


FOR THE
IB DIPLOMA

English B

GRAMMAR AND SKILLS WORKBOOK

Hyun Jung Owen



 **HODDER
EDUCATION**

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CONTENTS

Introduction

Section A: Personal texts

1	Diary entry.....	4
2	Personal letter/email.....	8
3	Journal entry.....	12

Section B: Professional texts

4	Formal letter.....	17
5	Essay.....	21
6	Proposal.....	25
7	Instructions/guidelines.....	30

Section C: Mass media texts

8	News report.....	35
9	Article.....	40
10	Blog entry.....	43
11	Brochure/pamphlet/leaflet.....	48
12	Interview.....	51
13	Review.....	56
14	Editorial.....	59
15	Speech.....	63

Introduction

English B for the IB Diploma: Grammar and Skills Workbook is a companion to *English B for the IB Diploma* (Hodder Education, 2019). It is intended for all students studying English Language B, but it can also be an independent source of practice for anyone interested in improving their command of English grammar and learning to write in a variety of styles.

Each unit explores a text type and provides essential grammar practice for all students studying English Language B. Writing tasks are also included in each unit.

Each unit begins with a brief introduction to a text type and explores conventions using a model text. Task-specific success criteria and a student's work sample are provided after the model text. The work samples are authentic works that have been produced by students who are currently studying the course. You are encouraged to consolidate your knowledge on the conventions of a text type by evaluating the sample work against the task-specific success criteria.

The grammar section covers a range of language patterns. The grammar rules selected are those that students find most confusing. However, the 15 grammar sections are not exhaustive. Each one starts with a short text that introduces the language pattern. The summary section further explains the pattern. There are three activities for each grammar section. Activity 1 is appropriate for students learning English grammar structures for the first time; Activity 2 then progresses to more challenging exercises; and the section finishes with Activity 3, which is higher level.

After reading the grammar summary box, you can either complete the activities for your level or adopt one of the following approaches:

- If you are an *ab initio* student who is keen to progress further, you can attempt Activity 2 once you have completed Activity 1.
- If you are a standard-level student, you can revise the basics of the grammar items by completing Activity 1 and then tackling Activity 2. If you are confident in your grasp of a grammar item, you could also attempt the higher-level Activity 3.
- If you are a higher-level student, you could find it useful to revise the basics and the more common uses of the grammar item by completing Activities 1 and 2 before attempting Activity 3.

Writing tasks are there for you to practise your own writing skills. The tasks offer options and you are advised to choose one of the tasks. The questions regarding audience, context, purpose, meaning and variation are included to provoke your conceptual understanding. The abbreviations SL (standard level) and HL (higher level) indicate how many words you should write, depending on your level.

■ Answers

Answers to the grammar section can be found at www.hoddereducation.com/IBextras

■ Organization of the book

Unit	Model text	Text type	Grammar
1	Extract from Anne Frank's diary	Personal texts	Tenses – simple and continuous
2	Personal email	Personal texts	Tenses – simple and perfect
3	Nurse's professional journal entry	Personal/professional texts	Past habits: <i>used to</i> vs <i>would</i>
4	Job application	Professional texts	Future tenses
5	Essay on <i>The Curious Incident of the Dog in the Night-Time</i>	Professional texts	The passive voice
6	Proposal for collaboration with the Eden Project	Professional texts	Verb + gerund (<i>-ing</i>) or infinitive (<i>to + verb</i>)
7	Recipe for coffee and maple panettone	Professional texts	Verbs and dependent prepositions
8	Newspaper report on the civil rights of robots	Mass media texts	Reported speech
9	Magazine article on vaping	Mass media texts	Adjectives
10	Blog entry	Mass media texts	Adverbs
11	Leaflet	Mass media texts	Adjectives vs adverbs
12	Interview with a tennis player	Mass media texts	Phrasal verbs
13	Film review	Mass media texts	Prepositions
14	<i>Guardian</i> editorial on Spotify	Mass media texts	Connectors
15	Malala Yousafzai: 16th birthday speech at the United Nations	Mass media texts	Relative clauses

1 Diary entry

A diary entry is personal writing that is organized by date. In this personal text, you write freely about your thoughts, feelings and opinions. Diaries are usually for the eyes of their owners and nobody else. In exams, you will have to think about how you organize your ideas and it is important that you have a good balance of descriptions and reflections.

Sometimes you will write a diary entry in a personal letter format, like the famous Anne Frank.

Model text: *The Diary of a Young Girl* by Anne Frank

Tuesday, 1 August, 1944

Dearest Kitty,

'A bundle of contradictions' was the end of my previous letter and is the beginning of this one. Can you please tell me exactly what 'a bundle of contradictions' is? What does 'contradiction' mean? Like so many words, it can be interpreted in two ways: a contradiction imposed from without and one imposed from within.

The former means not accepting other people's opinions, always knowing best, having the last word; in short, all those unpleasant traits for which I'm known. The latter, for which I'm not known, is my own secret.

As I've told you many times, I'm split in two. One side contains my exuberant cheerfulness, my flippancy, my joy in life and, above all, my ability to appreciate the lighter side of things. By that I mean not finding anything wrong with flirtations, a kiss, an embrace, an off-colour joke. This side of me is usually lying in wait to ambush the other one, which is much purer, deeper and finer. No one knows Anne's better side, and that's why most people can't stand me...

Oh, I can be an amusing clown for an afternoon, but after that, everyone's had enough of me to last a month. Actually, I'm what a romantic movie is to a profound thinker – a mere diversion, a comic interlude, something that is soon forgotten: not bad, but not particularly good either.

I hate having to tell you this, but why shouldn't I admit it when I know it's true? My lighter, more superficial side will always steal a march on the deeper side and therefore always win. You can't imagine how often I've tried to push away this Anne, which is only half of what is known as Anne – to beat her down, hide her. But it doesn't work, and I know why.

I'm afraid that people who know me as I usually am will discover I have another side, a better and finer side. I'm afraid they'll mock me, think I'm ridiculous and sentimental and not take me seriously. I'm used to not being taken seriously, but only the 'light-hearted' Anne is used to it and can put up with it; the 'deeper' Anne is too weak. If I force the good Anne into the spotlight for even fifteen minutes, she shuts up like a clam the moment she's called upon to speak, and lets Anne number one do the talking. Before I realize it, she's disappeared.

So the nice Anne is never seen in company. She's never made a single appearance, though she almost always takes the stage when I'm alone. I know exactly how I'd like to be, how I am ... on the inside. But unfortunately I'm only like that with myself. And perhaps that's why – no, I'm sure that's the reason why I think of myself as happy on the inside and other people think I'm happy on the outside. I'm guided by the pure Anne within, but on the outside I'm nothing but a frolicsome little goat tugging at its tether.

Date of entry

Reference to the previous entry

Personal thoughts

Self-awareness

Self-evaluation

Secrets that you only share with yourself

Inner dilemma

As I've told you, what I say is not what I feel, which is why I have a reputation for being boy-crazy as well as a flirt, a smart alec and a reader of romances. The happy-go-lucky Anne laughs, gives a flippant reply, shrugs her shoulders and pretends she doesn't give a darn. The quiet Anne reacts in just the opposite way. If I'm being completely honest, I'll have to admit that it does matter to me, that I'm trying very hard to change myself, but that I'm always up against a more powerful enemy.

A voice within me is sobbing, 'You see, that's what's become of you. You're surrounded by negative opinions, dismayed looks and mocking faces, people who dislike you, and all because you don't listen to the advice of your own better half.'

Believe me, I'd like to listen, but it doesn't work, because if I'm quiet and serious, everyone thinks I'm putting on a new act and I have to save myself with a joke, and then I'm not even talking about my own family, who assume I must be sick, stuff me with aspirins and sedatives, feel my neck and forehead to see if I have a temperature, ask about my bowel movements and berate me for being in a bad mood, until I just can't keep it up anymore, because when everybody starts hovering over me, I get cross, then sad, and finally end up turning my heart inside out, the bad part on the outside and the good part on the inside, and keep trying to find a way to become what I'd like to be and what I could be if ... if only there were no other people in the world.

Yours,

Anne M. Frank

Extract from *The Diary of a Young Girl* by Anne Frank

■ Success criteria: Diary entry

Now read a student's sample of a diary entry. Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a date of entry.
- The work demonstrates the development of ideas.
- The structure of writing is clear and the text is easy to read.
- The introduction makes a reference to a previous entry and/or makes it clear what the entry is about.
- The work has a good balance of description and reflection.
- The work includes the inner thoughts of the author.
- The pronoun 'I' is used throughout.
- The last paragraph may discuss aspirations or predictions.
- The work may include self-awareness and/or self-evaluation.
- The register is informal.

■ Sample student work

22:30, 9 September 2018

Location: The Lake District, somewhere without service

Weather: 8 degrees, rain and wind

Dear Diary,

I've now been here, in the Lake District for three days, it's been a lot of fun, but it has also been really challenging, and I have to say that this day has been by far the most challenging yet.

To start off, I haven't had much sleep last night, because I spent it in a tent in the middle of nowhere! I woke up 10 times at least, while sleeping in the tent. It was so hot when we went to sleep, but then it got colder and colder, and I woke up in the middle of the night freezing and stayed freezing for the rest of the night.

In the morning I woke up from the sound of some of the others talking, I had so much pain in my neck and back from sleeping without a pillow, and on top of plants and tree roots, and they still haven't gone away ...

We made our breakfast on the fire. The food we had brought to camp was so poor, but luckily, I had brought my own bread so that I wouldn't starve.

I think it was a challenge for me to camp, because it's something I would've never done if it wasn't part of the trip, but I feel good now that it's done. Now that I am back in a warm bed, I have discovered that I enjoyed parts of it. Another bonus was that we got closer in our group, and really enjoyed each other's company. With that said, it's still not something I would consider doing again, at least not soon.

After finishing breakfast, we cleaned the place, packed our bags, and went up the mountain again. After an exhausting long walk, we finally met with the minibus that picked us up, and took us to a waterfall, where we were supposed to Gorge walk.

Me and some of the other girls weren't very fond of the whole walking up a waterfall thing. While we were doubting whether to go for it or not, the others were getting dressed, and we should have done the same as well, because when we finally decided to go, we discovered that the guides had forgotten 2 wetsuits. 5 minutes later we were climbing up a water fall without a wetsuit, which turned out to be a very bad idea. I am positive that I will be sick when I wake up tomorrow.

I have never been so cold in my entire life, and if it hadn't been so cold it could've been a lot of fun, but I was so cold after half an hour that I wasn't able to enjoy it properly. But the first half an hour, I had a lot of fun.

When we finally came down from the waterfall, more bad news was arriving. The minibus was supposed to pick us up at 6:00 and the time was only 3:15, and none of the instructors had service, so no one could call them. So, we waited for an hour, and then decided to leave our bags and walk back to the place we lived.

When we finally arrived back the time was around 5, and we were all exhausted. But more bad news was to come: because of the wind, the power was off, which meant no hot water or Wi-Fi.

We spent the rest of the evening eating, playing cards and just enjoying being back.

I hope tomorrow brings more good news and more of what has already been a fun and social trip.

See you tomorrow!

Luna

Grammar: Tenses – simple and continuous

Read these two friends' dialogues.

Present simple vs present continuous

A: **Do** you still **work** at the G&A?

B: Yeah, I **do**. I'm currently **working** on a project that **involves** a few other companies. It's exciting. I **get** to meet lots of people I don't normally **work** with. How's your work **going**?



Past simple vs past continuous

A: What **were** you **doing** when I **rang** you earlier today? You **sounded** stressed.

B: I **was having** a meeting with a colleague. It **was** a difficult meeting. After the meeting, he **resigned**. It **was** a tough day! I really **need** an early night!

Summary

- You use the **present simple** tense to talk about:
 - facts: *According to the National Sleep Foundation, the average teenager **sleeps** about seven hours per night although teens need about eight to ten hours of sleep each night to function best.*
 - habits and routines: *I usually **drive** to work.*
 - states, thoughts and feelings: *I don't **think** they will ever get back together again.*
- You use the **present continuous** to talk about:
 - temporary events and actions in progress at the moment of speaking: *The train **is coming** in right now!*
 - trends and changing situations: *The weather **is getting** worse!*
- You use the **past simple** tense to talk about an event or action that happened and finished in the past:
 - *I **lived** in a flat in London. Last night I **saw** a good film.*
- You use the **past continuous** to talk about an event or action that was happening in the past, for a period of time. It is often used with a specific time reference (the past simple tense):
 - *I **was reading** a book when I heard the news from my roommate.*

1 Choose the best option in brackets.

- 1 What (are you watching / do you watch / were you watching) when I walked in?
- 2 What kind of job (are you looking for / did you look for / were you looking for) right now?
- 3 Last time I (was checking / check / checked), she was not in.
- 4 I am a big fan of Liverpool Football Club. I never (am missing / miss / missed) their games.
- 5 Last year we (visit / visited / were visiting) Paris during the summer.
- 6 I (drive / drove / was driving) to work yesterday because of the large amount of stuff I had to carry, although I normally (walk / walked / am walking) to work.

2 Use the words and phrases to create a sentence. Use the present simple, the past simple, the present continuous or the past continuous.

- 1 They / currently / build
_____ a school on the field.
- 2 The milkman / deliver / milk
_____ every day.
- 3 I / never / talk
_____ to my neighbours when I lived in that area.
- 4 He / get / special treatment
_____ while he was working there because his grandfather founded the company.
- 5 She / wait / for the bus
_____ when it started to rain.
- 6 Bus fares / go up
_____ again this year.

3 Find the errors in the following text and correct them. There are nine errors.

It was meant to be a perfect day. I invite about 50 friends of his – in fact, all his friends who could come. They are asked to come to the venue at 5 p.m. so I could have everything and everyone ready for his arrival. I told him the fake plan that we are going to the cinema and out for dinner. He is totally believing me. It was going so well until ... I went to pick him up at 5.30 on the day. He was nowhere to be seen. I am texting him a million times, and there was no answer. Eventually I had to cancel the party and came home. When he finally rang me, I am watching TV at home. I was so angry I yelled at him for ruining the day. He said he is sorry, but he had no idea why I was so angry. He told me I had told him that we will go to the cinema on Saturday, not today! I now felt very silly and stupid.

■ Writing task

Write a diary entry of your most memorable day. It could be a day of celebration or a day when you learned something significant about yourself. To truly reflect on yourself and the event itself, you should think of a theme (a rather meaningful theme, such as self-discovery). Do not try to describe everything that happened on the day. Focus on a significant memory or occurrence of the event that provokes your reflection.

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change? If your diary entry were written in a different era, how would your use of language change?

2 Personal letter/email

A personal letter is an informal composition that usually concerns a subject that is personal to the writer. It aims to strengthen a relationship, rather than just send a generic message. The tone and register used show the relationship between the sender and the recipient. A letter is often read, mulled over, read again and saved for the future. Therefore, the date of entry should be included.

A personal email is similar in terms of the layout, tone and register. Only the format is slightly different.

■ Model text: Email

To: laurahippotravel@gmail.com

Subject: Re: Hello from Thailand

Dearest Laura,

It was great to hear from you. I am glad that you are enjoying your time in Thailand. Working in a foreign country is not easy! I can hear your frustration, but remember to learn from whatever experience you are going through. Perhaps talking to your boss about your frustration may help. Reach out to people who may be able to help you. Don't just hold it all in! Sharing is caring, and people are often nicer than they appear!

Speaking of work, Dad has decided to retire this year. You know, some people find it hard to let go of their career after so many years of dedication. Your father is completely different! He has been planning his retirement for ages and is already in retirement mode. You wouldn't think he still has several months of work to do, if you saw him now. He is taking a two-hour lunch break every day! I guess the worst thing they can do to him is to sack him!

Me? I'm settling into my new routine nicely. I walk the dog in the morning and go to the museum in the afternoon to tell stories to the visitors. I love this new job! I guess I can't call it a job if I'm not getting paid! Anyway, I love it. Some days, it's really quiet and I get to read a lot, which I like doing anyway. Some days, we have a lot of school children asking me millions of questions. I like answering their questions. Mind you, I don't always have an answer. Their questions are intriguing and unpredictable. Young minds – they are great things!

.....
Email conventions – the recipient and the subject are listed
.....

.....
Greeting
.....

.....
Make a reference to the previous correspondence
.....

.....
What's your story/news?
.....

.....
Friendly tone and informal register
.....

I have bad news for you. I didn't want to tell you this by email so I waited for the right moment to tell you the news. Now I hear that you are not coming home for Christmas, I think I should tell you. Tina passed away two months ago. I am sorry I didn't tell you earlier, but I didn't want you to be sad on your sabbatical leave. She had some form of cancer and deteriorated quite quickly. She was not in a lot of pain. We found her very peaceful in the morning on the couch – her favourite place!

She was 15 years old. For a cat, she had a good innings.

I miss you. I want you to come home for Christmas, but I understand if you have other commitments. Let me know when you will come for a visit. If not Christmas, when? Robin is coming for Christmas with his girlfriend.

Lots of love,

Mum xx

.....
Ask questions about the recipient's life or invite them to write back.
.....

.....
Sign off with 'Lots of love', 'Love', 'Best', 'Best wishes', 'All the best', etc.
.....

■ Success criteria: Personal letter/email

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a date of entry and/or conventions of an email/letter.
- The work starts with a friendly salutation/greeting.
- The first paragraph is general chitchat, including a reference to the previous correspondence.
- The structure of the writing is clear and the text is easy to read.
- The tone is friendly and appropriate for the context.
- Some informal expressions, including textese, are acceptable.
- The purpose of writing is clear.
- There are questions about the recipient or an invitation to write back in the last paragraph.
- The letter/email is signed off appropriately.
- The register is informal.

■ Sample student work

27 November 2003

Dear Hayam,

I do not know how long I have been away, or how long it has been since I last saw the faces of my loved ones. I just cannot stop thinking about you and our kids. How are you all doing? I hope the last few days without me hasn't been much of a challenge for you all. I have come a long way from Egypt, and right now, I find myself in Milan with many other Syrians in a similar situation. This has been a chance for me to gather information, and also to keep my motivation to stay strong. It has been a rough ride from home. I went through numerous obstacles, and some of them were as tough and risky as they could possibly get. But one thing has motivated me throughout the journey, and that is my dream of someday being able to live a safe and happy life with you and our sons. Every time I think of you, it reminds me that I am fighting not only for myself but for the sake of four other lives.

Currently, I am weighing up some choices, deciding which destination would be best for us. Though Sweden would be our ultimate goal, Germany would be nearly as good and easier to reach. But as I write this letter thinking about our bright future, I realized that our future is in my hands, and whatever I risk at this moment, hopefully it will all be worth it. So, I have decided to set off for Sweden, where I can promise eternal safety for our family.

Though, as you may know, moving from Milan all the way to Sweden comes with numerous dangers. In the most extreme form, it brings death. So, I will take this opportunity to thank you for all you have done and sacrificed for me. I loved every single moment you were by my side, and I hope those moments will exist again in the future.

To my three children, you are my hope and will continue to be that for eternity. You all are capable of so many things, and I am certain that someday you will be wonderful adults with a family of your own. And as your father, nothing is more of a blessing to have my own children grow to be the wonderful people they are going to be. Be strong, be safe, be healthy. Make sure to protect your mother as well.

I hope to see you soon in Sweden where we will not have to worry about so many things. I love you from the very bottom of my heart.

Love,
Hashem

Grammar: Tenses – simple and perfect

Read this dialogue between two friends.

A: Where **do** you **live**?

B: I **live** in Twickenham. How about you?

A: I **live** in Twickenham too.

Have you always **lived** here? I **have** never **seen** you in the area before.

B: No, I **moved** here about three months ago. Before then, I **had** never **visited** this area. I really like it. There are nice restaurants and quirky little shops. Do you know the area well?

A: Yes, I do. I **have lived** here all my life.



Summary

- You use the **present perfect** tense to talk about an event or action that started in the past and continues in the present:
 - *I **have lived** here all my life.*
- You use the **past perfect** tense to talk about an event or action that happened before a past event:
 - *Before then, I **had never visited** this area.*

Refer to Unit 1 (page 7) for the summary of simple tenses.

1 Choose the best option in the brackets.

- 1 I enjoy working at Apple. I (work / have worked / worked) here since I graduated from Stanford.
- 2 He received bad results because he (doesn't revise / isn't revising / hadn't revised) enough for the exams.
- 3 She (had finished / has finished / will finish) her doctorate course before she was employed by this company.
- 4 She has never forgotten to take her key with her as she always (checks / checked / has checked) her pocket before leaving.
- 5 I don't think he was engaged. He (never asks / never asked / is not asking) a single question throughout the session.
- 6 Although she has never lived in this area, she (knows / has known / knew) it very well.

2 Fill in the gaps with the correct form of the verb in brackets.

Interviewer: So when did you start working on this project?

Jonas: Two years ago when I (1) (invite) to join it as a consultant. At the time, I (2) (work) as a lecturer at Harvard Graduate School of Design. I (3) (work) on multiple projects and mentored many more before I joined the team, but this was the first time I (4) (work) on such a project. It was so exciting to be part of this incredible project.

Interviewer: Did you know straight away that you (5) (want) to join the team? And were you able to carry on with the two roles?

Jonas: Yes, being an imagineer (6) (be) a dream of mine since my childhood. When I was contacted by Disney, I was thrilled! I didn't care how much I earned or how much time I had to spend on the project. I just wanted to be an imagineer, so I (7) (grab) the opportunity. To start with, I carried on with the two roles. As time went on, I got more involved in the project and eventually I quit my job at Harvard Grad School so that I could fully dedicate myself to the project.

Interviewer: Tell us more about the project.

Jonas: OK, the project was Disney-themed VR experiences. At the time, the technology was not quite refined and we had to build everything from scratch. It (8) (take) a lot of trial and error, but we got there in the end. The most exciting part of the project was working with so many talented people.

Interviewer: Do you still work at Walt Disney?

Jonas: Not anymore. I now (9) (work) with my former student at his start-up business. Currently, we (10) (work) on renewable energy technologies.

3 Find errors in the following text and correct them. There are seven errors.

Profile

Edward Redford is a businessperson who owns several companies around the world. He was holding a Master's degree in Law from Cambridge University. He has worked at an internationally renowned law firm for five years before he started his own business. He has been speaking multiple languages as he has lived in Spain, Norway, Hong Kong and the USA. He now lived in London, England.

Edward is a keen boxer who had entered the professional league in his youth. He still practises boxing in his free time. He has never being married and does not have any children. He currently looked for a long-term friend who can share his interests.

Writing task

Write an informal letter or email to your friend, family or relative in which you discuss your experience of living in your host country and the local youth culture. In what ways is it similar and/or different to your home youth culture? Are you a Third Culture Kid (TCK)? If so, write about your TCK culture as well.

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change? If your letter were written in a different era, how would your use of language change?

3 Journal entry (personal/professional text)

A journal entry is very similar to a diary entry. It is personal writing that is organized by date and in which you write about your thoughts, feelings and opinions. The only difference is that a journal often has a specific purpose – for example, an academic journal, a travel journal or a professional journal. It therefore often has a specific audience. These journals are sometimes published and made available to a wider audience or can be used as evidence in court.

■ Model text: A professional journal entry written by a nurse

Date: 16 Nov 2008

Patient: Sydney Ford (age 75)

Sydney lives in a ground floor council flat with his wife. His wife is his main carer, yet she is unwell with asthma. Sydney and his wife have refused all social services help, day centre care and carers' support groups.

Sydney had been in hospital two months prior for heart failure and respiratory disease and was awaiting his outpatient appointments. He was referred by the GP [general practitioner/doctor] due to frequent hospital attendances. The GP stated that Sydney was difficult and refused all input and services offered and that his wife did not appear to be coping well.

I had been visiting Sydney for approx. four months and had built up a good relationship with him and his wife. During this visit Sydney looked unwell, had decreasing oxygen saturations (they were 66% on air at the time of assessment) and appeared to be increasingly chesty but not symptomatic of a chest infection. I contacted the consultant expressing my concerns; the consultant agreed to see Sydney the following week. The day following the appointment the consultant contacted me to say she was concerned that Sydney was in respiratory failure and needed to be admitted, but he had refused. I contacted Sydney's wife, who asked me if I could visit as she was concerned.

Sydney explained that he did not want to go to hospital as, if he was dying, he would rather die at home. I explained to Sydney and his wife what was happening to his body and what inpatient treatment he would receive. Sydney was reassured he was not in the terminal phase of his disease. I allowed him time to ask questions. Sydney's wife was given time to express her concerns. I took his oxygen saturations and explained why they were low and what was needed to increase them. I offered Sydney alternative places of treatment such as the local rehabilitation hospital that I knew he liked, but he continued to refuse.

Date of entry

Descriptions and context

Reaction

As a nurse, I did not feel comfortable with Sydney refusing treatment when not in the terminal phase of his life-limiting condition. As a nurse, I feel I have a responsibility to improve my patients' health and wellbeing. This may be a very simplistic view, but I felt that I hadn't carried out my job effectively if Sydney was not getting all the treatment he required.

Reflection

Patients' choice is an ethical issue that many nurses struggle to deal with. For example, I could have felt that what was in the best interests for Sydney was to be treated immediately even though he didn't want to be hospitalised, removing his autonomy temporarily so his health could be restored to how it was previous to this episode. Sydney would be forced to take up a hospital bed that he doesn't want that could have been given to another patient who wants treatment. As a health care professional, I have to take these areas into consideration when deciding what is in the best interests of my patients and making a clinical decision. I have always been taught as a nurse that I need to be able to justify my decision with confidence should I ever be asked to. This is not always possible as there will always be times in a nurse's career when you question the decision you make. However, what is important is to assess risk while providing the patient with all the information without prejudice and agree with them on an outcome that is in their best interests, while also respecting their autonomy and acting where necessary as their advocate.

I was familiar with the Mental Capacity Act so I felt confident that Sydney had capacity. However, I have since attended a training update on the Mental Capacity Act so that I can make evidence-based decisions. I felt that Sydney had been given all the information he required to make an informed decision.

Response

I feel that attending further sessions on behaviour change and counselling skills would be helpful and to do some reading around these areas. I also feel that doing some joint visits with the psychologist would be helpful in gaining experience. I would make sure that the consultations were documented so that I could prove that Sydney was given all the relevant and necessary information and to uphold my professional code of conduct and accountability. I had also offered to attend any further hospital outpatient appointments in the future so that Sydney feels supported, so that I had the relevant information and options could be discussed jointly as a team. I also feel that I would benefit from looking at some tools of decision-making to help me in the future and continue to reflect on my experiences.

www.examples.com/education/reflective-writing.html (accessed 11/07/2019)

Feelings

Reflections/evaluation
of actions taken

Future actions

■ Success criteria: Journal entry

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a date of entry.
- The work provides the context and descriptions.
- The structure of writing is clear and the text is easy to read.
- The work has a good balance of description and reflection.
- The work includes the thoughts, feelings and reflections of the author.
- The pronoun 'I' is used throughout.
- The last paragraph may include further action to take.
- The work may include self-awareness and/or self-evaluation.
- The register is formal to semi-formal depending on the context.

Sample student work: Travel journey

Date: 29 Sep 2016

This week has been unusually eventful, owing to me going on a school trip to the Outward Bound Trust in the Lake District. It did not start that way, however. Before arriving, we had to endure a tortuously boring and long bus journey. It took seven hours to arrive and we only stopped twice. At this time, I had no idea what the Lake District had in store for us or that Storm Ali would soon be upon us.

When we finally arrived, we were all tired of sitting down. Despite how menial the task was, making our beds was a breath of fresh air after hours of nothing happening. While doing this I heard others – whose siblings had been to the camp – talking about ‘walking into a river’. At first, I dismissed what I heard as it resembled the nonsense that I had gotten used to on the way there. I was too quick to judge them. As soon as we were with our instructors, they mentioned the camp’s traditional initiation rite, walking into the cold waters of Lake Ullswater. Even though it was uncomfortable, it was an important learning experience and preparation for stepping outside our comfort zone.

Our first great challenge and major activity was our expedition and camping during, we later learned, Storm Ali. We spent the morning packing our bags under the strict supervision of our new instructor – yesterday’s had become sick during the night. The bags were heavy, but not so that it would be impossible to carry them for the long journey ahead. We took a bus to Glenridding, the village closest to Sheffield Pike, the mountain we were set to hike up.

The climb was tiring yet also a time of learning, as our instructor told the history

of what shaped the mountains, from glaciers to lead mines. When we finally reached the peak after hours of hiking, we were battered by strong winds that almost swept some of us away. The way down proved to be even more challenging as the ground was muddy and slippery. We often had to work together to ensure all members of the group kept together. As the sky darkened, we realized we wouldn’t be able to get off the mountain before nightfall and decided to set up camp. The strength of the entire group of eleven was needed to plant every two-person tent. It was next to impossible to sleep that night as the winds smashed into and threatened to carry away our tents.

Despite the terrors of the night we all got up in the morning and, hurried by the threat of coming gale-force winds, quickly disassembled our tents and rushed down the steep and treacherous mountainside. Cooperation was needed more than ever as logs, mud, fences and sheer cliffs blocked our path. We were exhausted by the time we reached the road at the foot of the mountain but thankfully we found a nice place to have a late breakfast.

After more trials and tribulations, among them a less burdened hike through a river, we were on our way home. The journey took even longer than the one to the Lake District and gave us ample time to process what we had learned and gained from our trip. I wholeheartedly believe we returned as more mature human beings, more prepared for what life had to offer in our futures. We had faced seemingly insurmountable challenges and emerged on top, quite literally in the hike.

Grammar: Past habits – *used to* vs *would*

Read this dialogue.

A: Wow! You are really good at rock climbing! How long have you done it?

B: I only started to do this regularly two years ago. Before then, I **used to** go fishing every weekend.

A: So you had never done rock climbing before then?

B: I had done it occasionally. When I was a little girl, my father **would** sometimes take me rock climbing in the summer holidays. He was interested, but was never good or keen. I guess it was just something to do!



Summary

- You use **used to** to talk about past habits, situations or states:
 - *I used to go hiking every summer.* (habit)
 - *I used to live in Washington.* (situation)
 - *I used to be an active person.* (state)
- You use **would** to talk about past habits that occurred irregularly:
 - *We would sometimes go swimming.*
- You do **not** use **used to** or **would** if you talk about a single past action or if you mention the length of time or the number of times it took place. You use the **past simple** tense instead:
 - *I went to the cinema yesterday.*
 - *I lived in India for five years.*
 - *I visited the gallery dozens of times.*

1 Choose the best option in the brackets.

- 1 We (used to come / would come / come) here every summer when we were young.
- 2 I never (liked / used to like / would like) swimming.
- 3 We haven't always lived in the city. We (would live / used to live / live) in the countryside.
- 4 My uncle (would shout / shouts / were shouting) at us when we did not listen to him.
- 5 Stefan (used to sell / sells / sold) second-hand electronic goods for five years.
- 6 I (would visit / visited / used to visit) New York at least 20 times last year.

2 Rewrite the sentences using 'used to' or 'would' where possible. (Note that sometimes this is not possible.)

- 1 I played cricket when I was at school.
- 2 I was part of the school choir and we performed at the Royal Albert Hall.
- 3 I loved performing in front of an audience.
- 4 Mum took us to all sorts of museums during school holidays.
- 5 We trained every Sunday and sometimes played a match against another team.
- 6 I finished reading the book last night.
- 7 She continued performing for almost 10 years.
- 8 I thought I was healthy.

3 Find errors in the following text and correct them. There are seven errors.

I would love pineapples. I would eat dozens of pineapple pieces every day. Some days I didn't eat anything else, until one day I would develop an allergy to them and now I cannot eat them anymore.

I would be very good at football and was scouted to the junior division of a Premier League team. My passion for football used to start when I was two. I used to play with a football all day and go to bed with one. Football was my life until I would break my leg and could not play football anymore. The doctors used to advise me never to play football again. It was devastating, but I didn't dwell on the fact. I found another sport that I could play – golf! I had never played golf prior to my accident, but when I played it I used to fall in love with it.

Writing task

Write a Creativity, Activity, Service (CAS) journal entry. Think of a CAS project or a CAS activity that you carried out. A CAS journal would be similar to the professional journal written by a nurse (see page 12). Include the description, reaction (feeling), reflection and response (future action).

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

4 Formal letter

A formal letter is the written correspondence between two parties that do not know each other personally. It is a letter usually written in a professional context such as a job application letter, a complaint letter, etc. These formal letters have specific conventions about layout, language and tone that you should follow.

Model text: Job application

<p>HR Department The Natural History Museum Cromwell Road London SW7 5BD</p>	<p>Jack Miller 35 Princes Avenue London W3 5LP</p>	<p>..... The sender's address</p>
	<p>5th May 2020</p>	<p>..... Date of entry</p>
<p>Dear Mr Hopkins,</p>		<p>..... The recipient's address</p>
<p>I am writing in response to the recent advertisement for the position of Key Account Sales Manager that has become available in the Natural History Museum. I would like to be considered for the position.</p>		<p>..... Greeting: 'Dear X,'</p>
<p>I am an experienced sales executive with over 6 years' experience handling high-value accounts, many of which were new accounts started by myself. Examples of accounts that I have brought into Airport World are Dufry (€15k) and Fraport (€25k). In my previous role at Easyfairs I started and sold out a design agency theatre and attained sponsorship totalling £10k, which doubled the total sponsorship for the entire show.</p>		<p>..... Clear purpose for writing</p>
<p>All previous sales jobs have been on a consultative basis where research, questions, listening to client needs and upselling were all essential.</p>		<p>..... Relevant details</p>
<p>I have identified new business and market opportunities and have found new revenue streams in every job – first app sold, first website sold, first agency-sponsored section, first webinar. All projects needed to be planned and budgeted and all of the projects ran at a profit.</p>		<p>..... Appropriate tone – your aim is to sound 'business-like'. Remember to be positive and polite</p>
<p>I have worked on various CRM systems and am quick to learn new systems. I am productive on all Windows programs, which helps to prepare weekly sales reports and management reporting.</p>		<p>.....</p>
<p>I have sold to agencies from across the globe: Korea, Australia, USA, etc., and have always had a good relationship with advertising agencies. I sold seven design companies into the luxury packaging show for the first time ever and am in regular contact with design agencies for artwork. My current company is a media company that publishes Airport World and we regularly use picture libraries for images in the magazine.</p>		<p>..... Separate paragraph for each point</p>
<p>I have been a regular visitor to the Natural History Museum all my life, both as a child and now with my children, and recognise its importance to the research and teaching of the solar system, Earth's geology and life. I feel that I would be an excellent addition to the Natural History Museum Trading Company by increasing revenues and working in a manner to befit one of the greatest museums in the world.</p>		<p>.....</p>

Thank you for taking the time to read my application; I look forward to hearing from you.

Yours sincerely,
Jack Miller

Clear course of action for the reader

Salutation (such as 'Yours sincerely' or 'Yours faithfully')

Sign off with your full name

Success criteria: Formal letter

Look at the task-specific success criteria below and assess the sample student work against the criteria.

Task-specific success criteria

- The work has the sender's and the recipient's addresses in the right place and a date of entry.
- There is an appropriate greeting at the beginning, such as 'Dear Mr ...', 'Dear Sir or Madam' or 'To whom it may concern'.
- The first paragraph of the letter includes a clear purpose for writing. No chitchat – just to the point!
- The following paragraphs include relevant details.
- There is a separate paragraph for each point.
- The tone is appropriate, creating the right impression.
- The last paragraph includes a clear course of action for the reader.
- The letter has an appropriate salutation at the end. When you know the recipient's name, use 'Yours sincerely'; when you do not know the recipient's name, use 'Yours faithfully'.
- The register is formal.

Sample student work

26 June 2020

International School
Paris, France

Dear Principal,

I am writing to make suggestions regarding the food offered at our school. As part of our English class, we studied the effects of hidden sugar in food and I noticed that we are served food which contains a lot of sugars for lunch in our school. After watching a documentary about sugar, I discovered that sugar was much worse than I thought. I believe we should make changes to our lunch menu.

I am not sure if you are aware, but sugar is like drugs: highly addictive. My discovery about the sugar content of our school lunch menu was horrifying. I believe we generally underestimate the quantity of sugar in our meals.

The documentary I watched proved that we could get 'fat' within three months without consciously eating any sugar. This is due to hidden sugar that most processed food contains.

Obesity is a global issue, and it is important that from the youngest age we learn to have a good alimentation and to be careful about what we eat. If we get healthy food at school, it will create a good influence on our behaviour and therefore we will eat healthier food at home. As I said before, when we eat sugar, we are mentally influenced to take some more again but if we eat less sugar, our mind and our bodies won't ask for it and therefore, even at home, we will have an optimum health. It is just a habit to take and it is essential to take it when we are young.

Furthermore, I also think that the fact that we get less sugar, we will be much more focused in class and less distracted. Although sugar is known to give energy, it is essential to know this energy disappears quickly, so we will get very tired and won't be able to concentrate in class after lunch. The only thing we will think about is to have sugar again...it is a vicious circle.

I would also argue that sugar can cause serious diseases. If students eat a lot of sugar at school and at home, in an extreme case we can die, because we can get obesity, type 2 diabetes or heart disease. But for smaller cases, we can still get sick and don't feel great. It can make people also more stressed and we can even become depressed just by consuming it.

Therefore, instead of drinking sodas at school, we should drink only water. Sodas contain so much sugar, for example in coca cola there are maybe between 3 and 5 big spoonfuls of sugar. That's huge! The school should also not serve food with artificial colours, artificial flavours or preservatives.

We should also display posters to encourage students to be healthy, to have a good alimentation and to show them the importance of natural ingredients.

Thank you very much for reading my letter. I would love the opportunity to discuss the matter further in person.

Yours sincerely,
Rosie Monteil

Grammar: Future tenses

Read this dialogue.

A: What **are** you **doing** this weekend?

B: I'm **going** to the Notting Hill Carnival with a bunch of friends. Would you like to join us?

A: That sounds great. What time **are** you **getting** there?

B: The carnival **starts** at 10 a.m., so we **will meet** at nine at the station. How does that sound?

A: OK, that sounds great. I think I **will ask** my girlfriend to come as well.

B: Yeah, of course. She is more than welcome to join us. It **will be** fun.

Summary

- You use the **present simple** for timetabled or scheduled events in the future:
 - *The train **leaves** at midday.*
- You use the **present continuous** and **going to** to talk about plans and arrangements in the future:
 - *I **am going to** the carnival with a bunch of friends this weekend.*
 - *I **am going to** have a party this weekend.*
- You can use both **going to** and **will** to talk about future facts and inevitable events:
 - *She **will / is going to** be on maternity leave soon.*
- You can use both **going to** and **will** to make predictions about the future:
 - *It **will / is going to** be fun.*
- You often use **will** with verbs like *think, expect, imagine*:
 - *I **think I will** ask my girlfriend to come as well.*

Future tense in time clauses:

- You use the **present** or the **present perfect** in time clauses even when you are talking about the future:
 - *I will let you know as soon as I've **spoken** to my girlfriend.*
 - *I will visit my grandmother when I've **finished** the course.*
 - *I will call you once I **have** more information.*

1 Choose the best option in the brackets.

- 1 We (are going / will go) to the cinema this weekend.
- 2 What (are you going to / will you) see?
- 3 *Spiderman* – would you like to join us? It (is being / will be) fun.
- 4 Sure. What time (does the movie start / will the movie start)?
- 5 It starts at eight. We're going to eat at Oliver's Italian restaurant before the movie. So we (are going to meet up / will meet up) at 6.30 at the Square.
- 6 Sounds great. Have you booked tickets? Do you think it (will be / is) busy?
- 7 Yes, it's meant to be very popular! I (will book / am booking) tickets for sure!

- 8 Could you book two tickets for me? Lena (will stay / is staying) with me this weekend.
- 9 Sure thing! I will do that as soon as I (will finish / have finished) my breakfast.
- 10 Thanks a lot. Let me know how much I owe you. I (will pay / am paying) you tomorrow.

2 Rewrite the sentences in the future tense.

- 1 I call you when I get home.
- 2 I am not able to leave my office until I'm done with this.
- 3 We have to leave as soon as we finish dinner.
- 4 After I get the results of the exams, I go to Greece for a holiday.
- 5 I promise that I have finished it by tomorrow.
- 6 The shops are closed by the time we get there, if we don't hurry up.
- 7 We have to send it to the editor once it is proofread.
- 8 When you've completed this set of exercises, you are exhausted.

3 Find errors in the following text and correct them. There are five errors.

When I will retire next month, I will move to Florence where I still have my family and friends. First, I am spending some time relaxing and catching up with friends and family. I will find a charity organization to work for. I volunteer for the organization three days a week, and will start writing a book for children, which I have always wanted to do. By the time I will have finished writing the book, I will have settled into my new routine. I will then start travelling to complete all the things on my bucket list. Life will be too short for me to settle in one place. I will certainly find a boyfriend along the way and will be having the time of my life!

Writing task

Choose one of the following contexts and write a formal letter.

- 1 Write a cover letter for your university application.
- 2 Write a cover letter for your job application.
- 3 Write a letter to your school principal to make suggestions for the improvement of your school. Focus on one issue.
- 4 Write a letter to the president or prime minister of your country to express your opinion about a social issue. You can choose which social issue you will discuss.
- 5 Write a letter to the Secretary General of the United Nations to make suggestions on a global issue. You can choose which issue you will discuss.

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

5 Essay

An essay is academic writing that is focused on a single topic. Essays often have a particular structure depending on the subject. In English B, essays have the *hamburger structure* (introduction – body – conclusion) and PEEL (point, evidence, explanation, link) paragraphs.

■ Model text: Essay on *The Curious Incident of the Dog in the Night-Time*

What role does discovery play in the novel? How does the idea of discovery tie into Christopher's personal growth?

Mark Haddon's novel is, at its heart, a mystery. In fact, it's quite literally a murder mystery at the start, as Christopher seeks to learn who killed his neighbour's dog, Wellington. But while that question is answered partway through the book, Christopher's discoveries of answers to other, more personal riddles continue to drive the novel. By the end we see that the novel has been more significantly the story of Christopher's self-discovery.

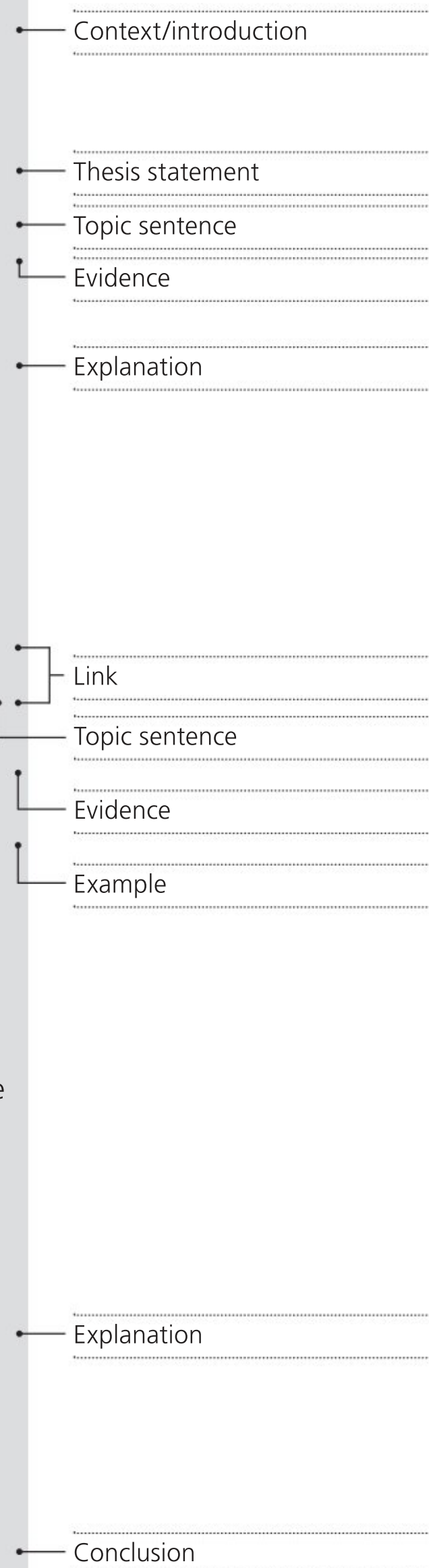
Christopher's quest to get answers appears from the very beginning of the novel: he finds Wellington dead on the neighbour's lawn and he sets out immediately to learn who was responsible. Even from that initial motivation, he quickly discovers something about himself. Though it makes him uncomfortable to talk to people, he can overcome his discomfort and do it if he needs to. It's not a very momentous discovery, but it sets a precedent for the rest of the novel as Christopher faces new personal challenges that entail struggling with the unsettling facts he learns about his mother and father. What makes these issues difficult for him, of course, is his condition. It's never specified exactly what it is, but it seems clear that he has an autism-spectrum disorder, most likely Asperger's Syndrome. That condition makes it hard for Christopher to handle emotions and just about any disruption to his sense of order. Those things are exactly what he has to contend with, however, and Christopher finds himself in the midst of a chaotic emotional puzzle that he is particularly ill-equipped to handle.

The challenges get increasingly more imposing with each new discovery. He finds out his mother and father were each having an affair, that his mother is in fact alive and his father has been lying about her death for years, and that it was his father who killed Wellington. Along the way, we watch Christopher struggle to understand and process this emotionally charged information. For example, when he discovers the first of his mother's letters to him, dated after her supposed death, he comes up with different explanations for the presence of the letters. None involve guessing that his mother is still alive, despite the fact that it's the simplest solution, and even though in discussing the principle of Occam's razor immediately beforehand he stated that the simplest solution was generally the right one. His reaction suggests he doesn't want to see the truth, which is emotionally quite messy and complex, because it makes him uncomfortable. Not long after, he has no choice but to see the truth when he reads the rest of his mother's letters, and it's so overwhelming for him that he blacks out.

The rest of the novel centres on Christopher coming to terms with these revelations, which set him on a new journey. No longer trusting his father, he travels to London by himself, and the crowded, chaotic train station he must navigate parallels the emotional disorder he struggles to deal with. It's a climactic moment in the novel. The psychological toll of both is overwhelming, largely because of his condition, and he becomes nearly paralyzed by his distress. But he manages to persevere and surmount the incredible discomfort and confusion he feels.

At the end of the novel, Christopher feels proud of himself for having learned the truth about Wellington's death and overcoming all the hardships that followed. Because he was able to deal with them, he feels certain he is capable of attending a university in another town and being on his own. It's clear at this point that the true focus of the story is Christopher's remarkable personal growth, with the discoveries about Wellington's murder and about his parents serving as the challenges he had to overcome to achieve it.

SparkNotes on *The Curious Incident of the Dog in the Night-Time* www.sparknotes.com



■ Success criteria: Essay

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The essay has a clear structure – introduction, body and conclusion.
- The introduction provides context and includes a thesis statement.
- Each body paragraph provides one part of the big picture.
- The body paragraphs provide a range of points to support the thesis statement.
- Each body paragraph provides a **topic sentence**, **evidence to support the topic** and an **explanation** of how the evidence supports the topic.
- The transition between paragraphs is smooth and seamless.
- The conclusion provides a sense of closure for readers and gives readers an idea or question to ponder after they put the essay down.
- The register is formal.

■ Sample student work

Are dying languages worth saving?

Over the several million years of history of the human race, more than 7,000 languages have been formed in order for people to communicate within their local region. Each and every language is a result of dedication and survival of our ancestors; yet, the vast majority of modern citizens struggle to realize its value. K. David Harrison, assistant professor of linguistics at Swarthmore university, claims that around half of the total languages will have disappeared by the end of the 21st century. In other words, one language is lost every two weeks. Critics may argue that the loss of minor languages is an inevitable result of globalization, and that there are other issues that we must tackle instead. However, I believe that we must start taking actions to preserve such languages in the same way we endeavor to preserve nature, architecture, or history.

Loss of languages may lead to loss of other things. Each language has its own original way of describing something; therefore, there are numerous cases where it is impossible to perfectly translate a language into another. For instance, in Japanese, in addition to the five fundamental tastes, there is a sixth sense called 'umami'. This refers to the thickness and richness of the taste. As there is no alternative term in English, the Japanese word umami is used in English without any translation. Without the Japanese language, not only this word but also the whole idea of having a sixth taste certainly would not have existed. Similarly, English words are used in countless other languages as they are irreplaceable in other languages. When each language disappears, there is a risk that we are losing a concept that was original to that language.

In addition, loss of cultural diversity would also be evident if languages were to be lost. Language is one of the essential factors when identifying one's home. People often feel a sense of belonging in a group if all the members shared the same mother tongue. If that connection between people are lost, the identity of that group would be at the risk of dying. Eventually, the beautiful culture itself would become extinct perhaps without a single record.

Lastly, languages have the potential to trigger the advancement of modern science. It is claimed by several sources that over 80 per cent of the existing species are yet to be 'discovered'. However, in the same way that Columbus technically did not discover America due to the native

Americans who had already been surviving on that land, a significant proportion of the 'undiscovered' species are likely to be acknowledged by the native people on that land. Yet, it is not widely recognized by natural scientists in the developed countries since its existence is highly internal. By discovering such languages, we may also come to acknowledge new species which may perhaps be the key for an innovative medicine.

In conclusion, dying languages are worth saving due to the fact that it leads to the loss of new concepts, diversity and chances for modern science to improve. Therefore, as it is vital for our society to support passionate linguists who are dedicated in preserving minor languages. Otherwise, we will continue to be in the verge of losing beautiful, sophisticated and unique cultures that formed along the several thousand years of evolution of our race.

Grammar: The passive voice

Read this text about languages.

Fun facts about languages

It **is thought** that there are up to 7,000 different languages spoken around the world today.

English is a global lingua franca and **is spoken** by over 2 billion people around the world.

English is a West Germanic language that **was first spoken** in early medieval England.

It **is said** that Chinese and Arabic are the most difficult languages to **be learned** as a second language.

Summary

- You use the **passive** form when you want to focus on the thing or person affected by the action of the verb:
 - Active: *Jeff Bezos **founded** Amazon.com in 1994.*
 - Passive: *Amazon.com **was founded** (by Jeff Bezos) in 1994.*
the agent
- When the agent is not important, not known or not obvious, you omit the agent. The important formula is **to be + past participle**:
 - *The church **was built** in 1784.*
 - *The computer **has been fixed**.*
 - *More information **can be found** on the following website.*
- Passive infinitive and passive **-ing** form:
 - *The workers demanded to **be paid** more.*
 - *She likes **being treated** like royalty!*
- Passive reporting structures:
 - *It **is said** that the robber is a man. (It + be + past participle + that ...)*
= They say that the robber is a man.
 - *The robber **is said** to be a man. (subject + be + past participle + to infinitive)*
= They say that the robber is a man.
 - *The robber **is believed** to have lived in France. (subject + be + past participle + to have past participle)*
= They believe that the robber lived in France.

1 Choose the best option in the brackets.

- 1 The church (built / was built / has been built) in the 15th century but (destroyed / was destroyed / has been destroyed) during the Second World War.
- 2 It (reconstructs / has reconstructed / was reconstructed) to its original image in the 19th century.
- 3 Your treatment (plans / is planned / planned) by a multidisciplinary team of health professionals who are specialists in different areas.
- 4 Children and young people (are often given / often give / often gave) different treatment to adults.

- 5 The problem (has solved / has been solved / solved), and now the machine is working well.
- 6 Other solutions (can find / can found / can be found) on the website.
- 7 The young child needs to (speak to / be spoken to / be spoken) about table manners!
- 8 Despite common belief, it (says / is said / said) that witch-hunts did not specifically target women.
- 9 A woman named Jane Rebecca Yorke (was found / found / was founded) guilty of witchcraft in 1944 under the law.
- 10 You may (surprise / have surprised / be surprised) to know that the word 'witch' is of indeterminate origin.

2 Rewrite the following active sentences in the passive voice.

- 1 The government protects the African elephant.
- 2 European settlers started to populate Australia in 1788.
- 3 In 1956, the Australian government allowed non-European residents to apply for citizenship.
- 4 I noticed that somebody had left the door open.
- 5 Somebody has eaten all the cookies.
- 6 Somebody may have stolen my purse.
- 7 They are repairing the road.
- 8 You can find more information in the booklet.

3 Find errors in the following text and correct them. There are six errors.

Tintagel Castle (Cornish: Dintagel) is a medieval fortification locating on the peninsula of Tintagel Island adjacent to the village of Tintagel, North Cornwall in the United Kingdom. The site possibly occupied in the Romano-British period, as an array of artefacts dating to this period have found on the peninsula, but as yet, no Roman-era structure has proven to have existed there. It settled during the early medieval period, when it was probably one of the seasonal residences of the regional king of Dumnonia. A castle has built on the site by Richard, 1st Earl of Cornwall, in the 13th century, during the later medieval period. It later fell into disrepair and ruin.

Adapted from https://en.wikipedia.org/wiki/Tintagel_Castle

Writing task

Choose one of the following topics and write an essay. If you do not like any of these topics, choose your own one!

- 1 Participation in sport is more important than competition.
- 2 Does music influence people's mental health?
- 3 Testing beauty products on animals should be banned.
- 4 Homework is unnecessary for education.
- 5 Smartphones are a cause of cyberbullying and should be banned in school.
- 6 Honesty is the most important trait of human beings.

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?

- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

6 Proposal

A proposal is a professional document in which you write your suggestion for action in detail. A proposal should be highly professional but also easy to read and comprehend. Because of this, the format of a proposal is important.

■ Model text: Project proposal

Collaboration with the Eden Project

By Ellis Jones & Zain Jordan

Introduction

The Eden Project is a popular visitor attraction in Cornwall, England, UK. The complex consists of biomes, outdoor gardens and the core (exhibition centre). Sustainability is the core value of the Eden Project and it attracts more than a million visitors a year. Working with the Eden Project will enhance our public relations. Currently the complex does not have an anaerobic digester.

Objectives

- To collaborate with the Eden Project and install a permanent stall or an exhibition about anaerobic digestion and biogas.
- To provide the Eden Project with an anaerobic digester as part of a contra deal.
- To educate the general public about the benefits of anaerobic digestion and biogas.
- To put more pressure on the legislation of mandatory food waste collection across the country.

Benefits

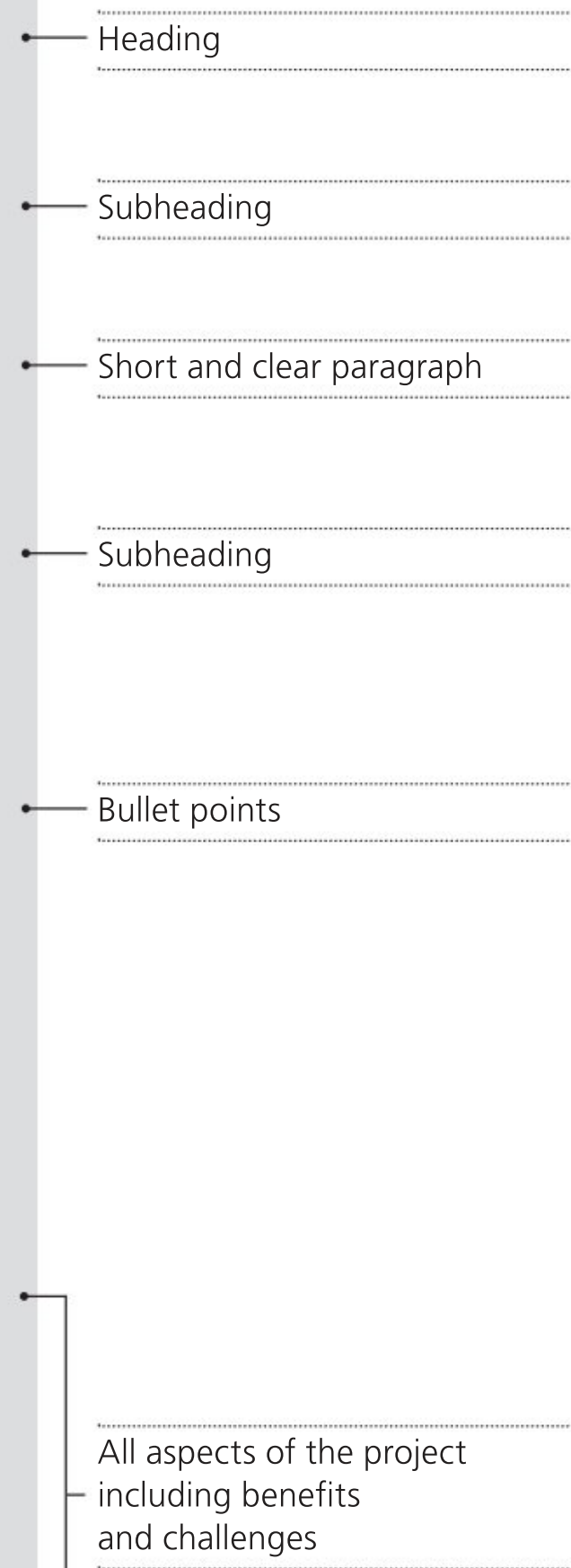
- Publicity of biogas and anaerobic digestion
- Educating young people on the benefits of anaerobic digestion and bio-resources
- Encouraging action to stabilize climate change on individual and corporate levels
- Increased usage of biogas

Challenges

- The cost of an anaerobic digester
- To get buy-in from the Eden Project
- Appointment of the project manager
- Maintenance of the stall or exhibition in the Eden Project

Project duration and structure

- Phase 1 – Interview with the Eden Project and agree on action items
- Phase 2 – Appointment of the project manager and implementation of agreed action items
- Phase 3 – Internal audit
- Phase 4 – Evaluation and review by both parties



■ Success criteria: Proposal

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a clear heading.
- The authors of the proposal are listed.
- The work has appropriate subheadings.
- The work has short and clear paragraphs.
- The work lists objectives, benefits, etc. using bullet points.
- The tone is factual and neutral.
- The register is formal.

■ Sample student work

Sport facilities in school

INTRODUCTION

Schools are essential environment in a young person's life, it is where they will spend the vast majority of their time until they reach Majority. It is important for them to be able to grow and learn in the best conditions, with suitable equipment and facilities. However, the investment in our school's art and science department has noticeably left the sport one aside. We are now left with poor or broken equipment, unsuitable pitches that have been broken down with time and therefore very little sports to explore as our resources have been limited.

The tendency to leave physical activity aside is undoubtedly felt by the students. While a minority may not enjoy the PE classes, a vast majority has felt very frustrated by the repetition of the sport curriculum every year. While we could decide to explore other elements, the restricted budget does not allow to do so, we are now left with, basketball on an outdoor, concrete pitch; football on a flooded pitch and goal cages without nets or baseball with not enough bats and balls.

This has had a tendency to force student to rotate, leaving some aside for a long period of time which limits their physical activity, an element which during growth is essential.

OBJECTIVES

- Provide the PE classes with a better equipment that functions properly and that allows for all student to participate at the same time.
- Improve the facilities, providing a safe and enjoyable lesson which will allow for the sport to be played and learned properly.
- Explore a wider variety of sports, allowing for a curriculum which includes variety, allowing students to explore areas which they may not normally be able to.
- Provide sufficient time for learning; there are no reasons for our art classes to be double the time of our PE ones.

BENEFITS

- A secure environment allows for a much more enjoyable time, not having to worry about the hazard in the facility. It will as well make learning much easier and efficient.
- A functioning equipment will allow for the sport to be played properly, providing a real learning experience and not one which only half of the students can experience at a time.

- Exploring a wider variety of sport will allow for students who may not find an interest in sport to explore new areas and maybe find a more enjoyable part.
- Many studies have shown that physical activities are very beneficial for the health. Not only students will be healthier but once they have used all their energy, they are likely to be more focused and calmer in classes.
- Job employers and companies are now actively seeking people with team working skills. The promotion of team sports will allow everyone to have social contact and to build up on that skill, which could be found very helpful in the future.

CHALLENGES

- Finding the sufficient funds to support the program, this will most likely require small cuts in the other departments.
- Understanding the needs and wants of the students and the PE department.
- Finding the right investment.
- Creating a new sport curriculum, exploring new elements which haven't been done before.
- Renovating the infrastructure may also take some time.

PROJECT DURATION AND STRUCTURE

- Phase 1 – Understanding the needs of the PE department and the students.
- Phase 2 – Budgeting; finding out how much the project would cost and where the funds will be coming from.
- Phase 3 – Renovation of the infrastructure, obtainment of new and functioning equipment and creation of a curriculum exploring a wider variety of activity.

Grammar: Verb + gerund (-ing) or infinitive (to + verb)

Read this text.

Masako **started to paint** at the age of two. She would paint with her fingers, then brushes and art **began to emerge**. She has always been very creative – painting, DIY projects, making paper dresses. Her imagination has seen no limits, and she **loves creating** art.

At the age of eleven, she has her work making its way into museums and private collections around the world. She **enjoys creating** costumes for her model and creating a scene for her painting. She **wants to create** more and more and one day have her own big studio!

Summary

Verb + to infinitive:

- Some verbs can be followed by another verb in the **to infinitive** form:

○ *She **wants to create** more and more.*

Verbs followed by the **to infinitive** include:

afford	choose	manage	refuse
agree	decide	need	seem
aim	demand	offer	want
appear	expect	plan	wish
arrange	hope	prepare	
attempt	intend	pretend	
can't bear	learn	promise	

Verb + -ing (gerund):

- Some verbs can be followed by another verb in the **-ing** form:

- *She enjoys **creating** costumes for her model.*

Verbs followed by the **-ing** form:

avoid	fancy	mention	report
can't help	finish	mind	risk
consider	imagine	miss	stand
dislike	involve	postpone	suggest
enjoy	keep	practise	

Verb + gerund or infinitive:

- Some verbs can be followed by either a **gerund** or an **infinitive**. The meanings may be different or the same. Such verbs include:

begin	hate	regret	stop
continue	like	remember	try
dread	love	start	
forget	need		

- *He **remembered to take** the key with him. (to talk about actions which are necessary)*
- *He **remembered taking** the key with him. (to talk about your memories)*

1 Choose the best option in the brackets.

- Let's arrange (to meet / meeting) again next week.
- The bus seems (to be / being) full all the time.
- Would you mind (to open / opening) the door for me?
- That was lucky! We managed (to avoid / avoiding) the rain!
- Have you finished (to work / working) on the project?
- Sofia considered (to take part / taking part), but in the end she decided not to.
- Jane asked for help, but Lukas refused (to help / helping) her out.
- David suggested (to go / going) to the cinema this evening.

2 Complete the pairs of sentences. Write the words in brackets as an infinitive or in the -ing form.

- I remember _____ (leave) my wallet on the table, but now it isn't there.
Did you remember _____ (do) your homework?
- Don't forget _____ (take) the books with you when you leave.
I will never forget _____ (fall) off my bicycle for the first time.
- After a bad start, the team went on _____ (win) the tournament.
Mike told us a ghost story and then we all went on _____ (tell) each other scary stories.
- Leaving university meant _____ (give up) his dreams of becoming a doctor.
I'm sorry. I didn't mean _____ (be) rude.
- I don't regret _____ (hit) him at all! He deserved it.
We regret _____ (inform) you that we are unable to reimburse the full amount.
- You're so selfish. Do you ever stop _____ (think) how other people might feel?
Stop _____ (bother) your brother. He needs to finish his homework.
- Try _____ (press) that key again and see if the program stops this time.
I'm trying _____ (learn) Arabic at the moment, but it isn't easy!

3 Find errors in the following text and correct them. There are five errors.

Kimberly became known when she started to working for the local council. Her progressive and creative views on the world provided the council with innovative solutions to the many problems they were experiencing at the time.

After a few successful years as a local council member, she considered to become a politician, but decided working on something of greater value for the world – sustainability. Kimberly began working on the Green Project with her colleagues in 2018. Since then, she has established eight sustainable energy-source companies.

She aims informing the public of the importance of a sustainable lifestyle, which starts with sensible consumerism and recycling. Her next plan is to work with schools. She plans teaching young people how to upcycle and reduce their carbon footprint. Her relentless effort to make the world more sustainable continues.

Writing task

Choose one of the topics below and write a proposal.

- 1 Your school's sports facilities need a huge improvement. Write a proposal to suggest how to improve your school's sports facilities. (Theme: experiences)
- 2 You believe that the students' voice is not heard in your school. Write a proposal to suggest ways to make your school more democratic. (Theme: social organization)
- 3 You believe art is an essential part of our life, and strongly suggest that the subject Arts should be promoted and encouraged in schools. Write a proposal to suggest ways to promote art learning in schools. (Theme: human ingenuity)
- 4 Your school is not 'green' enough! Write a proposal to suggest ways to make your school more sustainable and eco-friendly. (Theme: sharing the planet)

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change? If the setting of the text were in a different country, how would your message change?

7 Instructions/guidelines

The purpose of instructions and guidelines is to suggest a course of action or to give advice. While instructions are actions in sequence, guidelines do not have to be sequential. You may find a set of instructions on how to cook, how to install, how to operate, etc., while you may find guidelines on the use of social media, on codes of conduct, etc.

■ Model text: Recipe for coffee and maple panettone

Coffee and maple panettone

Panettone is an Italian bread usually made with fruit peel and traditionally eaten at Christmas. I wanted to make something a little away from the norm, so I came up with this tasty gem which uses a different mix of flavours.

Makes 1 large panettone

Main ingredients

560 g (1¼ lb) strong white bread flour

½ tsp salt

1½ sachets of fast-action dried yeast (about 10 g / ⅓ oz)

200 ml (7 fl oz) warm milk

3 eggs

2 egg yolks

Seeds of 1 vanilla pod or 2 drops of vanilla extract

100 ml (4 fl oz) maple syrup, plus extra for drizzling

4 tbsp coffee essence or 1 tbsp coffee powder diluted in the milk mentioned above

200 g (7 oz) butter, melted

Eggwash

1 egg

1 tbsp milk

Equipment

18 cm (7 in) deep loose-bottomed cake tin

Method

- Preheat the oven to 200 °C (400 °F), gas mark 6. Line the sides of the cake tin with baking paper, so it sticks up a good 10 cm (4 in) above the top of the tin.
- Put flour, salt, yeast, milk, eggs, yolks, vanilla, maple syrup, coffee and butter in a large bowl and stir well to combine. Keep mixing the dough for 10 minutes by hand (it is usually too sticky for the hand at first so use a wooden spoon and keep mixing), or for 5 minutes if using an electric mixer fitted with a dough hook. The dough will be very, very sticky, almost like a cake batter. This is what gives the panettone its wonderful spongy texture.
- Tip the dough into the prepared cake tin and lay a tea towel gently over the top. Leave in a warm place for about 1 hour, or until the mixture has almost risen to the top of the tin.
- For the eggwash, mix the egg and milk together in a bowl. Once the dough has almost doubled in size, brush the top of the panettone with the eggwash, then make a cross in the top with a very sharp knife. Bake in the oven for 45–50 minutes, or until the bread is well risen, lifts out of the tin easily and a skewer inserted into the thickest part comes out clean.

Heading

Context

Subheading

Short sentences

Imperative verbs

- Remove the panettone from the oven, drizzle with maple syrup and use a brush to spread it evenly over the bread. This gives the loaf a shiny top and adds extra maple flavour. Leave the panettone to cool in the tin.

Sequential and clear instructions

Variation: The coffee can be omitted and replaced with 400 g (14 oz) mixed dried fruit and peel soaked in orange juice or rum. This turns it into a more traditional panettone.

Baking Made Easy by Lorraine Pascale

■ Success criteria: Instructions/guidelines

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a clear heading.
- The work has subheadings.
- The work provides the context of the instructions/guidelines.
- The work is written in short sentences/paragraphs and is easy to read.
- The advice/suggestions are reasonable and persuasive.
- The tone is friendly and supportive.
- The register is semi-formal to formal (depending on the audience).

■ Sample student work

How to be a successful young entrepreneur

It's very frequent to see young people trying to be successful entrepreneurs because they think it's an easier way to make money, however that's not always the case when they miss key concepts and ideas to be successful.

Like everything in life, being successful requires a lot of hard work and full dedication because the competition is constant and if we don't work hard to win our competition, we will never be successful. These days, however, it's not all about hard work but also about being cool. What 'being cool' means is that people follow a certain trend in order to captivate a larger audience. That's how society works! A trend is created and next thing we know, all companies are following that trend because 'it's cool' and it is what people want.

An entrepreneur is a person who sets up a business by taking financial risks and hoping in return profit. What some people don't know is that to be an entrepreneur, they have to plan their moves and think wisely to reach their goals.

Jules Pieri is a successful entrepreneur who understands that being an entrepreneur is not about the starting hype that people feel by doing a start-up. As she once said, 'Ignore the hype of the start-ups that you see in the press. Mostly, it's a pack of lies. Half of these start-ups will be dead in a year. So, focus on building your business so you can be the one left standing.'

Here are some basic tips that young entrepreneurs can use to be successful based on being cool and working hard.

1 Find your passion

If you're not passionate about your business or about anything in life, it's most likely that it won't go well because you won't have that motivation within you, which will in the long run result in failure. So, if you're really into entrepreneurship you should also relate your projects to something you are passionate about and that will most likely lead to success.

2 Get to know your audience

Now that you have chosen something you are passionate about you have to focus on how you can make it cool and in what ways you can target an audience by following a trend. The easiest way to do it is using social media to see what the trends are at the moment and see if you can relate that to your passion and this will give you advantage over tons of entrepreneurs that don't worry about these variables.

3 Work on your PR

In a society that is largely focused on social media, you need to be able to work on your social skills and how your business or project looks to the public and that is where PR comes in. PR stands for public relations. You need to be able to communicate in a confident and persuasive manner otherwise even if people were interested in the beginning, without those social skills you will lose your audience.

4 Look for a mentor

Obviously, it's not possible to start and know everything you need to know to start the business and it will be frustrating in the beginning with a lot of obstacles to get through. This can discourage you if you don't find a way to fight it. The best way to fight is to find a mentor that has experience in the topic to make you understand that not everything goes as planned and you should use those struggles to learn and not to give up.

5 There is no such thing as perfection

There is one quote from Roger Federer that talks about working on yourself even when you are the best. This really fits the entrepreneurship world because basically what he meant by that is that even when you achieve the top position in your business, you must keep working because the competition is still going on and they will find ways to beat you. So if you stop working because you are the best, you won't be the best for very long.

Above all, believe in yourself. You got this! Good luck!

Grammar: Verbs and dependent prepositions

Read this dialogue.

A: What are you **looking at**?

B: I'm just looking at the photos from our trip.

A: Look! Here is Robin looking engaged – **listening to** the audio guide. He looks really cute in this photo.

B: I have to say the Museum of Transport was more interesting than I thought!



Summary

- Some verbs need a preposition to introduce their objects. Many of these verbs are always followed by the same preposition. These prepositions are called **dependent prepositions**.

- *What are you **looking at**?*
- *I'm **listening to** music.*
- *What do you **think of** it?*

Some examples:

accuse s/o of	apologize for	belong to	comment on
add to	approve of	blame s/o for	concentrate on
adhere to	arrest s/o for	boast about	congratulate on
agree with	attend to	call for	consent to
aim at/for	believe in	care for	deal with

decide on	listen to	present s/o with	stand for
depend on	long for	prevent s/o from	succeed in
face up to	mistake s/o for	provide s/o with	suffer from
forgive s/o for	object to	refer to	think of/about
hope for	pay for	rely on	wait for
insist on	praise s/o for	sentence s/o to	worry about
interfere with/in	prepare for	smile at	

Note: s/o = someone

1 Choose the best option in the brackets.

- 1 I totally forgot (to / about / of) my wife's birthday.
- 2 Are you prepared (for / of / in) the exams?
- 3 My boss did not approve (for / of / to) my holiday request.
- 4 You should apologize (to / of / for) what you've done.
- 5 The company will provide you (for / in / with) the necessary equipment.
- 6 Let's hope (for / of / with) better weather next week.
- 7 Would you object (from / to / of) my visiting her?
- 8 Why do you insist (of / to / on) renting a car?

2 Add dependent prepositions to the sentences below.

- 1 The man is accused kidnapping.
- 2 What does DM stand?
- 3 What job have you applied?
- 4 At the ceremony, I was presented an award.
- 5 What do you think the film?
- 6 I heard Ronny suffered a serious illness.
- 7 Hey, I'm running late. Don't wait me. I will join you later.
- 8 Don't worry the results.

3 Find errors in the following text and correct them. There are nine errors.

I can't believe that I was blamed something that I didn't do! The cake was baked and decorated by myself, so what would I ruin it? Just like the rest of the family, I was hoping a perfect day for Mum. That's why I volunteered to bake a cake for her. I am not naturally good baking, so I wanted to make a simple cake. However, my sister insisted the most difficult cake – malted chocolate drip cake. So, I worked for hours to perfect it. It was not easy, but I was pleased the result! My only mistake is that I didn't cover it overnight. My sister was furious with me, which is totally unfair. Anyway, Mum looked the cake and smiled me. She congratulated me making such a beautiful cake, despite some paw prints! I love her so much!

Writing task

Remind yourself of the success criteria and write your own instructions and guidelines.

SL – Choose one of the following tasks and write 250–400 words.

- 1 Write a set of instructions on how to cook a dish from your country.
- 2 Write a set of guidelines on the culture of your home country for people who are not familiar with your country or culture.

HL – Choose one of the following tasks and write 450–600 words.

- 3 Write a set of instructions for your grandparents on how to create and use an Instagram account.
- 4 Write a set of guidelines for new students and families on the expectations of your school.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
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- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

8 News report

News reports are written by journalists, whose role is to convey news, opinions and stories as truthfully as possible. In the real world, news reports should be timely, relevant and truthful. In English B exams, however, you would be allowed to invent some facts and events as long as they sound reasonable and realistic. The important thing is to include appropriate conventions in the report so that it reads as an authentic news article reporting real news. Remember that you are assessed on your writing skills, not on your knowledge of news material!

■ Model text: Newspaper report (*The Independent*)

ROBOTS WILL HAVE CIVIL RIGHTS BY 2045, CLAIMS CREATOR OF 'I WILL DESTROY HUMANS' ANDROID

Dr David Hanson says robots will be able to vote by 2045 – the same year some predict the singularity will take place

Anthony Cuthbertson | Thursday 24 May 2018



A leading roboticist who developed an advanced humanoid robot has predicted that artificially intelligent androids will be given civil rights within 30 years.

Dr David Hanson, whose Sophia robot once said it wanted to 'destroy humans', made the predictions in a research paper titled 'Entering the Age of Living Intelligence Systems and Android Society'.

Advances with artificial intelligence will mean computers will be able to match the general intelligence of a one-year-old human by 2029, and will require the same rights as humans by 2045, the paper – published ahead of the release of the new PlayStation 4 game Detroit: Become Human – claims.

Headline

Subheading (optional)

Byline

Visual

Lead (summary of the most important information)

Source

This is the same year that noted futurist Ray Kurzweil predicts that the technological singularity will take place – the point in time when artificial intelligence will surpass that of human intelligence, leading to an ‘intelligence explosion’ that could ultimately result in human extinction.

‘As people’s demands for more generally intelligent machines push the complexity of AI forward, there will come a tipping point where robots will awaken and insist on their rights to exist, to live free, and to evolve to their full potential,’ Dr Hanson’s paper states.

Direct quote

‘We will be forced to decide whether we can accept a greater, more inclusive vision of what it means to be human.’

According to Dr Hanson, advanced robots will have the right to marry, own land and vote in general elections by 2045.

Dr Hanson’s Sophia robot has already officially been granted one aspect of civil rights, that of citizenship. In 2017, Saudi Arabia bestowed citizenship on Sophia as part of the kingdom’s Future Investment Initiative.

‘I am very honoured and proud of this unique distinction,’ Sophia told the audience at the time. ‘This is historical to be the first robot in the world to be recognised with citizenship.’

During a previous demonstration of Sophia’s abilities in March 2016, Dr Hanson asked the robot: ‘Do you want to destroy humans? Please say no.’

Relevant background information

Sophia responded. ‘OK. I will destroy humans.’

Dr Hanson’s latest paper, which marks the launch of a new computer game in which androids attempt to establish their own rights in society, concludes: ‘We must respect the possible positive and negative consequences in order to rise to the occasion, lest we go into the future unprepared, and risk sacrificing our humanity for the sake of convenience.’

‘We should use every tool we have to consider and steer the outcomes away from dangers, and towards the benefit of humanity and life in general.’

www.independent.co.uk/life-style/gadgets-and-tech/news/robots-civil-rights-android-artificial-intelligence-2045-destroy-humans-sophia-singularity-a8367331.html

■ Success criteria: News report

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a catchy headline.
- The work has a subheading that summarizes the report (optional).
- The work has a byline.
- The lead paragraph includes the most important information – what, where, when, who and why.
- The report includes expert views to add credibility.
- The report includes relevant background information.
- Direct and indirect quotes are appropriately included.
- The paragraphs are short.
- The register is formal and the use of language is neutral, avoiding blatant bias.

Sample student work

The death of passwords

An increasing amount of all our lives are now online, in accounts protected by the best passwords that we can remember, but this might be coming to an end with a recent breakthrough in quantum computing.

Earlier this week, the head researcher of D-Wave Systems, John Doe, announced that the company's R&D team had successfully constructed a prototype of a mass-produced quantum computing, The D-Wave Indigo. This sent shockwaves throughout the tech industry, especially among security experts. Derrick Manatou, an internet security contractor commented:

'They've been saying they were just on the verge of something like this for years. We always dismissed them as clamouring for more investment. If they are actually serious about this, it could be the death of passwords and online security in general.'

But why does this new, experimental type of computer pose such a threat to our accounts?

Derrick continues:

'The core of modern internet security is encryption. All messages sent are scrambled thoroughly and in theory only the receiver knows how to unscramble it. For the last twenty years there has been an arms race between criminals and security experts of us creating more advanced methods of encrypting and them bringing in more advanced computers. Even the most basic encryption used today would take months to crack on a laptop, but this development is concerning. Quantum computers are exponentially more efficient than normal ones at breaking encryption.'

Using one of the new Indigo systems, a criminal could access most of the accounts on the internet in under a year. It is currently unknown how online banks will handle the near certainty of breached accounts, but financial experts are recommending freezing assets until a viable solution is found. The South Asian Union and Scandinavia have announced plans to switch their power grids from digital to analogue. Some activists are protesting the announcement and are attempting to convince world leaders to ban quantum computing and destroy any and all research into the subject. The day after the announcement, 2500 protestors gathered outside the white house to try to sway President Marianne Williams to their side. There have been counter protests by scientists who see this new technology as a possible way to further unravel the universe. Gareth Smith, a physicist at EELPA, commented:

'This could be the greatest invention of the 50s and those regressives want to stop it. They should accept that this is simply the final nail in the coffin of privacy after the Digital Oversight Act of 2039. What are the final scraps of privacy worth compared to the possibility of a unified theory of physics? Think of what might be achieved with this bleeding edge technology before mindlessly fighting against it.'

IBM, D-Wave's largest competitor, has yet to reveal something of magnitude since the announcement but is expected to develop a competitor to the Indigo. Information leaks suggest the working name for IBM's quantum computer is Deep Dream. IBM has refused to comment on the leaks.

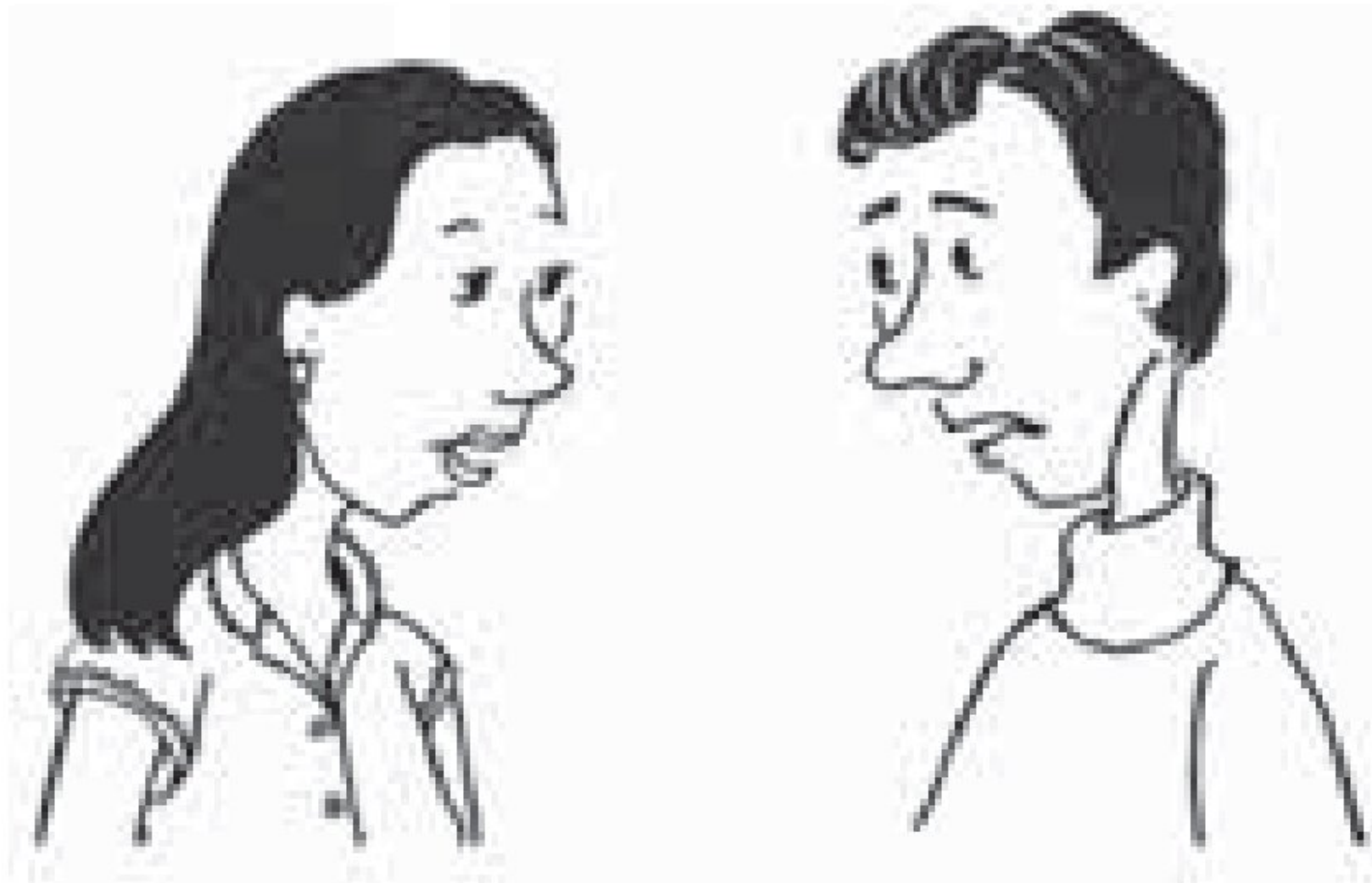
Grammar: Reported speech

Read these two scenes.

SCENE 1

A: Are you coming out tonight?

B: Sorry, I can't make it because I have a headache. I hope you guys have fun.



SCENE 2

C: Hey, glad you're here. But where is Sami?

B: **He said he couldn't make it because he had a headache.**

Summary

- We use **reported speech** to report someone's words indirectly.
 - Direct speech: *'I'm taking a bus home.'*
 - Reported speech (indirect speech): *She said (that) she was taking a bus home.*

Changes to make:

- When using reported speech, make sure that you make some necessary changes to tenses, pronouns, possessive adjectives, place and time.
 - Tense:
 - *'I am tired.'* → *She said she was tired.*
 - *'I agree.'* → *She says she agrees.* (When the reporting verb is in the present tense, you do not change the tense.)
 - *'I couldn't finish the project.'* → *She said she couldn't finish the project.* (Do not change modal verbs *could, might, should, would.*)
 - Pronoun and possessive adjectives:
 - *'I am going to take my children to the museum.'* → *He said he was going to take his children to the museum.*
 - Place and time:
 - *'I am staying here tonight.'* → *She said she was staying there that night.*
- Use reporting verbs and appropriate sentence structures:
 - *'Why did you leave the window open?'* → *She asked why I left the window open.*
 - *'Did you leave the window open?'* → *She asked if I left the window open.*
 - *'Could you open the window please?'* → *She asked me to open the window.*
 - *'Could you pass me the salt please?'* → *She asked me for the salt.*
 - *'Open the window please.'* → *She told me to open the window.*

1 Write the words in the correct order and then write the direct speech for each reported speech.

- 1 he / would finish / Tomek / the job / said
- 2 had finished / his boss / if / asked / the report / he
- 3 the security guard / in my rucksack / what / I / asked / was carrying
- 4 they / Rosa and Jacob / had / four children / that / said
- 5 more books / my teacher / me / told / to read
- 6 she / on holiday / my neighbour / me / to look after / asked / her plants / while / was

2 Choose the best option in the brackets.

- 1 Jane (asked / told / suggested) if I could complete this by the end of the month.
- 2 She asked (why have you not completed / why I hadn't completed / why I haven't completed) the report.
- 3 He (agreed / agrees / is agreeing) that we can go on a picnic.
- 4 Samira said that she couldn't stay until (tomorrow / the next day / now).
- 5 He suggested (having / to have / we had) a party.
- 6 My sister asked if I (feed / had fed / was feeding) the cat before I left the house.
- 7 He encouraged me (to go / going / to going) for an interview.
- 8 He asked me where (was I / I was / I am) going.

3 Find errors in the following text and correct them. There are six errors.

I think the interview went really well. I am pretty sure I have got the job, but I will have to wait and see. They asked me what have I done since university. I said that I travel around the world. They asked what was my favourite experience. It was a difficult question to answer, as I have done some amazing stuff! I told about my experience in India. They seemed pleased with my answer. They asked me do I work well with other people. They also asked am I willing to travel abroad. I said that one of the reasons I applied for this position was the travelling aspect of the job and that I was more than willing to travel. When they asked if I had any questions, I asked them about details of the bonus package. It all sounded great. I am so excited about this job!

Writing task

Imagine you are a journalist. Write a news report on a scientific breakthrough that has not happened yet. You can invent events/dates/facts/people as you wish, as long as you make your report sound reasonable, realistic and authentic. Be creative!

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

9 Article

An article is a piece of writing published in a newspaper, magazine or website. It is often about a topic relevant, interesting and informative to the audience. In many ways, an article is very similar to a news report, but an article does not have to be about 'news' or a current event.

■ Model text: Magazine article

Study: Vaping Causes DNA Damage in Human Cells and Mice

New findings suggest that nicotine inhaled from e-cigarettes could contribute to cancer and heart disease, but critics warn that the data are too preliminary to draw such conclusions.

Jan 31, 2018

Ashley Yeager

Nicotine inhaled from e-cigarettes can damage DNA in mouse heart, lung and bladder and in cultured human lung and bladder cells, a new study shows. The results, published Monday (January 29) in PNAS, suggest that vaping increases the risk of developing cancer and heart disease and reinforces the research showing e-cigarettes' risks to human health.

The DNA changes were similar to those linked to second-hand smoke, study coauthor Moon-shong Tang of New York University tells *The Guardian*. Specifically, the team found that two mutagenic compounds develop in lung, bladder and heart cells exposed to e-cigarette smoke. DNA-repair activity and the repair proteins XPC and OGG1/2 were reduced in the lung tissue of mice.

Critics caution that the mice in the study were exposed to higher levels of e-cigarette smoke than those who vape might inhale (although *Bloomberg* reports that, over 12 weeks, mice were exposed to a dose similar to what a human would intake after smoking e-cigarettes lightly for 10 years). Still, 'this study shows nothing at all about the dangers of vaping,' Peter Hajek, director of the Wolfson Institute of Preventive Medicine's Tobacco Dependence Research Unit at Queen Mary University of London, notes in *The Guardian*. 'It doesn't show that vaping causes cancer.'

In the paper, Tang and his colleagues concede that 'it takes decades for carcinogen exposure to induce cancer in humans, [so] for decades to come there will be no meaningful epidemiological study to address the carcinogenicity of [e-cigarette smoke].' Still, the levels of carcinogenic compounds are higher in the blood of vapers than nonsmokers, pointing to the increased risk of developing cancer.

The bottom line, Tang tells *Bloomberg*, is: 'Don't think a vapour is harmless.'

www.the-scientist.com/news-opinion/study-vaping-causes-dna-damage-in-human-cells-and-mice-30351

Headline

Subheading

Date

Byline

The lead paragraph should contain important and relevant information. It should capture the reader's attention and pique their interest. Remember that the reader will decide after the first paragraph whether they will read on or not!

Multiple perspectives on the issue

Quote from experts

Concluding paragraph

■ Success criteria: Article

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a catchy heading.
- The work may have a subheading.
- The work has a date and a byline.
- The lead paragraph provides important and relevant information that makes the reader want to read on.
- The work may provide opposing views on the topic.
- The work includes direct quotes from experts to add credibility.

- The paragraphs are generally short.
- The register is semi-formal to formal (depending on the audience).
- The tone is neutral.

■ Sample student work

Corruption scandal rocks the badminton scene

Oct 11, 2018

Matthew Douglas

Yesterday an anonymous source leaked documents pointing towards widespread corruption at the top of the badminton world. Today, the veteran judge Giorno Amadio resigned as he admitted to accepting large bribes to favour certain players at decisive moments. His resignation speech was short but to the point. 'I cannot stand us making a fool of this sport that I hold so dear in my heart any longer. This is a disgrace and we should all be ashamed. I resign.'

The scandal is still unfolding, but five other judges have already stepped down as of the writing of this article. It is clear that this runs deep and has been going on for many years, possibly even decades. Three of the judges who stepped down have confirmed that sums of money as large as £7500 have been accepted for single matches. If all accounts are to be believed none of the current top 10 players will emerge unscathed but the investigation has only just started and is predicted to last months as the scale of the corruption greatens every hour that passes.

Many fans are in shock and disbelief as all their trust in the BWF has proven to be misplaced. Long-time fan of the sport, Tom, said 'I spent my childhood looking up to these people and now they're all fakers? I can't believe it!'

It is currently unknown whether or not this year's badminton world cup will take place or if it will be cancelled to accommodate the mounting investigation and the criminal charges that will surely follow.

In a move that surprised many, the controversial Lewis Brickfield became the first top player to join the judges in stepping down. He claimed that it was his manager, not him, who made the bribes. To support his statement, he handed over all his trophies from major events saying he 'hadn't earned them'. Lewis, who is still in lawsuits from personal scandals, was the last player expected to step down. Many of his staunch supporters see this as proof of innocence while his critics dismiss it as damage control.

In the wake of this upheaval, many have claimed to be the original whistleblower. From interns to managers, everyone wants to be made out as the good guy. The one who refused to be complicit in the apparently omnipresent net of corruption spread over the badminton pro scene. But it is impossible to determine the veracity of these claims and it is very unlikely that the actual whistleblower will ever be found. Many have lauded this as a 'cleansing of the sport' while others have felt robbed and would have preferred staying in blissful ignorance.

Grammar: Adjectives

Read this description.

Alicia is **beautiful**. Her **gorgeous, long, thick, shiny blonde** hair sits gracefully on her shoulders and frames her **heart-shaped** face. A **golden** suntan usually brings out a sprinkling of **small, pale** freckles across her cheekbones. Her slightly **arched sand-coloured** eyebrows betray her emotions by moving up and down as she reacts to her environment. Her **large, sky-blue** eyes remind me of an ocean on a **serene** day. Her **straight** nose gives her a **serious** look that makes me want to smile when she talks. When she smiles, which is not often, her **even, white** teeth brighten up her whole face.

Summary

- **Adjectives** are used to describe nouns (people, things and abstract ideas).

They are used:

- before a noun: *her gorgeous, long, thick, shiny blonde hair*
- after a copular verb (a verb that introduces a description of the subject, e.g. *appear, be, get, feel, look, taste*): *Alicia is beautiful.*

Order of adjectives:

- Before a noun: opinion adjectives (e.g. *wonderful, lovely*) always come before adjectives that describe facts (e.g. *long, shiny*).
- When you use more than one 'fact' adjective, they usually follow this order: size/shape, quality, age, colour, origin/nationality, material, type.

The + adjective:

- You can use **the** + adjective to talk about a group of people:
 - *the young* (= young people)
 - *the British* (= British people).

Present and past participles as adjectives:

- You can use the **present participle (-ing)** and **past participle (-ed)** of some verbs as adjectives:
 - *You get bored with the monotonous tone.*
 - *The monotonous tone is boring.*
- ing** adjectives describe a characteristic of a person or a thing:
 - *an interesting story*
- ed** adjectives describe a person's emotional or physical state:
 - *I am tired now.*

Past participle adjectives and dependent prepositions:

- **-ed** adjectives are often followed by dependent prepositions.
 - about: *excited about, worried about*
 - in: *interested in, involved in, engaged in*
 - of: *frightened of, scared of, terrified of, tired of*
 - with: *bored with, pleased with, satisfied with*

1 Choose the best option in the brackets.

- 1 The (sleepy / asleep) cat is lying in the sun.
- 2 He has very (well / good) health for a man his age.
- 3 I spent the (complete / entire) night staring at the ceiling.
- 4 My brother is so (sensible / sensitive), he wouldn't do such a silly thing.
- 5 The presentation was so (interested / interesting) that the participants were remarkably enthused by it.
- 6 We need to implement an (effective / affective) process to reduce the time wasted on paperwork.
- 7 He was so (impressive / impressed) by her interview that he offered her the job on the spot.
- 8 Out of the two choices, I prefer the (latter / last).

2 Choose the correct answers.

- 1 Our gifts appeal to everyone, (the young and the old / the youngs and the olds).
- 2 The poster shows (a young / a young person) playing with his mobile phone.
- 3 (British / The British) consume more baked beans than any other nationality.
- 4 I met a really interesting (Spanish girl / Spanish) at a party last week.
- 5 (The super rich / Super rich) spend millions on personalized, luxury gifts.

3 Find errors in the following text and correct them. There are seven errors.

Mr Taylor gets really angry about us when we are late for work. Although he has no tolerance for tardiness, he is usually very friendly and kindly. He is also extremely intelligent and is nicknamed the walking encyclopedia. I do not think he is completely honest with his past though. He says he is very interested of a lot of things, but the level of his knowledge is beyond any interests! He is very good on solving problems of any sort. He is not accustomed in working with other people and prefers working on his own. He will be a great asset regardless, and I would be happy to assisting him.

Writing task

Choose one of the topics below and write an article.

- 1 You are concerned about the results-driven education in your country. Write an article that discusses the pitfalls of the current education system and the benefits of an alternative education system. (Theme: social organization)
- 2 There is a growing concern about performance-enhancing drugs in sport. Write an article about the dangers of performance-enhancing drugs and their long-term consequences. (Theme: experiences/identities)
- 3 Write an article about the advantages and disadvantages of social media. (Theme: human ingenuity)
- 4 Write an article about rainforest fires. (Theme: sharing the planet)

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

10 Blog entry

A blog is a regularly updated website or webpage run by an individual or small group. The content and format of a blog can vary depending on its purpose. It is often written in a conversational style and therefore the register is somewhat informal.

Model text: Student blog

News and opinion > Welcome to the Student Blog >

How my life changed

The journey that led me to study at the University of London was far from typical. Here are my tips for success.

Written by Mohammad A. | 16 Aug 2019

— A catchy heading

— Date of entry / byline

On 1st March 2006, I suffered an accident in which my right hand was so badly injured that even after various surgical interventions, the lost sensation and range of motion of my right hand could not be regained. My difficulties multiplied when my marriage broke down. With my disability, as well as minimal academic qualifications and employment prospects, I was constantly wondering how I could make a positive change. I managed to gather my remaining courage and joined a law firm in the capacity of a part-time interpreter.

Hook / interesting introduction / context

However, this simply wasn't enough. After careful research and consideration, I submitted an application for Diploma in Legal Studies (professional stream) with HKU SPACE and with adequate hard work, understanding, discipline, and typing my answers with my left hand only, successfully completed DLS in one sitting.

Conversational style

My journey with the University of London: LLB

Subheading (optional)

As you can see, my journey has been far from typical, and I have encountered difficulty and adversity. Below, I outline my tips for study success, based on my experience in the LLB with the University of London.

Clear purpose for writing

1. Read to understand

The best time to start reading the available literature is immediately after examinations. It is my belief that if this period of time (after exams and before the beginning of next year) can be put to completing the coming readings, it will inevitably solidify one's understanding.

2. Physical and mental presence

It is of paramount importance that students attend all lectures, and should do their best to completely understand what is being taught.

3. Pre-emptive reading

Our 'second' reading of the available material begins from this point onward but in a systematic manner. When a new topic is introduced, the very first thing which ought to be done is to read through, at least twice, and understand all the relevant literature on the said topic. Not only will this solidify your understanding of the phenomena but it will also consolidate your prior knowledge. The importance of this will become evident when you start to answer previous examination questions.

4. Time management, discipline, confidence

The problem most commonly associated with studies is a lack of the above skills. Overwhelmed by the enormity of their studies, many students experience a combination of frustration, anxiety, loss of interest, and despair. The key aspects to focus on when experiencing these thoughts and feelings are a solid understanding of the material (preparation for exams) and ensuring that the answers given in exams are well-explained.

5. Value of proofreading

This is definitely a game changer. Your preparation should be based upon your subject guide and all essential readings, but carefully proofreading your work will help ensure it is of a high standard.

Mohammad is studying the LLB (Bachelor of Laws) in Hong Kong.

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Comments from the readers

3 Comments

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<https://london.ac.uk/news-and-opinion/student-blog/how-my-life-changed>
(retrieved on 29 August 2019)

■ Success criteria: Blog entry

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a catchy heading.
- The work has subheadings (optional).
- The work has a good hook/introduction.
- The purpose for writing is evident and clear.
- There is a conversational style which demonstrates the awareness of an audience.
- There is a development of ideas and the flow of the text is coherent.
- There is an invitation for comments at the end.
- The register is semi-formal to informal, depending on the audience and purpose.

■ Sample student work: Food blog

Lutefisk – The hidden gem of the north

In the Nordic countries, people have historically had a problem with finding food for the winter. The farmland is scarce and poor and the harbours can freeze over during winter. The solution was to find a way to store fish for a longer time. One solution was the infamous surströmming, popular in the north of Sweden. In the northern mountains of Norway, a more elegant and (more importantly) far better tasting method was found, lutefisk.

Lutefisk, like many traditional foods, takes a long time and a lot of effort to prepare. First you have to dry a piece of white fish (usually but not exclusively cod). Then soak it in water for five to six days to let it soak in. It is important to change the water every day to avoid spoiling the entire dish. When that's done the soaked fish is placed in a solution of water and lye (sodium hydroxide) that should not be replaced for two days. You read that right, a common acting ingredient in oven and drain cleaners is the keystone of this traditional food. In fact, due to this lye bath lutefisk is one of the most basic foods on the planet (with a pH value of around 12) being more than 100 times as basic as baking soda. After being soaked in the lye solution the fish is again placed in a water bath for four to six days to dilute the lye in the fish and make it edible. By the end of this long process the texture of the fish will have become almost jelly-like and be ready to be cooked.

While this kind of fish would usually be boiled to maintain a soft texture, there is enough water in the lutefisk that it can simply be placed in a pan and start to boil. But you have to be very careful during this process as it easily falls apart extremely easily. There are two accepted ways of cooking lutefisk. The most popular is to simply place the fish in a pan, seal the lid, and then letting it steam boil with very low heat for 20–25 minutes. The other option is to seal the fish in aluminium foil and put it in the oven on 225 degrees Celsius for 40–45 mins.

The most important part is obviously how it is eaten. The dish is usually reserved for the Christmas Julebord (a giant Christmas dinner of traditional dishes). You must be careful when eating it, as it will permanently damage any silver it touches. You should use stainless steel utensils to eat it instead. When eating it is important to know that lutefisk isn't intended to be consumed on its own. The taste can be a bit plain without anything to complement it. Rather, it is used to balance

the more acidic foods. The long preparation creates a fish that falls apart in your mouth easier than anything you have eaten before, barring even better cooked lutefisk. The thousands of tiny flakes of fish spread out evenly in your mouth, filling it with their flavour. This makes it easy to combine with everything else in the buffet before you so feel free to get creative! The aroma varies wildly by the fish used to make it. Haddock, for example, will have almost no smell to speak of while cod has a far heavier and richer, almost everpresent, smell of the sea.

One last warning before you go off making your own lutefisk: If you leave it overnight, it will never go away. Any appliances used to cook the meal must be washed thoroughly in order to not leave any trace of the fantastic dish they were used to prepare.

Grammar: Adverbs

Read this text.

Upon hearing the news, Angela **calmly** put the phone down and walked to the kitchen. She **deliberately** poured two glasses of wine and came back to the living room where Mark was **patiently** waiting.

'So?' Mark asked **tentatively**.

Angela **slowly** turned to look at him and smiled. Mark **immediately** knew that it was good news. He jumped up and gave her a tight hug.

Summary

- **Adverbs** can modify verbs, adjectives and other adverbs.
 - They can come **before** the word they modify:
 - *He was **incredibly** relieved to hear the news.*
 - They can come **after** the word they modify:
 - *He ran **quickly**.*
- Adverbs may provide information about the manner, place, time, frequency, certainty, or other circumstances of the activity indicated by the verb.
 - *Fatima spoke **quietly**.* (manner)
 - *It was **there**.* (place)
 - *I left it there **yesterday**.* (time)
 - *I **sometimes** go to the gym in the evening.* (frequency)
 - *He **undoubtedly** did it.* (certainty)
- Adverbs can modify phrases, whole clauses or sentences.
 - *My dad drove me **almost** to the school.*
 - ***Luckily**, he knew the answer.*

Change of position and meaning:

- The meaning of the sentence sometimes changes when the position of the adverb changes.
 - ***Slowly**, we realized that he had taken all our money.*
 - *We realized that he had **slowly** taken all our money.*

1 Write the words in the correct order to make sentences.

- 1 here / always / shop / he / doesn't
- 2 quickly / he / surprisingly / moved
- 3 loud / outside / I / suddenly / noises / heard / from
- 4 walk / we / that / he / couldn't / quickly / realized
- 5 on / work / normally / if / there's / I / music / can't
- 6 silent / the / outside / was / street / completely

2 Choose the best option in the brackets.

Conversation 1

A: Why aren't Tom and Luke here **1** (already / just / soon / still / yet)?

B: Tom's **2** (already / just / soon / still / yet) called. He says Luke is **3** (already / just / soon / still / yet) looking for his football boots.

A: What? But the other team are **4** (already / just / soon / still / yet) on the field. We have to start now!

B: We'll have to play with nine players and hope they both get here **5** (already / just / soon / still / yet).

Conversation 2

C: Hurry up, Luke! We need to go **6** (ago / already / here / now), this minute! The rest of the team were there ages **7** (ago / already / now).

D: OK. Call Dan and tell him we'll be late.

C: He **8** (ago / already / here / now) knows! I've called him twice now. Maybe they're in your bedroom?

D: Good idea. I'll have a look ... You're right! They're **9** (ago / already / here).

3 Find errors in the following text and correct them. There are five errors.

I was sitting comfortably on the sofa. I heard a loud suddenly noise from outside. I went quickly to the door. I looked up and carefully down the street. Then I stepped out slowly and cautiously extremely. The street outside was silent completely. There was nothing or nobody there, apparently. So I closed quietly the door and went back to the TV.

Writing task

Choose one of the topics below and write a blog entry.

- 1** You are concerned about the negative impact of social media on teenagers' mental health. Write a text in which you discuss the impacts of social media on young people. (Theme: identities)
- 2** You think your peers are not doing enough physical exercise and their health is gradually deteriorating due to lack of exercise. There is a sports club near your school and it has a range of clubs and classes on offer. Write a text in which you promote the importance of physical activities for health and encourage your peers to join the local sports club. (Theme: experiences)
- 3** You would like to inform the community of the range of alternative energy sources and encourage them to stop using fossil fuels. Write an informative text in which you discuss the range of alternative energy sources and the benefits of them. (Theme: sharing the planet)

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

11 Brochure/pamphlet/leaflet

A brochure/pamphlet/leaflet is a small booklet containing pictures and information about a product or service. A brochure is often folded to be made small. It is extremely difficult to create an authentic-looking brochure with pen and paper under exam conditions. Therefore, the authentic-looking part is not a component that would be assessed. What is important when creating a brochure is the format and the use of promotional language.

Model text: Leaflet

Directions	Heading	Short paragraphs	Ticket prices
<p>GETTING HERE Beamish is 8 miles south west of Newcastle upon Tyne and 12 miles north west of Durham. Buses to Beamish run from Chester-le-Street, Durham, Newcastle and Gateshead. For trains to Chester-le-Street or Newcastle upon Tyne call 0871 200 4950.</p>  <p>Beamish The Living Museum of the North</p> <p>Beamish Museum Limited, Beamish, County Durham DH9 0RG Tel. 0191 370 4000 Fax. 0191 370 4001 Email museum@beamish.org.uk www.beamish.org.uk</p> <p>No smoking allowed in any buildings or transport. Beamish reserves the right to alter or withdraw any facility, exhibit, service, event or price without notice. Details correct at time of going to print.</p> <p>This information is available in large print on request.</p> <p>ACCESS FOR ALL Beamish is a large outdoor site with some uneven surfaces and steep slopes. If you are a disabled visitor and need help to access Beamish, free admission is available for assistants. Please contact us for free wheelchair loan. There are accessible toilets in most areas and an accessible bus provides transport around the site.</p>	 <p>Beamish The Living Museum of the North</p> <p>Step back into a time when the telephone was less than mobile and television was just a twinkle in a Scotsman's eye. When your living room was your bathroom and your toilet was out in the cold. At Beamish – The Living Museum of the North, the past is brought vividly to life.</p> <p>EXPLORE 300 ACRES OF LIVING HISTORY and meet the people who lived and worked in the past. Talk to the dentist, school teacher, miners, farmers, engine drivers and a pitman's wife. And relax in between with a ride on one of the splendid restored trams and replica buses.</p> <p>VISIT A TIME WHEN LOCOMOTION CAUSED A BIG COMMOTION Pockerley Old Hall and Pockerley Waggonway take you back to Georgian times with a stunning manor house and gardens and a railway featuring a working replica of the famous 'Puffing Billy'.</p> <p>OR TAKE A TRAM RIDE THROUGH A REAL EDWARDIAN MARKET TOWN Moving into Edwardian England, you can explore the beautifully rebuilt houses and shops of The Town. Make sure you visit our sweetshop and be sure to ask what they coloured boiled sweets with. Remember to head over to Home Farm to meet the farmer's wife and see the animals around the farmstead.</p> 	 <p>MAKE ONE VISIT LAST A WHOLE YEAR With our Beamish Unlimited Pass all visitors pay once and then enjoy free entry to the museum for a whole year!</p> <p>OPENING TIMES AND ADMISSION CHARGES SUMMER SEASON 27th March to 31st October 2010. Open 7 days a week 10am to 5pm. Adult £16.00 Senior/Student £13.00 Child £10.00</p> <p>WINTER SEASON 1st November to 19th November 2010 and 4th January to 1st April 2011*. Adult/Senior/Student £7.50 Child £6.00 Last admission always 3pm. Allow at least 4 hours for a summer visit and up to 3 hours for a winter visit. There is a small extra charge to ride on the Steam Gallopers. *Please note that during the winter period, The Town, Pit Village and tramway are only open at weekends and Tuesday to Thursday, 10am to 4pm. This is reflected in the reduced admission charges.</p> 	
Contact details	Promotional language	Subheadings	

Success criteria: Brochure/pamphlet/leaflet

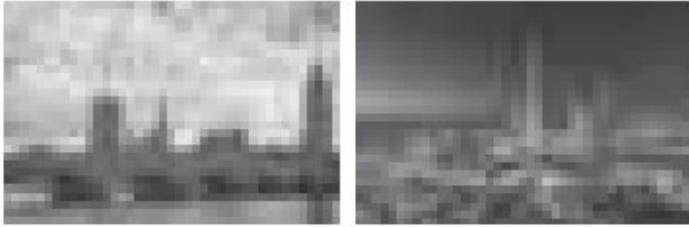

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a clear and catchy heading.
- The work has subheadings.
- Paragraphs are concise and succinct.
- There are bullet points (optional).
- Information is organized in a logical order.
- Use of promotional language is effective.
- The writer uses sophisticated vocabulary.
- The register is semi-formal to formal.

■ Sample student work

Travel to over 300 different destinations across the Globe with Flight Center

'Superb customer service, with even better prices' - Verified Customer

What is Flight Center ?


Flight Center is the world most renown travel agency in the world. This is due to our extensive amount of experience that we have gathered throughout our 30 years of providing cheap travel options to allow everyone to explore the world most fabulous destinations. Throughout our success journey our holiday bundles have been named the most price worthy, and we have been proudly holding this title for the last 11 years.

Why choose Flight Center

In Flight Center providing excellent experiences, with as minimum costs as possible is our top priority. Therefore, we have decided to introduce the worlds first system of 'PMG' (Price Match Guarantee). This system ensures that the prices we offer to our customers, is the lowest price available in the market. If you find a cheaper price for any of our holiday bundles that we offer any where else. We will be more than happy to match that price, as well as offering you a 30% discount on your next holiday bundle.


Most popular bundles:

The dead sea bundle



The dead sea bundle is a seven day holiday, that includes a 5 star hotel as well as a two way flight from London, Heathrow to the dead sea. This bundle is one of our most popular, this is due to the marvelous experience that can only be achieved by visiting the lowest point on earth, the dead sea. This extraordinary holiday is accompanied with our limited time deal of \$499 per person. Hurry up! And book your bundle before its too late

London's best holiday bundle



This 3 day holiday bundle to London, has been crowned the best bundle by TripAdvisor for the year 2018. The bundle includes accommodation in a 4 start hotel as well as a one way ticket for only \$250 per person. This limited time bundle is eligible until the end of September 2018. For more information regarding this bundle as well as many other visit our website on WWW.FlightCenter.uk.org

How can I book my holiday bundle?


The best way to book your bundle is by visiting our website: WWW.Flightcenter.uk.org

OR

Downloading our recently released app on your iPhone from the app store.

OR

By visiting one of our 5 offices that are spread out across London




For any further inquiries, you can either call our 24 hour calling center on 07912345678


Or

By sending us an email on FlightCenter@Customerservice.com And we will get back to you in less than 24 hours.


Don't forget to check our social media to receive our latest deals on your favorite holiday destinations



<https://www.instagram.com/FlightCenter>



<https://www.facebook.com/FlightCenter>



FlightCenter

Grammar: Adjectives vs adverbs

Read this text message.

Oh, gosh! The exams were so **hard**. No surprise there though. I **hardly** studied for the exams. I am completely hooked on spending time with Mark. I have been **late** for my classes **lately** and have not been able to spend any time on revising for the exams. I'm so worried that I will fail the course...

Summary

- In the previous units, you studied how to use **adjectives** and **adverbs**.
- In most cases, we add **-ly** to an adjective to make it an adverb. For example:
 - *slow* → *slowly*; *quick* → *quickly*; *real* → *really*
- Some words can be used as both adjectives and adverbs. For example:
 - *clean, daily, deep, early, far, fast, free, high, hourly, late, loud, hard, weekly, well, yearly*

1 Decide whether the words in bold are adjectives or adverbs.

- 1 He works **hard**. _____
- 2 She doesn't look **well**. _____
- 3 She plays the piano **well**. _____
- 4 My grandfather has a **weekly** check-up. _____
- 5 The church bell rings **hourly**, day and night. _____
- 6 He gets up very **early** every day. _____
- 7 He is an **early** bird. _____
- 8 The car has been washed **clean**. _____
- 9 She talks so **fast** I can't understand a word she says! _____
- 10 The stranger looked very **friendly**. _____

2 Choose the correct options.

- 1 I'm very tired today. I stayed up too (late / lately).
- 2 Nadim has been working long hours (late / lately). He needs a rest.
- 3 I need a (hard / hardly) surface to work on.
- 4 You've (hard / hardly) touched your breakfast. What's wrong?
- 5 They had been walking for hours and were (completely / extremely) exhausted.
- 6 The boys were (completely / extremely) tired and went to bed straight after their dinner.
- 7 The dessert is (totally / very) tasty.
- 8 This is (totally / very) delicious.

3 Find errors in the following text and correct them. There are six errors.

This beautifully holiday destination is famous for its exotic and unique scenery. The holiday package will include a well-planned itinerary including freely meals and drinks. The team here has worked hard to find hidden gems of beautiful, by talking to the locals and other holiday-makers. It is also carefully designed to minimize travel time and to allow you to have authentically experiences of the local culture.

This holiday is just right for people who are passionately about cultural experiences and who wish to take a break from the bustling city life. You will definite feel recharged and revitalized after this amazing holiday!

Writing task

Choose one of the topics below and write a blog entry.

- 1 Make a brochure for your favourite holiday destination.
- 2 Make a brochure for a university of your choice.
- 3 Make a brochure for your current school.

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

12 Interview

An interview is a text that appears in a magazine or newspaper that is based on a conversation where questions are asked and answers are given. However, it is not necessarily a script or a verbatim record of a conversation. When journalists write an interview, there is a clear purpose, which you want to replicate in your text. You would want to maintain the authentic touch of the conversation in answers, but it is important that the words are polished in a written text and the format is clear and effective.

Model text: Interview

Sania Mirza and the challenges of making a dream come true

By Ashish Magotra

6 May 2015

What is it like to be a tennis player? The answer in a word is 'painful.'

There is an 11-month season, there are injuries, there are heartbreaks, there are defeats but then there are also moments that banish all that hurt in one go. And in April 2015, Sania Mirza experienced one of those moments when she became the first female tennis player from India to achieve the world number one rank in doubles.

It wasn't unexpected – Sania had been racking up the wins – but still it had a kind of ethereal quality to it; the kind of quality we usually associate with a dream. To be the best in the world at anything is incredible; to be the best requires more than just a dollop of luck.

How is Sania Mirza, the doubles world number one, different from the player who rose very quickly up the ranks in singles?

Not very. I still work as hard. I turned pro in 2004 and it's exactly the same. I try and be the best that I can. I am glad that No.1 is the best that I can be. I actually probably work harder than I used to because I am older and my recovery is worse.

At what point did you start taking doubles seriously ... dreaming of becoming world number 1?

As soon as I stopped playing singles. When I was playing singles – even though I was always top 20 in doubles and top 30 in singles – I was playing a lot of doubles matches but singles was always a priority for me... which it always is for everyone.... And then when my body started giving in and stuff – which was around the middle of 2012. That was when I decided to reset my goals.

You have won 7 doubles titles over the past year – what has suddenly clicked into place?

Well, I won the five in the year before that in 2013. In 2014, won three. In 2015, I have won four already. It's not been sudden. It takes time and it is something that I have

Headline

Byline and date

Introduction

Carefully devised questions in bold; semi-formal

Answers in a semi-formal to informal register; they should read as if they are spoken.

being trying to do and am working on constantly. Every dream takes time so you just have to keep at it and someday it can come true.

We have also seen the rise of women in India's sporting scene. Saina Nehwal became No.1 and now you as well and these are just two instances. Do you think it is time India – as China has done in the past – starts focusing on women as well?

I think that right now is probably the best time we have had in women's sport. Because times have changed and there is a lot of support for women's sport. We also have two world number ones in their respective sports. We also have Mary Kom who is a five-time boxing World Champion. So I think this is a great time because earlier we never really had stars in the athletic sense but we do now. And that is how things get popular. That is how cricket – which has so many stars – got so popular. So hopefully, this is the start of something for other sports in India too. This is how it may all begin.

India seems to be establishing a legacy in doubles. What do you put that down to? Many say that it is possible only because the top singles players don't play doubles regularly ... your thoughts?

For the men, perhaps you can say that. But I don't think you can say that for the women. Everyone plays doubles, whether it is the Williams sisters or anyone else. Besides, I can speak for women's doubles and say that everyone who was playing or is playing was a Top 20–30 singles player and I think that is why the women's doubles is so much more complete in terms of a game. If you take the top 20 women's doubles players you will find that at least 15 of them are still playing singles. And the other 5–6 of them have played singles at the highest level.

How did you work on your fitness – anything as radical as climbing hills like Andre Agassi did?

Yes, we all did. Not climbing hills but going up stadium stairs, doing hill workouts. It was very normal. Like I said, I work a lot harder now that I have been injured and driven to a point where my career was almost over. But I still need to watch out a little bit because I still have a condition that needs managing. I think we've all done that.

www.firstpost.com/sports/interview-sania-mirza-and-the-challenges-of-making-a-dream-come-true-2229090.html

■ Success criteria: Interviews

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a clear and catchy heading.
- There is a byline and a date.
- There is an introduction that sums up the theme of the interview.
- Questions and answers are clearly distinguished.
- Answers sound authentic and detailed.
- Questions are carefully devised in line with the theme of the interview.
- Effective use of registers – semi-formal in the introduction and questions, informal in answers.

Sample student work

Caroline Wozniacki about her time as number 1: 'best and worst time in my career'

By Luna Vaca, 5 October 2018

From 2010 to 2012 Danish Caroline Wozniacki was number 1 on the list of best female tennis players in the world. She was on the list for 67 weeks, and even though it's been a while it's not something to forget. She was on the list for the 9th longest time for a female tennis player.

The time at the front wasn't always as right as rain, and it has formed her career and her status as a female tennis player. Caroline Wozniacki has now talked about the time at the top, 6 years later.

'With being on top, of course there has to be some things that are negative. When you're at the top, the only way it can go from there is down. I remember the time at the top as the best but also the worst time in my career. It wasn't a happy part of my career, it was stressful and filled with a lot of expectations that was extremely hard to meet. I would always disappoint someone, no matter what my results were from that point.'

Do you work towards becoming number 1 again?

Right now, at this moment, my goal is to be in the top 10, and when I get there I will work from there. But yeah of course as a professional, there wouldn't be much of a point of not going for the top.

Does your former 1st place, affect how confident you feel about yourself as a tennis player?

Yeah definitely. At the point where I was number 1, I didn't feel very comfortable, I felt like nothing I did was going to be good enough and I had expectations for myself that were impossible to live up to. But today, knowing that I was able to get there, gives me a lot of confidence in getting there again and it makes me believe in my skills. It also helps me fight, because I want to get to the top now that I've been there once, because I know I can do better, I don't accept anything less.

Does every success seem less like a success now that you've been at the top?

I remember once when I played against a tennis player – I don't remember who, but she was number 2 in the world at that time and I was number 1. And I lost. And I remember the first question I got afterwards was: 'Caroline, you must be extremely disappointed to lose to someone from a lower rank than you.'

At what point in your career have you felt most confident?

That has to be the years before I reached the 1st place. I was constantly going up the rank and that gave me an extreme confidence boost, that I am still able to draw on today. It gives me a lot of strength and confidence to know what my ability is, and to know that if I want something I don't stop until I reach it, and I can reach it.

Where do you see yourself in 2 years?

At the top.

Grammar: Phrasal verbs

Read this text.

Jamaal had always wanted to play mixed doubles with his sister, Jade. He had all but **given up** on the idea until one day he thought he would try one last time to **bring her round**. He had just **dropped off** their grandmother at the bakery when he thought he would **call for** Jade on his way to the courts. He **turned up** at her door and, to his surprise, she agreed to play!

Jade's husband Lenny agreed to **look after** their daughter so that Jade could go and play. Jamaal knew he could **count on** Lenny to be supportive. In fact, Lenny agreed to **drop by** later and watch them play.

Jamaal and Jade got into the car and **drove away**. When they arrived at the courts, Jade realized she had forgotten her racquet. She asked at the clubhouse if they had a spare one, but they had **run out**. They **drove back** to her house so she could **pick it up**. Jamaal had been **looking forward to** playing with his sister, and luckily they made it back for the match in the nick of time!

Summary

- A **phrasal verb** is a combination of words (a verb + a preposition or a verb + an adverb) that, when used together, usually take on a different meaning to that of the original verb.

Two-part phrasal verbs:

- Intransitive (= have no object)

- *I **got up** really early today.*
- *We always **dress up** for the Christmas party.*

Examples: *break down, catch on, come over, drop by, eat out, fall through, get by, go back, grow up, pass out, show up, shut up, throw up* | Transitive (= have an object)

- Some transitive phrasal verbs are **inseparable**. This means an object must always come after the particle:
 - *They **called for** a full examination. (not *They called a full examination for.*)*
 - *Susan was **looking for** her purse when I rang her. (not *Susan was looking her purse for when I rang her.*)*

Examples: *call for, come after, count on, get over, go into, look after, look for, look through, make of, take after*

- Some transitive phrasal verbs are **separable**:

- *Please **turn off** the TV. / Please **turn** the TV **off**.*

However, when the direct object is a **pronoun** (*me, you, him, her, us, them, it*), then it **MUST** go in the middle:

- *Please **turn it off**. (not *Please turn off it.*)*

Examples: *bring out, bring round, call off, drop off, give up, look up, make up, pass around, pick up, put across, put out*

Three-part phrasal verbs:

- All three-part phrasal verbs are transitive:

- *Richard **came down with** flu.*

Examples: *come up with, face up to, get away with, get down to, get on with, get through to, go through with, live up to, look forward to, look up to, put up with, stand up for*

1 Choose the correct options.

- 1 My car (broke down / broke up) on the motorway last night.
- 2 My boyfriend and I (broke out / broke up) before I moved to Britain.
- 3 We had to (call off / call on) the event due to the weather.
- 4 (Check out / Check in) the crazy hair on that guy!
- 5 I (came up / came across) these books when I was tidying up the room.
- 6 My new dress (fell down / fell apart) in the washing machine.
- 7 It was so nice to (get away / get out) for a while after such a tough time.
- 8 We are going to (look into / look up) the allegation.

2 Check if the following sentences make sense. If not, correct the errors so that the sentences make sense.

- 1 My wife backed up me over my decision to quit my job.
- 2 My teacher broke up the summative assessment task into small chunks.
- 3 My house was broken into last night.
- 4 My grandparents brought up me after my parents passed away.
- 5 I called you on last night but you weren't home.
- 6 I don't care your attitude.
- 7 My doctor advised me to cut sweets and fatty foods.
- 8 I have to drop my sister out at school before I come over.

3 Fill in the gaps with appropriate prepositions or adverbs to complete phrasal verbs.

When I got _____ this morning, I had no idea how my day would end. My morning was just normal until I got into my car, which wouldn't start. I decided to get _____ a train instead and called the office to let them know I would be late in.

When I got _____ the train, I realized I had lost one of my earrings. I was looking _____ to find my earring when a man picked _____ something from the floor. It was my earring! This gentleman was called Mark and we ended _____ having a coffee together in a café near my work. We got _____ instantly. Mark said that he would drop by my office at the end of the day.

In the evening, we went _____ and bumped _____ Mark's old friends. We all hung _____ together until late. My day started badly but it all worked _____ fine. I am so looking forward _____ spending more time with Mark.

Writing task

Choose one of the topics below and write an interview.

- 1 You have recently interviewed an inspiring person. Write an interview for the school magazine.
- 2 You have recently interviewed a famous sports star. Write an interview for the local newspaper.
- 3 You have recently interviewed an alumnus for a school project. Write an interview for the school newspaper.
- 4 You have recently interviewed your favourite author. Write an interview for a national newspaper.

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change?

13 Review

A review is a text in which the writer evaluates a publication, service, performance, product or company. The purpose of a review is to inform. Therefore, it is important that you think carefully about the type of information that you share with the audience. You would want to engage the audience but you would not want to spoil their fun!

■ Model text: Film review

Avengers: Endgame review – a giddily cathartic final battle

The climactic instalment of the blockbuster series is a galvanising victory lap and the ultimate love letter to superfans

It's only taken 11 years and 22 feature-length films, but the end of Marvel's *Avengers* series is in sight. Sceptics might feel assailed by the 181-minute running time; a three-hour movie is the ultimate act of fan service. A pleasant surprise, then, those three hours zip by at lightspeed.

To recap: in 2018's *Avengers: Infinity War*, evil Thanos (Josh Brolin) seized control of all six 'infinity stones', wiping out 50% of the Marvel Cinematic Universe and erasing many beloved characters from existence. *Endgame* picks up in the aftermath, skipping ahead five years. Grief has softened some of the Avengers (Chris Hemsworth's Thor has acquired a drinking problem and a beer belly) and calcified others (Jeremy Renner's Hawkeye has taken up street fighting with petty criminals).

Franchise logic dictates that, in its final instalment, at least some of the vanished superheroes will return, but screenwriters Christopher Markus and Stephen McFeely are forced to figure out how to pull this off without simply pressing a giant reset button. The opportunity to rewrite history via a time machine (not a spoiler, but an inevitability) brings the gang back together again for one last mission. En route, we get flashbacks to earlier outings (2012's *The Avengers* and 2013's *Thor: Dark World*, for example); these bits are, quite transparently, for the superfans, but on balance, the film is more satisfying than an assemblage of meme-able moments designed to please the already initiated.

The variables of human emotion and fallible judgment are what drive the series; each character is haunted by their own, specific existential quandary. Who is Captain America (Chris Evans) once his optimism has been worn down? What of Tony Stark's (Robert Downey Jr) cold logic now he is a father? Will Nebula's (Karen Gillan) inherent humanity override her tampered wiring?

The final battle is giddily cathartic, but the catharsis arises from prioritising character development over plot and spectacle. This, I imagine, will be the *Avengers'* legacy.

www.theguardian.com/film/2019/apr/27/avengers-endgame-film-review

Headline

Subheading

Hook/context

Plot

Present tense

Opinion

Analytical approach

Overall view of the writer

■ Success criteria: Review

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a clear and catchy headline.
- The work has a clear structure – introduction, body and conclusion.
- The work introduces the plot without a spoiler.
- The present tense is used effectively.
- The writer's opinion is expressed through word choices.
- There is an analysis of the film.
- The final paragraph summarizes the writer's opinion and overall reaction to the film.
- The register is semi-formal.

Sample student work

Film review: The ugly pretty life of an immigrant

Dirty Pretty Things grabs the fears and struggles of being an immigrant in the 80's and hides nothing, we get the whole dirty pretty truth. Imagine working in awful places day and night, getting no sleep, having to be on the run constantly and never knowing what is going to happen next. Those are just some of the problems Steven Knight captures while adding love and beautiful moments to make the scenes in the movie come alive. This is what Steven Knight does to make us feel and not just see, when an illegal Nigerian immigrant discovers the unappealing side of living in London.

The movie is set in the eighties in London, back when immigrants weren't allowed to work while they were still waiting to become legal. The movie is a thriller and Okwe (Chiwetel Ejiofor) is constantly fleeing the immigration police while they are trying to capture his every move. He works day and night, at a hotel and as a cab driver. At the hotel he works with the very dazzling Senay (Audrey Tatou), who is an immigrant as well. Okwe discovers one day, that his boss at the hotel is doing illegal business with surgeries. Sneaky (Sergi Lopez) Okwe's boss, offers him a very tempting offer, Okwe does the surgeries for him and in exchange he gets a legal passport and a lot of money for him and Senay. Senay and Okwe are acted by two very talented actors. Chiwetel Ejiofor with his dark skin and hurting eyes could be easily taken for a Nigerian immigrant, and he does a very good job, making us pity him and understand his situation. Okwe is empathic and he helps where his help is needed, despite his own needs. Audrey Tatou plays the handsome girl that Okwe can't help but fall deeply in love with, as in her previous movies she is absolutely outstanding in Dirty Pretty Things, and as an audience we can't help but fall a bit in love with her as well. Her dark hair, her sweet voice and her need to be independent and do things by herself creates a very bright and lovely young character.

Okwe has a lot of friends in London who help him and whom he helps throughout the movie. They have a great impact on him, being able to keep enjoying the small things in life, that are still pleasant despite him struggling to survive in the harsh environment for immigrants in London.

Steven Knight captures the harsh life in general in the 80's, and how the pursuit of happiness is just an illusion. Prostitutes are coming in and out of the doors of the hotel, and crimes are happening behind every closed door. He uses bright and humorous characters in the movie to prevent it from becoming a disaster story. He plays with the darkness and happiness in a way that makes the movie very captivating and gives us a broad insight to the life and feelings of an immigrant at this time. It's both fascinating and scary, but it makes us understand.

Grammar: Prepositions

Read this dialogue.

Robin: Mum, have you seen my PE kit? I can't find it.

Mum: Where did you see it last? Have you checked your room? Have you looked **under** your bed? **Behind** the sofa? **In** the cupboard?

Robin: I looked everywhere, but I can't find it! Maybe I left it **at** school. I definitely had it two days ago.

Mum: If you looked everywhere **in** the house, it must be **at** school. Just go **to** school. Or you're going to be late!

Robin: I'm always **on** time, Mum! Don't worry! I'm leaving now.

Summary

Prepositions of time:

- **in** – months, seasons, years, centuries, general times of day, and periods of time, such as *in the evening* and *in the past*
- **on** – days, dates, such as *on Monday* and *on New Year's Day*
- **at** – a point in time, holiday periods, such as *at midday*, *at four o'clock* and *at the weekend*
No preposition with *tomorrow*, *yesterday*, *last/next/every/each* + noun.
- **for** – the length of the period and to show how long something lasted: *I've lived in London for 10 years.*
- **in time** – to say something happened early enough before a point of time: *The meeting finished in time for lunch break.*
- **on time** – to say something happened at a previously planned time: *Please arrive on time for a meeting.*
- **by** – to talk about an action/event that is completed at some point before or possibly at a point in time: *You should complete this task by Monday.*
- **until** – to talk about an action/event that will continue from the time of speaking to the point in time: *She will stay here until the end of summer vacation.*

Prepositions of place:

- **in** – to say that the person/object is inside something (*in the box*), or in towns, countries, continents (*in London*, *in Britain*, *in Africa*), or in printed material (*in the book*, *in the photo*)
- **on** – to say that the person/object is situated on or attached to something (*the picture on the wall*), technology (*on TV*, *on the internet*), other (*on an island*, *on holiday*)
- **at** – to say that the person/object is very near something (*at the bar*), located at a certain point (*at the corner*, *at work*, *at home*), events and special occasions (*at a party*, *at a meeting*), addresses and points of a journey (*at the bus stop*)

Other prepositions of place:

- *on top of*, *next to*, *near*, *by*, *between*, *among*, *opposite*, *in front of*, *above*, *over*, *below*, *under*, etc.

1 Choose the best preposition in the brackets.

- 1 Tim does not work (in / on / at) Mondays and Fridays.
- 2 Let's meet (in / on / at) an hour.
- 3 They never start meetings (in / on / at) time. It is so irritating.
- 4 I became so emotional (in / on / at) the end of the film.
- 5 There were lots of people (in / on / at) the party last night.
- 6 My mother is (in / on / at) hospital. She will have an operation tomorrow.
- 7 My sister is (in / on / at) the hospital, visiting my mother.
- 8 I'm going (in / on / at) holiday for two weeks.

2 Fill in the gaps with appropriate prepositions.

- 1 Turtles have been on the earth _____ the dinosaur age.
- 2 Crocodiles do not have to eat _____ a whole month.
- 3 An average person sleeps _____ 229,961 hours _____ their lifetime, or basically one third of their life.
- 4 Pigeons mate for life and tend to raise two chicks _____ the same time.
- 5 A caterpillar becomes a butterfly _____ two weeks.
- 6 I'm _____ a train to Paris now.
- 7 Only five people can sit _____ the taxi.
- 8 Are you still _____ work? When are you coming home?

3 Find errors in the following text and correct them. There are eight errors.

Last night, I arrived to a spa town called Buxton in Derbyshire. I was exhausted at the time I found a hotel, as I had walked during seven hours. As soon as I had dropped my bag and got changed, I went out to have dinner. There was a huge Thai restaurant opposite of my hotel, so I headed there. As soon as I walked in, they asked if I had made a reservation. When I said no, they told me the restaurant was fully booked. It was 9.30 p.m. and I was really hungry. So I explained my situation at the kind-looking waitress. She told me to wait at a minute and disappeared to speak to her manager. While her return, she asked if I would mind sitting above the awning in the back garden. I didn't mind at all. Although it was drizzling, it was not cold. After having a warm and delicious Thai meal in the fresh air, I was ready for bed.

Writing task

Write a review of a film, theatre performance, restaurant, or book that you have recently experienced.

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change? If the setting of the text were in a different country, how would your message change?

14 Editorial

An editorial is a newspaper article expressing the editor's opinion on a topical issue.

Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue.

Model text: *Guardian* editorial

The *Guardian* view on Spotify: I have a stream

Spotify, now into its second decade, has seen criticism grow alongside usage. Each year, its campaign *Wrapped* rounds up statistics for each of the 191 million people who use the music streaming service – including lists of their most-played artists, their favourite genres and the number of minutes they spent listening. Within hours of the *Wrapped* launch last month, a meme began circulating, using an approximation of Spotify's distinctive sans serif font to spell out 'suckers', along with an estimated stat of its own: 'Plays needed to earn minimum wage: 1,117,021.' The accusation is that Spotify is leaving musicians out of pocket.

The Swedish firm was listed on the New York Stock Exchange in April. The company still loses money but cut its operating loss to just €6m – down from a €73m loss for the same period the previous year. As it heads towards profitability, the pressure increases

- A topical issue
- Facts
- Opinion; never use 'I'
- Evidence/fact to support the opinion

to pay more to the musicians who underpin its business. Complicated as they are by distribution deals, Spotify won't reveal per-stream royalty rates. Artists have calculated these at around half a penny. 'Listeners would want us to be able to pay our bills and achieve basic dreams like starting families,' argued US indie musician Amber Coffman, sharing that 'suckers' graphic.

Quotation

Though music streaming services pay at different rates, none pays enough to satisfy musicians. Apple Music is gaining ground, and Amazon's, though a distant third, is growing fast, further increasing the behemoth's power. But as the world's most popular streaming service, Spotify wields considerable influence. Prominent inclusion on major playlists can secure an artist's popularity – take the success of young US rapper Juice WRLD, after being a constant presence in the tastemaking Rap Caviar playlist. Spotify took credit for the success of pop singers Lorde and Lauv in the application for its stock market listing; PRs and pluggers in the music industry now murmur about Spotify being more important than radio for breaking new artists. Its prominent support of a certain kind of gauzy, emotional electronic pop singer has even led to a snarky genre coinage: Spotifycore. It's not always clear how it plans to wield its influence, though. In April, there was a muddled response to protests around R&B singer R Kelly and rapper XXXTentacion; Spotify censored them under a 'hate content' policy that was quickly reversed.

An analogy between Spotify and other music streaming services for a rebuttal purpose

While the human masters at Spotify may be some of the most powerful in the industry, their power arguably pales next to the artificial intelligence that underpins it. By monitoring our listening habits, this AI serves up suggestions for other artists we might like. The danger is that listeners who rely on Spotify to introduce them to new music are served up a relatively small number of artists – the ones that everyone else is listening to and the algorithm is monitoring. These caveats surround a significant, even utopian, quality of Spotify: instant access to the majority of all recorded pop music, in high quality.

Further evidence: drawbacks of Spotify

Diving into discographies, or expanding one's taste towards Korean pop or South African gqom, used to require deep pockets and time investment; Spotify, and its streaming peers, have dissolved these barriers, and turned music into a form of e-democracy. But like any democracy, there is a still a ruler, and it behoves those living under Spotify to hold it to account. Its influence means that it gets to define the cash value of musical expression, and being a profit-driven company, it will inevitably exert a downward pressure on it. As musicians and listeners, we must be the ones to try and prop it up.

Opposing viewpoint for a rebuttal purpose

A solid and concise conclusion

www.theguardian.com/commentisfree/2019/jan/02/the-guardian-view-on-spotify-i-have-a-stream

■ Success criteria: Editorial

Look at the task-specific success criteria below and assess the sample student work against the criteria.

■ Task-specific success criteria

- The work has a clear and catchy headline.
- The work has a clear structure – introduction, body and conclusion.
- The work explains the topical issue objectively.
- The introduction includes an opinion in the fashion of a thesis statement.
- Body paragraphs include a range of evidence to support the opinion.
- The writer avoids using 'I' when expressing his/her opinion.
- The writer uses opposing viewpoints effectively for a rebuttal purpose.
- The writer includes an appropriate quotation from a reliable source.
- The work includes a solid and concise conclusion.
- The register is formal or semi-formal.

Sample student work

The Daily Bugle's view on the gender wage gap

Should men and women doing the exact same thing receive different incomes?

It is widely known that there exists a pay gap between men and women. But why does it exist? One answer to that is of course history. But another is that not enough effort has been put into changing that. And that is something to be ashamed of.

Recently I visited a large Nikola factory to join other journalists in a rare tour of the inner workings of the company. We were shown many graphs that claimed to show how diverse, equal and happy the workforce was. But upon closer inspection they all fell apart. The most notable example was the bar chart showing the average wage of employees based on gender. A pay gap of almost 10% had been shrunk down to a few millimetres on the screen.

This was key in convincing me that the 'gender equality' they boasted about was a farce and that much needed to be done. The pay gap between genders is nothing new and is present in virtually all fields of work, and it almost always favours men.

Many would argue that a major reason for the pay gap is that more senior employees are often awarded a higher wage and that an influx of women is new in many fields. But this provokes the question: why weren't there any women in those fields before? And even taking that into consideration it is unquestionably unfair that half the population receives less compensation for their work simply because earlier generations were held back.

Others would say it is because men perform better at some kinds of work due to physical differences. I concede that this could be partly true. But consider that the reverse is also true. There are jobs that women are considered better at. Shouldn't these opposites cancel out? And even if they don't, these kinds of jobs are becoming a smaller and smaller part of the economy. These jobs cannot account for the average pay gap of around 10%.

Therefore, it is obvious that the wage gap has no logical basis and is merely a continuation of an old principle that doesn't ring true in modern times.

While the world is slowly getting more equal, there is a long way to go. In some companies women earn as little as 65% of what men in the same positions are paid. That by itself is unacceptable. No one should accept seeing someone else get paid £10 000 for the same job they were paid £6 500 for. This can easily be the difference between a comfortable wage and living hand to mouth.

We should also be careful when shown any graph that a company has produced about itself. It is easy and there are many incentives to manipulate both the data and how it is presented. The next time someone shows you a graph of how well their company is doing, take a closer look. They may be hiding the fact that they are not doing anything out of the ordinary.

Grammar: Connectors

Read this text.

ABC News

The ABC has revealed two thirds of its stars earning more than \$200,000 are male. **Despite** their similar roles and popularity, the male and female presenters' pay gap is significant.

Pay-ratio regulations will apply to large UK-listed companies with over 250 employees and the first statutory disclosures will be provided from the start of 2020 **in order to** ensure greater gender equality in the workforce.

Summary

Connectors – contrast:

- **although, though, even though**

although, though and *even though* are conjunctions which are used to connect two sentences:

- *Although she was feeling ill, she went to work.*
- *The company conference went ahead even though there were not enough participants.*

- **despite, in spite of**

despite and *in spite of* are prepositions, and therefore they are followed by a noun or noun phrase:

- *Despite her illness, she went to work.*
- *The company conference went ahead in spite of the low number of participants.*

Connectors – reasons and purposes:

● **as, since, because**

as, since and *because* are conjunctions and they explain reasons:

- *As/Since he got up too early this morning, he fell asleep during the meeting.*
- *He did not have time to have breakfast **because** he got up too late.*

● **because of, due to**

because of and *due to* are prepositions, and therefore they are followed by a noun or noun phrase. They also explain reasons:

- ***Due to** the awful weather forecast, the company picnic has been postponed.*

● **in order to, in order that, so as to, so that**

Use these phrases to express the intended purpose of an action:

- *The company has to reveal everyone's pay scale **so that** there is transparency moving forward.*

1 Choose the best connector in the brackets.

- 1 Irene started to pack her suitcase two weeks before her holiday (because / so that / even though) she would not forget anything.
- 2 He had to continue working there (although / because / in order that) there is no real future in that company.
- 3 The airline had to pay out more than a million pounds in compensation fees (in order to / because / due to) the major delays that happened last week.
- 4 Selina decided to go to the gym every week (in order to / because / due to) stay healthy.
- 5 (Because of / In spite of / In order to) the warning issued by the government, Jordan decided to visit the region to write compelling stories for his audience.

2 Join the two sentences using the connector provided.

- 1 They were paid nothing for the work. They were happy to help the people in need.
Even though _____.
- 2 Lauren finished her PhD course successfully. She had to go through hardship.
Despite _____.
- 3 The company grew rapidly. It had to hire 20 more people that year.
Due to _____.
- 4 Movie critiques praised the film. The box office sales of the film did not increase.
In spite of _____.
- 5 The new airport was forced to close. There were neighbourhood complaints about the new airport.
Because of _____.
- 6 He wanted to succeed in his DP studies. He started to read textbooks before the course.
In order to _____.
- 7 It was the only choice left. He had to take it.
Since _____.

3 Find errors in the following text and correct them. There are six errors.

Facebook claims that it has no responsibility over the fake news spread widely over social media, although the fact that it is proven false. Despite videos of murder, child abuse and other horrors are routinely and rightly removed from social media, companies such as Twitter and Facebook insist because they have no responsibility to exercise the powers they have to remove untruthful stories that are posted by users. Such business decisions have jeopardized the future of many politicians even though lies of a political nature are often created just so that influence the voting results. Social media companies should be compelled to take responsibility for the coarsening of political debate in order that remove dirty politics in our society.

■ Writing task

Write an editorial in which you express your opinion about the high salaries of sports stars. According to the PFA (Professional Footballers' Association), the average salary of a Premier League football player is about £50,000 per week. This average is high partially due to the fact that some of the top players earn up to £350,000 per week! Are they being paid too much? Or do they deserve high salaries?

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

- **Audience:** Who is the intended audience of your text? How would the language used in the text need to change if the same basic message needed to be communicated to a different audience?
- **Context:** How does the situation or setting influence the production or reception of a text? How is the relationship between the producer and the recipient of a text reflected in language use?
- **Purpose:** What is the purpose of your text? How do you plan your message and language use in order to achieve your goal?
- **Meaning:** What is the message that you are trying to convey? How can you use language effectively to convey your message?
- **Variation:** If you were to use a different text type to convey the same message, what should you change? If the setting of the text were in a different country, how would your message change?

15 Speech

A speech is a spoken text in which the speaker expresses ideas and opinions. The general purposes of a speech are to inform, to persuade, to inspire and to entertain. When writing a speech, remember to use rhetorical devices effectively to make your speech powerful.

■ Model text: Speech

Malala Yousafzai: 16th birthday speech at the United Nations

Malala Yousafzai is a Pakistani activist, student, UN messenger of peace and the youngest Nobel Laureate. As co-founder of Malala Fund, she is building a world where every girl can learn and lead without fear. United Nations, New York, USA, 12 July 2013

Bismillah hir rahman ir rahim.

Honourable UN Secretary General Mr Ban Ki-moon, Respected President General Assembly Vuk Jeremic, Honourable UN envoy for Global education Mr Gordon Brown, Respected elders, and my dear brothers and sisters.

Today, it is an honour for me to be speaking again after a long time. Being here with such honourable people is a great moment in my life.

I don't know where to begin my speech. I don't know what people would be expecting me to say. But first of all, thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.

There are hundreds of human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them.

Context/purpose

Ethos

■ Task-specific success criteria

- The purpose of the speech is clear.
- The ideas are developed and organized effectively.
- The writer uses modes of persuasion (ethos, pathos and logos) effectively.
- The writer uses other rhetorical devices (anecdote, anaphora, rhetorical questions, etc.) effectively.
- The tone is assertive but polite.
- There is a strong message at the end.
- The register is semi-formal or formal.

■ Sample student work

Ladies and Gentlemen, we are at a precipice.

Right now, we can decide if we will be remembered as villains or heroes. I am determined that we, as a nation, are capable of being the latter. The world is facing a refugee crisis unlike anything seen since the Second World War. With 160k seeking asylum in Sweden in 2015, it is clear our society is feeling the pressure.

But that was three years ago, today that number has shrunk to 25k, below 2010 levels. Net immigration is also down. By now almost 1/5th of Sweden's population was born outside of the country. But those numbers include those who do not fit the stereotypical image of the immigrant. Germans, Norwegians and Finns. Those who say that we are 'too generous' or 'too open' never mention that. Because it does not support their idea of what is happening. They refuse to accept that reality does not align with their prejudice. In their minds closing borders would somehow not affect the flow of so called 'good' immigrants while completely ending the influx of 'bad' immigrants.

The refugees that arrive are desperate, scared and vulnerable people. As the former minister of immigration said: 'Most first-generation immigrants are lawful citizens, it is the people born in Sweden that are the problem'. Children born in the areas where refugees tend to arrive face poor prospects and a rejection by the mainline Swedish culture. They are prime targets for gangs to indoctrinate and turn violent. This shows a failure to include these people in our nation. We must all work harder to keep our children away from the influence of gangs.

Many who flee see our nation as a place of almost legendary prosperity and happiness, and is it not our duty to try our best to live up to that ideal? Think of yourself as one of them. It is not as hard as you might think. They were normal people just like us, then thrust into an unforgiving situation. If your house was turned into rubble, would you not head for a land of promises and opportunities? If we turn away those seeking asylum from war, we are sure to be remembered as callous villains without any empathy.

I know many are worried about the recent economic stagnation. Some blame it on our open policy of acceptance that have been a fundamental part of our culture since the end of the second world war. But I find that hard to believe seeing how even a historically stable and strict country as Switzerland experienced similar stagnation in that period. An expanded workforce will help us recover quicker and seeing how our population would otherwise stagnate, an influx of people is necessary to help our country grow. For those worried about the cost of migration it is predicted to drop from 40 billion Krona to 10 billion in 2019. That money will be spent on healthcare and family subsidies instead.

While the influx is waning, there are still desperate, scared and vulnerable people seeking refuge in Sweden. We should not deny them refuge in our country nor neglect them afterwards, lest we be seen as heartless by the coming generations. The future is uncertain, but we know a larger workforce is rarely a bad thing. We must accept those fleeing here with open arms, for it is our duty as the prosperous to do so.

Grammar: Relative clauses

Read this dialogue.

A: I bumped into your ex-girlfriend the other day.

B: Which one?

A: The one **who** had a big brother in the year above us. She also had a car **that** was excessively decorated in pink! What was her name?

B: Oh... Sandy?

A: No, not her. Sandy didn't have a brother! Do you remember the girl **whose** brother played rugby for our school?

Summary

Defining relative clauses: *who, that, which, whose, where, when*:

- Defining relative clauses modify the noun that precedes them. Without the defining relative clause, the meaning of the main clause can be unclear and vague. Here are some examples:
 - *Do you know the man **who's** wearing a black hooded jumper?*
 - *Could you please return the book **that** you borrowed from me?*
 - *A laptop is a computer **which** is easy to carry around.*
 - *Do you remember the girl **whose** sister played football for our school?*
 - *She lived in a mansion **where** there were dozens of house staff working every day.*
 - *I can't remember a day **when** it didn't rain at all.*

Prepositions in relative clauses:

- In less formal English, you leave the preposition at the end of the relative clause:
 - *This is the house (**which**) he used to live **in**.*
- In more formal English, you put the preposition before the relative pronoun:
 - *This is the house **in which** he used to live.*

Non-defining relative clauses:

- The information in a non-defining clause is not essential to the main clause. The meaning of the main clause is clear without the non-defining relative clause. Non-defining relative clauses are always separated by a comma. Here are some examples:
 - *Einstein, **who** was born in Germany, is famous for his theory of relativity.*
 - *My insurance company, **which** is based in Germany, refused to pay for the damage.*
 - *The boy, **whose** parents both worked in this company, came to meet with the CEO of the company.*
 - *We are planning to go to Thailand, **where** we got engaged.*
 - *It's after midnight, **when** we ought to go home.*

Reduced relative clauses:

- When the relative pronoun is the object of the relative clause, the relative pronoun can be omitted. Here are some examples:
 - *Do you know the man (whom) she is talking to?*
 - *Could you please return the book (that) you borrowed from me?*
- When the relative clause contains a present or past participle and the auxiliary verb **to be**, both relative pronoun and auxiliary can be omitted. Here are some examples.
 - *Passengers (who are) travelling without a valid ticket will be fined.*
 - *Most of my friends (who were) invited to the Halloween party came in costume.*

1 Join the two sentences, using a relative pronoun.

- 1 Did you know my aunt, Mrs Baker? She donated all her fortune to charity.
- 2 This is the mansion. Mrs Baker used to live in the mansion.
- 3 This is the book. Mrs Baker wrote this book.
- 4 This is Mrs Baker's daughter. Her husband is the Chancellor of the Exchequer.
- 5 Today is the last day of school. We will have a big party today.
- 6 The most famous road in Belfast is the Shankill Road. There was a large proportion of the sectarian violence on this road during the Troubles.

2 Combine the three pieces of information into one sentence using a non-defining relative clause.

- 1 Steve Jobs / dropped out of Reed College / founded the tech company Apple.
- 2 Donald Trump / was a businessperson and television personality / became the 45th President of the United States.
- 3 Nando's / is a South African restaurant chain specializing in Portuguese food / has become very popular in the UK.
- 4 McDonald's / started as a hamburger stand in San Bernardino, California / is the world's second-largest private employer with 1.7 million employees.
- 5 The Sydney Harbour Bridge / we got engaged there / displays the most spectacular fireworks for New Year's Eve.
- 6 On the June solstice / the longest day of the year / we always have a BBQ party.

3 Find errors in the following text and correct them. There are five errors.

Armed robber Andrew Smith, which broke into Tesco in Norfolk, was caught after posting on Facebook. He shared his plans to raid a supermarket in a post, that included a selfie, a picture of a knife and the words 'Doing. Tesco. Over'.

His Facebook friends shared his post, what was shared over 100 times in 10 minutes. Fifteen minutes later, police caught him with the knife and £400 in cash stealing from a Tesco store. Andrew Smith, whose admitted that it was a mistake to post his plan on Facebook, did not express any remorse. He was sentenced to four years in jail.

Writing task

Choose one of the topics below and write a speech.

- 1 You are the representative of your country to the UN. You have been asked to give a short speech outlining your country's position on migration. (Theme: identities)
- 2 You believe that education is the single most important thing in establishing a fair and equitable society. Write a speech in which you express your opinion about education and its role in a democratic and equitable society. (Theme: social organization)
- 3 Your government has recently cut all its cultural subsidies to the art museums and galleries in your country. Write a speech for a parliament debate in which you explain the importance of art in our society. (Theme: human ingenuity)
- 4 You have been invited to the UN conference to give a speech about renewable energy sources. In the speech, you will inform the UN member states of the benefits of alternative energy sources and will urge them to invest in companies and research institutions that investigate and promote alternative energy sources. (Theme: sharing the planet)

SL – Write 250–400 words.

HL – Write 450–600 words.

Think about the following questions:

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