

Sample  
Material

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# Success

International English Skills  
for Cambridge IGCSE®

Student's Book

Fourth edition

For Cambridge IGCSE®

Completely Cambridge  
Cambridge resources  
for  
Cambridge qualifications

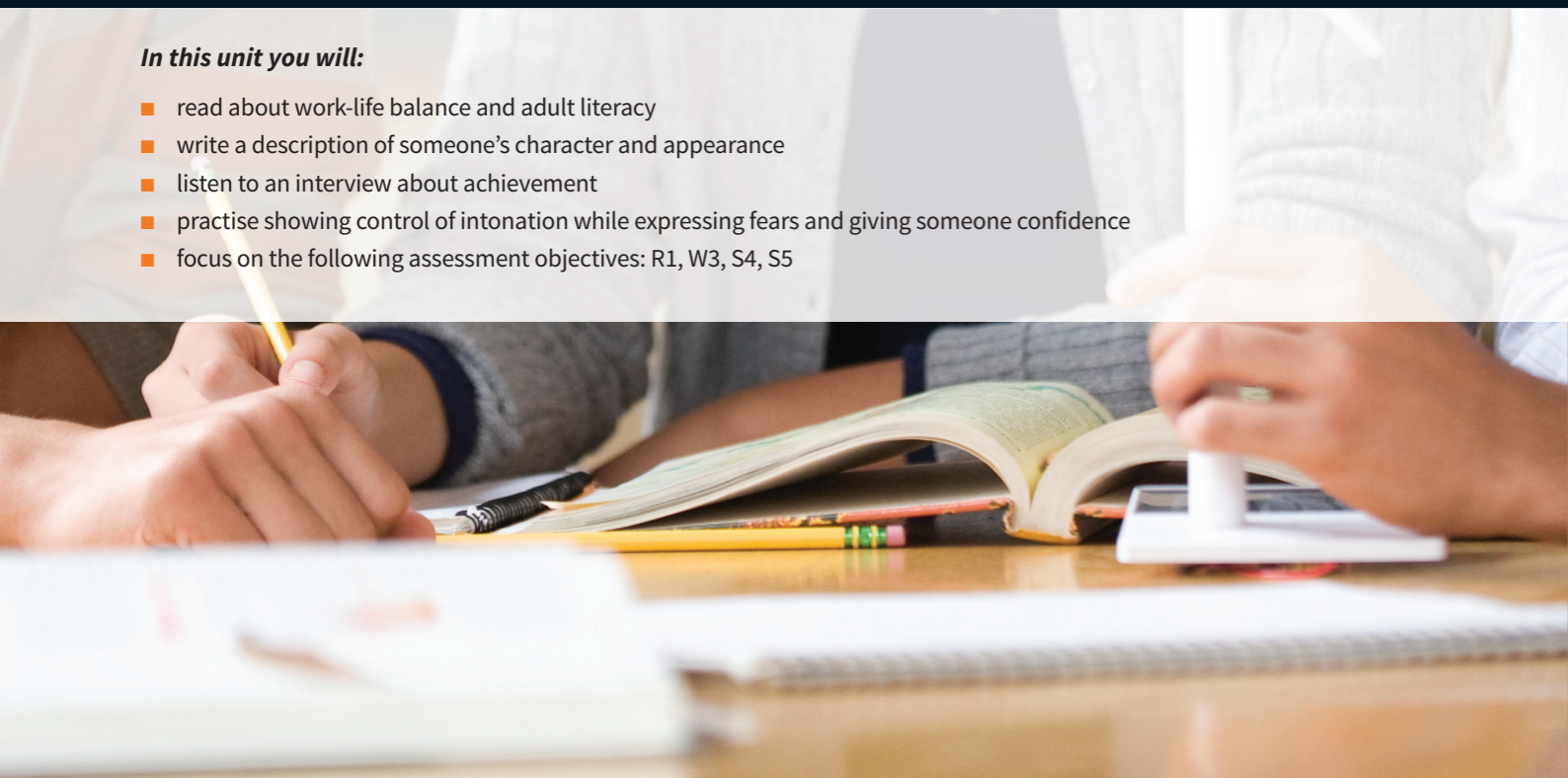


# Unit 1

## Happiness and success

### In this unit you will:

- read about work-life balance and adult literacy
- write a description of someone's character and appearance
- listen to an interview about achievement
- practise showing control of intonation while expressing fears and giving someone confidence
- focus on the following assessment objectives: R1, W3, S4, S5



## A What is happiness?

### 1 Quiz

Do this online quiz in pairs to find out how happy you are. Don't worry about individual words – just try to understand the main ideas.

- 1 Which statement best describes your feelings about your education?
  - a My talent is not recognised.
  - b I'm very clear about how I like to work.
  - c Other people's approval is very important.
- 2 How do you feel about relationships?
  - a I think people should accept me for who I am.
  - b I know what I have to give, but sometimes I fail.
  - c I try hard to be an ideal son/daughter/friend.
- 3 Which statement best describes your relationship with your closest friend?
  - a Our relationship is so good we never argue.
  - b We do argue, but we make up afterwards.
  - c We like to get every little problem off our chests.
- 4 Which statement best describes your feelings about your home?
  - a It's a place to rest my head.
  - b My heart lifts when I come home.
  - c I feel proud when I tell someone my address.
- 5 You've got a chance to redecorate your bedroom. Do you:
  - a let your parents choose the colour scheme and carpet?
  - b go for whatever makes you feel good?
  - c select something stylish you saw on a website or in a magazine?
- 6 What are your feelings about other people?
  - a I believe people sometimes have a hidden motive.
  - b I give individuals the benefit of the doubt.
  - c I trust people and then feel let down.
- 7 You've been invited to a big party. All your friends will be there. You hate parties. Do you:
  - a tell everyone you're going but don't turn up?
  - b explain your feelings in a light-hearted way?
  - c go anyway and feel miserable?
- 8 You're feeling proud of a new outfit. A 'friend' makes a hurtful remark. Do you:
  - a give a sharp reply/say something nasty back?
  - b ignore it?
  - c promise yourself never to wear it again?
- 9 How do you choose your clothes?
  - a I go for classics.
  - b For comfort and personal taste – favourite colours, cuts and fabrics.
  - c I like to be fashionable.
- 10 What are your feelings about family and personal relationships?
  - a I believe that I have a duty to others.
  - b I'll make sacrifices, but I know my limits.
  - c I believe I must be happy in whatever I do.
- 11 What is the most important part of your home?
  - a Main reception room
  - b Bathroom, kitchen, bedroom or 'den'
  - c Front entrance
- 12 How do you deal with difficult situations?
  - a I avoid situations that might hurt me.
  - b I remove myself from any situation that keeps causing me pain.
  - c I keep going even if a situation is difficult for me.
- 13 How would you describe your life?
  - a I've no time to pursue personal goals.
  - b I've a clear sense of meaning and purpose.
  - c I have too much to do and I feel all over the place.
- 14 Which best describes your friendships?
  - a I'd like to have more.
  - b I choose my friends.
  - c My friends choose me – I'm liked and accepted.
- 15 You're relaxing at home after a hard day when a friend phones. Do you:
  - a get someone to tell her you're out?
  - b get someone to tell her you'll call back?
  - c take the call?

See the end of Unit 1 for quiz scores.



*'I go to my room and listen to music. Music is an escape for me.'*  
*'I talk to my dad and he tells me how he coped in a similar situation.'*

Discuss your ideas with your partner.

### 3 Formal and informal styles

Here is some informal or colloquial language from the quiz and the scores. Match it to the more formal equivalents.

- 1 I feel all over the place.
- 2 We like to get every little problem off our chests.
- 3 I go for classics.
- 4 You're waiting for life to come and bring you happiness.
- A I prefer clothes that will not go out of fashion.
- B I lack a clear sense of my goals in life.
- C You aren't taking responsibility for making yourself happy.
- D We always tell each other what we are feeling bad about, even if it's something unimportant.



## 2 Discussion

- A Do you think the happiest people are those who live their life in their own way? Why/Why not? Do we all have a right to happiness?  
Explain your ideas to your group.
- B What makes you happy? Read some comments made by students.  
*'Finding a \$10 dollar note in the pocket of my jeans when I thought I didn't have any money.'*  
*'Going to a football match and seeing my side win.'*  
*'A surprise long-distance call from a really close friend.'*  
Now add your own ideas. Be specific!  
\_\_\_\_\_
- C Share your ideas around your group.
- D What can you do when you feel unhappy?  
Study these comments.

## 4 Spelling patterns and speech sounds

You've just completed a quiz. In English spelling, **q** is always followed by **u**. **Qu** is a spelling pattern. The speech sound is /kw/.

Can you guess the following words, each containing the pattern **qu**? Use your dictionary to check that your spelling is correct.

- 1 The king is married to her.
- 2 He started the essay with words from his favourite poem.
- 3 This is the sound a duck makes.
- 4 A celebration meal which a very large number of people attend.

**Ph** is another spelling pattern, and sounds like /f/. It's in **phone**, **photograph** and **phrase**.

What other sounds and spelling patterns do you know?

## 5 Approaches to spelling

Tick the strategies you use to help you spell.

- I remember how the word looks on the page (visual recall).
- I use spelling rules.
- I link spelling patterns with speech sounds (e.g. **q+u** is a pattern and sounds like /kw/).

Everyone makes spelling mistakes! You can improve your spelling by using a combination of all these approaches. One useful method, described below, is called 'Look, say, cover, check'.

## 6 Look, say, cover, write, check

This method focuses on each letter group in a word so you won't miss any letters out. It also stops you putting letters into a word that don't belong there – even if they sound as if they do! It can be used with other strategies, such as spelling rules and linking speech sounds to spelling patterns.

### Break into syllables

To help you remember how a word looks, break it into syllables. For example, *quality* has three syllables: qua/li/ty.

*Qualification* has five syllables: qua/li/fi/ca/tion.

Break these words into syllables:

*question*  
*automatic*  
*quarrel*

### Take a mental photograph

Cover the word with a piece of paper. Then move the paper so that you can see the first syllable only. Study the syllable carefully, 'photographing' it in your mind and saying the syllable to yourself. Then move the paper along so that you can see the next syllable. Repeat the process, until you have mentally 'photographed' the complete word.

### Test yourself

Cover up the whole word. Write it from memory. Then check your spelling with the original. If your spelling was correct, write out the word three times from memory to reinforce the visual recall. If you didn't get it right, repeat the whole process until you are sure you can spell the word accurately.

## 7 Tricky words

Here are some words students find hard to spell correctly. Make sure you understand the meaning of each one, using a dictionary if necessary. Can you pronounce it properly? Say it aloud to your partner to check.

VOCABULARY		
cupboard	responsible	wrist
committee	embarrassment	
activities	calm	

How well can you spell these tricky words? Use the 'look, say, cover, write, check' method. Remember to break each word into syllables first. When you have mastered the spelling of each word, move on to the next. Finally, use each word in a sentence to show its meaning.

## 8 Why are words misspelt?

- A Try this exercise in a pair or group of three. Study each tricky word in exercise 7 again. Do you notice anything about the word that makes it extra hard to spell? Think about these questions.  
Is the problem the fact that we do not pronounce some of the letters in the word? These are called **silent letters**.  
Is the problem the **ending** of the word? Do we make mistakes because the sound of the ending is different from the correct spelling?  
Is the problem the fact that the word is a **plural**? What happens to the word when it changes from singular to plural?  
Is the problem the fact that there are **double letters** in the word? Do we make mistakes because we are not sure whether to use a double or single letter?
- B When you have decided why each word is tricky, make a note.  
*Examples: Cupboard* is tricky because you can't hear the *p*, so you might forget to put it in.  
*Activities* is a tricky word because the singular is *activity*. You might forget to change the ending to *-ies* when you write the plural form.

**C** Write down examples of other words which have silent letters and *-ies* plurals.

*Examples: p is not only silent in cupboard. You can't hear it in receipt, raspberry or psychology.*

*Dictionary, story and memory are other words which have -ies plurals. But words like boy and railway just add s to make the plural.*

**D** When you have written as much as you feel you can, discuss your results with other pairs or groups.

## 9 How helpful is your dictionary?

Dictionaries give you the meaning of words and help you to spell. Does your dictionary also:

- tell you how to pronounce the word?
- tell you the grammatical class (verb, noun, adverb)?
- tell you if the word belongs to more than one grammatical class (e.g. nouns that can be used as verbs)?
- tell you if a noun is countable or uncountable?
- give you example sentences?
- give you any idiomatic expressions using the word(s)?

If the answer to most of these questions is no, you need a new dictionary! Before you spend a lot of money on a digital or print version, ask your teacher or your classmates for their ideas.

## 10 Getting organised

Have you got a spelling and vocabulary book? If not, start one now. Plan the layout carefully. Use columns, notes on pronunciation, space for translations and example sentences. You'll find it a great aid to memory. It will be an enormous help in understanding the patterns of English.

## B Happy not to be a high-flyer

### 1 Before you read

**A** Compare this description with the photograph.

*Tina's short brown hair is cut in a boyish style. She looks alert, confident and ready for anything.*

Do you agree with the description? Would you change anything?

**B** You are going to read about Tina's way of being happy. Before you read, try to answer these questions.

Where do you think the text comes from?

What do you think the style is going to be – chatty and informal, or formal and serious?

Who do you think the article is written for?

### Vocabulary check

Make sure you know the meaning of these words from the text.

VOCABULARY		
priority	insignificant	trivial

## 2 Comprehension check

Now read the article. Then answer the questions that follow.

- 1 Why do Tina's friends think her job isn't good enough for her?
- 2 What does Tina think is the most important part of her life?
- 3 Why is Tina not ambitious?
- 4 Describe Tina's attitude to life.

## 3 Principles of a happy life

Psychologists, analysing the ingredients for living a happy life, have come up with the following dos and don'ts. Unfortunately, the words *do* and *don't* are missing.

Working with a partner, **skim read** the list quickly to get the main ideas. Write *Do* or *Don't* next to each point.

- \_\_\_\_\_ regret decisions you made in the past.
- \_\_\_\_\_ be angry with your parents.
- \_\_\_\_\_ value status and material possessions more than people.
- \_\_\_\_\_ spend a lot of time envying other people.
- \_\_\_\_\_ be realistic about how much you can achieve.
- \_\_\_\_\_ choose a job that gives you real satisfaction.

Now discuss your opinions in groups.

# Tina Barry, production assistant at a TV company, is happy standing still on her career ladder

My mum always wanted me to do well at school and to have a high-status job, but that sort of thing isn't a big priority for me. I did have the potential to do well and go to university, but I was just too busy having a good time. My relationships have always been far more important to me than academic or career success.

'My present job basically involves working as an assistant, and friends still insist I could have achieved more in my working life. When I was younger, I did feel I had to set myself goals and attain them within a certain period. I successfully ran my own business for a while, but having kids put life back into perspective.

'There have been times when I could have taken on a lot more responsibility at work, but I imagine that if I had a more senior role at work, another part of my life would have to give, and I'm not prepared to risk that. I'm just not the sort of person who can trample on others to get to the top. I find it satisfying to do a productive job because I like to feel I'm doing something useful, but I'm not into climbing the career ladder now.



'The biggest priorities in my life are my husband, David, and our young children – son Greg and daughter Fleur. If I'm ever fed up after a day at work, I just spend some time playing with the children, and the enjoyment I get from them makes me realise how insignificant and trivial my worries at work can be.

'Occasionally, I'm reminded of how tied down I am – if a friend goes off travelling, for example. But I suppose an important part of happiness is to accept life's limitations, and to learn to enjoy the things that you *can* do.'

## 4 Finding examples

Work in groups of two or three. **Scan** the text to find examples of how Tina follows the 'principles of a happy life' referred to in Exercise 3. (Scanning means looking to 'spot' answers or evidence.)

*Example:*

*Tina says she had the potential to go to university but it wasn't a priority. She was too busy having a good time. This shows she doesn't regret decisions made in the past.*

## 5 Sharing ideas

- A** When your group has finished, check your examples with those of another group. Are there any differences? Make any corrections you need to. Include new, interesting ideas on your own list.
- B** Suggest some 'happiness principles' to share with your group. Try to base them on your own experience.

*Examples:*

*Do try to be tolerant of other people. Don't be too self-critical.*

## 6 Discussion

Although Tina says she's happy not to be a high-flyer, some people say they get fulfillment from being promoted to highly demanding jobs. Would you be prepared to make any sacrifices in your personal life in order to have a high-flying career? Why/Why not?

## 7 Goal setting

- A** Tina says that, when she was younger, she set herself goals. Is goal setting a good idea? Does it help you achieve things, or should you take each day as it comes? Should you ever change your goals?
- B** Have you any goals of your own? Take a few minutes to think and then write them down. Divide them into daily, medium-term and long-term goals. Share them with others or keep them private if you prefer.

*Examples:*  
 A goal for today is to tidy my bedroom.  
 A medium-term goal is to improve my fitness by swimming twice a week.  
 A long-term goal is to travel the world.

**Daily goal** \_\_\_\_\_  
**Medium-term goal** \_\_\_\_\_  
**Long-term goal** \_\_\_\_\_

## 8 Figurative meanings

Tina says, 'I'm just not the sort of person who can trample on others to get to the top.'  
 The literal meaning of *trample* is to tread heavily on something in a way that damages it.

*Example: They trampled over the garden, ruining the new plants.*

Tina uses *trample* figuratively, meaning that she would not behave in a way that would hurt the feelings of others.

In each of the following sentences, one word is used figuratively. Underline the word, and then discuss its meaning with your partner. Finally, write sentences of your own to illustrate the meanings. Don't forget to use a dictionary when you need to.

- 1** I spent the day wrestling with our financial problems.
- 2** My heart lifts when I come home.

- 3** We're fighting the authorities who want to close our village school.
- 4** His face broke into a smile when he heard the news.
- 5** I'm tired of battling with staff who refuse to accept different working conditions.
- 6** After his wife's death, he buried himself in his work.
- 7** She's crippled by shyness.

The English language is full of figurative uses of words. Reading and listening to authentic English will develop your awareness. Work towards including examples in your own vocabulary.

## 9 Homophones

Tina says that she doesn't want a more senior role at work. *Role* here means job.

*Role* has the same sound as *roll*, but each word has a different spelling and meaning. *Roll* can refer to a bread roll, or be used as a verb, meaning movement, e.g. *roll the ball along the ground*. Words with the same sound but different spellings are called **homophones**.

The following sentences are based on students' writing. Choose the correct homophone in each case. Can you explain the meaning of the incorrect one?

- 1** There's no plaice / place like home.
- 2** I was in terrible pane / pain when I broke my arm.
- 3** You need peace / piece and quiet for your work.
- 4** I read the hole / whole book in one evening.
- 5** We're not aloud / allowed to stay out late.
- 6** We have a pear / pair tree in the garden.
- 7** The wind farms will be a horrible site / sight.
- 8** Their / There are six people in my family.
- 9** I answered four / for questions.
- 10** He's got a saw / sore throat.

## 10 More homophones

Work in small groups to try to find a homophone for each of these words.

- |                |                |
|----------------|----------------|
| <b>1</b> steal | <b>6</b> bear  |
| <b>2</b> male  | <b>7</b> tail  |
| <b>3</b> your  | <b>8</b> sale  |
| <b>4</b> week  | <b>9</b> poor  |
| <b>5</b> hour  | <b>10</b> wail |

Now put each word into a sentence to show its meaning.

## C The price of greatness

### 1 Before you listen

Name someone who you think deserves to go down in history for their work or achievements. Why do you think this person should be admired? Try to be specific.

*Example: Marie Curie – because her discoveries led to the development of X-rays and successful treatments for cancer.*

Make a few notes.

What do you know of their background and personal life? If you don't know very much, what picture do you have in your mind of them? Do you imagine a happy home life or one dominated by struggle and conflict? Why/Why not? Write down your ideas.

Share your ideas with the rest of the group.



### 2 Vocabulary check

Match the words which you are going to hear with their definitions. You will hear the first six in an interview.

- |                      |  |
|----------------------|--|
| <b>1</b> genius      | <b>A</b> something that makes it difficult for you to do what you want |
| <b>2</b> inner drive | <b>B</b> very interested   |
| <b>3</b> genetic     | <b>C</b> reach an extremely high standard                              |

- |                               |   |
|-------------------------------|---|
| <b>4</b> setback              | <b>D</b> unhappy feelings, anxiety, depression                            |
| <b>5</b> excel                | <b>E</b> (a person of) exceptional ability                                |
| <b>6</b> psychological unease | <b>F</b> a permanent feeling that life has been unfair to you, personally |
| <b>7</b> embittered           | <b>G</b> inherited through your parents                                   |
| <b>8</b> intrigued            | <b>H</b> a strong determination to achieve                                |

### 3 Listening: Radio interview

Listen to this radio interview and choose the best answer for each question.

- 1** According to Steve, the disadvantages suffered by great achievers when they were children:
  - a** made it more difficult for them to reach their potential.
  - b** drove them to excel.
  - c** made the public more sympathetic to their achievements.
  - d** embittered them for life.
- 2** The interviewer's attitude to the information that suffering is a significant factor in great achievement is
  - a** doubtful.
  - b** amused.
  - c** horrified.
  - d** intrigued.
- 3** What, according to Steve, did great achievers need when they were children?
  - a** understanding
  - b** companionship
  - c** solitude
  - d** training
- 4** Steve's message to ordinary children who are hoping to fulfil their potential is:
  - a** discouraging – you'll probably never make it as a real superstar.
  - b** supportive – everyone should develop his/her abilities.
  - c** cautious – try to achieve but take care not to get depressed.
  - d** excited – there's a wonderful future ahead of you.

### 4 Post-listening discussion

- A According to the speaker, the greatest thinkers had unhappy lives. Does this surprise you at all? Why/Why not?
- B Do you agree that being very successful is '5% talent and the rest hard work'? Explain your views.

### 5 Apostrophes (1)

These sentences come from the script of the radio interview. Why are the apostrophes used, do you think? Discuss your ideas with your partner.

- 1 Steve's been reading an absolutely wonderful book.
- 2 You can't just pick out one or two factors.
- 3 It's a very complex web.
- 4 They've probably suffered from depression.
- 5 I wouldn't say you ought to stop trying to achieve your potential.
- 6 You mightn't be the next superstar.

#### Pronunciation

Practise saying the contracted forms to your partner. Try to make the contraction smooth and natural-sounding.

### 6 Apostrophes (2)

With a partner, study the exact position of the apostrophes in these sentences.

- 1 Someone's stolen the doctor's bag.
- 2 He got a parents' guide to zoos.
- 3 All the passengers' luggage goes in the hold.
- 4 There are no men's toilets on this floor.
- 5 Give me Brendan's shoes.
- 6 I spoke to the children's favourite teacher.
- 7 Can I introduce Maria's husband?

What conclusions can you come to about using apostrophes? Write down your ideas.

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### 7 Correcting sentences

Now correct the following sentences by adding apostrophes where they are necessary.

- 1 The teachers listened to Carols views.
- 2 Theyve bought a new car.
- 3 I went to my mothers office.
- 4 Please dont touch the babies clothes.
- 5 Its hard to explain the programmes success.
- 6 She works in the womens ward of the hospital.
- 7 Hes training to be a ladies hairdresser.
- 8 Youll find her in the teachers workroom – all the staff go there.
- 9 He mightve become the next Einstein.
- 10 She couldnt understand why her cat had lost its appetite.

Practise saying the sentences aloud to your partner.

### 8 Speculating about a photograph

Study this photograph with a partner. Read how three students have described the person in it. Which comments do you most agree with? Try to explain why.



- A *He looks big and heavy-set. He's got a warm, humorous expression. He could be a farmer or a sailor.*
- B *He has a pleasant expression and friendly smile. He looks confident and also trustworthy. He could be a lawyer or a businessman.*
- C *He's fair-skinned with swept-back hair. He's rather sensitive-looking. He could be an artist or a ballet dancer.*

The photograph is of Alexander Garcia, a high-flying entrepreneur who started his own business selling mobile phones at 17, and became a multimillionaire at the age of 21. He has decided to share his business skills and help others start small businesses. He particularly supports applications from people who want to start a business in an area of high unemployment.

### 9 Describing personal qualities

Here are some comments about Alex that internet users have posted on a website about entrepreneurs.

Study them with a partner. Make sure you understand each one.

*When he's deciding whether to invest in a business idea he gets negative comments, such as 'It's not worth it, Alex, that project is a waste of money. The applicant is too uneducated to do well.' But he doesn't think like that. He believes everyone deserves a chance to succeed.*

*He has invested in small businesses with no guarantee of success, but he says that it was worth it because now, all over the world, people are running a business they are proud of.*

*He thinks there are still huge economic problems and lots of poverty. But he reminds us that if we make the world a fairer place, everyone will benefit.*

*When he hears about an exciting project he's filled with enthusiasm. He relies on friends saying 'Wait a minute Alex, you've got to do this or do that to avoid disaster.'*

*He believes that encouraging people to believe in their future is vital. Even if others think he is too optimistic, he just has to do what he thinks is right.*

*His work involves constant travel, which can be exhausting, and his work does not always go well. What has kept him going is having good friends who share his values.*

After reading people's comments about Alex's life, do you think it is right to draw the following conclusions about him? Scan the text again if you need to. Answer yes or no.

He has:

- 1 the courage to take risks.
- 2 benefited from positive advice.
- 3 bad memories he cannot forget.
- 4 accepted stress as part of his life.

- 5 support from people around him.
- 6 trouble trusting others.
- 7 self-belief.
- 8 a positive outlook.
- 9 determination.
- 10 difficulty adjusting to change.

### 10 Discussion

- 1 Alex might be successful, but is he happy? What are your views?
- 2 Is there anything about Alex's approach to life you would choose for yourself? Try to explain why.
- 3 Do you think Alex is a good example to younger people? Could he be a role model (a person who inspires others to copy them)? Why/Why not?
- 4 Does Alex share any qualities with your own personal heroes or heroines?

### 11 Drafting a paragraph

Write a paragraph of about 75 words describing the kind of person you think Alex is. Try to give reasons for your opinions.

When you've finished writing, show your paragraph to a partner. Does he/she think you should change anything? Do you agree? Make a second draft, putting in the changes you both agreed on.

## D Obstacles and challenges

### 1 Expressing fears and giving someone confidence

In pairs, read the following dialogue.

- A: I've got to recite a poem in front of the whole school.
  - B: How do you feel about it?
  - A: To tell you the truth, I'm a bit worried about it.
  - B: Don't worry. You'll be fine. Everyone thinks you're great!
- When people want to express fears, they use these expressions. Tick the one(s) that sound most fearful.

*I feel sick every time I think about it.*  
*To tell you the truth, I'm a bit scared about it.*  
*I'm not really sure I can cope.*  
*To be honest, I'm not sure I'll be able to do it.*  
*The thought of it bothers me.*  
*I'm terrified!*

Here are some expressions you can use to give someone confidence. Which do you prefer?

- There's nothing to worry about. You'll do a wonderful job.*
- You'll be fine. Nothing can go wrong.*
- Things will be all right. We're all supporting you.*
- Don't get too upset. It'll all go well.*

**Practice**

Practise expressing fears and giving someone confidence in pairs. A should explain what he/she has to do. B should give reassurance. Then swap over. Base your dialogues on these situations:

- a fear of taking an exam
- a fear of competing in a race
- a fear of giving a talk in front of the school
- a fear of going to the dentist.

**2 Pre-reading discussion**

You are going to read about Monica, a woman who didn't learn to read until she was an adult. Discuss the following questions.

- 1 What everyday problems do you think not being able to read would present?
- 2 Why might someone who was unable to read not try to get help to learn?

# Facing Fears

Monica Chand's childhood memories are of crippling stomach aches each morning before school, of missing lessons through illness and falling so far behind that she understood little but did not dare to ask for help, and of silent misery as children bullied her. She says, 'I spent all those years feeling I had failed at school, but now I think school failed me, and when I had Sally, 17 years ago, I was determined it would not be the same for her.' She is sitting in her tidy flat in south London. Sally, her teenage daughter, joins us. She is shy at first, but soon begins to exchange memories with her mother.

Monica is describing how it feels to be unable to read and write, to be illiterate in a world where just about everything we do, and how we are judged, depends on our literacy skills. Few people, she says,

3 What effect do you think not being able to read might have on him/her?

## 3 Vocabulary check

Make sure you know the meaning of these words from the text. Use a dictionary if necessary.

VOCABULARY		
bullied	illiterate	volunteer

## 4 Reading: Textual organisation

Read the text carefully and match each paragraph with one of these headings.

- A Effects on Sally's education
- B Hiding the problem
- C Unhappy school days
- D Qualifying as a parent-educator
- E Sally's birth
- F Monica's work today
- G Learning to read

realise what it means to be unable to read a road sign, safety instructions or the contents of a food packet, when every form you have to fill in, every note you need to write, is an impossible task. Monica remembers it very clearly: 'I felt so conscious of not being able to join in the life other people were living.' Few understand what people do to disguise their inability to read and write. Monica explains, 'I would have the names of places I wanted to go to written down, and then I'd show this and ask someone to help, explaining that I'd left my glasses at home or some such story. I'd carry a book or newspaper around and pretend to read it. You get good at fooling other people, but you can't fool yourself. It makes the world a scary place.'

Her husband, Ravi, who died earlier this year, was unaware of her secret. She says, 'I'd just ask him to do the things I couldn't cope with and he accepted that. But it really came home to me when Sally was born. I felt very insecure as a mother, and as she grew up everyone around me was saying, 'You must read to her.' I felt so stupid because I couldn't.' Even then she did not tell Ravi, although she smiles now and says, 'I think he must have known in his heart of hearts, but he was such a sweet man he never let on. I made sure he did the reading with Sally - I'd say I had to cook dinner and that it was a good way for them to be close.' Sally remembers, 'Sometimes Mum would sit with us and seem to join in. I never realised she wasn't actually reading.'

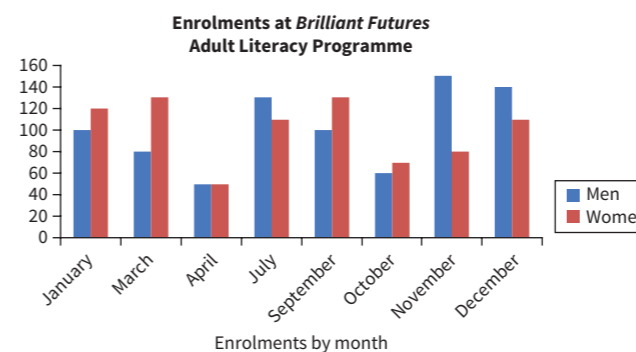
Things changed when Sally went to primary school and Monica became a volunteer, working in the school helping children without being paid. One morning the headteacher said they wanted to offer her a paid job as a helper. 'I just froze. I knew that would involve reading and writing - the things I'd avoided so far. But the headteacher had recognised my problem. She took me under her wing and did reading with me every day so that I could take the job. As I learnt, she put me in with older children and I realised I could read and write. It was like a miracle.'

That was the beginning. When the present headteacher took over he set up a parents' group and Monica was part of it. He asked them to write a book for parents teaching their children. Monica says, 'My first reaction was, "Ooh, I can't do that," but then I realised I could

contribute. And I wanted to because I realised there were other parents like me.' By now she was doing a training course to become a parent-educator. 'The day I got my certificate - the first in my life - Sally and I went out for a really nice meal to celebrate.'

These struggles are in the past. Monica works in several schools and has just returned from a conference in Cyprus where she gave a presentation on involving parents in reading. She also has a highly successful blog, which gets thousands of hits from users who post comments about her inspirational ideas. She says, 'Learning to read has made the world a different place. Suddenly I feel there are so many things I can do. But the most important thing is that Sally hasn't been held back.'

Sally pulls a face. 'Mum was very pushy about studying and homework. She'd find fault with everything because she was so keen I should do well.' But Monica is unapologetic. 'Perhaps I pushed harder than other parents because I knew what failing feels like, and I suppose I was living my life through her. But we were both bursting with pride the day she did really well in her GCSEs. I was in tears in front of everyone at school because I was so proud.' Sally is no less proud. She is sitting on the arm of the sofa near her mother, listening, and her smile is warm. She says, 'I think it was brave of Mum. She's also shown me how important it is to take opportunities when they come. If she hadn't done that, she wouldn't have become the person she is now, with a great future.'



## 5 Comprehension check

- 1 Why did Monica dislike school? Give **two** reasons.
- 2 How did she hide from other people the fact that she couldn't read? Give **two** examples.
- 3
  - i Explain how Monica felt when she was offered paid work by the headteacher.
  - ii Why do you think the headteacher wanted to employ Monica, despite her problems with reading?
- 4 Is the writer's attitude to Monica positive or negative? Give **two** details from the text to support your views.

- 5 Tick the correct statements about Sally.
- Her mother put pressure on her to achieve at school.
  - She is proud of her mother.
  - Sally noticed her mother's problems during bedtime stories.
  - Sally is confident about meeting challenges.

Look at the chart which shows the enrolments on an adult literacy programme.

- a How many women were enrolled in January?  
 b How many men were enrolled in July?  
 c In which month were the numbers of enrolments for men and women equal?  
 d In which months did the enrolment for women exceed\* that of men?  
 e Which was the best month for enrolments for men?

\* exceed = be more than

## 6 Vocabulary: Odd one out

The following groups of adjectives each contain a word that doesn't describe Monica. Cross it out.

- 1 Monica as a child:  
 anxious    confident    tense    sensitive
- 2 Monica as a young mother:  
 private    insecure    angry    gentle
- 3 Monica now:  
 fulfilled    shy    understanding    honest

## 7 Post-reading discussion

- A Monica accepted the challenge of learning to read as an adult. Why are challenges important? What challenges do you have in your own life?
- B Monica says 'I suppose I was living my life through her' (paragraph 7). What bad effects might living your life through another person have?
- C Some people feel they will be happy if they have success, achievement, material things. Other people claim happiness comes from inside you. Where does Monica's happiness come from? Try to explain your views.

Read the information in the International Overview and look at the pie chart.

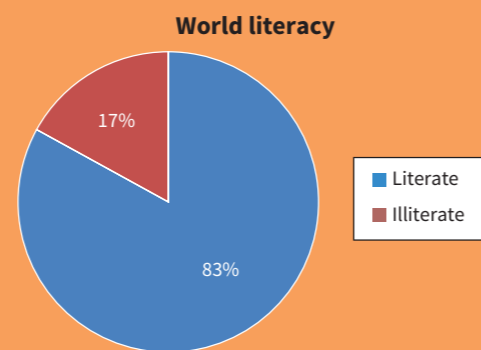
- 1 What percentage of the world population are unable to read and write?

- 2 What are the possible consequences of being illiterate, in UNESCO's view?
- 3 How far do you think literacy is important to the progress of a country?
- 4 Do you have any idea of the literacy rates in your own country? If you don't know, how could you find out?

## 8 Describing people

'He was such a sweet man' (paragraph 3). Monica only uses one adjective to describe her husband, Ravi. Do you think this is enough? Does she manage to give us a sense of what he was like from just that one word?

Nearly 17% of the world's population is illiterate. Two-thirds of illiterate adults are women. Globally, 122 million young people are illiterate. UNESCO believes education is the best means of breaking the connection between illiteracy and poverty, unemployment and ill-health. Currently, UNESCO is operating global literacy programmes specifically targeting the education of young people and girls.



INTERNATIONAL OVERVIEW

The writer tells us that as Sally listens to her mother, 'her smile is warm' (paragraph 7). What does that adjective suggest about the nature of Sally's relationship with her mother? What kind of person does Sally seem to be?

## 9 Using a wide range of adjectives

When you are trying to describe the impression a person makes, you can refer to their appearance and their character.

You can use:

- specific single adjectives: *sensitive, charming*
- adjective compounds (adjective + noun + -ed): *broad-shouldered, fair-skinned, good-natured*
- compounds with -looking: *serious-looking* (instead of saying 'He looked as if he were a serious person.')

Compounds with -looking usually refer to a person's inner qualities: *capable-looking, studious-looking, miserable-looking*. *Good-looking* is an exception.



## 10 Adjective collocations

Study the adjectives in the box. Divide them into four groups, under the four headings. Work with a partner and use a dictionary to help you. Find translations if you need to.

Appearance    Hair    Voice    Character

VOCABULARY		
deep	husky	tolerant
wavy	shy	absent-minded
mean	placid	quiet
grating	ambitious	self-centred
straight	slim	dreamy

VOCABULARY		
quiet	well-dressed	overweight
self-centred	considerate	curly
dreamy	outgoing	skinny
plump	gentle	bad-tempered
altruistic	elegant	domineering
high-pitched	scruffy	frizzy
generous	argumentative	humorous

## 11 Positive and negative

You might not mind being called *slim*, but you probably wouldn't like to be called *skinny*! *Slim* has a positive connotation, whereas *skinny* is negative.

Study your word groups in exercise 11 again. Tick (✓) the words you think are definitely positive, and mark with a cross (X) the ones you think are definitely negative.

## 12 Negative prefixes

Make the character traits below into their opposites by adding one of these prefixes:

dis-    im-    in-    ir-    un-

VOCABULARY		
responsible	secure	efficient
loyal	trustworthy	happy
mature	reliable	honest

Now put the words into sentences to show their meanings.

## 13 Colour

Colour is a big part of people's appearance. You could write 'He had black hair and blue eyes'. However, your writing will get a better response if you say what shade of blue and what kind of black you mean.





Using an image from the natural world helps identify an exact shade of colour and produces more vivid writing.

Examples:  
 Her eyes were sapphire-blue.  
 His hair was jet-black.  
 She was wearing a raspberry-pink fleece.

Write sentences about people's appearance using these colour images.

VOCABULARY	
chestnut-brown	emerald-green
chocolate-brown	lime-green
cherry-red	jet-black
rose-pink	sky-blue
strawberry-blonde	lemon-yellow

### Being creative

Make up some other associations of your own by linking colours to natural objects. Think about the people and colours around you.

Examples:  
 He's wearing a leaf-green jacket.  
 She was carrying a banana-yellow shopping bag.

## 14 Developing your writing style

Look at this description: *He was a responsible, loyal, outgoing, deep-voiced man.* How could we improve the style of this sentence?

One way of doing it is to use phrases beginning with ... and clauses beginning with which/that ... : *He was a responsible, loyal man, with a deep voice that his many friends loved.*

Underline the use of with ... and which/that ... in the following descriptions.

*He had straight, dark-yellow hair and milky blue eyes that made him seem dreamy and peaceful.* (Anne Tyler, *The Ladder of Years*)

*She was a tall, fragile-looking woman in a pretty blue hat that matched her eyes.* (Barbara Pym, *An Unsuitable Attachment*)

*He was a tall, melancholy man with curly hair, rather romantic-looking in his long, sewer-man's boots.* (George Orwell, *Down and Out in Paris and London*)

Conjunctions such as *but* introduce a contrast:

*He had grown to be a large-boned man, but his face was still childishly rounded, with the wide eyes, the downy cheeks, the delicate lips of a schoolboy.* (Anne Tyler, *Dinner at the Homesick Restaurant*)

## 15 Conveying character traits

Study this example again:

*He had straight, dark-yellow hair and milky blue eyes that made him seem dreamy and peaceful.*

Now look at this explanation of the way the writer achieves her effect. Do you agree with it?

We get a clear picture of the impression this man makes because of the writer's carefully chosen adjectives. She describes his eyes vividly as 'milky blue'. Milk is associated with innocence and childhood. Using an unusual expression like 'milky blue' emphasises the gentle, trusting qualities of the man. Choosing adjectives such as 'dreamy' and 'peaceful' strengthens the impression the man gives of being accepting and placid.

Choose one of the other examples from section 15 and try to write about it in the same way.

## 16 Writing your own description

Choose a friend to describe. Don't try to describe everything about him/her. Concentrate on a few special characteristics that convey your friend's uniqueness. For example, he/she may have sparkling eyes. Try to link physical characteristics to character traits.

Remember, use adjectives and colour images selectively. Don't overdo them. Make sure to use clauses.

Write about 75 words.

### Feedback

Read your description aloud to your group. Listen carefully to the feedback. (Criticisms should be positive!) Are there any changes you would like to make after hearing the comments?

## E Someone I admire

### 1 Example description

Read this article, which was sent to a teenage magazine that had a feature called 'Special Friends'.

How did the writer meet Simon? As you read, underline any words you don't understand.

### My special friend



I'd like to describe my friend Simon. Simon is a mix of honesty and reserve. He's slight and studious-looking, and his dark-brown eyes are hidden behind a large pair of black-framed glasses. Simon is neat and particular – he even organises his downloads alphabetically!

One thing Simon isn't particular about is the way he dresses. He buys his clothes from second-hand shops, and for this reason the other students used to say he was scruffy. I knew Simon didn't like that but he didn't say anything about it. He used to be painfully shy and found it embarrassing to say what he thought about things. But one day he decided he wasn't going to let his shyness get the better of him any more. He decided to open up and speak his mind. I really admire Simon for doing that.

Simon is trustworthy and straightforward. When I was worried about an operation I was going to have, he talked with me about my fears. This helped me find the confidence to ask the doctors for a proper explanation of what was going to happen. I learnt from Simon that it is better to face what is scaring you than hide from it.

I know I'm a lucky person because in Simon I have a good friend I can always rely on.

### Comprehension check

- 1 What impression does Simon make?
- 2 Why was he unhappy at school?
- 3 How do you know Simon is a determined person?
- 4 Why does the writer value Simon's friendship?

### Format

A good description shows what the person is like by giving:

- key details about appearance
- examples of behaviour
- reasons why this person is unusual or valued.

Underline the key phrases that provide insight into Simon as a person and as a friend.

What comments can you make about the structure of the sentences? Think about clauses, descriptive vocabulary and reasons.

### Beginnings and endings

What sentence is used to begin the article?

How is the article brought to a conclusion?

## 2 Comparing two styles

The following description was written by a student, Manos, as a first draft. What would you like to change to improve the style?

I am 16-years-old and I would like to describe my father. My father is a nice man. You can talk to him. He will not get angry. My friends like him. He's tall and big and not very fat. He is about normal size. He's got brown eyes, black hair and a nice face. His black hair has some white hairs in it. He makes a lot of things at home. He made a cabinet for me. It is for my DVDs. The cabinet is made from pine. I like my cabinet very much. It is very nice. I look after it all the time. He has made me a good desk. The desk is for my computer. He always wears a grey suit to work. He doesn't like his suit. It is not comfortable for him. He always likes jeans. He wears jeans a lot.

Manos showed his work to his partner. They discussed how he could improve his style. Are the changes an improvement, do you think? Why/Why not?

My father's a friendly, approachable person who is popular with all my friends. He's a genial-looking, tall man of medium build with dark brown eyes and coal-black hair, streaked with grey. He's very practical and confident with his hands. He made me a pine cabinet for my DVDs, which I treasure, and an attractive computer desk. He has to dress formally for work in a smart suit, but he prefers casual dress and feels most comfortable in jeans.

### 3 Rewriting to improve style

Try to improve the style of the following.

My friend is a good person. Her eyes are big. They are green. They are nice eyes. She has short hair. It is very, very short. The colour is blonde. She smiles a lot. She has a nice smile. She shows her white teeth. Her clothes are nice. Her style of her clothes is different from other people. She looks at other people's clothes. She can see their character from their clothes. She is a very good student. Her work is always good. She gets high marks. She is kind. She helps me do my work too.

When you have finished, compare your draft with someone else's. What differences can you find, and what similarities?

I want / describe Joseph Lister. He be / surgeon who / be born / 1827. In those days / many patients die / after operations because their wounds / become / badly infect. Lister wonder if / bacteria / air / which make / meat decay / also make / wounds septic.  
 Lister decide / clean / everything which touch / patient's wounds / carbolic acid. Carbolic acid / destroy / all germs. As a result / these precautions / patients recover quickly / operations. The rate / infection / fall dramatically.  
 Lister develop / safe, antiseptic operations / which be / major medical advance. He receive / many awards / his work. I admire him because / he be dedicated / unselfish. He take / great personal risks / make this discovery. Surgery / use to be / highly dangerous. People be / terrify / surgeon's knife. Lister change / all that. Modern surgery be / lifesaver.

**VOCABULARY**

**bacteria:** organisms that cause disease  
**septic:** badly infected  
**decay:** go bad, rot  
**precautions:** actions taken to avoid danger

### 4 Writing from notes

- A** Have you heard of Joseph Lister? Write down any facts you know about him.
- B** Now try to write the following description of Joseph Lister in full. You will need to change some words and add others.

**GRAMMAR SPOTLIGHT**

**Present simple and continuous**

One of the uses of the **present simple** is to describe facts that are usually or always true:  
*I avoid situations that might hurt me.*  
*I choose my friends.*

Look at the quiz in **exercise 1** and underline five more examples of the present simple.

The present continuous is used to talk about things that are happening at this moment:  
*Monica is describing how it feels to be unable to read and write.*  
*She is sitting in her flat in south London.*

Look at the final paragraph of the text in **exercise 4** and underline three more examples of the present continuous.

Some verbs do not usually take the continuous form:  
*I don't understand. Can you explain that again?*

Verbs like this include: *believe, belong, contain, know, like, love, mean, own, prefer, seem, suppose, understand, want, wish.*

Complete these sentences using the correct present tense of the verb in brackets.

- That's strange – Josh \_\_\_\_\_ with his friend Ken. He never normally \_\_\_\_\_ with anyone. (*argue*)
- You \_\_\_\_\_ very quiet this morning. Are you OK? (*seem*)
- Tanya is very generous. Helping other people \_\_\_\_\_ her happy. (*make*)

### Exam-style questions

#### Writing

##### Reading & Writing, Exercise 6

- 1** A famous person who was born and grew up in your town died recently. The local council has asked people to suggest a suitable memorial to put up in this person's memory. Write an article for your local newspaper saying how this person should be remembered and why.

Here are some comments from people in your town:

- 'A statue would be good: one could be put up in the town centre.'
- 'I've got a great idea: a fountain in the main square!'
- 'What about a plaque outside the house or a bench in the park?'
- 'I don't think anything should be put up. Why not just rename a building after them?'

Write the article for the paper. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be between 100 and 150 words long.

Core [12 marks]

##### Reading and Writing, Exercise 6

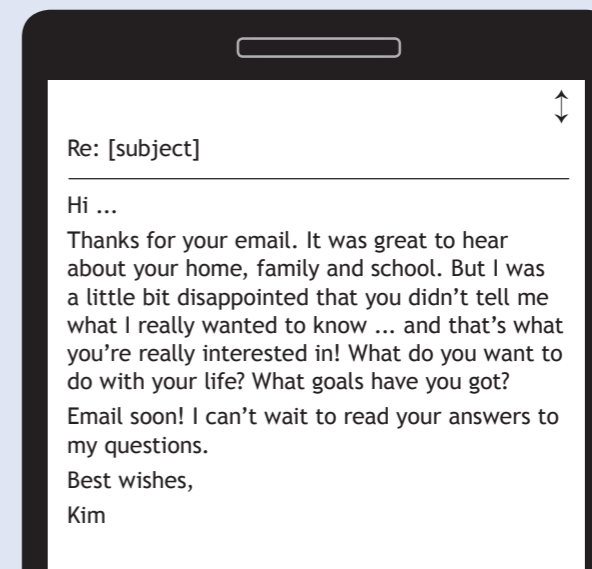
- 2** You have known your best friend since you were very young. A website for teenagers has asked its users to write articles describing someone they are close to. In your article describe your friend's character and say why he/she means so much to you. Here are two comments about your friend from other people in your class:

- 'I don't think I know anyone who is more loyal or more trustworthy.'
  - 'The very best person in a crisis – calm, patient, reliable.'
- Write the article for the website. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be 150–200 words long.

Extended [16 marks].

##### Reading & Writing, Exercise 5

- 3** You have joined a penfriend organisation. You receive this email from your new penfriend.



Write an email in reply to Kim, describing your approach to life and your personal goals. Write about 100–150 words.

Core [12 marks].

**Speaking**

**1 Becoming happier**

Many young people say they are unhappy and feel negative about their lives. Why do you think this is? How could they develop a more positive approach? Try to explain your views.

You might consider such things as:

- the opportunity to enrich your life by doing more things that bring pleasure
- the advantages (or disadvantages) of planning your life and setting goals
- the value of role models in inspiring young people
- the idea that voluntary work with disadvantaged people makes us feel grateful for what we have.


You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

**2 The importance of people’s names**

Our first or given name is often very important to people. Discuss this topic with the assessor. You could use the following ideas to help develop the conversation:

- Why your parents gave you your name
- Names that are popular in your culture and any special meanings they have
- Whether the name people have affects their personality and the way people treat them
- The advantages and disadvantages of nicknames
- The idea that calling everyone by their first name is a good thing.

You are free to consider any other related ideas of your own.

**Listening**  **Track 3**

**Listening, Exercise 4**

You will hear Victor, a radio presenter, asking Carlos Gomez, a teenage blogger, some questions about his hobby as part of a radio feature on developing potential in young people. Listen to their conversation and choose the correct answer for each question. You will hear the interview twice.

Core [8 marks], Extended [8 marks].

**1** The main reason Carlos started his blog was because:

- a** teenage blogs are very interesting to read
- b** he thought he had the skills to write a blog
- c** other blogs mainly reflected the interests of teenage boys.

**2** When choosing to write about inventors, Carlos concentrates on:

- a** teenage boy inventors
- b** little-known inventors
- c** famous inventors.

**3** One of the boys reading his blog changed from:

- a** playing computer games to reading
- b** watching action movies to reading
- c** posting comments on social media to reading.

**4** His book review section is popular with:

- a** people of all ages
- b** booksellers
- c** shopkeepers.

**5** Carlos’s attitude to the artwork in the *Wonderworld* series is:

- a** admiring
- b** strange
- c** unimpressed.

**6** We know the *Wonderworld* series is very popular at his school because:

- a** students have bought the original artwork
- b** many students are waiting for a copy
- c** students want to buy sets of the *Wonderworld* series.

**7** Carlos updates his blog on a regular basis because:

- a** he does not want to disappoint his regular readers
- b** he has free time in the evening and at lunchtime
- c** he always has fresh news to share with users.

**8** His advice for those who want to write a blog is to:

- a** have an attractive visual presentation
- b** make it enjoyable for readers
- c** have good grammar and spelling.

**ADVICE FOR SUCCESS**

The Advice for Success section is for **you to help yourself**. Mark the Advice for Success according to whether the suggestions are a top priority for you, or interesting but not a top priority. \*\* You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea as seen in the table below.

See point **6** for an example of how to improve your English outside the classroom.

- 1** Use a special combination of visual recall (look, say, cover, write, check method), speech sounds, spelling patterns and spelling rules to **learn new spellings**.
- 2** When you learn a language, it helps to have a good memory. **Improve your memory** by:
  - highlighting key ideas.
  - studying new vocabulary regularly and memorising it.
  - reading through your class notes frequently.

- drawing pictures to illustrate words or concepts
- linking new words to words you already know.
- using new words and phrases in your speech and writing.
- learning something by heart because it means something special to you (e.g. a poem or pop song).

- 3** Find time each week to **organise your course notes**, to make it easy to find work from previous lessons. The work you do builds on what you have done before. This means you’ll often have to look back at notes you made earlier.
- 4** **Draft your written work** two or three times. If you can’t think of what to write, get something down on paper anyway. Show your written work to a friend. Listen to advice about improvements you could make.
- 5** Be prepared to work in groups and to be an active participant, but take responsibility for working alone at times too.

**6** Practising your English outside class will help your progress. Here are some ways to do this:

- Get an English-speaking penfriend.
- Watch or listen to English programmes, films, videos, pop songs, video-sharing sites, etc.
- Make an arrangement with a friend who also wants to learn English, and practise speaking together once or twice a week.
- Read widely in English: books, magazines, newspapers, websites, blogs etc.

**Exam techniques**

**7** When you describe a person, remember that a physical description is not usually enough to fully answer the question. You may also have to describe character and give reasons, examples and evidence to support your views.

Fun things to do	Method	Dates I did this
Practise English outside class.	Find a song on a video-sharing site with lyrics (song words) turned on. Listen to it lots!	22 Sept 24 Sept
Practise English outside class—higher level.	Listen to a song with friend again. Try to sing along with lyrics turned off! Turn the lyrics back on.	7 Jan 14 Jan
Watch an English film.	Find your favourite film on the internet. Watch it with a friend this weekend.	10 Nov 1 Dec 15 Jan
Watch an English film—higher level	Ask a friend to watch a film with me. Freeze a frame. Try to speak the words as if we were the characters in film!	2 March 12 March 5 April 3 May



**Exam focus**

*This unit has helped to prepare you for the IGCSE exam where you will be tested in the skills of reading, writing, listening and speaking. The unit has helped to develop those skills in the following ways:*

- You have produced answers on detailed reading texts, made notes and used them to write connected paragraphs.
- You have listened to two radio interviews and answered multiple-choice questions.
- You have learnt skills and language structures for writing emails and articles in which you describe a person's appearance and qualities.
- You have developed skills for informal conversations and more formal discussions.

**Quiz scores**

**Unit 1, exercise 1: Are you living the life you want?**

**Mostly As**

To be happy you've first got to do something! You can't just sit there and wait for happiness to come to you. You're spending too much time trying to stop anything from going wrong. Take a few risks, try some new things and see what happens.

**Mostly Bs**

Congratulations! You're probably as happy as a person can be. You've a strong sense of what you want, and

you're prepared to live in a way that suits you, even though it may be unfashionable or present the wrong image. You try to strike a fair balance between your needs and those of others. You're at home with yourself, know your strengths and limitations and don't allow your failures or the failures of others to get you down.

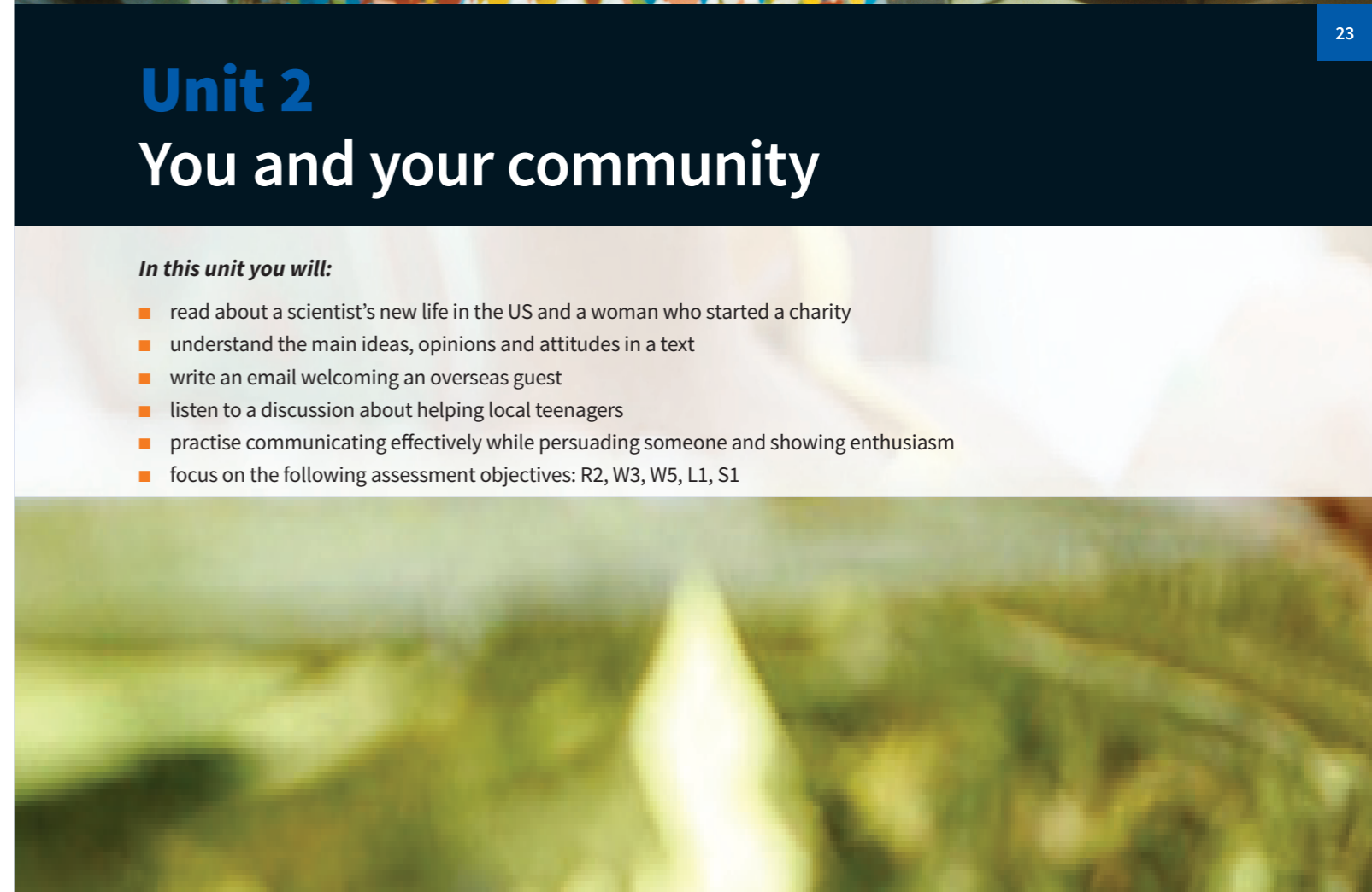
**Mostly Cs**

You are trying hard to achieve happiness. What you don't realise is that happiness isn't an achievement but an attitude. You're trying to do what you think will make you happy but may be disappointed because you're taking your values from outside. You often feel guilty about what you think you have done wrong. Try being more tolerant of yourself and of others.

**Unit 2**  
**You and your community**

*In this unit you will:*

- read about a scientist's new life in the US and a woman who started a charity
- understand the main ideas, opinions and attitudes in a text
- write an email welcoming an overseas guest
- listen to a discussion about helping local teenagers
- practise communicating effectively while persuading someone and showing enthusiasm
- focus on the following assessment objectives: R2, W3, W5, L1, S1



## A Home town

### 1 Interview: introduction

The 'Home Town' website celebrates where we come from and where we live. It was set up to find out what home means to people.

Imagine that you write for or are being interviewed by the site. You will need to divide into two groups: Group A (Journalists) and Group B (Interviewees).

### 2 Group A: journalists

You are going to interview one of your classmates about their home town and family life.

Ask your interviewee for personal anecdotes, their opinions and attitudes.

Tick off any points you would like to raise in the interview.

#### Neighbourhood and home life

- some good points about the neighbourhood and its atmosphere
- a favourite family activity
- a happy family memory
- a special quality of his/her parents
- a value he/she has learnt from his/her family.

#### Personal information

- his/her pet hates
- a challenge or problem he/she is proud of overcoming
- the strangest experience he/she has ever had
- his/her personal goals.

What else would you like to find out? Add any other points to the lists.

#### Being flexible

Have alternative questions prepared in case your interviewee doesn't answer the first questions you ask him/her.

Examples:

*How does your family usually celebrate holidays / religious festivals / other special occasions?*

*What are your brothers and sisters like? What do you quarrel about?*

*Tell me about your own bad habits (!)*

If your interviewee has left home, change your questions to the past tense. Or your interviewee may prefer to talk about his/her life now. Let him/her decide.

#### Getting good descriptions

Remember to use open questions.

Examples:

*What is/are your ... like?*

*What do you ... about ...?*

*How do/does ...?*

*Tell me about ...*

*Tell me more about ...*

Explore the answers you get by asking (e.g. *Why, In what way?*)

### 3 Group B: interviewees

Before being interviewed, spend a few quiet minutes thinking about your home life. Visualise the street you live in, your house, your family; things you enjoy doing at home, what you like about where you live. If you have moved away from your home town, you can talk about the way you live now. You decide.

#### Dealing with personal questions

You have the right to avoid answering a question if you prefer. You can say things like:

*That's personal. I'd rather not say, if you don't mind.*

or

*I can't answer that.*

#### Being flexible

If you are flexible when answering questions, it will help the interviewer. For example, you can say: *I'd rather not answer that but I can tell you about my ...*

You can adapt a question by saying:

*I'm afraid I don't know much about that, but I can tell you about my ...*

#### Getting more time

If you need more time to think, you can say:

*Let me think about that for a moment.*

or

*Well, let me see.*

### 4 Honest feedback

Did you both feel the interview was successful? Why/Why not?

Remember, interviewing and being interviewed are real skills which even professionals have to develop. Don't be afraid to say what you would change next time round.

After the feedback, it is useful to record your decisions like this:

*Next time I take part in an interview, I'll ...*

### 5 Reading


You are going to read about Chris Brown, a biochemist from England, who now lives in Seattle on America's Pacific coast.

As you read, number the following events in the order in which they happened.

- a He went cycling around Leyland.
- b He studied at university.
- c He worked at a cancer research centre.
- d He learnt more about fishing from his uncle.
- e He got a job with a pharmaceuticals company.
- f He went to live in the United States.

Home town

## What does home mean for you?



**British research scientist Dr Chris Brown on his new life in America and what he misses about home.**

Chris lives a long way away from the small terraced house in Leyland, in the north-west of England, where he grew up – thousands of miles away, in fact. He now lives in the vibrant city of Seattle, where he works as a biochemist in a pharmaceuticals company. Like many newcomers, Chris still misses his home town.

Chris says, 'Even though there is so much I love about America, I still miss seeing my family and friends back home. I Skype my parents every weekend – it's a good way to keep in touch. My parents are very sociable. When I Skype Mum and Dad, I'll often have a word with a friend who has just dropped in for a bite to eat.'

**Happy memories**

In his mind, Leyland stands for the carefree days of his childhood. He remembers playing with his sister and other children in the street after school. And he recalls sunny afternoons in the local park, building dens in the woods or fishing with a child's fishing rod in a muddy river:

'I was quite adventurous from a young age. I loved exploring the surrounding countryside on my bike. I was never really sporty, though, and didn't mind being alone sometimes, which is maybe why I've always liked fishing. One summer, when I was 16, I was allowed to travel to Ireland on the ferry on my own, to stay with my Uncle Pete. He lived near a lake and took me out fishing in a rowing boat. It was magical to be on water that was like polished glass. The only sounds to be heard were the birds calling to one another. He taught me a lot too – you have to be patient, for example, to be a good angler, and have the right equipment as well.'

**Starting a new life**

'After I finished my postgraduate studies, I applied for a job at a cutting-edge cancer research centre here in Seattle, which has an international reputation for

Home town



finding fantastic new treatments for cancer. Amazingly, I got it! But it was hard at first to get used to a new culture. Life in America was more different from England than I'd expected. People found my British accent amusing, which was a surprise. I'm always being asked to repeat things I've said, but it isn't rudeness – they're just being curious. My work here has worked out well, but I still feel homesick at times for the little things, like my mum's home-made Irish stew.

'When I was feeling low, my parents always encouraged me to give it time, not to give up. My mum left Ireland when she was a teenager to train as a nurse, and my dad left school at 14 to work in a factory, although he got more qualifications later. They persevered to achieve what they wanted, but they really love having fun and enjoying themselves, too.'

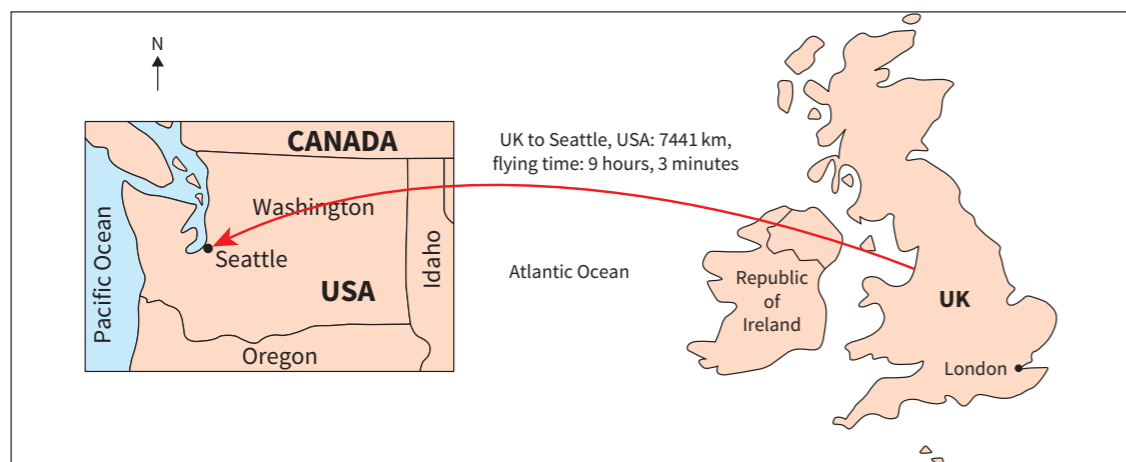
'Gradually, I've made good friends here in Seattle. I have inspiring work colleagues who have mentored me. In my neighborhood\*, the warmth of the people reminds me of home. They invite me round for barbecues or on hiking trips – they've been really kind.'

It's not all work

'I've lived in Seattle for nearly two years now and I've recently moved to a new job with even better career prospects and research opportunities. Seattle is also a great city for the arts, which I love, and for the outdoors. There are fascinating exhibitions and concerts right on my doorstep. If I want fresh air, I can be out of the city in no time, doing my favorite\* hobby – hiking in the foothills of Mount Rainier!

'Will I live permanently in Seattle? Well, I'm considering it, but it's still early days. I'm not absolutely sure yet.'

\* US spelling



6 Discussion

In general, what do you think of the journalist's interview skills? Have you gained insight into what influenced Chris and the decisions he has made in his life? Why/Why not?

7 Detailed comprehension

Use skimming, scanning and detailed reading techniques to answer these questions.

- 1 What evidence is there that Chris enjoyed being independent when he was younger? Give **two** details.
- 2 People in Seattle find Chris's accent strange, but he does not mind having to repeat himself. What does this tell us about his personality? Give **two** details.
- 3 Choose the best summary of Chris's current relationship with his parents:
  - a He is close to them but is able to live his own life.
  - b He relies heavily on them for emotional support.
  - c He feels contacting them is a duty, not a pleasure.
- 4 Which statement best expresses Chris's view of his leisure opportunities?
  - a He has no time to get outside the city to enjoy nature.
  - b The mix of indoor and outdoor activities suits him well.
  - c Hiking in the mountains is his preferred way to relax.
- 5 How would you describe the tone of Chris's response to the interviewer?
  - a He sounds enthusiastic and positive – he is enjoying his new experiences.
  - b He sounds neutral – he does not mind where he lives or works.
  - c He sounds disappointed – America has not met his expectations.

Give **one** or **two** details from the text to support your choice.
- 6 How far, according to the map, did Chris travel when he came to the USA?
  - a In which direction did he travel, east or west?
  - b Over which ocean did his route take him?
  - c What are the major cities near Seattle?
  - d Where is Ireland in relation to England?

- 7 What were the benefits to Chris's career of his move to Seattle?

A Make at least four brief points.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B Now write a paragraph of about 40 words based on your points. Write in full sentences. Try to use logical connectors to make your paragraph flow.

Vocabulary

Find words in the text that mean the same as:

- a drugs, medicines
- b without worries
- c small shelters made of branches and leaves
- d a boat that takes passengers across a river, lake or sea
- e a person who fishes for a hobby
- f very modern
- g unhappy because you are living away from home
- h didn't give up
- i advised, guided
- j the countryside and nature.

8 Describing Chris

From what Chris says, what kind of person do you think he is? Circle the appropriate adjectives, checking in a dictionary if necessary.

VOCABULARY		
thoughtful	courageous	adventurous
academic	sociable	curious
lazy	sporty	impatient
open-minded		

9 Describing Chris's friends and family

Look at the adjectives in the box on page 30. Can you match the adjectives that have a similar meaning? Use a dictionary to check the meaning of any unfamiliar words. When you have matched the words, decide why they can all be used to describe Chris's family and friends. Look for clues in the text.

VOCABULARY

<b>lively</b>	<b>down-to-Earth</b>	<b>supportive</b>
<b>close-knit</b>	<b>ordinary</b>	<b>dynamic</b>
<b>active</b>	<b>welcoming</b>	<b>fun-loving</b>
<b>hospitable</b>		

### 10 Colloquial words and phrases

Chris uses some colloquialisms (informal words and expressions). You can often guess their meaning by analysing the context in which they are used. For example, he says that 'I'll often *have a word* with a friend who has just *dropped in for a bite to eat*.'

Do you think *have a word* is likely to mean a formal conversation or a friendly chat? Has someone who has *dropped in* arranged the visit in advance? Would you expect *a bite to eat* to be a large meal or a snack?

Match these colloquialisms from the text with the more formal expressions.

- |                     |  |
|---------------------|--|
| 1 the little things | A too soon to know                       |
| 2 on my doorstep    | B very quickly                           |
| 3 in no time        | C matters that are small but significant |
| 4 early days        | D very near to where I live              |

### 11 Translation

What colloquialisms do you use in your own language? Can you think of any direct equivalents in your language for the colloquial expressions in the text in exercise 10?

### 12 Discussion

- A** Chris describes his parents in this way: 'They persevered to achieve what they wanted, but they really love having fun and enjoying themselves too.' Could Chris himself be described like this? Why/Why not? How far do you think children acquire their parents' characteristics?
- B** Chris attributes a lot of his present success to his close-knit family. How far do you think early family life influences your chances of success later on? Apart from your family, where else can you find support and encouragement to help you achieve your goals?

- C** What do you think of Chris? Do you admire him? Why/Why not? In your own culture, can you think of someone you find inspiring? Share your ideas with your partner.

### 13 Idioms

Can you work out the meaning of the following common sayings about family life from their context?

- I gave the job to my nephew rather than my neighbour's boy. After all, *blood is thicker than water*.
- She gave the police evidence against him, even though he was *her own flesh and blood*.
- When we lost all our money in business, we felt lucky that we had still got *a roof over our heads*.

### B Favourite places



#### 1 Discussion

Most of us have places that we especially like to visit. When you want relaxation and pleasure, where do you go? Do you head for wide, open spaces? Or, do you prefer urban environments?

#### 2 Reading and vocabulary

Readers of a student website were asked to write about their favourite places.

Read about the way one student likes to spend her time. What does she do? Does the place sound inviting? Would you like to go there? Why/Why not?

When I've got some free time, I love visiting our local market. It's a large, outdoor market by the seafront. It's always busy. Even if I'm not going to buy anything, I really like the atmosphere, people of all ages and the cheerful sounds of stallholders calling to each other.

I'm usually tempted by the brightly coloured fruit, displayed so carefully, and impressed by the gorgeous cloth on sale. As the market is quite near the seafront, you can't escape the strong, fishy odours that mix with the smells of herbs, plants and vegetables. There's a secondhand stall I browse through, too, unable to resist the chance of finding something valuable. I once bought a wonderful old Chinese candlestick for just 50 cents! When I'm at the market I forget all about my everyday problems. I just relax, unwind and enjoy the sights and scenes around me.

Read the text again and underline the descriptive phrases. Then group them according to:

**Size and location:** \_\_\_\_\_

**Atmosphere:** \_\_\_\_\_

**Smells:** \_\_\_\_\_

**Sounds:** \_\_\_\_\_

**Colours:** \_\_\_\_\_

**Emotions:** \_\_\_\_\_

**Opinions:** \_\_\_\_\_

### 3 Writing

Now close your eyes and imagine yourself in a favourite place of your own. Are you alone, or with family or friends?

What are you doing? Take in all the sights, colours, sounds and smells of the place. Think about the way you feel when you go there.

When you're ready, try to write down your ideas on paper. Be prepared to make one or two drafts before you get the description just right. Use a dictionary to help. Don't forget to explain why this is one of your favourite places.

#### Descriptive phrases

To help complete your writing, choose from the descriptive words and phrases here. Check with a dictionary that the words you have chosen are appropriate for what you are describing.

#### Smells

*sweet-fresh smoky*

#### Sounds

*cheerful sound of talk and laughter peaceful not a sound noisy silent sound of birds calling*

#### Colours

*colourful bright shining rich gorgeous soft*

#### Atmosphere

*tranquil safe warm and friendly lively cosy comfortable appealing relaxing brightly lit mysterious*

#### Where is it?

*off the beaten track right in the centre of town only five minutes away isolated hard to get to but worth the effort*

#### Expressing feelings

*When I'm there I ...*  
*... feel close to my family or friends / like the solitude / enjoy my own company.*  
*... relax and unwind / forget my everyday problems.*  
*... feel excited/happy/secure.*  
*... experience the beauty of nature / enjoy the wonderful things people have created.*

## 4 Reading aloud

Without writing your name on the paper, drop what you have written into a box. The papers can then be shuffled and you can take turns in selecting one and reading it aloud to your group.

## 5 Showing enthusiasm Track 3

Listen to the following descriptions of places. Notice how the most important words that show strong, definite feelings are stressed.

- 1 What an **amazing** place! It would make a **great** change from life in the city.
- 2 What a **lovely** place! I'm sure I'd appreciate the special **atmosphere**.
- 3 What **fun**! It would be a **superb** place to relax on holiday.
- 4 How **fascinating**! My friends and I **love** wildlife. We **must** go there.
- 5 How **interesting**! Now I'll see it through **new eyes**!

Practise saying the sentences to your partner. Make sure you sound enthusiastic. Stress the important words that show your attitude.

## 6 Order of adjectives

When adjectives are put before a noun, they follow a particular order:

opinion, size, age, colour, origin, material, purpose

Look at this sentence from the text in Exercise 2:

*I once bought a **wonderful old Chinese** candlestick for just 50 cents!*

Opinion goes before age and age goes before origin.

Put the following adjectives into the correct order. Use the information above to help you.

- 1 I've lost a bag. (*sports canvas red*)
- 2 We stayed in a house. (*three-bedroomed Swedish beautiful*)
- 3 The new boss is a woman. (*friendly Egyptian middle-aged*)
- 4 I want to buy a jacket. (*leather good-quality black*)
- 5 I've bought a coat. (*warm winter woollen*)

- 6 Thieves stole a teapot. (*oriental silver priceless*)
- 7 Kieran got a case for her new tablet. (*inexpensive grey smart*)

## 7 Developing your writing style

Using too many adjectives before a noun is confusing. Three is usually enough. You can 'break up' a long description by adding a clause instead.

Examples:

- 1 Adjectives + noun + **with** (extra details):  
*He decided to wear a cool white cotton shirt **with short sleeves**.*
- 2 Adjectives + noun + **made of** (material):  
*He was wearing an amazing, long, purple cloak **made of velvet and silk**.*  
(Note that commas are sometimes used between adjectives in longer sequences.)
- 3 Adjective + noun + **which** (a variety of information):  
*She was wearing an Italian gold watch, **which looked very expensive**.*  
*He has a reliable old scooter, **which he doesn't mind lending to people**.*

### Practice

Combine each group of sentences into one longer sentence. Use the correct adjective order and a clause where appropriate. When you've finished, compare your answers with a partner's.

- 1 He gave her a box. The box was made of wood. It had a picture of a famous story on the lid. It was Russian. It was an unusual box.
- 2 She was wearing a brown suit. It was wool. It looked too warm for the weather.
- 3 The television is portable. It's white. It's Japanese. It has 100 channels.
- 4 It's a frying pan. It's copper. It's heavy. It's French. It has a lid.
- 5 Someone's taken my mug. It has my name on it. It's blue. It's a ceramic mug. It's used for coffee.
- 6 He has lost a coat. It's polyester. It's a school coat. It has his name on the inside.
- 7 Rosanna decided to wear a long dress. It was green and white. It was made of silk. She had bought it in America.

## C Improving your neighbourhood

### 1 Discussion



- A Have you ever campaigned to make your neighbourhood a better place to live in? What did you do? Were you successful? How proud do you feel of your achievement?
- B How would you like to improve your neighbourhood for teenagers? Discuss your ideas in your groups.

### 2 Before you listen: Vocabulary check

You are going to listen to a discussion between two officials, John and Pamela, about the best way to convert a disused warehouse for the benefit of local teenagers.

Before you listen, make sure you know the meaning of these words and phrases:

VOCABULARY		
<b>maintenance</b>	<b>voluntary</b>	<b>drain on resources</b>
<b>budget</b>	<b>wear and tear</b>	
<b>facilities</b>	<b>premises</b>	

### 3 Listening for gist Track 4

Listen to the conversation for general meaning first, and find answers to the three questions.

- 1 What facility does the woman want?
- 2 What facility does the man want?
- 3 What does Pamela say that shows she is changing her mind?

## 4 Detailed listening Track 5

Now listen for detail and choose the correct ending for each statement.

- 1 Pamela has already:
  - a thrown away inappropriate applications
  - b decided which applications are worth considering
  - c contacted people whose ideas she preferred.
- 2 Pamela feels a study centre would:
  - a be inexpensive to operate
  - b be cheap to run but unpopular
  - c only be used at weekends.
- 3 John thinks the public library is:
  - a very popular with students
  - b very busy but well-staffed
  - c well-resourced and efficient.
- 4 Pamela believes leaving school with good qualifications is:
  - a more important for teenagers than good social facilities
  - b a guarantee of entry to a good job or further study
  - c less relevant for modern teenagers than it was in the past.
- 5 John thinks a youth club would be:
  - a a place where all students could make friends
  - b fair to both academic and less academic students
  - c a way to help teenagers prepare well for the future.
- 6 John mentions the way teenagers raised money for charity in order to show:
  - a that they are capable of good behaviour and self-discipline
  - b that they are capable of understanding the needs of disabled people
  - c that they are capable of obeying the instructions given by a supervisor.
- 7 John thinks it would be possible to pay a supervisor a salary for:
  - a more than one year
  - b six or seven months
  - c up to one year.
- 8 Pamela agrees to the youth club because:
  - a so many local people want one
  - b she knows a capable supervisor will be in charge
  - c there have been so many teenage tragedies.



## 5 Follow-up

In general, whose views do you sympathise with – John’s or Pamela’s? Why?

### Inference

When we use inference, we draw a conclusion based on the information we have, even if the information is incomplete or not directly stated.

Look back at question 3 in the previous exercise. You had to use **inference** to answer it correctly. Why? Try to explain your thinking.

### More about inference

We are told that Pamela and John are ‘officials’ but do not know any more than that. We could infer more information from how they talk to each other.

Which statement do you think best expresses their working relationship?

- a John is Pamela’s boss.
- b Pamela is John’s boss.
- c They are both on equal terms.

Try to explain your choice, by referring to details you heard.

### Idioms

People sometimes say: *I’m digging my heels in* or *I’m sticking to my guns* when they refuse to change their minds, despite pressure. Could these idioms be applied to John or Pamela? Why?/Why not?

## 6 Persuading: Stress and intonation Track 6

In their discussion, John and Pamela use the following polite phrases to persuade each other to listen to their point-of-view. Listen again and tick each one as you hear it. Notice how the words in **bold** letters are stressed. Do the phrases generally have a rising or a falling pattern?

- Do you **really** think it’s a good idea ...?
- (That) sounds all right in **theory**, but in **practice** ...
- I take your **point**, but ...
- (That’s) all very well, **but** ...
- That’s true, **but** ...
- Look at it **this** way, ...

Practise saying these phrases aloud to each other. How could you complete each one?

## 7 Role play: Spend, spend, spend

Your family has won \$20 000 in a competition. You all took part in the competition, so you’re having a family conference to discuss how to spend the money.

In groups of three or four, choose from the roles below. Your aim is to persuade the family that your ideas for spending the money are best. Use the phrases from exercise 6 to show you’re listening to what they have to say, but that you want to express a different opinion.

### Mum

You think it is important to spend the money on something sensible and practical, which will bring lasting benefits. You want to spend it on new furniture, curtains, carpets and a new washing machine.

### Dad

You want to save the money for the future. Eventually, the family will need money to move house, for the children’s education or for retirement. It is silly to rush into spending the money without being sure of the best way to use it. A good investment account will earn high interest on the savings, so the money will be worth more in the future.

### Daughter

You want the family to build a swimming pool in the garden. There is no swimming pool near your home and you are a keen swimmer. It would be a good way for the whole family to get exercise and to cool off after school/work in the summer.

### Son

You think the money should be used for an exciting holiday of a lifetime that would be impossible to afford otherwise. You want the family to have a safari holiday in Kenya. You’ve always wanted to see wildlife in its own habitat, and everyone would learn so much from it.

## D Making a difference

### 1 Pre-reading discussion

Some people can’t stand the idea of going into hospital, even if they need treatment. Why do you think this might be?

Have you ever visited a friend in hospital? Did you bring a gift? What was it?

How did your friend feel about being in hospital?

What did you notice about the hospital atmosphere? Did the patients seem relaxed and comforted? Share your ideas with your group.

## 2 Reading for gist

You are going to read about Dolores who has worked to improve the experience of teenagers and children having treatment at her local hospital.

Read the article for general meaning. Has Dolores been successful?

# The woman who put comfort into caring



because of confidentiality, I could not pass on anyone’s details.’

**Making it happen** 20

Dolores had never imagined starting a charity, but when she spoke to one of the doctors about these problems, he offered to help. He suggested putting together a plan and said he would support her. She got the help of two families whose children were ill and they spent hours sitting around her kitchen table filling in charity forms. ‘It was incredibly hard work, but I’ve never regretted it,’ she says.

To date, Dolores, the ‘hopeless’ receptionist, has raised millions of dollars. ‘I am very practical,’ she says. ‘I rolled up my sleeves and made it happen.’ She believes the key reason the charity has been successful is that ‘everyone knows where every penny is going. The money does not disappear into one big pot.’

**A nice place to be** 35

Since the project began, the atmosphere of the children’s unit has changed beyond recognition. Children asked for a place to play outdoors so Dolores developed a neglected area in the hospital grounds and transformed it into a beautiful garden and play space. After children said that they didn’t like walking down the sterile corridor to the ward, the corridor was given a makeover, too, with magical mosaics designed by the patients. There is now a common room for teenagers, equipped with trendy furniture, internet access and a fridge full of snacks and fresh juices.

### Discovering a need

Dolores Albertino is proof that sometimes finding yourself in the wrong job can have wonderful consequences. Several years ago, the former nurse and mother of two teenage sons returned to work at her local community hospital, but this time as a receptionist. ‘The trouble is I was absolutely rubbish at the job,’ says Dolores with a smile. Phones went unanswered, and she never did master the computer, but that was because she spent time away from her desk chatting to and comforting the parents of sick children and the children themselves. ‘I found it very frustrating that a child would ask for a simple thing, such as ice cream, but because it was not meal time, they could not have it. I also knew that the families could benefit from meeting each other but,

Parents, who are often very apprehensive when their children develop a health problem, were not forgotten either. The formerly drab ward

50



kitchen has been spruced up and parents can help themselves to coffee, tea, chocolate biscuits and crisps. Dolores also organises family liaison groups so parents can give each other mutual support. ‘The children need their parents or grandparents to be rocks – you see them looking into their eyes for help and support.’ The whole community has worked to make the dream come true. Getting local schools to raise funds has been surprisingly easy. The community has also pulled together by organising street parties, sponsored walks, sky dives, car washes, picnics and concerts. Joanna, the mother of 16-year-old Antoine, who is receiving treatment at the hospital, says, ‘Dolores is not working to a template. You see her listening, talking to the medics and getting on with it. The charity brings comfort and much-needed fun to the children’s unit. Everyone benefits.’

55

60

65

**It’s all worthwhile**

Seeing her work spread nationwide is Dolores’s dream. ‘People everywhere will donate when they can see good results. Coping with illness is a challenge, but children should not feel as if they are being punished because a doctor is sending them to hospital.’

70

**3 Vocabulary**

Match these words from the text with their definitions.

- |                   |   |
|-------------------|---|
| 1 confidentiality | A managing to deal with a difficult situation |
| 2 neglected       | B treated harshly for doing something wrong   |
| 3 sterile         | C clinical, not homely                        |
| 4 apprehensive    | D dull, lacking colour                        |
| 5 drab            | E nervous, worried                            |
| 6 template        | F not passing on private information          |
| 7 coping          | G ignored, lacking necessary attention        |
| 8 punished        | H a pattern to follow                         |
| 9 spruced up      | I to make a place clean and fresh             |

Can you guess the meaning of the words *ward* (line 47) and *liaison* (line 50) from the contexts?

**4 Post-reading discussion**

Share your views on the following questions in your groups.

**Tone**

How do you think people reading the magazine article would feel at the end? Would they feel:

- a saddened (It is depressing to think of children having health problems.)
- or
- b positive? (The story is an example of human kindness and strength of purpose.)

**Author’s main aim**

Do you think the MAIN aim of the article is to:

- a explain how to develop medical techniques for treating children?
- b tell the reader what caring for sick children is like from a nurse’s viewpoint?
- c explain why sick children and their families need comfort, and how to achieve this?
- d convey the viewpoints of everyone involved in caring for sick children?

**Structure**

Which is the best description of the structure of the article?

- a It is a mixture of long and short sentences. There are several short paragraphs as well as long ones.
- b The sentences are mainly long and complex. The article is composed of a few long paragraphs.

**Style**

Is the style chatty, technical, formal or neutral?

**5 Comprehension check**

- 1 What evidence is there that Dolores was not effective as a receptionist? Give **two** examples.
- 2 Why did Dolores want to make changes at the children’s unit? Give **two** details.
- 3 How has she helped the children and teenagers? Give **two** details.
- 4 How has she helped parents? Give **two** examples.
- 5 What have schools and the local community done to help? Give **two** examples.
- 6 In about 70 words, describe Dolores’s attitude and say why she has been successful at fundraising.

**6 Further discussion**

- A Dolores says children and teenagers need the support of their families when they are ill. Do you think support from their friends is just as important as family support?
- B Dolores has raised money to make a stay in hospital more comforting for patients and their families. Some people might say the money would be better spent

on the latest medical technology, not a play space or furniture. What are your views?

- C Have you ever taken part in fundraising for charity? Explain what you did and why. If you have not taken part in fundraising, would you consider doing so? What sort of charity would you choose to support? Discuss your ideas in your groups.
- D Some people claim that money for health care should be provided by the government and not by charities. What are the advantages and disadvantages of using charities to support health care?

**7 Colloquial language in context**

With a partner, study these colloquial expressions from the text. Try to work out their meaning from the context.

- 1 I was *absolutely rubbish* at the job.
- 2 I *rolled up my sleeves* and made it happen.
- 3 The money does not disappear into *one big pot*.
- 4 The corridor has been given *a makeover*.
- 5 The children need their parents, or grandparents, to be *rocks*.

Try to find another colloquialism in the text and decide on its meaning.

**8 Spelling: Doubling consonants when adding suffixes**

Suffixes are word endings, such as:

*-ed -ing -er -est -ish -y -able*

Adding a suffix can change a verb tense, make a comparative or superlative form and change nouns into adjectives.

Look at these verbs from the magazine article with their endings:

*sitting chatting meeting worked sending*

Notice how the final consonant of *sit* and *chat* has been doubled, but not those in the other verbs. Can you say why?

The rule for adding suffixes to one-syllable words is:

double the final consonant if the word ends in one vowel + one consonant.

Examples:

cut	cutting
sun	sunny
spot	spotty
red	reddish
big	bigger
wet	wetter

Exceptions are one-syllable words which end with **w, x** or **y**.

Examples:

buy	buying
few	fewer
box	boxing

We do NOT double the consonant if a one-syllable word ends in either two vowels + one consonant, or one vowel + two consonants.

Examples:

need	needing	needed	
wait	waiting	waited	
adapt	adapting	adapted	adaptable
doubt	doubting	doubted	
talk	talking	talked	

### Practice

Look carefully at the one-syllable words in the sentences below. Check the pattern of the ending (one vowel + one consonant, one vowel + two consonants, or two vowels + one consonant). Add suitable suffixes to complete the words, doubling the final consonant where necessary.

- When I arrived home I could hear the phone ring \_\_\_\_\_.
- Yesterday was the hot \_\_\_\_\_ day of the year.
- Ibrahim has stop \_\_\_\_\_ smoking.
- We really enjoy \_\_\_\_\_ our day out yesterday.
- That's the sad \_\_\_\_\_ news I have ever heard.
- Let's visit the new shop \_\_\_\_\_ centre.
- Stop chat \_\_\_\_\_ and do some work!
- The baby is already walk \_\_\_\_\_.
- We are send \_\_\_\_\_ our son to boarding school.
- I bought these apples because they were much cheap \_\_\_\_\_ than the other ones.
- Zena got tired of wait \_\_\_\_\_ and left.
- He is always ask \_\_\_\_\_ for money.

- Don't go look \_\_\_\_\_ for trouble.
- Our school has a new swim \_\_\_\_\_ pool.

## 9 Adding suffixes to multi-syllable words

There are some longer words in the article, which double the final consonant when adding a suffix:

*Forgotten*      *regretted*

Others do not:    *offered*      *listening*

Do you know why?

The rule for adding suffixes to words of two or more syllables is:

double the final consonant if the last syllable is stressed and it ends in one vowel and one consonant.

Examples:

*forget*      *forgetting*      *forgotten*  
*prefer*      *preferring*      *preferred*

So, we do NOT double the final consonant if the stress is on the first syllable:

*offer*      *offering*      *offered*  
*listen*      *listening*      *listened*

Or if the last syllable contains TWO vowels before the consonant, or one vowel and two consonants:

*explain*      *explained*  
*return*      *returned*

### Practice

Add suitable suffixes to complete the words in these sentences, doubling the final consonant if necessary.

- Theo regret \_\_\_\_\_ leaving his job, but it was too late.
- Smoking is not permit \_\_\_\_\_.
- The accident occur \_\_\_\_\_ last night in thick fog.
- I reason \_\_\_\_\_ with him about his aggressive behaviour.
- He has commit \_\_\_\_\_ a serious crime.
- The earthquake happen \_\_\_\_\_ in the evening.
- She explain \_\_\_\_\_ the begin \_\_\_\_\_ of the story to them.
- I've always prefer \_\_\_\_\_ travelling by train.

## 10 Look, say, cover, write, check

Understanding how grammar and pronunciation work helps you understand English spelling. Learn these commonly misspelt words through the 'look, say, cover, write, check' method. Ask a friend to test you when you are confident you have learnt them correctly.

VOCABULARY		
beginning	swimming	travelled
preferred	shopping	dropped
occurred	happening	development
occurrence	happened	permitted

## 11 Words from different languages

*Liaison* is a French word that has come into English. English has a fascinating history of borrowing words from a vast number of languages. Many words came from invaders, colonisers, migrants and international trade.

With your partner, try to match the common 'loan' words in the box below with their language of origin. Use a dictionary to check the meaning of unfamiliar words.

VOCABULARY		
athlete	bungalow	patio
tea	caravan	villa
cuisine	chocolate	ski
sofa	opera	karate

Arabic \_\_\_\_\_ Italian \_\_\_\_\_  
 Aztec \_\_\_\_\_ Japanese \_\_\_\_\_  
 Chinese \_\_\_\_\_ Latin \_\_\_\_\_  
 French \_\_\_\_\_ Norwegian \_\_\_\_\_  
 Greek \_\_\_\_\_ Persian \_\_\_\_\_  
 Hindi \_\_\_\_\_ Spanish \_\_\_\_\_

Can you guess why the word might have come from that language? Think about the climate, way of life, food, etc.

Check your pronunciation of the words with your partner. Finally, use each word in a sentence of your own.

### Comparing languages

What English words do you use in your own language? What words in your language come from other languages? Share your knowledge with your group.

## E Welcoming an exchange visitor

### 1 Reassuring your guest



In order to learn more about other cultures, many young people take part in exchange visits with students of their own age. They take turns going overseas to stay with each other's families. By doing so, they improve their understanding of another culture and way of life, improve their skills in another language and have a pleasant holiday at the same time.

Imagine that your family is going to take part in an exchange visit. Your guest, who you have not met before, and who is about your age, is coming from overseas to stay with you for three weeks. How do you think he/she might be feeling? Nervous, excited, worried?

In an email how could you put your guest at ease and make your home and your local area sound inviting? Make a few notes under the following headings.

#### Positive things about my home and family

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**Enjoyable things to do together**

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**Exciting places to visit**

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What aspects of your home life or area would you NOT want to draw attention to (if any)? Why?

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**Beginnings and endings**

Below are some common phrases used to begin an end an email. Complete them using the words from the box.

it from forward to forget for

**Beginnings**

- a It was great \_\_\_\_\_ get your last email.
- b Thanks \_\_\_\_\_ your email.
- c Just a quick email \_\_\_\_\_ let you know ...

**Endings**

- d That's \_\_\_\_\_ for now.
- e Looking \_\_\_\_\_ to hearing from you.
- f Don't \_\_\_\_\_ to email soon.

**2 Example email**

Now read this example email. Underline the phrases used to welcome the visitor.

● ● ●
Wells Hall High School

About   Curriculum   News   Student articles

Hi Jacob,


I'm really pleased you're coming to stay with us soon. My family consists of my mum, dad and my younger sister Betty and my pet cat Rufus. We're an easy-going, ordinary family and my parents are very approachable. They let us do more or less what we like as long as we tell them about it first.

We live in a three-bedroomed house with a small front and back garden. It's about ten minutes' walk away from the town centre, which has modern shops, three cinemas, clubs and a weekly market. We also have a great new swimming pool in town, so bring your swimming things! If you enjoy history, I'll show you our museum. It has some fascinating information about the history of my town.

I've made a list of the most interesting things to do and see in the area. I heard you are keen on watching football so I've booked two tickets to see a big match while you're here. I got my driving licence last month and dad has promised to let me use the car. We can explore the countryside and perhaps even camp for a night or two. The wildlife and countryside won't be as spectacular as Kenya but it's very peaceful and we might even see some wild ponies.

I can't wait to meet you, Jacob! Have a safe journey here.

Best wishes,  
William



**Comprehension**

- 1 What is William's family like?
- 2 What kind of environment does he live in?
- 3 What has he planned for Jacob's visit?

**Format**

- 1 Do you think the email sounds welcoming? Why/why not? Underline the phrases that show the writer has considered the feelings of his guest. Does he give reasons for the plans he is making? What are they?
- 2 Does William mention the exchange visit straight away or does he begin his email in a more indirect way? Do you think his approach is a good one? Why/Why not?
- 3 The email has three main paragraphs. Do the paragraphs flow into each other?
- 4 Underline the opening and closing sentences of the email. Are they appropriate? Why/Why not?
- 5 Overall, the email is fairly short. Do you get a good enough picture of what the holiday is going to be like for Jacob? Why/Why not?

**3 Finding a suitable tone**

In pairs, read the following sentences taken from students' emails. If you were the recipient, which would make you feel at ease? Which might worry you? Put a tick against the sentences you like and a cross against the others.

As you work, discuss how any inappropriate expressions could be made more suitable. Correct any structural errors.

- 1 It'll be lovely to see you.
- 2 We're all looking forward to meeting you.
- 3 The food here will be rather distasteful for you.
- 4 At least when you are in the house try to behave with respect to my parents.
- 5 You'll be very welcome.
- 6 My friend, you can come and enjoy it but my family is very strict.
- 7 You'll soon feel at home.
- 8 The place itself is safety, you do not need to be afraid when walking, in case of thieves.

- 9 I would like to tell you that my parents are very good and they don't like people who drink too much.
- 10 Mostly, we will visit our countryside every day because here that is the only worth visiting place.
- 11 Mum and Dad always listen to our problems before giving their own point-of-view.
- 12 My family are selfishness and want someone to do things for them but I know such a thing will not inconvenient your visit to me.
- 13 We're going to have a wonderful time together.
- 14 We can go cycling through our beautiful countryside and have great parties on the beach.
- 15 As I already told you, this is a very small place, so don't think about hotels, theatres, cinemas and so on.
- 16 We can promise you the best time of your life.

**Rewriting**

Choose three of the sentences above that don't sound right, and rewrite them to make a more appropriate impression. Try them out on a partner. Does he/she agree that they sound more inviting?

**4 Correcting mistakes**

This email is from Jacob, who is writing to thank William for his holiday. Can you find the mistakes and correct them? The mistakes are to do with:

- prepositions
- missing words
- tenses
- punctuation
- spelling
- paragraphing
- vocabulary
- articles
- grammar.

There are also two sentences in the letter that are inappropriate in tone. You'll need to rewrite them. Finally, rewrite the whole email correctly.

Wells Hall High School

About Curriculum News Student articles

Hi William,

I'm back! I am writing to you to offer you my sincere thank you. I've had a great time staying with you and your family last week. You were all so kind to me. I've got so many good memories of the trip. Everyone were so friendly – your family, the neighbours, all the students at the college. Tell your mum she is the best cook in the world! Can she come and live with us here? I really liked your town, by the way. I think you are lucky to live there. I had such a good time there – we done so many interesting things! I send you some photos of our camping trip in my next email. You know, you must come and stay with us soon! Do you remember I told you that our house is near a lake? Well, Dad's just fixed the boat, which means we can go out on the lake on it, if you like! The beaches here are great and now the summer is in the way we'll be able to go swimming all the time. I know how much you love that. Whenever the weather is not so good, we can go to some of the big mills in a centre of town – tourists love all the shops! What do you think? Will you come and stay to us? I look forward to receiving an email from you as soon as you are able to send one.

Write soon, William!

Love,  
Jacob

## 5 Sentence completion

Nobody has a perfect home life. But we don't want to sound too negative when talking about it. When giving someone an impression of life at home, try balancing any negative ideas with more positive ones.

Try to complete these sentences positively:

- 1 Even though he is a nuisance at times, my little brother ...
- 2 Despite being too dangerous for swimming, our local river ...
- 3 Although we're a long way from the bright lights of the city, ...
- 4 My parents are a tiny bit strict yet ...
- 5 You'll probably find our way of life just a little strange at first, but ...
- 6 We don't have a perfect house, but ...

### Reassurance

When British people are trying to reassure someone about something, they sometimes use expressions like 'a tiny bit awkward', 'just a little bit difficult'. What do you say in your language?

## 6 Surprise party: Tone and register

You recently arranged a surprise party for your parents' wedding anniversary. You went to a lot of trouble to make

the party a success. Unfortunately, your cousin was ill and unable to attend.

Which of the following would you say to your cousin? Why?

- 1 Where were you? Everyone expected you to come.
- 2 Why didn't you arrive? You should have been there.
- 3 It was such a shame you couldn't make it.
- 4 You disappointed us very much.

## 7 Reordering

The following email describes a surprise party. It is written to a relative who missed the celebration. First, reorder the sentences and put them into paragraphs and then decide on the correct sequence of paragraphs. What overall impression do you think the email will make on the recipient?

## 8 Writing

Your cousin went to live abroad with her family when she was only two or three years old. Her parents have asked if she can stay with your family for a holiday. You have never actually met before. Write an email to your cousin in which you:

- introduce yourself
- describe your family and background
- tell her about enjoyable things to do together
- describe interesting places to visit.

Write about 150 words.

Wells Hall High School

About Curriculum News Student articles

Dear Ella,

- a As you know, Mum and Dad didn't know anything about it.
- b Just before the end, Uncle Steve let off lots of fireworks in the garden.
- c She had decorated the house beautifully.
- d Perhaps the DVD I'm sending you of the occasion will be a little compensation.
- e However, everyone understood that you were still feeling weak after the operation.
- f So you can imagine their surprise when, instead of going to the Blue Fountain, we arrived at Auntie Susan's house.
- g Hope you feel better soon.
- h No one looked tired or seemed inclined to go early.
- i It was a great shame you couldn't come.
- j Although most of the guests must have been over 50, the party went on until the early hours.
- k Despite the fact that we all missed you, we had a lovely day.
- l This was a wonderful way to round off the occasion.
- m Once again, I know how disappointed you were not to be there.
- n Just a short email to let you know about Mum and Dad's anniversary party.
- o They assumed I was taking them to a restaurant to celebrate.

Lots of love,  
Krystyna

### INTERNATIONAL OVERVIEW

The world's most widely spoken languages, by numbers of native speakers and as a second language, are Mandarin Chinese, English, Spanish, Hindi and Arabic.

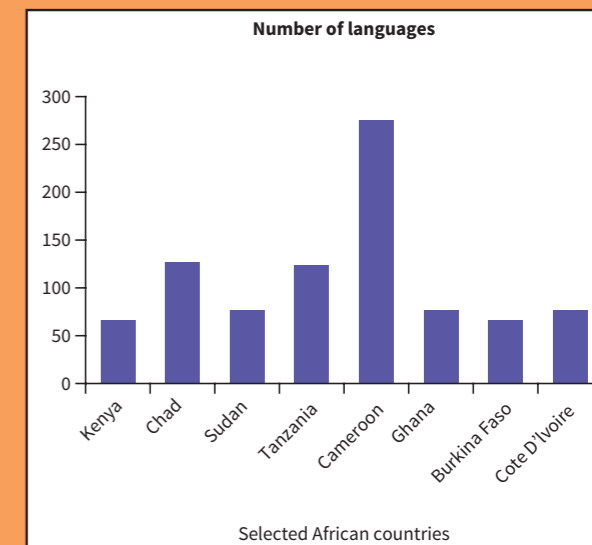
Linguists say that more than 6 000 languages exist, though some are spoken by relatively few people. Sadly, hundreds of minority languages throughout the world are dying from lack of use. In Europe, for example, Breton, Scottish Gaelic and Romani are examples of languages in danger, while Karaim, a Turkic language of Lithuania, has fewer than 50 speakers left.

Experts predict this decline will continue and that, by the year 2030, there will be fewer than 3 000 languages spoken in the world.

What do you think might cause people to stop speaking a particular language?

The chart shows the numbers of languages spoken in selected African countries.

- 1 In which of these African countries are more than 100 languages spoken?



- 2 Does the information in the chart surprise you? Why/Why not?
- 3 What could help preserve endangered languages?



**GRAMMAR SPOTLIGHT**

**Gerund or infinitive?**

**A** Certain verbs are followed by an **infinitive**:

*I was allowed to travel to Ireland.*

*I'm always being asked to repeat things.*

Can you find another example in paragraph 6 of the text in exercise 5?

Verbs like these include: *allow, ask, want, would like, promise, warn, remind, expect, decide, make, agree, refuse, offer, help, encourage, manage, tend.*

**B** Certain verbs are followed by a **gerund** (-ing form):

*I didn't mind being alone.*

Can you find another example in paragraph 4 of the text in exercise 5?

Verbs like these include: *finish, hate, avoid, like, dislike, love, risk, imagine, deny, postpone, recall, enjoy, imagine, mind, miss, suggest.*

**C** There are a few verbs that can take **either** the gerund **or** the infinitive, depending on the meaning:

*He remembers playing with his sister.*

**BUT**

*Remember to take your dictionary with you.*

Verbs like these include: *remember, forget, need, try, stop, go on.*

Discuss the difference in meaning between:

*Her neighbour was in a hurry and didn't stop to talk.*

*Her neighbour didn't stop talking.*

**D** The gerund is used after certain expressions, such as *can't stand, spend/waste time*:

*Some people can't stand going into hospital.*

*She spent time chatting to the parents of sick children.*

**E** The gerund, because it is like a noun, can be used as the subject of a sentence:

*Getting local schools to raise funds has been easy.*

Can you find two more examples like this in the last paragraph of the text in exercise 2?

**Exam-style questions**

**Writing**

**Reading & Writing, Exercise 6**

**1** New students will join your school next term. They and their families are new to the area. Your teacher has asked you to write an article about the local cinema. This will go in a 'Welcome Pack' to be given to the new students. In your article say what you think of the cinema. Here are two comments about the cinema from other people in your class:

'This is the best cinema in the area – it shows all the latest films and has great popcorn!'

'My favourite thing about our cinema is that it shows films you've never heard of as well as all the blockbusters.'

Write the article for the Welcome Pack. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be 150–200 words long.

Extended [16 marks].

**Reading and Writing, Exercise 6**

**2** You recently took part in a neighbourhood project. Your teacher has asked you to write a report on the project. In your report say how the project improved the neighbourhood and what more could be done to improve it.

'In the park we repaired the swings, which had been broken for a long time. The park needs to be looked after.'

'We picked up all the rubbish around the neighbourhood. We should all try to keep our neighbourhood tidy.'

'The nets on the football pitch in the park had been stolen. We replaced them, cut the grass and repainted the lines on the pitch.'

'The best thing was tidying up the youth club. We painted it and we put in new windows. It's ready to use again!'

Write the report for your teacher. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be between 100 and 150 words long.

Core [12 marks].

**Reading & Writing, Exercise 5**

**3** You recently took part in a fundraising activity in your community to raise money for charity. Write an email to a friend in which you:

- describe the aims of the charity
- explain how you raised funds for the charity
- encourage them to take part in a fundraising activity.

**Reading & Writing, Exercise 6**

**4** Your school recently held a Community Day, aimed at elderly people who wanted to improve their skills with computers and the internet. The editor of your school newsletter has asked you to write an article about how the project went and whether anything needs to be changed. Here are two comments from people who set the project up:

'We show them how to log on to a website, create a social media profile, write an email and search for information online.'

'People are often a bit nervous at the start of the day, but by the end there are usually three or four who want to set up their own website!'

Write the article for your school newsletter. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be 150–200 words long.

Extended [12 marks].

**Speaking**

**1 Building a community**

A community can be defined as a group of people that shares similar values and common interests. Some people say the happiest societies are built on a solid community foundation. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- how you feel about the community you belong to
- whether a strong community really makes people happier, more neighbourly and reduces crime
- the advantages and disadvantages of belonging to online communities
- whether some communities are restrictive and limit personal freedom
- whether globalisation has a positive or negative impact on community life.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.


**2 Improving neighbourhoods**

Neighbourhoods can be very diverse. While some are comfortable for residents of all ages, others lack basic amenities. There are a number of things that can be done to improve such neighbourhoods. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- how noise, litter or pollution could be reduced
- how places of entertainment could be developed
- whether wireless internet access in cafés and similar places would be helpful
- the value of parks and pleasant, open spaces for everyone to enjoy
- the importance of public transport facilities.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

**Listening**  **Track 7**

**Listening, Exercise 2**

You will hear a talk given by a student on a local radio programme. She is telling listeners about Riverside, the community where she lives.

Listen to the talk and complete the details below. Write **one** or **two** words only in each gap.

You will hear the interview twice.

Core [8 marks], Extended [8 marks].

**Name:** Neeta

**Occupation:** Student

**(a) Family origins:** ancestors came to Australia from ..... in the early 20th century

**Community:** Riverside

**Why Neeta likes living in Riverside:** It has a strong sense of community.

People are friendly. When she goes shopping, even for small items **(b)** such as a ..... or a loaf of bread, she always has to stop and talk with people she meets. The residents are caring. When her younger brother had an accident, **(c)** a neighbour comforted him and ..... his knee.

**How her family participates in community life:**

Neeta belongs to an art club. **(d)** Her brother enjoys the ..... and is a member of a hiking group. Her father is in an angling club. Her mother is a member of a community choir which raises money **(e)** for ..... at the local hospital by giving fundraising concerts. Her grandmother keeps fit by attending a Tai Chi class and then has **(f)** tea with friends. She has known .....

**Economic changes in the community**

Newcomers have injected new life into Riverside, and started businesses, including a dressmaking service.

For the wedding anniversary of her parents, the dressmaker made:

**(g)** a ..... dress for her mother and a silk shirt for her father.

**Neeta believes Riverside provides:**

**(h)** the sense of belonging that people require to feel ..... and able to put down permanent roots.

**Reading**

**Reading & Writing, Exercise 2**

You are going to read a magazine article about four people sharing their ideas about a place which is special to them. For questions 1–10, tick the people A–D. The people may be chosen more than once.

Extended [10 marks].

Which person:

- |   |                                   |                                   |
|---|-----------------------------------|-----------------------------------|
| <b>1</b> occasionally buys things?                  | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>2</b> enjoys hospitality?                        | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>3</b> has a persuasive manner?                   | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>4</b> likes the community associations?          | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>5</b> is optimistic about the future?            | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>6</b> is reluctant to leave?                     | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>7</b> enjoys relaxing close to nature?           | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>8</b> enjoys the lack of a pressurised schedule? | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>9</b> feels guilty sometimes?                    | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |
| <b>10</b> wears a uniform?                          | Person A <input type="checkbox"/> | Person B <input type="checkbox"/> |
|   | Person C <input type="checkbox"/> | Person D <input type="checkbox"/> |

**A Anh**

When I turn the key in the door of my shoe shop, I am in my favourite place. I stand in the middle of the shop floor for a few seconds, marvelling at the rows of stylish shoes in gorgeous colours. I used to sell my shoes in the market and I enjoyed the cheerful community atmosphere, but when I began to make a decent profit, I moved to this modern mall out of town. The mall is so good for my business. It compensates for the fact that I have to spend a long time getting there. I think some of the customers are put off by the price of the shoes, but I tell them that, though the shoes might be expensive, they cost nothing to try on! That bit of encouragement works very well and business is good! When the last customer leaves, it's time for me to go home, too, but I like to linger for a while, enjoying the tranquility that comes at the end of a good day's business.

**B Roberto**

My sister, Elsie, and I love going to our uncle's farm in the school holidays. We live in a small city flat so we particularly love the space and freedom on the farm. When we are there, we relax, unwind and forget all about schoolwork, busy timetables and exams. It's lovely waking up to the sound of the cows and sheep on the farm and feeling the whole day is ahead of me. I can't wait to get out of bed and get going. Even though the farm is isolated and there isn't any internet access, we find so many things to do, like riding on the quad bikes, swimming in the river or having a picnic in the woods. Sometimes we help my uncle with the farm work. Elsie loves looking after the cows, and I help with the sheep. We have delicious food, too. My aunt is a fabulous cook and fills the fridge with snacks and fresh juices and encourages us to help ourselves.

**C Hayley**

My favourite place is a cosy café with a roof-top terrace – not everyone knows about it. I go there at weekends and sit outside, surrounded by plants and sweet-smelling flowers, throwing a few crumbs from my cake to the birds, and enjoying the fresh air. At the café, I feel part of a simpler, more natural world. The owner is an artist and helps other local artists make a living by letting them display their paintings for sale. The pictures are of the most unspoilt places in our community, like the beaches and woods. They remind me of happy times spent collecting shells or splashing in the sea, but the pictures are too expensive for me to buy. There are some artistic cards on sale, though, and I can afford one of them from time to time. I know my friends would like the café, too, but I usually go alone and enjoy my own company for a change. I do sometimes feel it is maybe a little selfish of me not to share such an appealing place with them.

**D Xing**

I got my job in the Science Research Institute only a few months ago, just after leaving college, and I love it. People think a laboratory is a dull, sterile environment but to me it is a magical place, full of possibilities. As soon as I arrive, I put on my lab coat and feel very purposeful. I spend a lot of time doing experiments to develop a new kind of treatment for sick children. We have made good progress and the outcome is hopeful. If we actually developed a complete cure, it would be a dream come true. The working atmosphere in the team is warm and friendly. Some team members are much more experienced than me, but they never mind answering my questions or considering my suggestions for different ways to do things. We're not serious or working hard all the time, of course. We often stop to laugh, especially when my colleague Tim tells one of his jokes!

**ADVICE FOR SUCCESS**

The Advice for Success is for **you to help yourself**. Decide which suggestions you like best and mark them \*\*. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

- 1 Listen to people speaking English as often as you can. Notice the words they use to express their feelings in different situations (breaking bad news, making a complaint, expressing pleasure or annoyance). Also pay attention to the intonation patterns people use to show feelings. Try to imitate these patterns. By listening to radio plays and watching films and TV programmes, you will improve your ability to understand tone, register and intonation.
- 2 **Spelling and the grammatical system** go hand-in-hand. Understanding how words are spelt will help you understand more about grammar and vice versa. Knowledge of grammar will expand your range of strategies for word building (turning nouns

into adjectives and so on) and for identifying the logic of irregular-looking spellings.

- 3 **Proofread** your work for mistakes. You can do this during the writing process, when you feel like a break from composing, and at the end. Use a spell-checker when proofreading. Use a dictionary, too – it is your friend. The more you use it, the quicker and more efficient with it you will become.
- 4 Download language-learning apps onto your smartphone. There are lots to choose from.
- 5 Some kinds of dictionary are a brilliant source of information about the history of the English language. Have fun browsing through a good dictionary, investigating 'borrowings' from other languages.

**Exam techniques**

- 6 Reading comprehension questions don't always have to be answered in your own words. You can answer some questions by **using words from the text**.

**Exam focus**

***This unit has helped to prepare you for the IGCSE exam where you will be tested in the skills of reading, writing, listening and speaking. The unit has helped to develop those skills in the following ways:***

- You have produced **answers on detailed reading texts and written short summaries.**
- You have **listened to two radio interviews and answered questions.**
- You have learnt skills and language structures for **writing detailed articles and emails in which you describe people's appearance and qualities.**
- You have participated in a **role play** and a variety of **discussions.**



