gives one side of the argument for space colonisation. It is an example of a non-factual non-fiction text.

www.sciencenews.com
Search

### SCIENCE NEWS: TOMORROW'S WORLD NEWS

SPACE
HISTORY
TECH


#### The case for space colonisation

*Isn't it time we looked at alternatives to life on Earth?*

The population is growing (World Population Clock: 7.4 billion people, 2016) and that means we have to find ways to create more space and **resources**. However, many leading experts believe that a large amount of the world's natural resources will run out over the next 70 years and we must consider the possibility of living on different, **diverse** and distant planets. As Elon Musk, the **founder** of the space tourism company SpaceX, says: "If you get up in the morning and think the future is going to be better, it is a bright day. Otherwise, it's not."

What would a space **colony** look like? Some scientists think it would be possible to build a floating colony which can **orbit** planets, while others believe we can set up camp on a planet and find suitable living conditions. The main challenges including how to breathe in order to provide enough food and air to breathe in order to survive.

However, scientists agree that when we have colonised one planet, it will lead to colonising others in the solar system. The planet Mars is thought to be the most suitable option for space colonisation. Future developments in space travel could make this possible. Indeed a recent



report by Nasa states that humans will be living in space colonies on Mars as early as the 2030s.

Most experts agree that certain other changes would take place if we colonised other planets. We would start to develop different **characteristics** and even create new languages. The way we eat, use technology, treat diseases and live would change considerably. We would have to adapt to previously **alien** environments. In conclusion, we must not become too comfortable on Earth. The future is not as far away as we think . . .

#### Glossary

**alien** coming from a different place, culture or planet

**characteristics** certain qualities in a person or people

**colony** a group of people setting up home somewhere new

**diverse** showing much variety

**founder** a person who starts a new business

**orbit** move around the outside of

**resources** useful things, such as food and energy

## Understanding

**A** For each question, choose the correct answer.

- What do you think 'colonisation' means?
  - exploring other planets
  - living on other planets
  - researching other planets
- According to the article, what is the main argument for space colonisation?
  - the population is looking for alternative ways of living
  - life will become easier and less stressful
  - we are running out of resources because of a growing population

**B** Answer the following questions.

- Explain in your own words what the quotation by Elon Musk means.
- Why do you think the author refers to the Nasa report?

**C** Write notes on the author's main arguments for space colonisation and the changes that would take place if humans colonised other planets.

## Speaking

Imagine that you have applied to join a space colony as part of a project to see how humans cope with living in a space colony. Talk to a partner, taking it in turns to persuade your partner why you would be an excellent candidate to take part in the experiment. What personal qualities do you have that would make you suitable for the project?

## Writing

Your application was successful and you have now been in the space colony for two weeks. Write an email to your family telling them about life in the new space colony. You may want to consider some of the following points.

- What is your daily routine?
- How is it different to living on Earth?
- Describe the space colony – do you like life here?
- Is living in a space colony a possibility for the future?

Write 40–60 words.



## Future forms

There are several ways to talk about the future. We can use:

- **the present simple** for future events that are part of a timetable

*Example: The exam **starts** in half an hour.*

- **the present continuous** for arrangements and fixed plans

*Example: I **am staying** with my aunt next week.*

- **'will' + verb** for future facts and things we believe to be true about the future (often with 'probably' or 'I think'), for decisions made at the time of speaking and for offers and promises

*Examples: The population **will** probably **continue** to grow.  
Okay, I'**ll see** you later. I'**ll** help you cook dinner.*

- **'be going to' + verb** to talk about things we intend to do and to predict things.

*Examples: I **am going to leave** soon. I'm sure it's **going to rain**.*

### Remember

- We sometimes use 'shall' after 'I' and 'we' when we make offers.  
*Example: Shall I pick you up later?*

- To make passive future forms with 'will' or 'going to' we use 'will be' + past participle or 'am/is/are going to' + 'be' + past participle.

*Examples: More space will be needed in the future. The book is going to be published next week.*

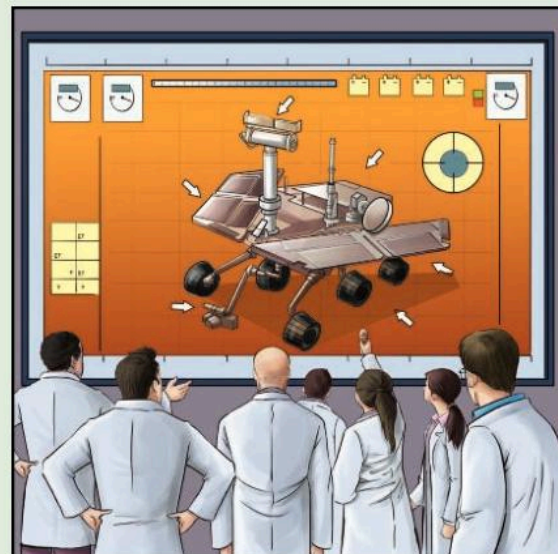
## Using future forms

**A** Fill the gaps in the following sentences with the most suitable future form in brackets.

1. Many scientists believe the world's population \_\_\_\_\_ to more than 9 billion by 2050. (will rise/is rising)
2. As the world's population grows \_\_\_\_\_ more food. (we are needing/we are going to need)
3. The lecture about space colonisation \_\_\_\_\_ at 3 o'clock. (is going to start/starts)
4. Who \_\_\_\_\_ at the conference tomorrow? (is speaking/speaks)

**B** Change the following sentences into the passive.

1. Maybe we will colonise Mars in our lifetime.
2. Some leading scientists are going to discuss the new developments at a conference.
3. They will probably explore many different ideas and opinions.
4. They are going to make the final arrangements tomorrow.



## More future forms

To talk about the future, we can also use:

- the **future continuous** to talk about things that will be happening at a particular time in the future and to ask polite questions about arrangements

*Examples: This time tomorrow, we **will be taking** the exam.*

***Will you be waiting** for me when I arrive?*

- the **future perfect** to talk about actions that will have happened or be complete by a certain time in the future.

*Examples: By 2050, many of the world's resources **will have run out**.*

***I'll have finished** my homework by 6 o'clock.*

## Using more future forms

**A** Change the following questions into the future continuous.

- Will you go to the conference tomorrow?
- Will you listen to all the lectures?
- Are they meeting at the same time next week?
- In the future, will we still use cars?

**B** Choose the best ending, a or b, to complete the following sentences.

- I hope that by 2050 scientists \_\_\_\_\_.
  - will have found some solutions to the Earth's problems.
  - will be finding some solutions to the Earth's problems.
- She said that they \_\_\_\_\_.
  - will have given some more lectures next month.
  - will be giving some more lectures next month.
- Some people think that in the future \_\_\_\_\_.
  - we will have lived on other planets.
  - we will be living on other planets.

**C** Write four sentences about the future using the verbs in the box. Use the future continuous or future perfect.

leave      solve      visit      build

### Remember

- We form the future continuous with 'will/won't be' + present participle.
- We form the future perfect simple with 'will/won't have' + past participle.
- See page 177 for more on the future continuous and future perfect.





## Track 6.1: Space colonisation: The pros and cons

You are going to listen to a group of students discussing the pros and cons of space colonisation. Make notes as you listen to the recording, then answer the questions using your notes. You can listen again if you need to.

### Understanding

**A** For each question, choose the correct answer.

1. What does Alex think about space colonisation?
  - a It is a great opportunity.
  - b It is not advisable.
  - c It may cause problems.
2. Why does Alex think mankind is very 'arrogant'?
  - a if we think there is only one planet Earth
  - b if we think that we can live on other planets
  - c if we think that we can find solutions to problems
3. What three resources does Victoria list as being possible to improve?
  - a food, technology and water
  - b energy, transport and farming
  - c energy, food and technology
4. How do we know Jo does not agree?
  - a She calls it a 'pipe dream'.
  - b She calls it a dream.
  - c She calls it a thought.
5. What does Jo say we need to focus on first?
  - a our own research
  - b our own problems on Earth
  - c our own theories



### Glossary

**adapt** change

**advances** new or improved ideas and technology

**arrogant** thinking you are better than other people

**crisis** a difficult period in time

**fabulous** amazing

**order** correct and honest behaviour

**pipe dream** a hope or idea that seems unlikely to happen

**tremendous** huge

- B** Listen again to the discussion. Jo talks about her hopes for tomorrow's world. Listen carefully and fill in the gaps in the text below with the correct word from the recording.

I wish I could agree with Victoria – everything she mentions sounds ...(1)... but I'm afraid it's simply a pipe dream we like to keep telling ourselves. This is simply not possible. I know that we are currently ...(2)... life on other planets, and a lot of money and ...(3)... have been spent on space ...(4)... to other planets, but we are a long way away from being able to live on other planets. We haven't even solved our own problems on our own planet – look at the ...(5)..., pollution, population crisis. . . not to mention the energy crisis. We need to focus on these problems first. There are risks, big risks, with space colonisation.

- C** Answer the following questions.

- Which of the following statements would Brian say about space colonisation?
  - There are too many problems; I don't think it is a good idea.
  - I think it is a great opportunity to discover new things.
  - I think it would solve many problems on Earth.
- What will the discussion be about next week? Choose the correct answer.
  - schools in the future
  - farms in the future
  - shops in the future



## Writing

Write a 50–60 word summary of Victoria's views. What is your opinion of space colonisation, and do you agree with her?

## Phrasal verbs

A **phrasal verb** is made up of two parts – a verb and a particle, such as 'on', 'in', 'out', 'over', 'up', 'away' or 'off'. Together, the words make a verb with a single meaning that is usually different from the meaning of the verb on its own.

*Example:* keep + on = **keep on** (continue)      They **kept on** talking after we left.

When a phrasal verb has an object, the object can usually come before or after the particle. When the object is a pronoun, the pronoun always comes before the particle.

*Examples:* They **passed on** the information.      They **passed** the information **on**.  
They **passed it on**.

When a phrasal verb is followed by a preposition (verb + particle + preposition), it always has an object, which follows the preposition even when the object is a pronoun.

*Example:* look + forward + to = **look forward to**.      I am **looking forward to** the meeting.  
I'm **looking forward to** it.

## Using phrasal verbs

- A** Match the verbs on the left with their meanings on the right.

carry on	postpone
stay behind	think of or suggest
come up with	remain after other people have left
put off	continue

- B** Rewrite the following sentences, replacing the verbs that are underlined with the correct form of a phrasal verb from the box.

face up to      carry out      sort out      join in

1. Have they done their research yet?
2. All the scientists took part.
3. First we need to solve the problems on Earth.
4. We have to accept our responsibilities.

- C** Make phrasal verbs with the verb 'go' and the following particles. Then use the verbs in three sentences of your own. You can check the meanings in a dictionary if you wish to.

on      up      out

### Remember

Many phrasal verbs are used without an object.

*Example:* Earth's resources are **running out**.

### Challenge

Some phrasal verbs have more than one meaning. Look in a dictionary to find different meanings of the following verbs. Then write a sentence of your own for each of the meanings you find.

keep up      bring up  
clear up      make up



## Prepositional verbs

**Prepositional verbs** are made of a verb and a preposition, such as 'to', 'on', 'of', 'with' or 'for'. Prepositional verbs often have a single meaning that is different from the meaning of the verb on its own. Unlike phrasal verbs, they always have an object, which follows the preposition.

*Example: deal + with = deal with*  
We need to **deal with** these problems.

The object of a prepositional verb cannot come between the verb and the preposition. (We cannot say 'We need to deal our problems with'.)

## Using prepositional verbs

**A** For each gap in the sentences below, choose the correct word, a, b or c.

- We need to go \_\_\_\_\_ the main issues again.  
a on            b over            c for
- We all rely \_\_\_\_\_ the Earth's resources.  
a for            b in            c on
- We should keep \_\_\_\_\_ the point of the discussion.  
a to            b on            c at

**B** Rewrite these sentences, replacing the words that are underlined with the verb in brackets and a preposition from the box.

into            without            on            in

- We need to examine the facts. (look)
- People can't live if they have no food. (do)
- The research will lead to some important developments. (result)
- They are going to think in detail about these questions at the conference. (focus)

**C** Use the following prepositional verbs in three sentences of your own. You can check the meanings in a dictionary if you wish to.

cope with            get over            go for



## What makes a good leader?

Tomorrow's world will need strong leaders to make changes to our world today. You are going to think about what makes a good leader and then prepare a speech explaining what makes a good leader.

**In groups, discuss each of the following questions and then share your ideas with another group.**

1. What characteristics does a good leader need to have? Copy the list of characteristics below onto a separate sheet of paper and, using each number only once, place them in order of importance 1–15 (where 1 is the most important, and 15 is the least). Look up the meaning of the word in a dictionary if you need to.



Characteristic	Meaning	Number of importance (1–15)
Creative		
Inspiring		
Enthusiastic		
Confident		
Honest		
Shows respect		
Good manners		
Organised		
Meets deadlines		
Positive attitude		
Manages failure		
Responsible		
Good communicator		
Sense of humour		
Shows commitment		

2. Can you think of any examples of good leaders?
3. Lao Tsu, an ancient Chinese philosopher and writer, said “To lead people, walk beside them”. What do you think he meant?

## Speaking

In your groups, you are now going to prepare a two-minute speech on what makes a good leader, using an example of someone you consider to be a good leader. Use the words from the list on page 98 to help you.

You will need to include in your speech:

- an introduction: what makes a good leader?
- a brief description of a good leader
- pictures, photos or charts, if you can
- examples of what your chosen leader has achieved
- a conclusion: what makes a good leader?

As a class you will now give feedback on each speech: select one thing that went well, and one thing that could be improved. Use the checklist below to help with your comments. Did the speech include the following?



- An interesting introduction
- Original content
- Statistics
- Opinion
- Powerful language
- Speaking clearly and confidently
- Persuaded the audience
- Facts
- Pictures, diagrams, drawings
- Strong conclusion

## Remember

It doesn't matter if you forget a word or the correct grammar when giving your speech. Keep talking and try to find different words and sentences to communicate your thoughts.

## Reading corner: A letter to my future self

Chloe has written a letter to her future self. Read the letter then answer the questions that follow.

Dear future Chloe (or rather myself),

I hope when you read this letter you don't find my writing too messy! At the moment, I'm 13 years old and living at home with my family. I love school and have lots of good friends. We do lots of fun things together like parties, ice skating and swimming. My biggest worry is not doing well in my school exams but I'm working really hard so hopefully I have nothing to worry about.

There's so much I (you!) want to do. I hope you've travelled all over the world and seen lots of things and met lots of people. I hope you've visited the pyramids in Egypt and the Great Barrier Reef in Australia, shopped in New York City, seen the Northern Lights from Lapland, seen polar bears in Norway and gone on an Indian safari. I've just remembered, you always wanted to see mountain gorillas in Uganda and Rwanda – I hope you've managed to do that too.

I promise myself I'll always try my best and have no regrets. I never want to forget where every step of my life has taken me. Already it seems as though so much has happened. I've moved from primary to secondary school, been taught to swim and dance (I love ballet dancing), learned to speak French and Arabic, and raised money for charity from a sponsored swim.

I really hope you're happy. I hope you have a successful career that you enjoy doing and look forward to each morning when you wake up. I hope you're surrounded by good friends and family and maybe also have a family of your own. More than anything else, I hope you've enjoyed every single moment so far!

Love Chloe xxx 😊

### Understanding

Answer the following questions.

- What does Chloe promise herself?
  - to travel as much as she can
  - to always try her best
  - to visit friends more
- What school is Chloe at now?
  - primary
  - secondary
  - she has left school



3. What does Chloe hope she will have?
  - a a lovely home
  - b a career she loves, and family and friends around her
  - c a lot of money
4. What in particular does Chloe hope she has managed to do?
5. What does Chloe mean when she promises to ‘have no regrets’?



### Writing workshop: Writing a letter

You are going to write a letter to your future self. You will need to write about 100–120 words.

#### Planning your letter

Start by writing down all of the things you hope to achieve in the future. Divide a piece of paper into four sections: the present/the past/the future/my dreams. Write some notes in each section.

#### Writing your letter

Now you can write your letter. You can decide how you would like to organise it. The ideas below may help you.

1. An introduction: who am I now . . . ?
2. I really want to . . .
3. I promise myself I will . . .
4. I never want to forget . . .
5. My future hopes and dreams . . .

#### Reviewing your work

When you have finished your letter, swap with a partner and discuss together what worked well and what could be improved.

#### Success checklist

- I used some short and long sentences.
- I used a range of punctuation.
- I used paragraphs and linked them to one another.
- I chose vocabulary for effect.
- My writing matched the purpose.



#### Challenge

1. Answer the following questions.
  - a What are Chloe’s achievements so far in life?
  - b How does Chloe like to spend her time?
  - c What does Chloe think is important about her future career?
2. Make a line drawing of Chloe and fill it with all the information we know about her. Choose three adjectives to describe Chloe.

# Progress check



Answer the following questions.




1. A member of the Tomorrow's World group might say "I joined to \_\_\_\_\_".  
**a** make the future better    **b** make new friends    **c** get out more    (1 mark)
2. What might a space colony look like?  
**a** houses on Earth    **b** a series of large spaceships    **c** a camp on another planet    (1 mark)
3. According to the online article on page 90, we need to consider living on other planets to \_\_\_\_\_.  
**a** research new technology    **b** prepare for future generations  
**c** develop new food sources    (1 mark)
4. Change the following sentences into the future continuous.  
**a** Will they discuss this next week?  
**b** I'll listen to the lecture at 6 o'clock.  
**c** Are they arriving soon?  
**d** When are they holding the next debate?    (4 marks)
5. What kind of communication are the students Jo, Brian, Victoria and Alex involved in?    (1 mark)
6. Write five sentences about the future using the verbs in the box. Include one example of each of these forms: present simple **or** present continuous; 'will + verb'; 'be going to + verb'; future continuous; future perfect.  
 grow    need    start    colonise    find    (5 marks)
7. Name three things that are likely to feature in a successful speech.    (3 marks)
8. Name three things that should usually feature in a well-written letter.    (3 marks)
9. Think of two ways Chloe's letter to her future self is different from the scientific article.    (2 marks)
10. Match the phrasal and prepositional verbs on the left with the correct meaning on the right.  

call off fall through take up get over	start doing something recover or get better from something cancel fail to happen
---	---

 (4 marks)

(Total: 25 marks)

## Progress assessment

				
<b>Reading skills</b>	I can work out the meaning in a text from the context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can read an extended non-fiction text with confidence and enjoyment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use future forms including the future continuous and future perfect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use phrasal and prepositional verbs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can understand specific information in what someone is saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand the detail of an argument when someone is speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	I can explain and justify my own and other people's point of view on a range of topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	When giving a speech, I can use other words to explain my opinion if I forget or make a mistake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can write, edit and proofread written work with minimal support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use the appropriate style for an informal letter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Action plan**

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 7

## What lies beneath our feet

### Explore

- what planet Earth is made of
- what can be found under a city street

### Create

- an account of the structure of Earth for a younger person
- a story about things discovered underground

### Engage

- with a city explorer in her journey of discovery underground
- with a surprising underground find

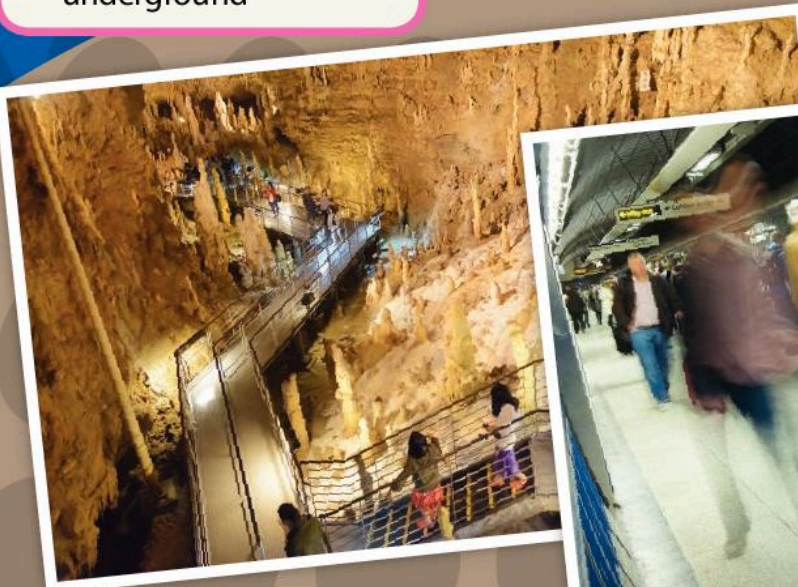
### Collaborate

- to discuss the busy life under our feet
- to identify and discuss animals which live underground

### In this chapter you will:

### Reflect

- on different types of questions
- on reported speech



In some of the great cities of Europe - Paris, Vienna, Prague and Brussels - tourists bored with life above ground can descend below.

Rose George, journalist

Wherever he saw a hole he always wanted to know the depth of it. To him this was important.

Jules Verne, author, *Journey to the Centre of the Earth*

There is a city beneath the streets.

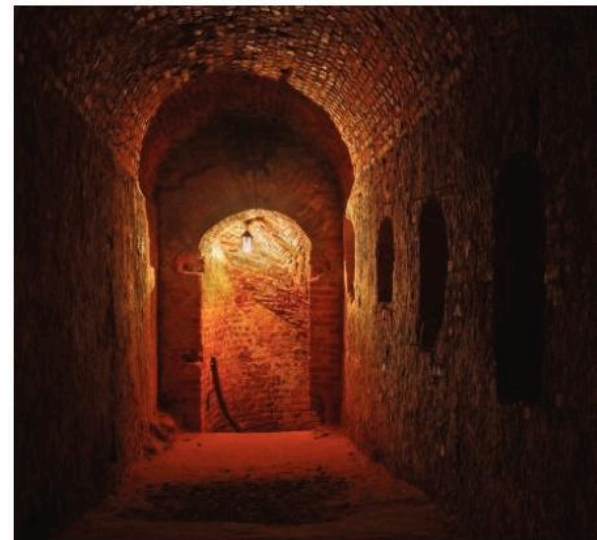
Robert E. Sullivan Jr., US politician





## Thinking ahead

1. Do you ever wonder what is under your feet as you walk along a busy city street; what secrets you might be walking over when you wander down a country lane; or, as you stand on a rocky mountainside, what you might find if you dug straight down? Think about what you might find in each of these situations. Discuss the possibilities with a partner.
2. Look at the photos on this page and on page 104 and make a list of things that can be found underground.
3. In pairs discuss what it might be like to live underground, for example in a cave.



## Word builder

Use the words from the word box to complete the sentences below.

layer    geologist    made up    minerals

1. The world is \_\_\_\_\_ of many different regions.
2. Her training as a \_\_\_\_\_ enabled her to identify the rock.
3. There were small pieces of gold and other \_\_\_\_\_ in the rock.
4. It was so cold he put on an extra \_\_\_\_\_ of clothing.



## Speaking

In pairs, discuss the following questions.

1. Look back at the lists that you made earlier of things found underground. What were the most unusual things? How did they come to be there?
2. What do the things you find beneath your feet tell you about:
  - the place?
  - people who have been there before you?
  - what has happened there in the past?

## The Earth beneath our feet

Read the article about the Earth's structure – what is to be found beneath us – and then answer the questions that follow.

Planet Earth is approximately 6,500 kilometres thick and is made up of four **layers**. Each layer is made up of different materials.

The outer layer, the crust, varies in thickness from about 8 kilometres thick below our oceans to about 40 kilometres underneath land.

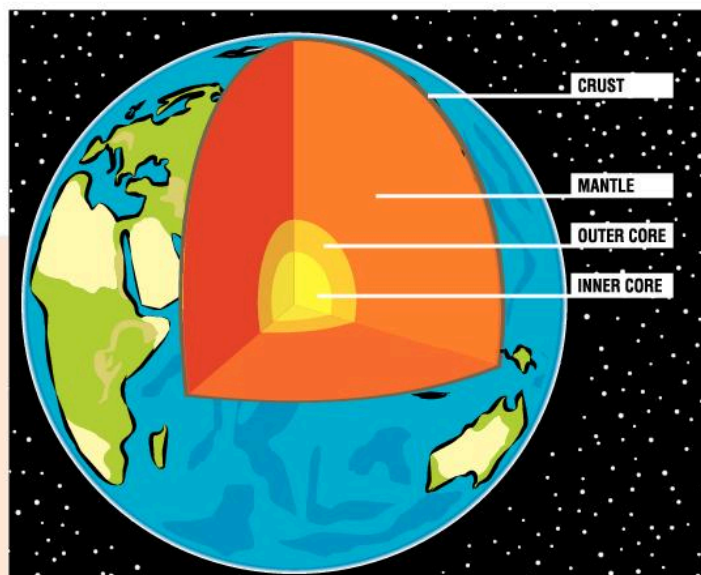
The crust is made up of soil, rocks and loose material. Below the crust is the mantle, which is approximately 2,900 kilometres of solid and **molten** rock. The mantle is in three sections, like a sandwich. The two outer sections are of hard rock, while the middle section is made up of rock that is so hot that it melts and forms a huge, sticky sandwich filling. The mantle makes up about 85 per cent of the planet.

The next layer down is the outer core: this is about 160 kilometres of molten **lava** made up of a mixture of iron and **nickel**.

At the centre of the Earth is the inner core, which is made up of iron and other minerals. Geologists believe that the inner core is as hot as the surface of the sun. Even though it is very hot, the inner core is solid rather than molten.

We see something of what lies beneath our feet in **erupting** volcanoes. The molten rock bursts through the crust creating a stream of lava that runs down the side of the volcano.

When it cools, this becomes rock and eventually soil, and forms part of the Earth's crust.



### Glossary

**erupting** throwing smoke, rocks and lava into the air

**lava** liquid from an erupting volcano

**layers** a number of sections, each on top of the other

**molten** made liquid by heat

**nickel** a silver-white metal

## Understanding

**A** Choose the correct answer to each of the following questions.

- What is the crust of the Earth made of?  
**a** loose material    **b** sea water    **c** dried mud and sand
- How deep is the crust below the land?  
**a** 8 kilometres    **b** 40 kilometres    **c** 48 kilometres
- What is the name of the thickest layer of the Earth?  
**a** core    **b** mantle    **c** crust
- What is sandwiched between layers of hard rock in the mantle?  
**a** lava    **b** molten rock    **c** loose rocks
- What is the most central part of the Earth called?  
**a** inner core    **b** outer core    **c** lower core

**B** Write two sentences to describe the inner core of the Earth.

## Speaking

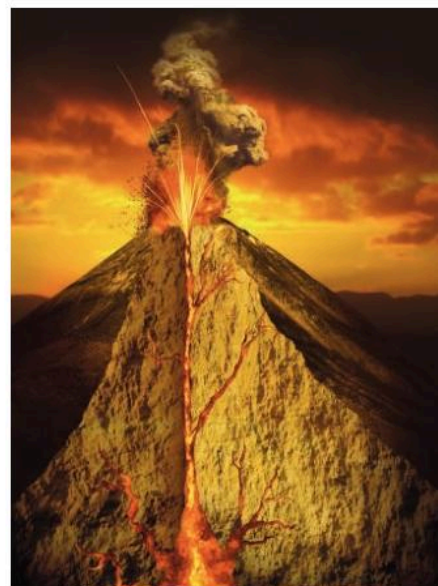
Read through the article again and then in pairs discuss what it tells you about planet Earth.

- What do you find the most surprising?
- What do you think each of the different cores might look like?
- What would a journey to the centre of the Earth be like?

Share the points from your discussion with others, in small groups.

## Writing

How would you describe the structure of planet Earth to a younger person? Write your answer in a short paragraph.



## Challenge

Have you ever seen pictures of a volcano erupting? That is the time when part of the Earth turns inside out. In pairs, research volcanoes and create a presentation to give to the class. Below are some questions to help you, but try to find other facts and think of ways to make your presentation interesting to the class.

- Why does a volcano erupt?
- How does it do so?
- What does it tell us about the layers under our feet?
- Are there any active volcanoes near you?
- Can you find an example of a famous volcanic eruption?

## Questions

To make a question that can be answered **yes or no**, we usually use the following word order: auxiliary/modal verb + subject + main verb. In the present simple and past simple, we use the auxiliary verb 'do/does/did' before the subject. If the main verb is 'be', it comes before the subject.

*Examples: Are you studying geology? Would you like to know more about rocks?*

*Did you know that Earth has four layers? Is she a geologist?*

When we are speaking, we often turn a statement into a question by adding a **question tag** at the end. We usually make a question tag with an auxiliary/modal verb + pronoun. If the statement is positive, we use a negative verb in the tag. If the statement is negative, we use a positive verb in the tag.

*Examples: You're studying geology, aren't you?*

*The time went quickly, didn't it?*

*You should leave soon, shouldn't you?*

*They can't have arrived yet, can they?*



### Remember

- If the verb in a statement is the verb 'be', we use 'be' in the question tag.  
*Example: She's a geologist, isn't she?*
- If the verb in the statement has no auxiliary, we use 'do' in the question tag.  
*Example: You know her, don't you?*

## Using questions

**A** Write a suitable question for each of these answers. The first one has been done for you.

1. Yes, the outer layer is called the crust.  
*Is the outer layer called the crust?*
2. Yes, the mantle consists partly of molten rock.
3. Yes, Earth's inner core could be as hot as the surface of the sun.
4. No, the core isn't just below the crust.
5. No, the inner core isn't made of molten rock.

**B** Add a question tag to complete the following questions. The first one has been done for you.

1. Lava comes from an erupting volcano, doesn't it?
2. You didn't see a volcano, \_\_\_\_\_?
3. They have measured the temperature, \_\_\_\_\_?
4. That was interesting, \_\_\_\_\_?

**C** Re-read the article on page 106 and write three yes/no questions about the information.



## More questions

To ask for more information, we use **'wh-' questions**, beginning with question words such as 'what', 'when', 'where', 'why', 'who', 'whom', 'whose', 'which' or 'how'. We use the following word order: question word + auxiliary/modal + subject + main verb.

*Examples: Why did you say that? When should we leave?*

In many 'wh-' questions, the 'wh-' word is the object or part of the object of the verb.

*Examples: What are you studying? Which article should I read?*

When a question word is the subject or part of the subject of a question, we put the subject (the question word) before the main verb and we do not use 'do/does/did'.

*Examples: What comes next? Which layer is thickest?*

We often end questions with a preposition. In very formal writing, we sometimes put the preposition before the question word.

*Examples: What is the article about? In which type of rocks was he interested?*

## Using more questions

**A** Fill the gaps in the following conversation with a suitable question word.

Nerin: I'm going on an underground train tomorrow.

Dina: \_\_\_\_\_ to?

Nerin: The nature museum. Have you been there?

Dina: \_\_\_\_\_ one do you mean? The one with the dinosaur bones? I haven't been there.

Nerin: Yes, that's the one. \_\_\_\_\_ don't you come too?

Dina: I'd love to. \_\_\_\_\_ time are you leaving?

Nerin: We're leaving about ten. We'll be back by five.

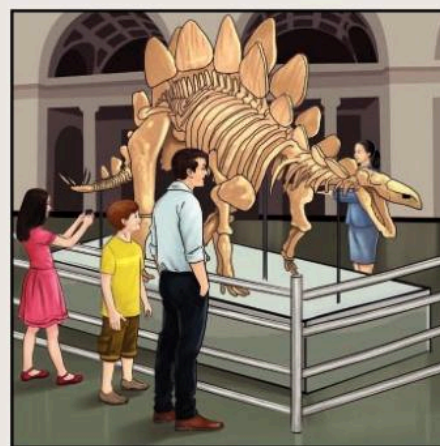
**B** Write suitable questions for these answers beginning with the words in brackets.

1. Nerin and Dina went to the museum. (Who)
2. They caught the train from a station near Nerin's house. (Where)
3. They were at the museum for about five hours. (How long)
4. They liked the dinosaur bones best. (What)
5. They left the museum at about half past four. (When)

## Remember

In conversations, we often ask short 'wh-' questions about something that someone has just said. We often use a question word followed by a preposition.

*Example: I need to talk to you. What about?*





## Track 7.1: The city under our feet

You are going to listen to Rena Platz, a city explorer, talking about some unusual exploring she does and how she got involved. Read the Glossary then listen to what Rena says and answer the questions that follow.



### Glossary

**hesitation** being nervous to do something

**official** the person put in charge of a certain job

**retreating** moving away from

**revelation** a surprise

**sewer** a tunnel or pipe for carrying away waste water and human waste



### Word builder

Complete the following sentences with words from the word box.

urban    permission    dusty    adjusted    network

1. "Do you have \_\_\_\_\_ to be here?" he asked. "It is private."
2. The busy \_\_\_\_\_ area was home to a large number of people.
3. There was a \_\_\_\_\_ of wires under our feet.
4. She \_\_\_\_\_ her hat so that it was more comfortable on her head.
5. The books had not been moved but were in a \_\_\_\_\_ pile.

## Understanding

**A** Choose the correct answer to the following questions.

1. What course was Rena doing twelve years ago?  
a research      b town planning      c urban geography
2. What was the first thing she saw when the official opened the door?  
a stone steps      b a wall      c a torch
3. What did the sign on the wall say?  
a 'Keep out'      b 'Emergency sewer'      c 'Emergency level'

**B** Listen to the recording again and then answer the following questions.

1. What is the underground train service used for?
2. What was it used for in the past?

**C** Write two sentences explaining in your own words what the speaker found under the city.

## Speaking

In small groups discuss the following questions.

1. Towards the end of the recording, Rena says that most of us don't know about the life that goes on under our cities. Do you know of anything that happens underground in your country?
2. In your groups discuss what it would be like to live and work underground. Consider the following:
  - Would you like to live or work underground? Why?
  - What would the benefits be?
  - What would you miss?
  - The speaker mentioned a coffee bar – what else could be provided for people working underground?
3. Prepare and give a talk to the class about life underground.

## Reported speech

To report what someone has said, we use reporting verbs such as 'say' or 'tell'.

*Examples: "It's the city post train," he said. —> He said (that) it was the city post train.  
"I'll follow you," she told him. —> She told him (that) she would follow him.*

Reporting verbs are often followed by:

- **the 'to' infinitive** (tell, advise, order, ask, offer, agree, promise, persuade, refuse, decide, remind, encourage)

*Example: "I'll help you," he promised her. —> He **promised to help** her.*

- **a 'that' clause** (mention, warn, reply, admit, agree, complain, deny, explain, remark, add, suggest, remind, assure)

*Example: "It's been here a long time," he said. —> He **explained that** it had been there for a long time.*

- **an -ing form** (complain about, apologise for, deny, suggest, admit (to)).

*Example: "I am sorry I'm late," she said. —> She **apologised for** being late.*

## Using reported speech

**A** Rewrite the following sentences in reported speech, using the reporting verb in brackets.

1. "Go down the steps carefully," he told me. (advise)
2. "They're very steep," he told her. (warn)
3. "I felt a bit nervous at first," she said. (admit)
4. "I'm sorry, but I have to leave early," she said. (apologise for)

**B** Rena takes one of her friends into the tunnel under the city. Rewrite their conversation as reported speech using suitable reporting verbs.

Rena: Give the door a big push. It sometimes gets stuck.

Mia: I'm a bit worried about going in the tunnel.

Rena: Don't worry. It's completely safe.

Mia: I can't see much. It's very dark.

Rena: We should turn on our torches.

Mia: That will help!

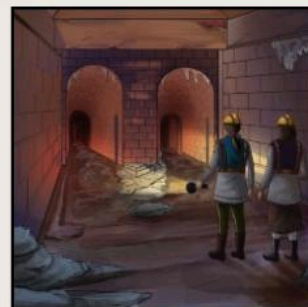
**C** Write three sentences of your own using the following reporting verbs.

complain    deny    encourage

## Remember

- When we report what someone has said, we often need to change the tense (see page 179), pronouns, determiners and references to time and place.
- We can keep the verb in the present tense when we report things that are still true in the present.

*Example: "The sewer is no longer used." —> He told me that the sewer is no longer used.*





## Reported, indirect and embedded questions

In **reported questions**, we can use reporting verbs such as 'ask', 'enquire', 'wonder' and 'want to know'. We make the same tense changes as we do in reported statements. To report a 'yes/no' question, we use 'if' or 'whether'.

*Example: "Did you hear a noise?" she asked him. —> She asked (him) if/whether he had heard a noise.*

To report a 'wh-' question, we use the question word in the reported question.

*Example: "When will you be here?" she asked. —> She asked him when he would be there.*

We use **indirect questions** to ask polite questions or to ask for information. We use phrases such as 'Could you tell me ...?', 'Could you explain ...?' or 'Do you know ...?'.

*Examples: "What time did they arrive?" —> "Could you tell me what time they arrived?"  
"Are they here yet?" —> "Do you know if they are here yet?"*

Some statements have questions included or **embedded** within them. We often begin the statements with phrases such as 'I wonder' or 'I don't know'.

*Example: "Where is my torch?" —> "I wonder where my torch is."*

## Using reported, indirect and embedded questions

### A Rewrite the following questions as reported questions.

1. "Can you see the coffee bar?" he asked her.
2. "What did she see under the city?" he wondered.
3. "When was the tunnel built?" she wanted to know.

### B Answer these questions.

1. Rewrite the following questions as indirect questions beginning 'Do you know ...?', 'Could you explain ...?' or 'Do you have any idea ...?'.
  - a "Where does the train go?"
  - b "Do other cities have underground tunnels like this?"
  - c "Why does this sign say 'Emergency level'?"
2. Rewrite the following embedded questions, correcting the mistakes.
  - a I'm not sure whether has she finished her course yet.
  - b I wonder why the city does use an underground train for its rubbish.
  - c He doesn't know how long has the tunnel been here.

### Remember

- When we report a question, we put the subject before the verb and we do not use the auxiliary verbs 'do/does/did'.

*Examples: "Is the tunnel long?" —> She asked if the tunnel was long.  
"What does the sign mean?" —> She asked what the sign meant.*

- In indirect and embedded questions, we do not change the tense. We use the same word order as in a reported question and we do not use 'do/does/did'.



## Animals that live underground

Many animals make their home underground. A few even spend their whole life beneath the surface. Look at the following photographs and then complete the tasks that follow.





## Speaking

Read the descriptions below then, in pairs, answer the following questions. If you don't know the meaning of a word, you can use a dictionary to help you.

- Match each picture a-f to a description below. Discuss each one in turn.
  - How much do you know about each animal?
  - Where do they come from?
  - Are there any near where you live?

**Ants** can be found almost anywhere and are easily recognised. They live in communities of many hundreds, in which every ant has a job to do to serve the community. They eat just about anything including other ants.

**Moles** are shy animals that spend almost all their time underground. They can be found in Europe, North America and Asia. Small, furry creatures, they have weak eyesight but strong legs and feet that enable them to dig and move quickly underground.

We don't often think of birds as living underground but there are a few that do. One of these is the **burrowing owl**, so called because it digs down – or burrows – into the soil, usually adapting another animal's underground home. It can be found in North and South America.

**Foxes**, of one kind or another, are found on every continent except Antarctica. In the wild they like to burrow under trees or in hillsides to make their home. But in some parts of the world foxes have started to live in urban areas and can be seen at night wandering city streets.


**Rabbits** spend much of the day underground. They live together in holes known as warrens and eat mainly grass, plants and vegetables. They are popular pets and can now be found in many parts of the world.

Like many other spiders, the **tarantula** lives underground. It lines the deep hole it makes with silk to help it climb out quickly and to tell it – when the silk starts to shake – that prey is approaching. Its bite is painful but not usually fatal.

- These are just a few of the many animals worldwide that live underground, at least some of the time. How many others can you think of? In your pairs, make a list and discuss what you know about them.
- In your pairs, choose an animal from your list and find out three interesting facts about your animal. Share your findings with the class.

## Reading corner: Everyday history

Read the article about a surprising underground discovery in the south of England and then answer the questions below.



*A man from Wiltshire may have **unearthed** the biggest Roman villa in Britain – at the bottom of his garden!*

The discovery was made by ... Luke Irwin, while he was **converting** an old **barn** for his son to play **ping pong** in! Workers ... struck a hard surface underground, revealing near-perfectly preserved **mosaic tiles**. ...


An eight-day **excavation** later [showed] that a grand Roman villa [had] once stood on this very spot, over a thousand years ago...

The villa, which is thought to have been built sometime between 175 C.E. and 220 C.E., was used right up until the end of the 4th century when it fell into ruin.

It was a huge home; three storeys high, ... leading **archaeologists** to believe that a family of huge wealth and importance would have lived here.

And that wasn't all that the site revealed; also found were Roman coins, **brooches**, animal bones ...

Dr. David Roberts of Historic England said, "This site has not been touched since its collapse 1,400 years ago and, as such, is of enormous importance. It's one of the best sites I have ever had the chance to work on."



### Understanding

Answer the following questions.

1. Why was Luke Irwin converting his barn?
2. What was the first thing workers found when they started digging?
3. How long did the excavation take?
4. Why do archaeologists think a wealthy family lived in the villa?
5. What evidence can you find in the article that suggests the villa is a special discovery?
6. Identify a compound adjective in the article.

### Glossary

- archaeologists** people who study objects from the past
- barn** wooden building which farm animals live in
- brooches** jewellery items for fastening clothes
- converting** changing
- excavation** digging up an area of land
- mosaic tiles** colourful pieces of stone used to make patterns
- ping pong** table tennis
- unearthed** found in the ground



## Writing workshop: Writing a story of discovery

Imagine that someone, sometime in the future, digs up some everyday objects from the past. In fact, these strange items are the contents of your pocket or bag. What will that person discover about you from this buried treasure?

You are going to tell the story of that discovery.

### Planning your story

Make a list of the items from your pocket or bag and then think about the following:

- Which things do you think will last? For example, coins, pencil, wallet.
- Can you include one or two unusual things that are special to you? These don't have to be in your bag – they could be from your hobby perhaps.
- Is there something you could include that seems quite modern now but which might seem old-fashioned in the future?
- How far in the future do you want to write about? Don't make it too far ahead as you are writing about what is found, not the setting.
- How will the discovery be made?
- What do the items found show about you?

### Writing, editing and proofreading

Write your first draft of your story. Write about 100–120 words. When you have finished, read through your account and check for any mistakes in spelling or punctuation. Can you change anything to make it better?

Exchange stories with a partner. Can they suggest any ways in which it can be improved?

Write your final version.



### ★ Challenge

Why not write a poem about the moment of discovery? Or, if you prefer, you could write a diary entry/blog in which the discoverer writes about his or her amazement, excitement, shock of discovery and tries to build a picture of 'you'.



## Progress check



Answer the following questions.

1. Fill the gaps in the following sentences with words from the word box.

surface      geologist      minerals

- a** Her father worked on the site as a \_\_\_\_\_.
- b** He told her that there were many rare \_\_\_\_\_ under the ground.
- c** The \_\_\_\_\_ of the Earth that people live on is called the crust. **(3 marks)**

2. How thick is the Earth's mantle?

- a** 6,500 km      **b** 2,900 km      **c** 160 km **(1 mark)**

3. Of what two materials is the molten lava of the Earth's outer core made up?

- a** iron and nickel      **b** iron and other minerals      **c** soil and rock **(2 marks)**

4. Find the mistake in the following sentences and then rewrite the sentences correctly.

- a** We haven't got to do that, haven't we?
- b** Do think you geology is interesting?
- c** Do they know how far is it from the crust to the inner core? **(3 marks)**

5. Change the following into reported speech using the verb in brackets.

- a** "I'll show you where to go," she said to me. (offer)
- b** "Many spiders live underground," he said. (explain) **(2 marks)**

6. Who acted as a guide for Rena Platz's first visit underground? **(1 mark)**

7. Name three things that Rena's guide tells her the city underground has been used for. **(3 marks)**

8. Rewrite the following questions as indirect questions beginning 'Could you explain . . .' or 'Do you know . . .'.




- a** "Has her course finished?"
- b** "Why do so many foxes live in towns?"
- c** "Did the archaeologists find anything else at the site of the Roman villa?" **(3 marks)**

9. Write a sentence each about the mole and the tarantula. **(4 marks)**

10. Name three items that were found following the excavation work on Luke Irwin's land. **(3 marks)**

(Total: 25 marks)

## Progress assessment

				
<b>Reading skills</b>	I can understand the meaning in a text, even if it is not stated directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can read an extended non-fiction text with confidence and enjoyment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use different types of questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use reported statements and questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can understand the meaning of what someone is saying, even if it is not stated directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand specific information in what someone is saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	In a discussion, I can use words and phrases that relate to the topic I am studying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can ask questions to help me understand clearly what someone means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can plan and draft written work with some support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can write, edit and proofread written work with some support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Action plan**

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 8

# Food and culture

## Explore

- food culture
- breakfasts around the world

## Create

- a food blog
- a diary entry on life in a new place

## Engage

- with people from all over the world
- with food facts

## Collaborate

- to discuss food in your culture
- to share ideas on food for celebrations

## In this chapter you will:

## Reflect

- on gerunds and noun phrases
- on verbs followed by infinitives and -ing forms



One should eat to live, not live to eat.

Molière, playwright and actor

You have to taste a culture to understand it.

Deborah Cater, British travel writer

Food is for eating, and good food is to be enjoyed . . .

Delia Smith, cook and TV presenter





## Thinking ahead

1. Do you think food is a part of culture?
2. In what ways are food and culture linked?
3. Do you agree with the quotations on page 120? Look up any new words you find. Choose the quotation which best represents your own view on food and culture.



## Word builder

Choose words from the box to complete the following food facts.

tea	cake	lunch
spicy	fruit	coconut

1. The tomato is a \_\_\_\_\_, not a vegetable.
2. In the Philippines, people think it's lucky if a \_\_\_\_\_ is cut open without any uneven edges.
3. More than 163 million cups of \_\_\_\_\_ are drunk in Britain every day.
4. \_\_\_\_\_ time in France is normally two hours long so food can be eaten slowly and enjoyed.
5. Indian food theory lists six different tastes: sweet, sour, salty, \_\_\_\_\_, bitter and sharp.
6. 'Fika' is a Swedish tradition of having coffee and \_\_\_\_\_ – it's a big social event in Sweden.



## Speaking

With a partner, discuss the following questions.

1. Which food fact from the Word builder activity surprised you the most?
2. Can you think of any food facts about your own country, region or culture?
3. Do you know any other food facts? See if you can find any to share with the class.



## Extracts from *Heidi*

Read the following extracts from the novel *Heidi*. It is about a Swiss girl named Heidi, who goes to live with her unpleasant grandfather. He lives all alone, high on the Alps (mountains) in Switzerland. Eventually, he grows to like Heidi, who is a clever and happy girl. These extracts, taken from different parts of the novel, show the importance of cheese in Swiss culture.



### *Heidi* by Johanna Spyri

“What a **wondrous** place this is! I have never seen its like! But what do I see?” she continued. “I think you are actually eating your second piece of cheese . . .”

He commanded her to eat the large piece of bread and the slice of golden cheese. He sat down himself on a corner of the table and started his own dinner. Heidi drank without stopping, for she felt **exceedingly** thirsty after her long journey. Taking a long breath, she put down her little bowl.

“How do you like the milk?” the grandfather asked her.

“I never tasted better,” answered Heidi.

“Then you shall have more,” and with that the grandfather filled the little bowl again . . .

When the kettle was boiling, the old man put a large piece of cheese on a long iron fork, and held it over the fire, turning it **to and fro**, till it was golden-brown on all sides. Heidi had watched him eagerly. Suddenly she ran to the cupboard. When her grandfather brought a pot and the toasted cheese to the table, he found it already nicely set with two plates and two knives and the bread in the middle. Heidi had seen the things in the cupboard and knew that they would be needed for the meal . . .

A cellar held no [fears] for Heidi, for in her grandfather’s cellar fresh milk and the good cheese had been kept, and no rats had **lodged** there . . .

Sometimes the grandfather would make small round cheeses on those days, and there was no greater pleasure for Heidi than to see him stir the butter with his bare arms . . .

### Glossary

**cellar** a room below ground

**exceedingly** more than expected

**lodged** lived

**to and fro** in one direction, then the other

**wondrous** bringing a feeling of amazement or delight

## Understanding

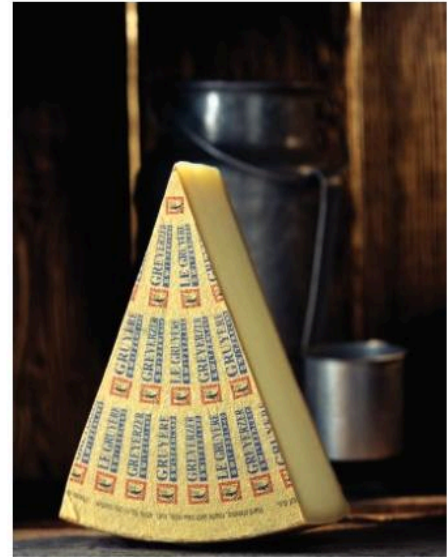
### A Answer the following questions.

- How do we know that Heidi was keen to eat the toasted cheese? Choose the correct answer.
  - She had watched her grandfather eagerly.
  - She had already noticed the food in the cupboard.
  - She had run to the cupboard.
- How does Heidi feel about where she is living?
  - It is a delightful place.
  - It is awful.
  - It has both good and bad parts to it.
- Why did Heidi drink without stopping?
  - She was frightened of her grandfather.
  - She was thirsty after having travelled a long way.
  - She did not wish to be rude.

### B Answer the following questions.

- How do we know the grandfather makes the cheese himself?
- How does Heidi feel about her grandfather's cellar?

### C We can see from these extracts that cheese is important in Swiss culture. List all of the words related to cheese that help to know it is important. Then write a sentence in your own words to describe the importance of cheese in Swiss culture.



## Writing

Imagine that you are Heidi and write a short diary entry in your own words, using the extracts from *Heidi* to help you. Write about the following:

- How do you feel about your new home?
- What have you learned since being there?
- Have you any special memories?

Write 40–60 words.

## Gerunds as subjects and objects

When we use an –ing form as a noun, it is called a **gerund**. Like nouns, gerunds can be the subject or object of a verb.

*Examples: I have always loved **cooking**. ('cooking' = object of the verb 'love')*

***Cooking** is my favourite hobby. ('Cooking' = subject of the verb 'is')*

Unlike nouns, gerunds sometimes have an object.

*Example: **Baking cakes** is fun! ('cakes' = object of the gerund 'Baking')*

We often use gerunds as the object of a preposition.

*Examples: I am excited **about tasting** the dim sum.*

*We are looking forward **to tasting** it.*

## Using gerunds

**A** Fill the gaps in these sentences with a gerund made from a verb in the box.

help    lay    drink    watch

1. Heidi was very thirsty, so she couldn't help \_\_\_\_\_ quickly.
2. She loved \_\_\_\_\_ her grandfather stir the butter.
3. The grandfather thanked Heidi for \_\_\_\_\_ the table.
4. She didn't mind \_\_\_\_\_ her grandfather in the house.

**B** Rewrite the following sentences with a gerund as the subject of the sentence. The first one has been done for you.

1. It is fun to help with the cooking. Helping with the cooking is fun.
2. It can take a long time to prepare a special meal.
3. In many cultures, it is traditional to share food on national holidays.
4. It is hard to choose my favourite dish.

**C** Complete the following sentences in your own words, using a gerund.

1. He gave up \_\_\_\_\_.
2. She carried on \_\_\_\_\_.
3. Have you finished \_\_\_\_\_?

### Remember

- We also use –ing forms as adjectives.  
*Example: This dish has an interesting flavour.*
- –ing forms are also used as present participles in continuous verb forms.  
*Example: I have been learning about the food in different cultures.*



## Noun phrases

A **noun phrase** is a group of words that contains a noun and other words that tell us more about the noun. Noun phrases often begin with a quantifier and/or a determiner and may contain other words before the noun.

- Examples:* most of the cheese (quantifier + determiner + noun)  
 a very healthy breakfast (determiner + adverb + adjective + noun)  
 all of these green vegetables (quantifier + determiner + adjective + noun)

Noun phrases often include other phrases and clauses after the noun.

- Examples:* those plates in the cupboard (determiner + noun + prepositional phrase)  
 the meal that we have just eaten (determiner + noun + relative clause)  
 the restaurant in the centre of town which has just opened (determiner + noun + prepositional phrase + relative clause)

## Using noun phrases

**A** Put the following words in the right order to make noun phrases.

- piece/second/cheese/of/his/golden-brown
- in/lives/grandfather/who/her/the mountains
- a/kitchen/wooden/the/in/table
- cupboard/tall/plates/with/inside/a

**B** For each number in the following paragraph, choose the correct word from the list below.

A new restaurant ...**(1)**... the centre of town serves delicious dim sum. Among the many interesting dishes ...**(2)**... the menu, there are steamed 'dumplings' ...**(3)**... delicious vegetables inside. The food is served on small plates, or in special baskets ...**(4)**... are made of bamboo.

- |          |       |      |       |
|----------|-------|------|-------|
| 1. in    | at    | to   | with  |
| 2. for   | on    | with | at    |
| 3. of    | at    | in   | with  |
| 4. which | where | who  | whose |

### Remember

- A relative clause starts with a relative pronoun such as 'who', 'which', 'whose' or 'that'.

*Example: the cheese that Heidi's grandfather made*

- A prepositional phrase is made with a preposition + noun or noun phrase.

*Example: on the table*





## Track 8.1: 'Breakfast all over the world'

You are going to listen to a radio programme about what people eat for breakfast around the world. Listen and then answer the questions that follow.

### Understanding

**A** Choose the correct answer to the following questions.

- What kind of breakfasts has Anna researched?
  - traditional
  - modern
  - creative
- What does the word 'breakfast' mean? Choose the best answer.
  - a break from last night's food
  - a break from eating
  - a break from the fast of the night before
- How much of your daily amount of food should a breakfast provide?
  - 20 per cent
  - 30 per cent
  - 40 per cent
- How can you find out about other countries' breakfasts not mentioned in the radio programme?
  - on the website or blog
  - on next week's programme
  - by reading the magazine article
- Which country does Anna say her favourite breakfast comes from?
  - Mexico
  - Jamaica
  - Japan



### Glossary

**cappuccino** milky coffee with froth (small white bubbles)

**croissant** a light, flaky type of bread roll, usually eaten for breakfast

**fast (verb)** to stop eating for a length of time

**nori** sheets of seaweed that can be eaten

**salsa** spicy sauce, often made from tomatoes

**seaweed** large plants that grow in the sea

**tortillas** flat Mexican bread

**B Match the breakfast on the right with the correct country on the left.**

England	'ackee', a type of fruit that looks like scrambled egg, accompanied by fried bananas, salted fish and fresh fruit
Italy	fried eggs with a spicy tomato salsa and tortillas
Japan	eggs, grilled meats, tomato, baked beans and tea
Mexico	toast and butter or jam, or a croissant, and tea or coffee
Sweden	cold meats with fresh baked bread
France	steamed rice and 'miso' soup or sometimes nori
America	toast and butter or jam, or a croissant, and cappuccino
Germany	pancakes with syrup
Jamaica	yoghurt and muesli, toast with cheese and vegetables, orange juice or even a boiled egg



**C Answer the following questions.**

- How does the presenter ask the listeners to contact the programme with more details about their breakfast?
  - by text
  - by email
  - by phone
- Write down one advantage to having breakfast according to the presenter.
- What is suggested as a healthy breakfast?



## Writing

Write a description of a traditional breakfast in your country. Include the following in your description:

- time of day breakfast is usually eaten
- food and drink included in the breakfast

Write 40–60 words.

## Challenge

Now that you have matched each traditional breakfast with the correct country, write a short email to a friend, telling them:

- what you have learned that you did not know before
- which of the breakfasts you would most like to try
- which of the breakfasts you least like the sound of, and why
- which breakfast you think your friend would like the most.

## Infinitives after adjectives and verbs

We often use the 'to' infinitive after adjectives that express feelings or opinions.

*Example:* I am **keen to try** some miso soup.

We also use the 'to' infinitive after 'it' + a form of 'be' + adjective. We sometimes use the preposition 'for' or 'of' to say which person the adjective relates to.

*Examples:* **It was interesting to hear** what different people have for breakfast.

**It is important for us to eat** plenty of fruit and vegetables.

**It was sensible of you to finish** your breakfast.

We also use the 'to' infinitive after many verbs. After some verbs, we put an object before the infinitive.

*Examples:* I've **decided to have** a croissant.

She **invited the guests to describe** what they ate for breakfast.

## Using the 'to' infinitive

- A** Complete the following sentences with adjectives or verbs from the box.

seem    clever    common    expect

- Students who eat a healthy breakfast \_\_\_\_\_ to perform better at school.
- It was \_\_\_\_\_ of her to find out the information.
- In Mexico, you can \_\_\_\_\_ to be offered fried eggs with salsa and tortillas for breakfast.
- In Jamaica, it is \_\_\_\_\_ for ackee to be served with salted fish.

- B** Rewrite the following sentences so they begin with the words in brackets. The first one has been done for you.

- You should eat a balanced diet. (It is important)  
It is important to eat a balanced diet.
- You should have breakfast within two hours of waking. (It's best)
- You can't drive a car if it has no petrol. (It is impossible)
- You can find out more on the website. (It's easy)

- C** Use the following verbs followed by a 'to' infinitive in four sentences of your own.

refuse    prepare    manage    arrange

### Remember

To make a passive 'to' infinitive form, we use 'to be' + past participle.

*Examples:* to be eaten, to be done





## Infinitives and gerunds

Some verbs are followed by a gerund (the -ing form of a verb) rather than the 'to' infinitive.

*Example: I **enjoyed listening** to the programme.*

Some verbs can be followed by a 'to' infinitive or a gerund and the meaning is the same.

*Examples: I have **started to eat** more fruit. I have **started eating** more fruit.*

Some verbs can be followed by a gerund or the 'to' infinitive, but there is a difference in meaning.

*Examples: I'll never **forget trying** miso soup.*

*I **forgot to buy** some eggs.*

We also use gerunds after prepositions.

*Examples: **After finishing** her breakfast, she walked to school.*

*She succeeded **in passing** the exam.*

## Using infinitives and gerunds

**A** For each number in the following conversation, choose the correct word from the list below.

Jamal: Do you fancy ...**(1)**... round for breakfast? We've decided ...**(2)**... Mexican tortillas.

Anna: Yes! I remember ...**(3)**... about that dish from Emilio. Would you mind ...**(4)**... to me how to make it?

Jamal: No, I look forward to ...**(5)**... you.

1. to come      coming      come
2. making      make      to make
3. hearing      to hear      heard
4. to explain      explaining      explain
5. to show      showing      show

**B** Fill the gaps in the following sentences with the correct form of the verbs in brackets ('to' infinitive or gerund).

1. Anna didn't want \_\_\_\_\_ Jamal but she couldn't help \_\_\_\_\_ the dish was too spicy. (tell/think)
2. Jamal is good at \_\_\_\_\_ but he is not very keen on \_\_\_\_\_ recipes. (cook/follow)
3. After \_\_\_\_\_ the meal, Anna insisted on \_\_\_\_\_ the washing up. (finish/do)

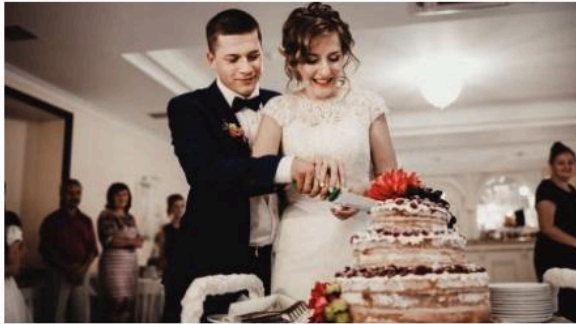
### Remember

Verbs that are often followed by gerunds include: admit, avoid, can't help, consider, dislike, enjoy, fancy, feel like, imagine, involve, mention, mind, miss, practise, recommend, remember, suggest.



## Food for special occasions

Look at the following photographs showing people celebrating different kinds of special occasion, and then complete the activities that follow.



## Speaking

In pairs, discuss the following questions.

1. Describe each photograph. What is happening?
2. Describe the food you would normally eat to celebrate each occasion.
3. What other special occasions can you think of at which food is eaten?
4. What food do you eat to celebrate special occasions in your country?
5. Talk together about your favourite food to eat at special occasions.



## Class presentation

In small groups, you are going to research, prepare and give a two-minute presentation on the importance of food in culture.

### Researching food and culture

The purpose of this activity is to learn about cultures you are unfamiliar with, so start by choosing a culture that is not your own. You can focus on one country or a region and describe the way in which food plays a part in the culture of that country or region. Make notes about the information you find.

### Preparing your presentation

Work in your group and use the information you have found from your research. Make sure that everyone in the group contributes to the presentation.

You will need to include in your presentation:

1. An introduction – how are food and culture connected?
2. A brief description of the country/region you have chosen
3. Photos, drawings and charts
4. Examples of traditional food in the country/region you have chosen
5. A conclusion – why are food and culture important?

### Self-evaluation

As a class, think about each presentation. Go through the list below and consider each question.

- Did each student speak loudly enough?
- Did each student look at the audience while speaking?
- Did the group make use of visuals?
- Did the group involve the audience or ask them questions?
- Could the group have used more facts?
- Could the group have used more examples?
- Did each student need to be more confident?
- What went well?
- What could the group do differently next time?



### Challenge

Author Michelle Shapiro said “To travel is to eat.” Do you agree? Write an article of about 100–120 words.

You might want to write about:

- what the quotation means
- how food is important in culture
- whether you agree or disagree with the quotation
- examples of food you have researched in the speaking activity.



## Reading corner: Annika's food blog

All this writing about food is making me hungry. Is it time to start dinner? Read the following blog entry, then answer the questions that follow.

### ANNIKA'S Food Blog

**SUNDAY, 28 MAY**

#### My culture and me: My Swedish–Greek heritage and food

I often take my Swedish–Greek **heritage** for granted. I am used to everything both Swedish and Greek and consider this to be a normal part of life. It's easy to forget how lucky I am to be part of two cultures and countries. This means two of everything: two languages, two families, two countries, two sets of customs, two cultures and two types of FOOD.

In my mother's Sweden, I am used to cinnamon bun day, waffle day, yummy cream buns and lots of festivals to do with light: sunlight, candlelight or no light. In February we have a sweet cream bun called 'Semla'. In Sweden **Midsummer's Day** is celebrated with a long lunch party, which involves flowers in our hair, dancing, singing, and eating lots of fish with new potatoes, herbs and sour cream. The dessert is always strawberries and cream.

In my father's Greece, I often eat **seafood**, fresh fruits and vegetables, and I am surrounded by lemons. Olive oil is produced from olives in Greece and olives are also a very important ingredient in Greek food. Feta cheese is popular too. It is made from sheep's milk or goat's milk and kept in water. Nuts and honey make delicious sweet treats; and I love sharing a meze – a plate of bite-sized **appetisers** – with all my family there.



## Understanding

Answer the following questions.

1. What does Annika mean by taking her heritage 'for granted'?
2. What does Annika consider lucky about her Swedish–Greek heritage?
3. What is 'Semla'?
4. What do Swedish people eat to celebrate Midsummer's Day?
5. Describe three kinds of Greek or Swedish food Annika mentions in her blog.

## Glossary

**appetisers** little samples of food served before the main meal

**heritage** things that belong to a culture which are passed on through family

**Midsummer's Day** a European celebration in the middle of summer

**seafood** food from the sea; fish and shellfish



## Writing workshop: Writing a blog

You are going to write a blog called 'My Food Culture'.

### Planning your blog

Think about information you can include about your own food culture. Think about everything you have discussed and researched so far. Make notes so that you remember to include important information.

### Writing, editing and proofreading

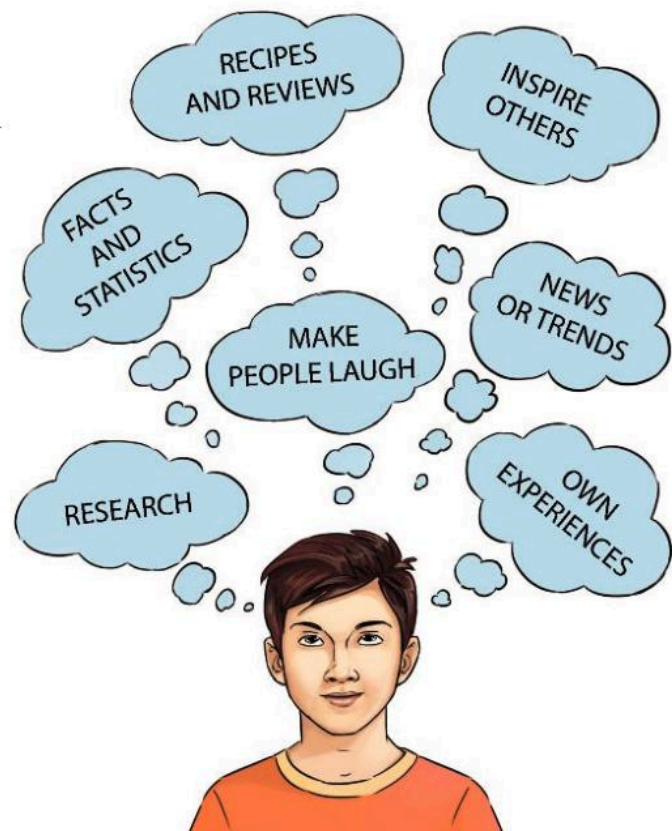
Now you can begin to write your blog. Write about 100–120 words. Think about the following:

- Develop a personal writing style, using the first person.
- Develop a tone or mood to your writing. Is it lively and fast-paced or more formal?
- Think of an audience. Who are you blogging for?

Don't forget to edit and proofread your work. Have you used:

- an appropriate style?
- the correct layout?
- correct spelling and punctuation?

Now share your blog with a partner and see if they can suggest any improvements. Remember to say what you think works well in each other's writing.



# Progress check



Answer the following questions.

1. What is 'fika'?
 

a tea and biscuits	b coffee and cake	c fruit and vegetables	(1 mark)
--------------------	-------------------	------------------------	----------
2. How many tastes does Indian food theory list?
 

a four	b five	c six	(1 mark)
--------	--------	-------	----------
3. *Heidi* is an example of what kind of text?
 

a fictional text	b non-fiction text	c informative	(1 mark)
------------------	--------------------	---------------	----------
4. What is not having breakfast compared to in Track 8.1?
 

a not taking your car to the garage	b not washing your car often enough	c not putting petrol into a car	(1 mark)
-------------------------------------	-------------------------------------	---------------------------------	----------
5. What does 'heritage' mean? (1 mark)
6. Name two special occasions that are celebrated with food. (2 marks)
7. Name three features of a blog. (3 marks)
8. Fill the gaps in the following sentences with gerunds formed from the verbs in brackets.
 




a Before _____ to school, would you mind _____ me with the washing up? (walk/help)	b After _____ a meze with my friends, I was looking forward to _____ football. (share/play)	c _____ is fun, but I don't like _____ vegetables. (cook/prepare)	(6 marks)
--	---	---	-----------
9. Make noun phrases using the following words. Include words before the noun and after the noun and then use the noun phrases in three sentences of your own.
 

cheese      cupboard      breakfast	(6 marks)
-------------------------------------	-----------
10. Complete the following sentences using the correct verb form from the brackets.
 

a It's important _____ a healthy breakfast. (eating/to eat)	b It is usual for yoghurt and muesli _____ in the morning. (to be served/to serve)	c We decided _____ eggs for breakfast. (having/to have)	(3 marks)
---	--	---	-----------

(Total: 25 marks)

## Progress assessment

				
<b>Reading skills</b>	I can understand specific information in a text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can read extended fiction and non-fiction texts with confidence and enjoyment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use noun phrases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use gerunds and the 'to' infinitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can understand the main points when someone is speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand specific information when someone is speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	I can explain and justify my own and others' point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can work with my peers to make and share theories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can write, edit and proofread written work with minimal support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use the appropriate style for a blog, with minimal support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Action plan**

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

# 9

# People who changed the world

## Explore

- the lives of ordinary people who did extraordinary things
- events that made a difference to our world

## Create

- an eye-witness account of a world-changing event
- a list of people who changed the world

## Engage

- with Nobel Prize winners past and present
- with two brothers who learned to fly

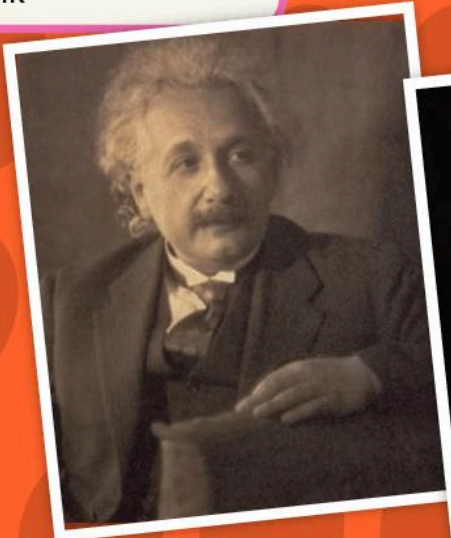
## Collaborate

- to 'interview' a famous person
- to prepare and give a class talk

## In this chapter you will:

## Reflect

- on conjunctions and past modal forms
- on conditional sentences



I have no special talent. I am only passionately curious.  
Albert Einstein, scientist

Let us remember: One book, one pen, one child, and one teacher can change the world. Malala Yousafzai, youngest ever Nobel Prize winner

Education is the most powerful weapon which you can use to change the world. Nelson Mandela, President of South Africa 1994-1999





## Thinking ahead

1. Look at the pictures on pages 136 and 137. Can you identify each person and what they have achieved?
2. Research any you don't know, and then discuss with a partner which one you think has had the greatest effect. Your teacher can help you if necessary.



## Word builder

Use the words from the word box to complete the sentences below.

dramatically      enable      process      errors

1. She read through her first draft to check for any \_\_\_\_\_.
2. Things changed \_\_\_\_\_ with the arrival of a new teacher.
3. You have to switch the machine on to \_\_\_\_\_ the changes to be made.
4. He was in the \_\_\_\_\_ of writing to his family when she called.



## Speaking

In pairs, discuss the following questions.

1. If you could, what would you change? Why? How would you like to make it happen?
2. Read through the quotations on page 136. Are Malala Yousafzai and Nelson Mandela right? Is education the way to change the world? How might that happen?



## Challenge

In this chapter you will read about people who have been awarded the Nobel Prize for their achievements. Do some research and write answers to the following questions:

1. Who was the Nobel Prize named after and when was it first awarded?
2. In what areas of achievement are Nobel Prizes awarded?
3. How often is the Nobel Prize awarded, and where are the prize ceremonies held?



## Mark Zuckerberg

Read the information below about Mark Zuckerberg, who changed the world with the creation of Facebook, then answer the questions that follow.



We live in a world that is rapidly changing, especially in the area of **communications**. Before the last decade of the twentieth century, news travelled much more slowly than it does today. National and international events were broadcast with little delay, depending on where you were and where the event had taken place, but personal news sometimes travelled more slowly. Information about family and friends was received by letter, a **lengthy** process, or by telephone, which was expensive and not available all over the world. The arrival of the Internet changed all that.

One man whose contribution to modern communication has made a world of difference is Mark Zuckerberg. In 2017, at just 32 years of age, Mark is one of the world's youngest and richest **billionaires**, largely due to his world-changing work as **co-founder** and head of the social networking group Facebook. This is the world's largest social media network, and is a means of being in touch instantly with friends, family, work colleagues . . . in fact, with anyone you like, and with all of them at the same time.

Mark began his work with computers as a schoolboy, setting up a network for his father's dental clinic, but it was as a student at Harvard that his networking career really developed, to the extent that he **dropped out of** university early to work on computer networking full time. The business that he set up at that time became Facebook.

Mark and his wife are trying to be world changers in other ways, too, and have worked to use their wealth to help others, donating hundreds of millions of dollars to health and education projects.

### Glossary

**billionaires** people with wealth of more than \$100 million

**communications** ways of sending/receiving information

**co-founder** person who, together with others, sets up a company/college/society

**dropped out of** chose to stop going to

**lengthy** very long

## Understanding

**A** Choose the correct answer to each of the following questions.

- Before the 1990s, which news travelled reasonably fast?
  - national and international
  - family
  - personal
- What caused delay in receiving family news?
  - the news was personal
  - the postal system was slow
  - long telephone calls
- When did Mark Zuckerberg start working with computers?
  - while he was at school
  - at Harvard university
  - after he left university
- Why did he leave university?
  - He didn't understand the course.
  - He spent too much time on Facebook.
  - He was too busy with his networking career.
- What do Mark and his wife donate large sums of money to?
  - health and education projects
  - social networks
  - friends and family

**B** Write two sentences explaining in your own words how Facebook was set up.

**C** Do you use social media much or not at all, and how do you think this might change in the future? Write a short paragraph under the heading 'The role of social media in my life'.



### ★ Challenge

In small groups, prepare a presentation: 'Before and after Facebook'.

Think of ways in which the differences are seen:

- in how older generations communicated with friends and relatives
- in how people keep and share details of memories and experiences.

What is the result of information being shared more quickly, more easily and with many people at the same time?

## Speaking

Imagine that you interview Mark Zuckerberg about Facebook for a television programme. In pairs, act out the interview.

## Conjunctions

We can use conjunctions to:

- **add information and ideas** (and, both . . . and, not only . . . (but) also)  
*Example: Today, communication is **not only** quicker **but also** cheaper.*
- **contrast ideas** (but, although, though, whereas, even though, even if)  
*Example: **Even though** I use social media a lot, I sometimes write letters by hand.*
- **describe reasons and results** (because, since, as, so)  
*Examples: Zuckerberg left university **because** he wanted to work on Facebook.  
I have joined Facebook, **so** it's easier to stay in touch with my friends.*
- **talk about choices and alternatives** (or, either . . . or, neither . . . nor, whether . . . or (not)).  
*Examples: You can **either** use a computer **or** a smartphone.  
I am not sure **whether** he sent a letter **or** an email.*

## Using conjunctions

**A** Fill the gaps in the following sentences with the correct word from the brackets.

1. I don't use social media very often, \_\_\_\_\_ I enjoy using Facebook. (although/since)
2. Mark Zuckerberg is \_\_\_\_\_ very famous, but also very rich. (not only/both)
3. Mark gives a lot of money to education projects \_\_\_\_\_ he wants to help others. (so/because)
4. My friend isn't sure \_\_\_\_\_ to join Facebook or not. (either/whether)

**B** Fill the gaps in the following sentences with suitable conjunctions. More than one answer may be possible.

1. The creation of Facebook was important \_\_\_\_\_ it meant people could communicate in an entirely new way.
2. In the past you could share information \_\_\_\_\_ in a letter \_\_\_\_\_ over the telephone.
3. \_\_\_\_\_ social media was invented, news often travelled more slowly.

**C** Write three sentences of your own using the conjunctions in the box.

whereas      even though      as soon as

## Remember

We can also use conjunctions to talk about:

- time and the order of events (before, after, until, when, as soon as).  
*Example: Before he went into business, Mark dropped out of university.*
- purpose (so, so that, so as, in order that).  
*Example: They gave away some of their wealth so that others could benefit.*

## Modal verbs

We often use modal verbs to say how **certain, likely or possible** something is (will/won't, shall/shan't, must, can't, should, ought to, may (not), might (not), could).

*Examples: They **must** be there by now. I **might** see you later. They **can't** be there yet.*

When we are sure something happened **in the past**, we can use **'must' + 'have' + past participle**.

*Example: Communication **must have been** faster after that.*

When we think something was possible in the past, but we are not certain, we use **'might/may/could' + 'have' + past participle**.

*Example: Mark **might have studied** at Harvard University, but I'm not sure.*

We use **'can't/couldn't' + 'have' + past participle** when we are sure something didn't happen.

*Example: I had my pen five minutes ago, so I **can't have left** it at home.*

### Remember

- We can use 'could/might/should/shouldn't' + 'have' + past participle to criticise something that someone has done or to express regrets about the past.

*Example: You **shouldn't have done that**.*

- To talk about things we expected to happen in the past, we can use 'should' + 'have' + past participle.

*Example: The book **should have arrived by now**.*

## Using modal verbs

**A** For each number in the following conversation, choose the correct verb form from the options listed below.

Ellie: My document hasn't printed. The printer ...(1)... be broken.

Jared: The paper ...(2)... run out. Have you checked?

Ellie: We ...(3)... used all the paper! I filled the tray this morning.

Jared: Some paper ...(4)... got stuck in the machine.

Ellie: You ...(5)... be right. I ...(6)... put so much in the tray.

- |                |                |            |
|----------------|----------------|------------|
| 1. must        | can            | might have |
| 2. might       | might have     | must       |
| 3. can have    | couldn't       | can't have |
| 4. might       | might have     | could      |
| 5. could       | might have     | may have   |
| 6. should have | shouldn't have | can't have |

**B** Rewrite the following sentences so they refer to the past.

1. It must take a long time to communicate by letter.
2. He should receive a Nobel Prize for his work.
3. The author of this book might be very famous.





## Track 9.1: Florence Nightingale

You are going to listen to a speech given by the Principal of a hospital at an official occasion which honours the memory of Florence Nightingale. Listen carefully to the speech and then answer the questions that follow.



### Understanding

**A** Choose the correct answer to the following questions.

- What is the occasion according to the Principal?
  - the opening of a new hospital
  - the building of a new ward
  - the opening of a new ward
- Who does the Principal thank especially?
  - people who gave money towards the ward
  - the first patients
  - everyone present
- Who gave Florence Nightingale the name 'the lady with the lamp'?
  - nurses
  - wounded soldiers
  - the committee

### Glossary

- fund** money collected for a specific purpose
- Lord Mayor** formal title of the person who governs a town or city
- midwifery** a science and profession dealing with the birth and care of babies

4. What is the connection between City Hospital and the teaching hospital Florence Nightingale founded?
  - a They have the same name.
  - b Florence Nightingale was a nurse at both hospitals.
  - c City's first nurses were trained at the teaching hospital.
5. What is a Nightingale ward like?
  - a dark and overcrowded
  - b light and airy
  - c lit by lamps

**B Listen again and then explain in your own words:**

1. Why the ward is not named after a local person.
2. Why the name Nightingale was chosen.

**C Write a brief report of the event for the local newspaper.**



## Writing

Listen again to the speech by the hospital principal. Imagine you are one of the people who donated money to the new ward. Write a short email to the hospital principal. In your email, make sure you:

- thank the Principal for his speech
- say why you gave money for the ward
- say why you like (or dislike) the name 'Florence Nightingale Ward'
- say something good about the hospital
- explain your hopes for the hospital in the future.



## Challenge

In small groups research and prepare a presentation on Florence Nightingale's contribution to the development of hospitals and nursing.

## Conditional sentences

We use **conditional sentences** to talk about real, possible or imaginary situations and the results of these situations. Conditional sentences are made up of a conditional clause (the 'if' clause) and a main clause. The main clause describes the result. When the conditional clause comes first, we put a comma before the main clause.

*Example: conditional clause (condition)*

If we raise enough money,

*main clause (result)*

we will open another ward.

We use the **zero conditional** to talk about **real** situations and results that are always or generally true. We begin the conditional clause with 'if' or 'when' and we usually use the present simple in both clauses.

*Examples: If/When water freezes, it turns to ice. I wear my winter coat if/when it snows.*

We use the **first conditional** to talk about future situations and results that we think are possible or likely to happen. We usually use **'if' + present simple** in the conditional clause and **'will' + infinitive without 'to'** in the main clause.

*Example: We'll need more nurses if we open another ward.*

## Using conditional sentences

**A** For each gap in the following sentences choose the correct verb forms, a, b or c.

- If they \_\_\_\_\_ hard, they will do well in their exams.  
a will study      b study      c won't study
- If nurses \_\_\_\_\_ their training, they become qualified.  
a complete      b will complete      c won't complete
- If we work together, we \_\_\_\_\_ the job more quickly.  
a to finish      b won't finish      c will finish
- Unless we \_\_\_\_\_ more nurses, the hospital won't have enough.  
a don't employ      b will employ      c employ

**B** Find the mistakes in the following sentences and then rewrite the sentences correctly.

- If he will make an important contribution to science, he might get a Nobel Prize.
- If she gets the job, she move to the city.
- She leaves work at seven unless they will ask her to stay late.
- If you will arrive early, wait for me.



### Remember

- We often use 'unless' instead of 'if ... not'.  
*Example: The hospital doesn't employ nurses unless they are qualified.*
- In first conditional sentences, we can use 'might' or 'can' instead of 'will'.  
*Example: If she passes her exams, she might get a job at the hospital.*
- We can also use the zero conditional to give instructions. We use an imperative verb in the main clause.  
*Example: If you see Zak, tell him to call me.*



## More conditional sentences

We use the **second conditional** to talk about present and future situations that are imaginary (not real), unlikely or impossible. To form the second conditional, we usually use **'if' + past simple** in the conditional clause and **'would/could/might' + infinitive without 'to'** in the main clause.

*Examples: If I **had** to go to hospital, I **would want** a nurse like Florence Nightingale.*

*If the wards **were** bigger, we **could treat** more patients.*

*If you **met** a Nobel Prize winner, what questions **would** you **ask**?*

We use the **third conditional** to talk about past events and situations that did not happen. To form the third conditional, we use **'if/if only' + past perfect** in the conditional clause and **'would/could/might' + 'have' + past participle** in the main clause.

*Examples: If you **had worked** harder, you **would have done** better in the exam.*

*If she **hadn't become** a nurse, she **might have** become a teacher.*

In formal language, we sometimes use 'were' instead of the past simple form 'was' in second conditional sentences.

*Example: If she **were** here now, what would she say?*

## Using more conditional sentences

**A** Match the clauses on the left with the clauses on the right. Then write out the sentences using the correct punctuation.

if Florence Nightingale was alive today

you would be impressed

if I was an inventor

if only I hadn't been so busy

I'd make a car that could fly

I'd have come to visit you

we could ask her about her life

if you saw the new ward

**B** Fill the gaps in the sentences with the correct form of the verbs in brackets to make **third conditional sentences**.

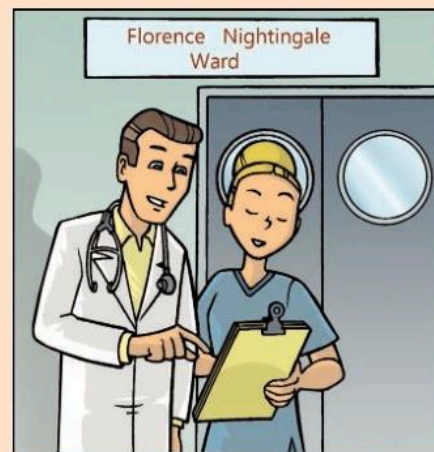
- If we \_\_\_\_\_ to the hospital today, we could \_\_\_\_\_ the new ward. (go/see)
- If you \_\_\_\_\_ Florence Nightingale, what would you \_\_\_\_\_ to her? (meet/say)
- If only I \_\_\_\_\_ harder, I might \_\_\_\_\_ a doctor. (study/become)

## ★ Challenge

We often use the expression 'If I were you, I would ...' to give personal advice.

*Example: If I were you, I would apply for the job.*

Write three sentences of your own using the expression 'If I were you, ...'.





## Five people who made a difference to the world

A class of students was challenged to choose five people who have made an important difference. For each person selected, the students were asked to list three reasons for their choice.

Here is one student's selection.

- (a) Marie Curie (1867–1934), **scientist**
- 1903, first woman to win Nobel Prize (in Physics)
  - 1911, won second Nobel Prize (in Chemistry)
  - made an important contribution to science and cancer research
- (b) Bill Gates (born 1955), **entrepreneur**
- co-founder of Microsoft, one of the earliest and most successful computer software companies
  - one of the richest people in the world
  - generous in support of charity work
- (c) Nelson Mandela (1918–2013), **statesman**
- was imprisoned for 27 years for protests against racism
  - first black president of South Africa
  - encouraged peace and was awarded the Nobel Peace Prize in 1993
- (d) William Shakespeare (1564–1616), **playwright**
- world famous writer – plays written 400 years ago remain highly popular and are frequently performed today
  - shows good understanding of human nature and character
  - an inspiration for all writers and artists
- (e) Agnes Bojaxhiu, 'Mother Teresa' (1910–1997), **humanitarian**
- spent her life caring for the poor and the sick, and worked among homeless people in India
  - founded a worldwide charity
  - awarded Nobel Peace Prize in 1979



### Glossary

**humanitarian** a person, charity or organisation that helps improve people's lives

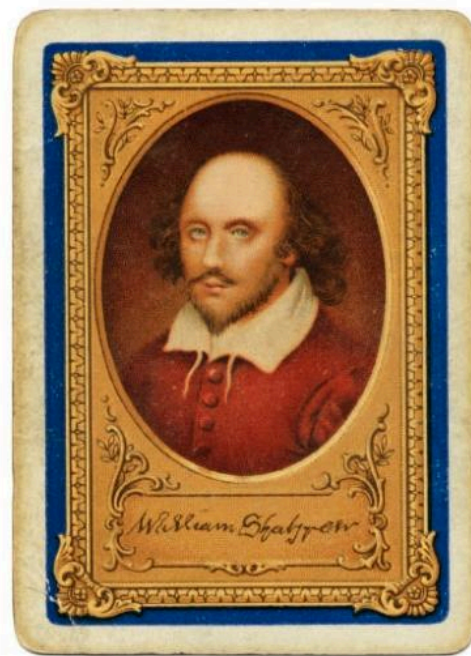
**statesman** a skilled and popular politician with many years' experience

## Speaking

**A** In pairs, read the descriptions of the people who made a difference to the world and discuss the following questions.

1. Which of the people have you heard of, and what other information do you know about them?
2. Why do you think the student chose each person?
3. Do you agree with their choices? Give reasons for your answer.

**B** Prepare your own list of three people who have made an important difference to the world. Who would you choose, and why? Discuss your choices with your partner, and then agree on a final list of three.



## Group presentation

In small groups, discuss the choices each pair made in exercise B above and produce an agreed list of three people for the group. Prepare a short talk to give to your class, explaining who is on the agreed list and why.

## Writing

Look at the photographs on this page and on page 146, which show pictures of currency, a painting, a statue, a playing card and a postage stamp. Can you think of any other ways that people who changed the world are recognised or remembered for their achievements?

Do some research to find an example from your own country and write a short summary. Think about the following:

- who have you chosen?
- what did they do that changed the world?
- how are they recognised or remembered?

Write about 40–60 words.





## Reading corner: The Wright brothers

Read the following account of two American brothers who invented one of the world's first piloted aeroplanes, and then answer the questions.



Two brothers, Orville and Wilbur Wright, had been experimenting with powered flight, using skills they had learned in their bicycle **manufacture** and sales business. They built a flying machine and looked around for a good place to attempt the first ever controlled flight in a heavier than air plane. They chose Kitty Hawk, North Carolina because the **remote** beach was soft and sandy and had strong but even sea breezes – all important for their project. After weeks of problems and delays they finally achieved their aim on 17 December 1903. The brothers took turns with limited success until the last attempt of the day. It was Wilbur's turn, as Orville describes in his journal:

It was just after 12 o'clock when the fourth flight attempt began. The machine moved up and down over the first 60 metres or so, but Wilbur had it under control after that. It was not until the machine had travelled almost 240 metres that it began to move up and down again before finally hitting the ground. We measured the distance and found that the machine had covered 259 metres during the 59 seconds it had been in flight. There was some damage to the front of the machine that would require repair, but the rest of it was in good condition. This means we should be able to take to the air again in the next couple of days.

Orville and Wilbur Wright had begun something that changed the world for ever.

## Understanding

Answer the following questions.

1. What were the brothers' names?
2. Where had the brothers learned their engineering skills?
3. Why did they choose Kitty Hawk for their attempt at flight?
4. Who was the pilot on the final flight?
5. How far did the aircraft fly on that final flight?
6. How badly damaged was the machine?

In pairs, discuss how you think the brothers were feeling at the end of that day.

## Glossary

**manufacture** to make goods, often in large numbers

**remote** far away from anywhere else



## Writing workshop: Writing a journal

Read the account of the first flight again, concentrating especially on the extract from Orville's journal. Why does it help to have an account from someone who was there?

Imagine that you are present at an important moment in history – perhaps, like Orville Wright, you are someone directly involved in the event. You are going to write your journal entry for that day.

### Planning your journal

Choose one of the world-changing events mentioned in this chapter, or a similar important event, and spend some time checking the basic facts. Think about the following:

- What would it be like to be there?
- What would you see?
- What would you hear?
- What would you say?

Begin at the point where something special happens, or is about to happen.

### Writing, editing and proofreading

Write the first draft of your journal entry. Write about 100–120 words.

When you have finished, read through your account and check for any mistakes in spelling or punctuation. Can you change anything to make it better?

Show your journal entry to a partner. Can they suggest any ways in which it can be improved?

Write your final version.



### Remember

You don't have to tell the full story. Try to describe enough to tell the reader that something special is happening. Use words that show how you feel.



### Challenge

Imagine that you just miss being present at an important event – for example, you visited Kitty Hawk and walked along the beach on 16 December 1903, only to learn later what had happened the next day.

Write a journal entry:

- saying what you nearly saw
- expressing your disappointment.

# Progress check



Answer the following questions.

1. Fill the gaps in the following sentences with words from the word box.

communications      remote      lengthy

The farm was very \_\_\_\_\_ and had no phone or Internet connection.

It was a \_\_\_\_\_ drive from the nearest town, meaning that \_\_\_\_\_  
took a long time. (3 marks)

2. Where did Mark Zuckerberg set up a computer network when he was a schoolboy? (1 mark)

3. Name two Nobel Prize winners you have read about in this chapter. (2 marks)

4. Choose the correct conjunction from the brackets to fill the gaps in the following sentences.

a I joined Facebook \_\_\_\_\_ I could stay in touch with my friends. (because/so that)

b Mother Teresa \_\_\_\_\_ cared for the poor and sick but she also helped  
homeless people in India. (both/not only) (2 marks)

5. Choose the correct modal verb from the brackets to fill the gaps in the following sentences.

a I'm not sure but he \_\_\_\_\_ have worked in France. (might/must)

b They \_\_\_\_\_ have gone by aeroplane because planes hadn't been invented then.  
(might not/can't) (2 marks)

6. What other name was Florence Nightingale also known by? (1 mark)

7. What three reasons did the hospital principal give for naming the ward after  
Florence Nightingale? (3 marks)

8. Choose the correct verb form from the brackets to fill the gaps in the following sentences.

a If only I \_\_\_\_\_ you were in hospital, I would have come to see you. (had realised/  
realised/hadn't realised)

b If the Wright Brothers \_\_\_\_\_ the aeroplane, the world might have been a very  
different place. (had invented/hadn't invented/invented)




c If I owned a plane, I \_\_\_\_\_ to Australia. (could fly/had flown/flew) (3 marks)

9. Write a sentence each about Marie Curie and William Shakespeare. (4 marks)

10. Explain in your own words what happened on 17 December 1903 at Kitty Hawk. (4 marks)

(Total: 25 marks)

## Progress assessment

				
<b>Reading skills</b>	I can understand the meaning in a text, even if it is not stated directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can recognise the attitude or opinion of the writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Use of English skills</b>	I can use conjunctions and past modal forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can use conditional sentences, including the third conditional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listening skills</b>	I can recognise the attitude or opinion of the speaker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can understand specific information in what someone is saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking skills</b>	In a discussion, I can explain and justify my own and others' point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can analyse and evaluate the views of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing skills</b>	I can write, edit and proofread written work with some support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can develop arguments, supported by reasons and examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Action plan

**Reading:** I need to \_\_\_\_\_

**Use of English:** I need to \_\_\_\_\_

**Listening:** I need to \_\_\_\_\_

**Speaking:** I need to \_\_\_\_\_

**Writing:** I need to \_\_\_\_\_

I would like to know more about \_\_\_\_\_

## Explore

- extreme weather conditions
- the effects of global warming

## Create

- a discursive article
- a summary

## Engage

- with describing an event
- with different writing styles and registers

## In this chapter you will:

## Collaborate

- to discuss holidays and weather
- to think about different ways to create energy

## Reflect

- on the weather we like or dislike
- on ways to persuade people to agree with you



The sky is blue today, Max, and there is a big long cloud, and it's stretched out, like a rope. At the end of it, the sun is like a yellow hole...

Markus Zusak, *The Book Thief*  
(Australian author)

Weather is [like] life — sometimes it's good, sometimes it's bad, and there's nothing much you can do about it but carry an umbrella or choose to dance in the rain!

Terri Guillemets (American author)

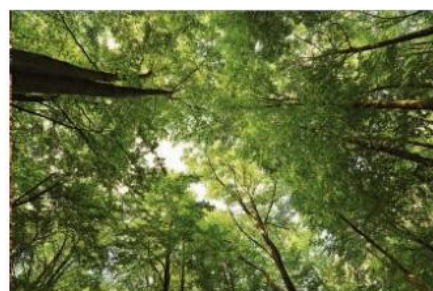
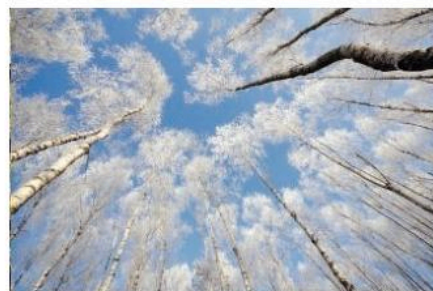
The sun always shines above the clouds. Paul F. Davis (American speaker and author)





## Thinking ahead

1. In small groups, think of as many words related to the weather as you can and write them on the board. Here are some words to help you get started: *frost, hurricane, showers, thunder, drought, dull, rainbow, flood, ice, whirlwind.*
2. Check the meaning of any new words you have not come by looking in a dictionary or online.



## Word builder

Match the word below with the correct meaning. Then use the correct words to fill in the gaps in the text below.

Climate

time of the year when certain weather happens

Humidity

weather common to a certain location

Season

how much water there is in the air

Temperature

how hot or cold something is

The weather is made up of different elements: wind, \_\_\_\_\_, pressure, \_\_\_\_\_, clouds and rainfall. When we study these elements, we can observe the changing \_\_\_\_\_ of a place, which helps us to predict the average \_\_\_\_\_ year after year.



## Speaking

With a partner, see how many sentences you can make to describe the images on page 152. You can use the words from the Thinking ahead and Word builder to help you. Then, in pairs, discuss the following questions:

1. What kind of weather do you like?
2. Do you think the weather is important? Why?

## Skills focus: Summary writing

A summary is a short account of the main points of a text. In order to write a good summary, you will need to:

1. Read the text, and then try to identify the main point(s).
2. Highlight the section(s) of the text where the main point(s) can be found.
3. Write the main point(s) as notes on a separate piece of paper.
4. Then rewrite the main point(s) in your own words, using your notes and not the original text.
5. Keep your summary short, leaving out details and examples.
6. Use synonyms to replace words. *Example: 'the beautiful woman' could be changed to 'the lovely woman'.*
7. You may need to change the grammar in your summary, so that the meaning is the same but your sentences are correct.
8. Use linking words or phrases to join ideas and sentences together.
9. Include only facts, do not include your own opinion.

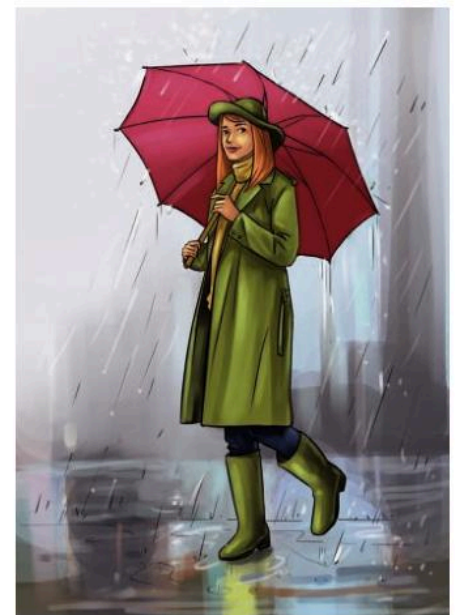
## Practising summary writing

**A** Summarise the main points in the sentences below, using as few words as possible. The first one has been done for you.

1. The sun was shining and the sky was blue, so they decided to make the most of the lovely weather and go to the beach.  
As the weather was so good, they went to the beach.
2. When I looked out of the window, I noticed that the rain was falling heavily outside. I decided to go out anyway, but made sure to take my coat, umbrella and hat.
3. We sat underneath the large green palm trees with huge leaves so we could be in the shade from the strong sun.

**B** Re-write the following sentences, changing the grammar but keeping the meaning the same. The first one has been done for you.

1. They said to me "Why are you walking down the lane by yourself in this weather?"  
They asked me why I was walking down the lane in this weather.
2. The road has been closed for a few hours as it has been raining so heavily.
3. He said "What is the weather forecast tomorrow? If it's fine, we can go out for the day."



- C** Join the following sentences together using linking words or phrases from the box. You may need to change the grammar for your sentence to be correct. The first one has been done for you.

but      because      although      as

- It had rained earlier. There were deep puddles in the road.  
There were deep puddles in the road **as** it had rained earlier.
- The train is delayed. The weather is terrible.
- Some scientists chase hurricanes to find out more about them. It is very risky to chase hurricanes.
- There are some disadvantages for the new weather forecast system. I think it would be better to use the new weather forecast system.

### Remember

Here are some examples of linking words: firstly, secondly, finally, and, but, because, however, moreover, therefore.



## Writing a summary

Read the following article on hurricanes then write a summary of 80-100 words in your own words. Your summary should include any information that you think is important about hurricanes.

### What is a hurricane?

The words 'hurricane', 'typhoon' and 'cyclone' are different words which describe the same thing: a large tropical storm with very strong winds. Hurricanes are most common in the western Atlantic Ocean, between June and November, and in the eastern Pacific Ocean, between May and November. Usually, hurricanes happen over the sea: they move from place to place getting stronger as they gather heat and energy from warm ocean water. The 'eye', or centre of the storm, is the calmest part and the heavy rain, strong winds and large waves around the eye can cause serious damage if they reach land.

There are three main stages for each hurricane. The first is a tropical wave, a low air pressure which moves west and causes clouds, rain and strong winds. The thunderstorms then get heavier, with downpours of rains and very strong winds. During the final stage, the winds turn into a cyclone: at this point, wind speeds exceed 180 km/h and can reach up to 320 km/h.

Hurricanes are given names so that we can tell them apart. Historically, hurricanes were named using women's names, but in 1979 it was decided that men's names should be used as well. Today, the World Meteorological Organisation (WMO) names hurricanes alphabetically with names taken from six lists: each new hurricane in a year takes the next name on the list, and the list changes every year. After six years, the names start again with the first list.

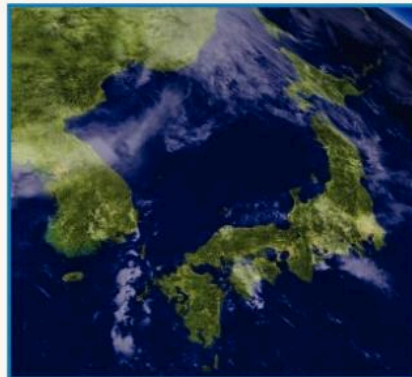


## Extreme weather: tsunamis

Read the leaflet below on tsunamis, then answer the questions that follow.

### What is a tsunami?

A tsunami is a series of huge waves called 'a wave train' which is usually the result of an underwater volcano or earthquake, or sometimes both. 'Tsunami' is a Japanese word which translates as 'harbour wave'. Tsunamis are most common in the Pacific Ocean near Japan. The earthquake or volcano hits the water on the floor of the sea, causing very strong waves. As the waves reach **shallower** water, they slow down and become closer together, and their height increases.



It is difficult to predict when a tsunami will hit, except by **monitoring** the sea for earthquakes and volcanoes. Another way in which we can anticipate a tsunami is by **observing** nature. When a tsunami is approaching, the sea begins to go out more than normal and the local wildlife, particularly birds, will start to leave the area in search of high ground.

While more research is needed to understand tsunamis, the most important action we can take now is to make sure communities are informed of the risks and educated on what to do in the event of a tsunami warning. Research has shown that 65% of the population of Japan, for example, feels unprepared for a tsunami.

So what can we do to be prepared for a tsunami? In some countries, people can sign up to receive tsunami **alerts** on their mobile phones. People are advised to keep a mobile phone with them at all times so that they receive the alerts and so that they can contact someone in an emergency. It is important to act immediately if a tsunami alert is received: people are advised to move away from the coast, as far as possible and as high as possible. Often, a second, even larger wave will hit after the first one, so it is best to wait until a clear **signal** has been received before returning to the area.





## Word builder

Match each word below with its correct meaning.

volcano  
shallower  
monitoring  
observing  
alerts  
signal

not as deep  
watching  
checking  
message telling someone what to do  
mountain or hill from which ash and lava is pushed out  
warnings

## Understanding

Answer the following questions using as few words as possible.

1. What is a tsunami usually the result of?
2. Where does the word 'tsunami' come from?
3. Where are tsunamis most common?
4. Give one example of a way that is used to help predict a tsunami.
5. What do you think the word 'anticipate' means?
6. In addition to more research, what does the leaflet suggest is needed immediately?
7. Give two examples of actions that people can take in the event of a tsunami.
8. Why is it important to wait for a signal before returning to an area?



## Writing a summary leaflet

Now use the information from the article on page 156 to write a short leaflet explaining:

- what a tsunami is
- how we can predict a tsunami
- what we can do to best prepare for a tsunami.

Your leaflet should be clear and concise, and 100–120 words.

## Skills focus: Descriptive writing

When writing to describe, we help the reader imagine the scene, using:

- 1. sensory description:** describing what we see, hear, smell, taste and feel

*Example: As I was swimming, I could taste the salt water on my lips and I could feel the soft sand under my feet.*

- 2. powerful adjectives and adverbs:** make our text more interesting for the reader.

*Example: The lady came to me as I picked up her umbrella from the floor.*

*becomes*

*Dressed in a smart black coat, the lady walked slowly towards me as I picked up her fallen umbrella.*

- 3. similes:** compare one thing to another using 'like' or 'as'.

*Example: The sun shone like a light or The sun was as bright as a light.*

## Practising descriptive writing

- A** Rewrite the following sentences using sensory or powerful words from the word box. The first one has been done for you.

deep blue	beautiful	crystal clear	rainbow colours
relaxed	multi-coloured	terrified	thrilled
perfect	peaceful	touch	taste
golden yellow	smell	storm	wind
anxious	dirty	dreadful	lovely

- I went to a nice island last year. Last year, I went to a beautiful island with golden yellow sand and crystal clear sea.
- I didn't like my holiday last year.
- The weather was good; I was happy.
- The weather was bad and I stayed home.
- The storm made me feel scared.

- B** Rewrite the phrases below into your own sentences, using descriptive writing. The first one has been done for you.

- rain shower: I could taste the bitter rain as it fell around me.
- clouds grey and white

3. sea waves and blue
4. sand yellow smooth
5. thunder and lightning

**C** Complete each simile with your own words. The first one has been done for you.

1. The rain was falling from the sky like a waterfall.
2. The sun was as yellow as \_\_\_\_\_
3. The clouds were as dark as \_\_\_\_\_
4. The storm clouds were gathering like \_\_\_\_\_
5. The wind was as strong as \_\_\_\_\_



## Writing a description



You have just returned from a day at the beach after a thunderstorm. Write an email to a friend telling her/him about your experience.

In your email you should:

- explain to your friend why you came home.
- describe the storm – what did you see and hear?
- invite your friend to join you at the beach tomorrow.

Your email should be 120–150 words. The pictures above may give you some ideas, and you should try to use some ideas of your own.



## Track 10.1: A holiday to Tonga Island

You are going to hear four recordings about Tonga Island. Listen to the recordings and then answer the questions from the recording.



## Word builder

Listen carefully to the recordings then choose the correct word from the word box to complete the phrases from the recording.

relaxing    impressive    silky    indulge    isolated    crystal

1. \_\_\_\_\_ yourself
2. \_\_\_\_\_ soft sands
3. \_\_\_\_\_ clear waters
4. \_\_\_\_\_ thunder storms
5. \_\_\_\_\_ on our beautiful beaches
6. \_\_\_\_\_ gardens.



## Understanding

Listen to each recording again then answer the questions below using as few words as possible.

1. **a** Where is Tonga?  
**b** How many different islands are there in Tonga?
2. **a** What is Nuku'alofa known as?  
**b** As well as drinking water, what does the speaker recommend doing when going outside?
3. **a** Give two examples of things you can visit in Tonga.  
**b** Why doesn't the tourist want to take a diving trip?
4. **a** What was Naima's favourite part of the trip?  
**b** When is Sara planning to go back to Tonga?



## Speaking

Think about a place near you that your partner might like to visit:

- Describe the place to your partner — try to persuade them to visit.
- What is the weather like in that place?
- What time of year is it best to visit?

## Track 10.2: Global warming

You will hear a student giving a talk on the effects of global warming. Listen to the speech and make notes, writing one or two words only in each gap.



### **Notes on global warming**

#### *Consequences*

1 Temperature has ...(1)... nearly 1°C worldwide.

- Places which usually get ...(2)... are drier and warmer.
- Hot countries are even ...(3)...

2 Ice melting

- leads to higher sea ...(4)...
- could lead to cities by the sea ...(5)...
- ...(6)... might disappear

3 Animals risk dying out

- not enough ...(7)...
- loss of their ...(8)... or home
- polar bears facing extinction

4 Risk to people as well as animals

- ...(9)... won't grow, so less food
- more ...(10)... and forest fires

For more information about next event, see your student representative.

## Global warming

You will discuss global warming and what we can do to help. Start by completing the Word builder activity then, working in pairs, complete the Speaking activity below.

## Word builder

Match the word with the correct meaning.

global warming  
solar energy  
wind turbines  
recycling

using the wind to create electricity by turning blades  
using the sun to create energy  
using materials again after you have finished with them  
the rising of the Earth's temperature

## Speaking

In pairs, research each of the terms in the Word builder and make notes on the pros and cons of each. Then, read the comments below about global warming and discuss whether you agree or disagree.



I think we should invest in making energy from our weather – we can already create energy from the sun, wind and water. Coal and oil will run out in the future, so we need to look for other energy sources.



I don't think we need to worry – we have enough resources to keep us going for some time. We are discovering new energy sources every day.



We need to plant more trees, look after nature and recycle – the rest will follow by itself.

## Skills focus: Discursive writing

To write an effective essay, you will need to think about:

1. **Style** – Use the correct layout for the piece of writing, for example, an article will need a beginning, a middle and an end.
2. **Register** – Decide if your writing is formal or informal. An article or a report will need more formal language, while a blog can use informal language.
3. **Tone** – Think about the mood you are communicating in your writing, and who your audience is. Are you angry about what you're writing about? Are you trying to be persuasive?
4. **Organisation** – Make sure to write in paragraphs, using linking words, and use a range of punctuation.
5. **Position** – Are you writing a balanced argument or are you taking a side?
6. **Topic sentence** – Make sure that your main point is clear, and that you use examples and evidence to support your point.

## Writing checklist

**Choose one of the arguments from the Speaking activity on page 162 and, using the guidelines above, write a discursive article on the subject. Now exchange your work with a partner, and check each others' work using the following checklist:**

- Is there an introduction, a conclusion and paragraphs for each main point? Put a number next to each paragraph.
- Is it clear what the main points are? Underline what you think are the main points.
- Has your partner used clear evidence and examples to support the main points? If so, highlight these with a coloured pen.
- Has your partner used linking words to make their writing clear? Circle all the examples you can find.
- Is the tone formal or informal? Write an 'F' for formal and a 'I' for informal.
- Do you know what your partner's position is? Write this using your own words.

**Now return the work to your partner, and look at their assessment of your work. What did you do well? What could be improved?**

## Reading and usage

### Questions 1 – 5

Read the following text and for each number select the correct word from the list below.

The sweet factory always tested new products carefully and had a small group of regular helpers who gave their opinion of any new sweet **(1)** it was offered to customers. Nobody knew how Pablo came to be one of this team of testers but he was considered to be the best tester, so his thoughts on new items were **(2)** welcome. He was proud that one new chocolate bar was named **(3)** him. It was called 'Pablo's Pick' and was unusual in that it had just a taste of chilli in the chocolate. It **(4)** Pablo of the chillies his father grew. A few customers enjoyed it very **(5)** but it was never very popular. It was Pablo's favourite, of course.

- |          |          |         |        |           |     |
|----------|----------|---------|--------|-----------|-----|
| <b>1</b> | as       | before  | after  | unless    | [1] |
| <b>2</b> | always   | never   | seldom | sometimes | [1] |
| <b>3</b> | by       | with    | from   | after     | [1] |
| <b>4</b> | remained | removed | minded | reminded  | [1] |
| <b>5</b> | little   | more    | less   | much      | [1] |

**Questions 6 – 10**

Complete the message a mother left for her teenage son.

For questions 6 – 10, choose ONE word for each space.

Hi Remi,

I hope your guitar lesson went ..... (6) ..... and that you had a good day at school.

Unfortunately I have had to go out for a few ..... (7) ..... to take Dirk to his doctor's appointment. We'll have our evening meal when we get back, but if you ..... (8) .....

hungry, you will find a rice cake ..... (9) ..... the fridge. Do help yourself. If your grandma calls, tell ..... (10) ..... I'll be home in half an hour.

Lots of love,

Mum

[Total: 5 marks]

**Questions 11 – 13**

Complete the conversation between two friends about some maths homework. What does Nikki say to Fran?

For questions 11 – 13 select the correct letter, **A – D** from the answers provided. There is one answer you will not need to use.

*Fran:* What were we supposed to measure?

*Nikki:* 11 ..... [1]

*Fran:* How far do you think it is?

*Nikki:* 12 ..... [1]

*Fran:* How do you get that answer?

*Nikki:* 13 ..... [1]

- A** By subtracting the distance to the third post from the total.
- B** The distance between the first two posts.
- C** It needs to be handed in on Wednesday.
- D** Twenty-five metres and ten centimetres.

## Questions 14 – 16

Look at the text in each question. What does it say?

Select the correct letter **A**, **B** or **C**.

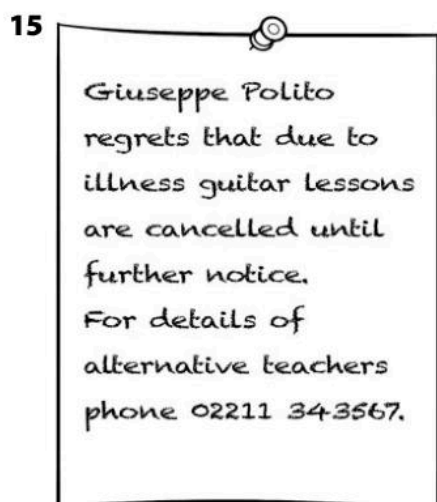


**A** The road is closed at night so you must use a different route.

**B** In the morning you must use a different route.

**C** The road is open at night and closed during the day.

[1]

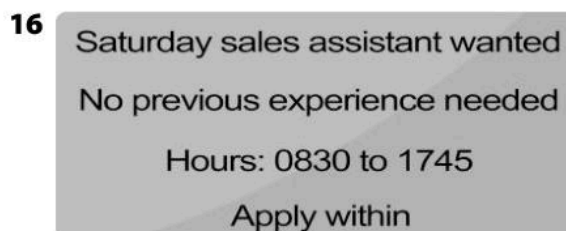


**A** Giuseppe's guitar teacher is ill so he is looking for another one.

**B** If you wish for guitar lessons with Giuseppe Polito, phone 02211 343567.

**C** Giuseppe cannot teach you but you can phone 02211 343567 to find another teacher.

[1]



**A** There is a part-time job available for someone with the right experience.

**B** There is a part-job available for anyone.

**C** The job is every day from half past eight to a quarter to six.

[1]

## Questions 17 – 19

Carlos, Sumei and Alexis each borrow three books from the library.

Read the descriptions of the books below, and then decide which books are borrowed by each person.

For questions 17 – 19, choose the correct letter (A – D).

There is one answer you will not need to use.

<b>17</b>

[1]



Carlos is studying Physics, Chemistry and Maths. He wants to be a doctor.

<b>18</b>

[1]



Sumei is musical and is studying Modern Languages, Geography and Music.

<b>19</b>

[1]



Alexis is sporty and is studying History, English and Sports Science.

### Books borrowed from the library

- A** This person read the back of *Get Fit: Play Better* before deciding to borrow it, having already chosen *Mexico from 1500 to the Present* and *Shakespeare's Plays* from their reading list.
- B** This person had already borrowed *Birds of North America* but wanted to borrow it again, along with the latest editions of *Modern Architecture* and *Photography for Beginners*.
- C** This person spent a long time looking at the pictures inside *Antarctica through the Year* and then remembered just before the library closed that they also needed copies of *Deutsch: Englisch/English: German Dictionary* and *Famous Orchestras*.
- D** This person found *Solving Famous Equations* straight away but needed help from the librarian to find both *Your Body* and *E = MC<sup>2</sup>*.

## Questions 20 – 22

Read the text and questions below.

For each question, select the correct letter **A**, **B**, **C** or **D**.

Hi Jayne,

I am so pleased to hear that you have been chosen to play in the Youth Orchestra for their concert on 10 March. Unfortunately I'll be away that week and so won't be able to come. The trumpet is a wonderful instrument to play, as your grandfather would have told you. He played his trumpet all his life, even when he was quite old! He would have been so proud of you.

Lots of love,

Grandma

**20** Why is Jayne's grandmother writing to her?

- A** to book tickets for a concert
- B** to say she will not be at the concert
- C** to congratulate Jayne on her choice of instrument
- D** to tell her that her grandfather is getting old

[1]

**21** What is happening on 10 March?

- A** Jayne's grandmother is visiting her.
- B** It is the day Jayne will be visiting her grandparents.
- C** Jayne is going to start trumpet lessons.
- D** It is the day of the Youth Orchestra concert.

[1]

**22** Why would Jayne's grandfather have been proud of her?

- A** because she likes the trumpet
- B** because he played the trumpet all his life
- C** because she has been selected to play in the Youth Orchestra
- D** because the trumpet is a wonderful instrument

[1]



## Writing

### Questions 1 – 3

For questions 1 – 3, complete the second sentence so that it means the same as the first sentence.

Use no more than three words.

Write only the missing words.

#### Example:

0 This year, I learned how to play chess.

This year, I was taught how to play chess.

1 My chessboard is made out of wood and has black and white squares.

My chessboard is wooden and has squares \_\_\_\_\_ are black and white. [1]

2 Chess is thought to be from India originally.

It is thought that chess \_\_\_\_\_ from India originally. [1]

3 I lost my first game in nine moves so need to play better next time.

I need to play better next time \_\_\_\_\_ I lost my first game in nine moves. [1]

### Question 4

A new sports centre has just opened in your town. You would like your English friend Daniel to go there with you this evening.

Write an informal email to Daniel and tell him:

- where the new sports centre is
- why you would like to go
- what time he should meet you and where.

Write 35 – 45 words in your notebook. [10]

### Question 5

In your English class, you have been talking about the environment. Your teacher has asked you to write this essay:

*Our local environment is more important than the global (world) environment.*

Write your essay in 100 – 120 words in an appropriate style in your notebook. [20]

## Listening

### Questions 1 – 3

You will hear three short conversations between Mum, Dad, Maria and Stephanos.

For each question, there are three pictures and a short recording.

Choose the correct picture **A**, **B** or **C**.

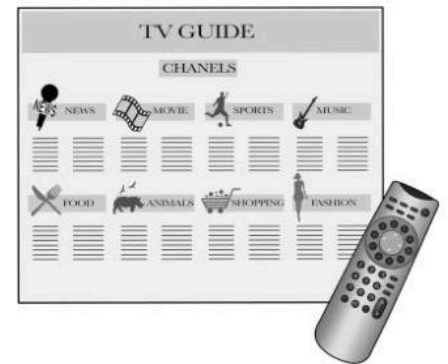
1 What is the family discussing?



**A**



**B**



**C**

[1]

2 Which of the following does Stephanos want to be near?



**A**



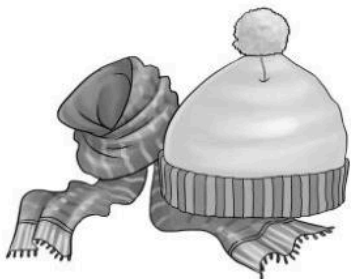
**B**



**C**

[1]

3 What kind of climate do Maria and Stephanos want for their holiday?



**A**



**B**



**C**

[1]

Questions 4 – 6

You will hear a conversation between Demi and Kyle, who are discussing how to get to school.

Listen to the short recording and answer the three questions below.

Choose the correct picture **A**, **B** or **C**.

4 What direction does Kyle need to turn at the end of the street?



A



B



C

[1]

5 What building will Kyle pass?



A



B



C

[1]

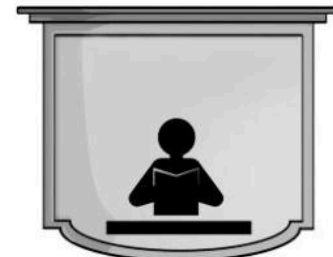
6 What sign will he see before the school gates?



A



B



C

[1]

**Questions 7 – 9**

You will hear a phone conversation between Anthony and his sister Vanessa, who are choosing a restaurant to eat in.

For each question, choose the correct answer **A**, **B** or **C**.

---

- 7** Why does Anthony want to go out to eat tonight?
- A** He has been working all day.
  - B** He has been shopping all day.
  - C** He has been inside all day. [1]
- 8** What did Anthony and Vanessa eat last time they went to the restaurant?
- A** melon and fruit salad
  - B** fruit salad and garlic bread
  - C** melon and garlic bread [1]
- 9** Why is Anthony going to Vanessa's house early?
- A** They have a long way to travel.
  - B** They have to catch up on their news.
  - C** They want to travel together. [1]

**Questions 10 – 13**

You will hear a conversation between Anna and her husband Andrew, who are deciding where to hang a picture.

For each question, choose the correct answer **A**, **B** or **C**.

---

- 10** The picture was
- A** bought by Anna.
  - B** bought by Andrew.
  - C** a gift. [1]
- 11** Why does Anna want the picture to be in the lounge?
- A** so everyone can see it
  - B** it is too big for the bathroom
  - C** it is too small for the other rooms [1]

12 Where do Anna and Andrew decide put the picture?

- A by the chair
- B by the table
- C by the lamp

[1]

13 Why does the picture fit in with the blue colour in the lounge?

- A It is a picture of a river.
- B It is a picture of a lake.
- C It is a picture of the sea.

[1]

### Questions 14 – 18

You will hear a travel agent telling a customer the details of their holiday in Spain.

For each question, decide what information is missing from the numbered space, and write your answers in your notebook.

#### Happy Holidays Travel Company

##### Travel information

- Arrival at Charles de Gaulle Airport for ..... (14).....

##### Transport to the airport

- Car parking:
  - Cost: 20 euros a day or 100 euros a week
- Shuttle bus: departs every ..... (15)..... from the bus station in central Paris
  - Cost: 8 euros adult, 4 euros child
- Train: from Gare du Nord on the ..... (16).....
  - Cost: ..... (17)..... euros adult, 7 euros child (4–9)

##### Flight information

- Plane: Charles de Gaulle, Paris
  - Departs: 11 a.m.
  - Arrival: Alicante, Spain 1.10 p.m.

..... (18)..... to hotel: 30 minutes by air-conditioned bus.

[Total: 5 marks]

**Questions 19 – 24**

You will hear a radio discussion with Ayesha, a student from New Zealand, about a book she has recently finished reading.

For each question, choose the correct answer **A**, **B** or **C**.

---

- 19** Charlie was able to visit the chocolate factory
- A** as a school visit.
  - B** by buying a ticket.
  - C** by winning a golden ticket in a chocolate bar. [1]
- 20** The Oompa-Loompas are characters in the book that
- A** help Wonka run the factory.
  - B** sell tickets.
  - C** advertise the factory. [1]
- 21** Augustus, Violet, Verruca and Mike had to leave the factory
- A** because they didn't have a golden ticket.
  - B** because the great glass elevator took them home.
  - C** because they got into trouble. [1]
- 22** Which of the following comments reflects Ayesha's feelings about reading the book?
- A** I was surprised with how much I enjoyed reading the book.
  - B** I was surprised that I didn't like reading the book.
  - C** I was surprised that I didn't like the characters more. [1]
- 23** How does Ayesha feel about books?
- A** They can help you relax.
  - B** They can take you to another world.
  - C** They can help you sleep at night. [1]
- 24** Which of the following statements would Ayesha say about the end of the book?
- A** It was great to see Charlie so happy at the end of the book.
  - B** It was great to see Charlie reunited with his family at the end of the book.
  - C** It was great to see Charlie learning from his experience. [1]

## Forming comparative and superlative adjectives

Adjective	Rule	Examples
one syllable (most)	add -er or -est	warm → warmer → warmest
one syllable ending with a silent -e	add -r or -st	large → larger → largest
one syllable ending with a consonant + vowel + consonant	double the final consonant and add -er or -est*	big → bigger → biggest
one or two syllables ending with -y	change -y to -i and add -er or -est	lucky → luckier → luckiest
two syllables, not ending with y (many)	use 'more' or 'most' + adjective**	careful → more careful → most careful
adjectives with three syllables or more	'more' or 'most' + adjective	interesting → more interesting → most interesting

\* Exception: We don't double the final consonant when an adjective ends in -w or -y. *Examples:* slower/ slowest, greyer/greyest.

\*\* With some two-syllable adjectives, we can use 'more/most' or add '-er/-est'. *Examples:* cleverer/more clever/cleverest/most clever; simpler/more simple/simplest/most simple; politer/more polite/politest/most polite.

## Forming comparative and superlative adverbs

Adverb	Rule	Examples
adverbs ending with -ly	use 'more' or 'most' + adverb	carefully → more carefully → most carefully
short adverbs that do not end with -ly	add -er or -est if the adverb ends in -e, add -r or -st	fast → faster → fastest late → later → latest

## Irregular comparatives and superlatives

Adjective/adverb	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much	more	most
little (quantity)	less	least
far	farther/further	farthest/furthest

**Verb forms****Present simple**

Positive	I/you/we/they walk	He/she/it walks
Negative	I/you/we/they don't walk	He/she/it doesn't walk
Question	Do I/you/we/they walk?	Does he/she/it walk?

**Present continuous**

Positive	I am walking	He/she/it is walking	You/we/they are walking
Negative	I'm not walking	He/she/it isn't walking	You/we/they aren't walking
Question	Am I walking?	Is he/she/it walking?	Are you/we/they walking?

**Past simple**

Positive	I/you/he/she/it/we/they walked
Negative	I/you/he/she/it/we/they didn't walk
Question	Did I/you/he/she/it/we/they walk?

**Past continuous**

Positive	I/he/she/it was walking	You/we/they were walking
Negative	I/he/she/it wasn't walking	You/we/they weren't walking
Question	Was I/he/she/it walking?	Were you/we/they walking?

**Present perfect simple**

Positive	I/you/we/they have walked	He/she/it has walked
Negative	I/you/we/they haven't walked	He/she/it hasn't walked
Question	Have I/you/we/they walked?	Has he/she/it walked?



**Present perfect continuous**

Positive	I/you/we/they have been walking	He/she/it has been walking
Negative	I/you/we/they haven't been walking	He/she/it hasn't been walking
Question	Have I/you/we/they been walking?	Has he/she/it been walking?

**Past perfect simple**

Positive	I/you/he/she/it/we/they had walked
Negative	I/you/he/she/it/we/they hadn't walked
Question	Had I/you/he/she/it/we/they walked?

**Past perfect continuous**

Positive	I/you/he/she/it/we/they had been walking
Negative	I/you/he/she/it/we/they hadn't been walking
Question	Had I/you/he/she/it/we/they been walking?

**Future continuous**

Positive	I/you/he/she/it/we/they will be walking
Negative	I/you/he/she/it/we/they won't be walking
Question	Will I/you/he/she/it/we/they be walking?

**Future perfect**

Positive	I/you/he/she/it/we/they will have walked
Negative	I/you/he/she/it/we/they won't have walked
Question	Will I/you/he/she/it/we/they have walked?

## Passive forms

We form the passive with a form of 'be' and the past participle of the main verb.

Tense	Passive	Example
Present simple	'am/is/are' + past participle	Reports are given out at the end of term.
Present continuous	'am/is/are being' + past participle	The posters are being printed this week.
Past simple	'was/were' + past participle	My new computer was delivered yesterday.
Past continuous	'was/were' + 'being' + past participle	The carpets were being cleaned when I arrived.
Present perfect	'has/have' + 'been' + past participle	He has been given an award.
Past perfect	'had' + 'been' + past participle	The decision had already been made by then.
Future (will)	'will be' + past participle	Lunch will be served in the canteen.
Future perfect	'will' + 'have' + 'been' + past participle	The emails will have been sent by the end of the day.

## Forming verbs + -ing

Verb	Rule	Examples
most verbs	add -ing	look → looking
verbs ending with consonant + -e	remove the -e and add -ing	move → moving
verbs ending with -ee	add -ing	agree → agreeing
verbs ending with consonant + vowel + consonant	double the final consonant and add -ing*	stop → stopping
verbs ending with -ie	change -ie to -y and add -ing	lie → lying

\* Exceptions: (1) We don't double a final -w or -x. *Examples:* flow → flowing, fix → fixing. (2) We do not double the consonant when the last syllable is not stressed. *Example:* order → ordering.

## Forming verbs + ed

Verb	Rule	Examples
most verbs	add -ed	look → looked
verbs ending with -e or -ee	add -d	move → moved
verbs ending in consonant + y	change -y to -i and add -ed	study → studied
verbs ending in consonant + vowel + consonant	double the final consonant and add -ed*	stop → stopped prefer → preferred agree → agreed

\* Exception: We do not double the consonant when the last syllable is not stressed. *Example:* order → ordered.

## Tense changes in reported speech

Tense change	Direct speech → reported speech
present simple → past simple	“I <b>want</b> to read the article.” → She said (that) she <b>wanted</b> to read the article.
present continuous → past continuous	“I <b>am reading</b> a good book.” → He said (that) he <b>was reading</b> a good book.
past simple → past simple/past perfect	“They <b>arrived</b> on time.” → She said (that) they <b>arrived/had arrived</b> on time.
present perfect → past perfect	“I <b>’ve lost</b> my phone.” → He said (that) he <b>had lost</b> his phone.
past continuous → past perfect	“I <b>was writing</b> an essay.” → He said (that) he <b>had been writing</b> an essay.
present perfect continuous → past perfect continuous	“I <b>have been waiting</b> for ages.” → She said (that) she <b>had been waiting</b> for ages.
past perfect → past perfect (no change)	“We <b>had finished</b> our meal.” → They said (that) they <b>had finished</b> their meal.
will/shall → would	“We <b>’ll see</b> him on Monday.” → They said (that) they <b>would</b> see him on Monday.
can → could	“She <b>can</b> speak English very well.” → He said (that) she <b>could</b> speak English very well.
may → might	“I <b>may</b> be late.” → He said (that) he <b>might</b> be late.
must → must/had to	“I <b>must</b> go.” → She said (that) she <b>must/had to</b> go.

Remember: (1) We do not change the following modal verbs in reported speech: would, could, might, should, ought to. (2) We do not need to change the tense if the reporting verb is in the present. (3) We do not need to change the tense if the original statement was about something that is still true. *Example:* “The capital of Italy is Rome.” → He told us that the capital of Italy is Rome.

**abstract noun** a noun that refers to an idea, quality or concept that cannot be seen or touched (examples: happiness, truth, beauty). *See also* concrete noun.

**active** verbs are active when the subject of the sentence (the agent) does the action. (Example: He *cleaned* the windows this morning.) *See also* passive.

**adjective** a word that gives more information about a noun. (Example: They live in a *big* house.) *See also* compound adjective.

**adverb** a word that is used to add to the meaning of a verb, adjective or another adverb. (Examples: She speaks English *well*. He is *very* tall. He spoke *really* loudly.) We use sentence adverbs to add emphasis to a particular part of a sentence, or to express a comment or opinion about a whole sentence. (Examples: We all enjoyed ourselves, *especially* Zak. *Unfortunately*, we'll be late.)

**auxiliary verb** a verb (a form of 'be', 'have' or 'do') that is used with a main verb to form tenses, passive forms and questions. (Examples: She *is* eating her lunch. She *has* eaten her lunch. Her lunch *was* eaten. *Did* she eat her lunch?) *See also* modal verb.

**base form** *See* infinitive.

**causative form** a form such as 'have/get something done' used when someone else does something for us or another person. (Example: I *get my hair cut* every three months.)

**clause** a group of words that contains a verb and usually some other words, too. (Example: I went to school.) *See also* main clause, conditional clause, relative clause.

**command** an order to do something. (Example: Stop talking.) *See also* imperative.

**comparative** the form of an adjective or adverb that is used when comparing things. (Examples: You are *taller* than me. Mara works *harder* than Jamal.)

**compound adjective** an adjective made up of two or more words. (Example: She is a *prize-winning* writer).

**compound noun** a noun made up of two or more words (examples: haircut, swimming pool).

**concrete noun** a noun that refers to something that can be seen or touched (examples: school, house, apple). *See also* abstract noun.

**conditional clause** a clause that describes something that must happen in order for something else to happen. Conditional clauses usually begin with 'if' or 'unless'. (Examples: *If water freezes*, it turns to ice. *If I see her*, I

will tell her what you said. *If I had more money*, I would buy a new computer. *If I hadn't missed the bus*, I would have arrived on time).

**conjunction** a word that is used to link words or parts of a sentence, such as 'and', 'but', 'since' and 'as'.

**continuous form** a verb form used to describe an action that continues over a period of time. We make continuous forms using a form of the verb 'be' with the present participle of the main verb. To change the tense, we change the form of 'be'. (Examples: I *am eating* my lunch. He *was reading* his book. She *has been doing* her homework. When we arrived, he *had been waiting* for two hours. They *will be arriving* soon.)

**contraction** a shortened form of a word or group of words. An apostrophe is used to show where letters have been missed out (examples: I'm [I am], you're [you are]).

**countable noun** a noun that refers to something that can be counted. Countable nouns have singular and plural forms (examples: planet/planets, book/books).

**determiner** a word that is used before a noun and forms part of a noun phrase (examples: a/an, the, this, some, many, this, that, these, much, your). *See also* pre-determiner, quantifier.

**direct speech** the words spoken by someone and quoted in writing. To indicate direct speech, we use inverted commas, or speech marks. (Example: She said, "*I will see you tomorrow.*") *See also* reported speech.

**embedded question** a question that is included in a statement. (Example: I don't know what time it is.)

**future** a verb form used to refer to something that has not yet happened. To talk about something that has been arranged in the future, we often use the present simple or present continuous. (Examples: My piano lesson *is* at 4 o'clock. I *am having* a piano lesson tomorrow.) Other future forms include 'will', 'be going to', the future continuous and the future perfect.

**future continuous** *See* continuous form.

**future perfect** a verb form used to talk about the future. We use the future perfect (will + have + past participle) to talk about actions that will have been completed by a particular time in the future. (Example: I *will have finished* my homework by 4 o'clock.)

**gerund** a present participle of a verb (-ing form) when it is used as a noun. (Example: I like *reading*.) *See also* -ing form.

**imperative** a verb form that expresses a command or instruction. (Examples: *Be* quiet. *Close* the door.)

**indirect question** a question that is included in another question. (Example: Could you tell me what time it is?)

**infinitive** the base or most simple form of a verb (examples: read, be). The infinitive with 'to' is 'to' + base form (examples: to read, to be).

**-ing form** the present participle form of a verb ending in -ing. We use the -ing form in continuous forms. (Example: I *am reading* a book.) We also use -ing forms as nouns (gerunds). (Example: I like *reading*.) We also use some -ing forms as adjectives. (Example: This is an *exciting* book.)

**intensifier** an adverb used to strengthen the meaning of a word (examples: *extremely* tall, *absolutely* tiny).

**irregular** an irregular word does not follow the normal rules. Irregular nouns do not have plurals that end in -s (examples: man → men, child → children). An irregular verb does not have a past tense and past participle that end in -ed (examples: go → went/gone, be → was/were/ been). *See also* regular.

**main clause** a group of words that contains a subject and a verb and can stand alone as a complete sentence. (Example: *Mia was reading the book* that she borrowed.)

**main verb** the verb that expresses the main meaning in a clause (unlike an auxiliary verb). Main verbs can be used with or without an auxiliary verb. (Examples: I *read* a good book last week. I *am reading* a good book.)

**modal verb** a verb that we can use with another verb to express ideas such as ability, advice, possibility, permission, etc. The main modal verbs are: can, could, may might, must, ought (to), shall, should, will and would. (Example: He *can* play the piano very well.)

**noun** a word that refers to a person, thing or idea. *See also* abstract noun, compound noun, concrete noun, countable noun, noun phrase, uncountable noun.

**noun phrase** a phrase that contains a noun. Noun phrases can contain determiners and other words that give more information about the noun (example: the blue shirt that I was wearing yesterday).

**object** a noun or pronoun that is the person or thing that is affected by a verb. (Example: He kicked *the ball* into the goal.) *See also* subject.

**participle** *See* -ing form, past participle.

**particle** a word, such as an adverb, that is added to a verb to make a phrasal verb. (Example: The bus broke *down*.)

**passive** verbs are passive when the subject of the verb has the action done to it. (Example: The windows *were cleaned* last week.) *See also* active.

**past continuous** *See* continuous form.

**past participle** a form of a verb that we use to make some past forms and passives. Regular verbs have past participles that end in -ed. (Example: He has *delivered* all the leaflets.) Irregular verbs have different forms. (Example: I have *sent* the email.) Past participles are also used to form adjectives. (Examples: They have mended the *broken* window. The shop is *closed*.)

**past perfect** a verb form used to talk about the past. We use the past perfect simple (had + past participle) to talk about an event that happened before another event in the past. (Example: The film *had* already *started* when we arrived.) We use the past perfect continuous (had been + present participle) to talk about events in the past that began before another event in the past and were continuing up to that time. (Example: By then, I *had been learning* English for a year.)

**past simple** a verb form that we make by adding -ed to regular verbs. Irregular verbs have different forms. We use the past simple to talk about actions or events that happened in the past. (Example: I *called* him yesterday.)

**past tense** *See* continuous form, past perfect, past simple, tense.

**perfect** *See* present perfect, past perfect and future perfect.

**phrasal verb** a verb made up of a verb and a particle such as 'to', 'on', 'up', 'off', 'down', etc. When a phrasal verb has an object, it can usually come before or after the particle. (Examples: My car *broke down*. He *put* his coat *on*. He *put on* his coat.)

**phrase** a group of words that forms a unit within a clause. *See also* noun phrase, prepositional phrase.

**plural** the form of a word that we use to refer to more than one person or thing (examples: books, they).

**pre-determiner** a word or phrase that is used before a determiner. We often use quantifiers as pre-determiners (examples: *all* the students, *both of* my parents, *a lot of* their time).

**preposition** a word such as 'at', 'into', 'on' or 'for' that we use before a noun or pronoun to show place, direction, time, method, etc. (Examples: The book is *on* the desk; He walked *across* the street. I will see you *at* 6 o'clock. I went to Japan *by* plane.)

**prepositional phrase** a group of words that consists of a preposition and a noun, noun phrase or pronoun and does not contain a verb or a subject (examples: *by tomorrow, in the evening, for you*).

**prepositional verb** a verb that is made up of a verb and a preposition. Prepositional verbs always have objects. (Example: He cannot *do without* your help.)

**present continuous** See continuous form.

**present participle** See *-ing* form.

**present perfect** a verb form that we use to talk about past actions that connect to the present. We make the present perfect simple with a form of 'have' and the past participle of the main verb. (Example: *I have* already *read* this book.) The present perfect continuous is formed with 'have/has' + been + present participle. (Example: *I have been reading* a good book.)

**present simple** the form of a verb that we use to talk about things that are true in the present, actions that happen regularly in the present, and things that are fixed in the future. We make the present simple with the base form of the verb. With 'he', 'she' and 'it' we add *-s* to the base form of regular verbs and many irregular verbs. (Examples: He *lives* in Hong Kong. I often *walk* to school. My lesson *starts* at 6 o'clock.)

**present tense** See present simple, present perfect, continuous form, tense.

**pronoun** a word that is used in place of a noun. Subject pronouns usually come before a verb (examples: I, you, he, she, it, we, they). Object pronouns come after the verb (examples: me, you, him, her, it, us, them). Relative pronouns connect relative clauses to main clauses (examples: *who, which, that*). Possessive pronouns show who something belongs to (examples: *mine, yours, his, hers, ours, theirs*). Demonstrative pronouns refer to a particular person or thing (examples: *this, that, these, those*). Indefinite pronouns refer to people and things that are not specific (examples: *somebody, everyone, anything*). Reflexive pronouns are used when the subject and object of the verb are the same person or thing (examples: *myself, yourself*). Quantitative pronouns refer to the number or amount of something (examples: *some, any, many*).

**quantifier** a word that expresses the quantity, number or amount of something (examples: *all, both, many, several, lots of, little*). See also pre-determiner, pronoun.

**question tag** a short question added to the end of a statement. (Example: It's your birthday tomorrow, *isn't it?*)

**regular** a word that follows normal rules. For example, regular nouns have plurals with *-s* and regular verbs have past participles ending in *-ed*.

**relative clause** a clause that gives information about someone or something in the main clause. A relative clause is usually connected to a main clause by a relative pronoun such as 'that', 'which' or 'who'. (Example: I read the book *that my friend lent me*.) We also use relative clauses to refer to the whole of a main clause. (Example: I missed the bus, *which was annoying*.)

**reported speech** the words someone uses to report what someone has said. (Example: She said that she enjoyed the match.) See also direct speech.

**sentence adverb** See adverb.

**singular** the form of a word that we use to refer to one person or thing (examples: *book, she*).

**statement** a sentence that is not a question or a command. (Example: The match has just started.)

**subject** the person or thing that performs the action of a verb. (Example: *He* kicked the ball.) See also object.

**suffix** a letter or group of letters added to the end of a word to make a new word (examples: *help + ful = helpful, govern + ment = government*).

**superlative** the form of an adjective or adverb that is used when comparing things to express the idea of 'most' or 'least'. (Examples: He is the *tallest* student in the class. I arrived *earliest*. Of all of the students in the class, Ali plays football *least often*.)

**syllable** a word or part of a word that contains one vowel sound and usually one or more consonants before or after the vowel sound (example: *meet* [one syllable], *meeting* [two syllables 'meet' and 'ing']).

**tense** the form that a verb takes to show when something happened or when someone did something.

**uncountable noun** a noun that refers to something that we cannot count. Most uncountable nouns do not have a plural form (examples: *water, information*). See also countable noun.

**verb** a word that describes what someone or something does, or what happens (examples: *look, read*).

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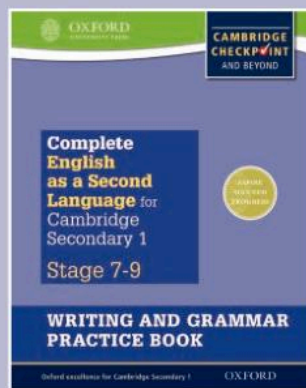
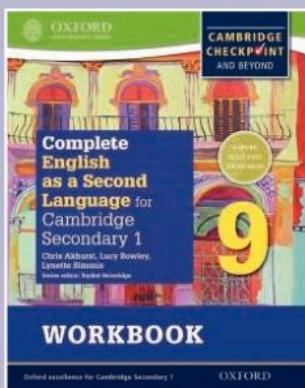
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**Use of English**

### Modal verbs

We often use modal verbs to say how **certain, likely or possible** something is (will/won't, shall/shan't, must, can't, should, ought to, may (not), might (not), could).

*Examples: They **must** be there by now. I **might** see you later. They **can't** be there yet.*

When we are sure something happened **in the past**, we can use '**must**' + 'have' + **past participle**.

*Example: Communication **must have been** faster after that.*

When we think something was possible in the past, but we are not certain, we use '**might/may/could**' + 'have' + **past participle**.

*Example: Mark **might have studied** at Harvard University, but I'm not sure.*

We use '**can't/couldn't**' + 'have' + **past participle** when we are sure something didn't happen.

*Example: I had my pen five minutes ago, so I **can't have left** it at home.*

**Remember**

- We can use 'could/might/should/shouldn't' + 'have' + past participle to criticise something that someone has done or to express regrets about the past.
- To talk about things we expected to happen in the past, we can use 'should' + 'have' + past participle.

*Example: The book **should have arrived** by now.*

### Using modal verbs

**A** For each number in the following conversation, choose the correct verb form from the options listed below.

Ellie: My document hasn't printed. The printer ...**(1)**... be broken.  
Jared: The paper ...**(2)**... run out. Have you checked?  
Ellie: We ...**(3)**... used all the paper! I filled the tray this morning.  
Jared: Some paper ...**(4)**... got stuck in the machine.  
Ellie: You ...**(5)**... be right. I ...**(6)**... put so much in the tray.

1. must	can	might have
2. might	might have	must
3. can have	couldn't	can't have
4. might	might have	could
5. could	might have	may have
6. should have	shouldn't have	can't have

**B** Rewrite the following sentences so they refer to the past.

- It must take a long time to communicate by letter.
- He should receive a Nobel Prize for his work.
- The author of this book might be very famous.

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