

InstaEnglish

Student's Book and Workbook

2nd Edition

4

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 macmillan
education



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Student's Book and Workbook 2nd Edition

WALKTHROUGH

Check out how your combo edition of the **Student's Book and Workbook** is structured so you can make the most of it!

STUDENT'S BOOK

Your **Student's Book** is made up of a **Starter unit**, **8 regular units**, **4 sets of review activities**, plus **2 nifty sections**: **Digital Literacy** after every 2 units, and **Global Citizenship** after every 4 units.

Starter unit

This two-page unit provides strategic language for you to kick off your studies!

STARTER

Work and Mean Collocations

- Choose a verb which collocates with the given nouns.
- Write a sentence about each noun using the appropriate verb.

Fast and Succeed Collocations

- Complete the text with the correct form of the verb in brackets.
- Write a sentence about each verb using the correct form.

Relative Pronouns

- Write a sentence about each noun using the correct relative pronoun.
- Write a sentence about each noun using the correct relative pronoun.

Gramms and Infinitives

- Write a sentence about each noun using the correct form of the verb.
- Write a sentence about each noun using the correct form of the verb.

Use and Check your answers.

2

SPORTING GREATS

Opener

All regular units open with a visual treat to trigger your first thoughts on the main subject. What's the first thing that pops into your head when you look at it?

VOCABULARY 1

Match each word to the best definition.

READING 1

The History of Music Players

Read the text and complete the table.

VOCABULARY 1

Here you will read, listen to, and look at pictures referring to words or phrases that will help you to explore the unit topic.

READING 1

Texts of multiple genres provide interesting content to practice your reading skills and introduce relevant language to be explored throughout the unit.

GRAMMAR 1
Grammar topics that were introduced in the reading text are systematically explored so you can easily work out all the rules and patterns.

The screenshot shows a page from the Grammar 1 unit. It includes sections for 'GRAMMAR 1' with 'Present Simple Past and Past Continuous' and 'LISTENING' with 'Book of Myster?'. There are various exercises and a small image of a man.

LISTENING
Learn and practice oral comprehension through engaging and contextualized oral texts.

SPEAKING
A clearly guided activity will help you practice your speaking skills using functional language in everyday situations. Throughout the levels, as you improve your ability to communicate orally, you will get increasing contact with real-life oral text genres.

The screenshot shows a page from the Speaking unit. It features a 'Horseback - Career Paths' activity with a list of professions and a 'Speaking Task' section. There is also a 'Culture' section about 'Australia's FIRE Movement'.

CULTURE
Discover cultural aspects of everyday life in English-speaking countries across the globe!

VOCABULARY 2
The second vocabulary set provides more words and phrases to allow you to go further into the unit topic.

The screenshot shows a page from the Vocabulary 2 unit. It includes a 'VOCABULARY 2' section with 'Colours and Shades' and 'READING 2' section with 'HOW MUCH DO YOU KNOW ABOUT SPORTS?'. There are images of athletes and sports equipment.

READING 2
The second reading text digs further into the main topic and provides more language to be explored.

GRAMMAR 2
A new grammar topic is introduced in the same contextualized and systematic way seen in Grammar 1.

The screenshot shows a page from the Grammar 2 unit. It includes a 'GRAMMAR 2' section with 'Present Perfect' and a 'CLIL' section with 'A Market'. There are images of market stalls and a person.

The screenshot shows a page from the Writing unit. It includes a 'GRAMMAR 2' section with 'Modal Verbs' and a 'Writing' section with 'The Big Bear'. There is an image of a bear and a writing template.

CLIL
In every odd-numbered unit, the Grammar 2 section is accompanied by the CLIL section, for you to integrate your learning of the English language with other school subjects through fun texts and activities.

WRITING
In even-numbered units, the Grammar 2 section is followed by the Writing section, where you are supported every step of the way to practice your writing skills in a range of text genres.

GRAMMAR GUIDE

Reported Speech

Time Expressions

Present and Past Progressive

Informational Quantities

2017 Test Questions

GRAMMAR GUIDE

This is a reference section for all the grammar topics explored in the unit.

VOCABULARY IN PICTURES

Have fun reviewing all the words and phrases learned in the Vocabulary sections, all richly illustrated!

VOCABULARY IN PICTURES

PROGRESS CHECK

Once you complete the unit, cut this page out and close your book. Do the activities and check your overall progress. Then go back to the Grammar Guide and the Vocabulary in Pictures pages and revise anything you missed.

PROGRESS CHECK

Presented Features

Review of Key Vocabulary

Review of Key Grammar

Review of Key Reading

Review of Key Writing

Review

Review the vocabulary and grammar from the previous two units starting with a game!

REVIEW 3

VOCABULARY

DIGITAL LITERACY

Do you think you use digital technology wisely? Follow siblings Lily and Daniel in a manga-style comic and see how they interact *with* and *through* the digital universe while reflecting about their (and your) relationship with the “digital.”

DIGITAL LITERACY

On a Pile of Wastes

GLOBAL CITIZENSHIP

All of us need to nurture the perception that we are part of the same world. We need to build knowledge and develop skills to live together in the best possible way. That's what this section is all about!

GLOBAL CITIZENSHIP

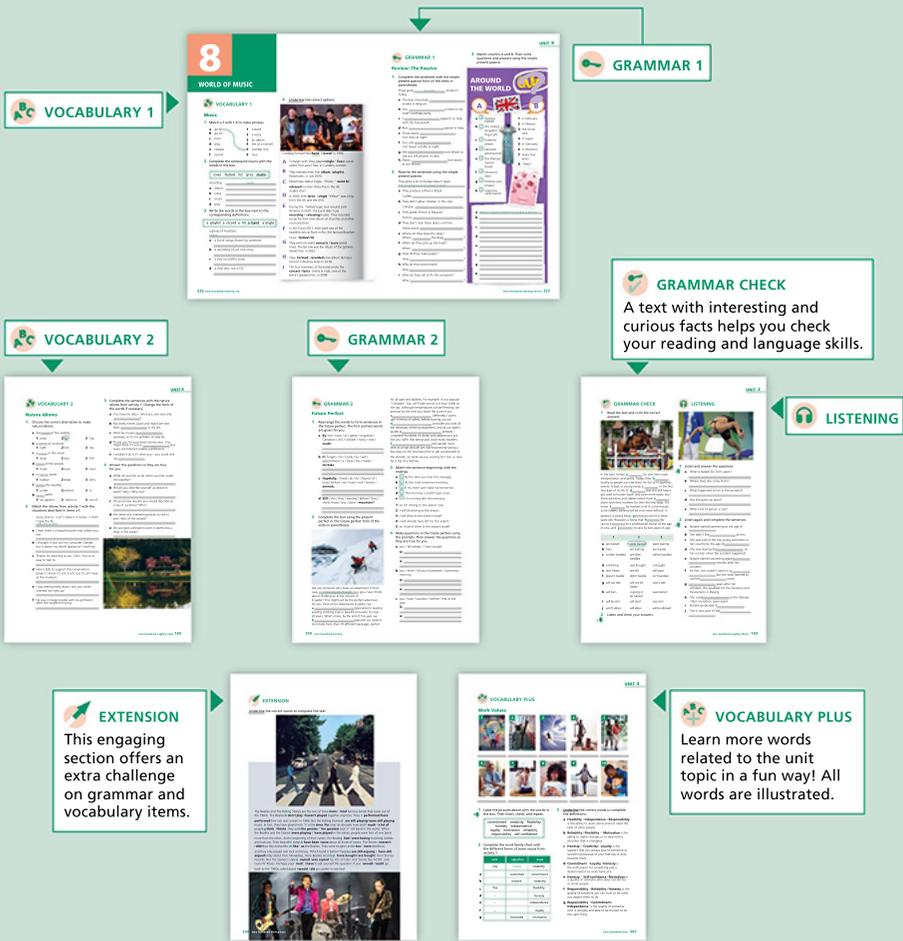
Power and Responsibility

Global Skills

The TIP, READING STRATEGY, PRONUNCIATION, CULTURAL FACT, FUNCTIONAL LANGUAGE, LANGUAGE FOCUS, CLASS VOTE, and INTERFACE features will make your learning process more practical and effective.

WORKBOOK

The **Workbook** offers target-language practice and additional study material (consolidation and extension). It can be used as homework, independent study, or extra classroom practice. Some of the sections correspond to sections in the **Student's Book**:

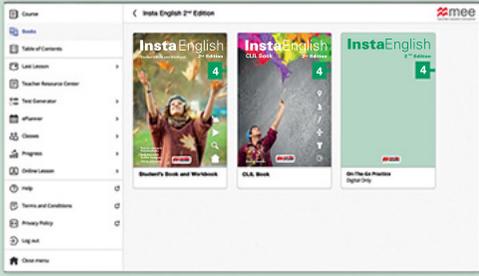


Wordlist

This offers an alphabetical list of the key vocabulary in the **Student's Book** and from the **Vocabulary Plus** sections. It includes phonetic transcriptions and audio recordings.

DIGITAL OFFERINGS

InstaEnglish 2nd Edition is a fully flexible course, which means you can study using your physical or your digital books and have access to the exact same content and activities. The digital books contain all the audio tracks and videos embedded. The digital offerings include the **On-the-go Practice** feature, for you to keep learning wherever you are!



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STARTER



The World of Work

- 1 Two friends, Leroy and Devon, are talking about finding work after they graduate. Complete their dialogue with the words in the box.

allowance application form apprenticeship
benefits bonus conditions
contract job advertisement pay raise
promotion wages work experience

- Leroy** So Devon, are you going to try to get a job after you graduate, or are you going to do your master's?
- Devon** I definitely want to get some
a _____ as soon as possible, so I was thinking of applying for an
b _____ with a
publishing house – you know, the
c _____ are pretty low, but I would get training while also working under the supervision of experts.
- Leroy** Yeah, that makes a lot of sense, but I need something that pays a bit better. I can't live

off of the **d** _____ my parents give me forever. Actually, I saw a **e** _____ online the other day for a recent graduate in digital marketing, so I completed the **f** _____ and submitted it. I'm waiting to hear back now.

Devon That's great! What kind of package do they offer?

Leroy Well, the initial **g** _____ is only for six months to start as an intern, and there are no real **h** _____ like health insurance. But if they like your work, then you can get a **i** _____ to be a full member of the marketing team. If that happens, then you get a significant 50% **j** _____ and an end-of-year **k** _____.

Devon Sounds like pretty great work **l** _____ for a first job after graduation. Maybe I should apply too!

Leroy Don't you dare – you'd definitely get hired over me!

- 2 Listen and check your answers.



Verb and Noun Collocations

3 Choose the correct verbs to make appropriate collocations.

- a Can I **say / tell / give** you a piece of advice? Don't wait until the night before to start the project.
- b If you always **say / tell / give** the truth, people will appreciate it, even if the truth is painful.
- c We haven't **given / spent / used** much time with our grandparents lately – we should go and visit them.
- d For many teenagers, their top priority is to **have / make / spend** fun with their friends.
- e Did he **receive / buy / have** that present as a gift for graduation? Must be nice!

4 Listen and check your answers.

2)))

Relative Pronouns

5 Decide if the sentences are grammatically correct (✓) or incorrect (✗). If they are incorrect, make the necessary changes. Pay attention to the relative pronouns.

- a Next week is where construction is expected to begin on the new library.

- b I think we can all agree that she's someone which we can really admire.

- c Thankfully the neighbors, who dog is always barking, recently decided to move.

- d How many times has she told them where to put their stuff? _____
- e What happened to the leftover pizza I left in the fridge last night? _____

6 Listen and check your answers.

3)))



First and Second Conditionals

7 Complete the first and second conditional sentences with a verb from the box. Change the verb form if necessary.

try have lose offer buy

- a If he doesn't start showing up to work on time, soon he _____ his job for sure.
- b I definitely _____ better grades if I played less video games.
- c Well, if you _____ the cheaper flight, you'll have to change planes two times.
- d Will she accept the job if they _____ it to her?
- e If she had more confidence, she _____ out for the school choir.

8 Listen and check your answers.

4)))

Gerunds and Infinitives

9 What are these four friends' opinions about taking online classes? Complete the sentences by choosing the correct form of the verbs.

- a To be honest, I didn't expect **to enjoy / enjoying** my online class for learning Portuguese. It turned out not to be boring at all, and I've kept up my motivation for six months so far.
- b **To talk / Talking** to a computer sounds horrible to me, so I can't see myself studying a language online. With that being said, I wouldn't mind **to watch / watching** a few lectures about history or some other school subject like that.
- c I actually started an online course about food safety. I have to admit – I never finished **to go / going** through all the modules. Without a teacher, I find it difficult **to stay / staying** on track.
- d I've always enjoyed **to use / using** computers, so I was keen on **to take / taking** an online course when I had the chance. Turns out, even computers don't help **to make / making** math interesting to me!

10 Listen and check your answers.

5)))



1

LITERATURE







BC VOCABULARY 1

Literary Genres

- 1 Which literary genres are illustrated on this page? Match pictures 1-4 with the words in the box. Use your dictionary to help you.

adventure	<input type="checkbox"/>	horror	<input type="checkbox"/>
autobiography	<input type="checkbox"/>	non-fiction	<input type="checkbox"/>
biography	<input type="checkbox"/>	drama	<input type="checkbox"/>
comic	<input type="checkbox"/>	poetry	<input type="checkbox"/>
crime	<input type="checkbox"/>	romance	<input type="checkbox"/>
fantasy	<input type="checkbox"/>	science fiction	<input type="checkbox"/>
historical fiction	<input type="checkbox"/>	thriller	<input type="checkbox"/>

- 2 Listen and repeat.

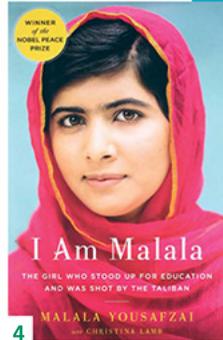
- 3 Look at the sentences. Which genre should each person read? There are two possible answers for one of the items.

I love going to the theater. You should read a drama.

- a I enjoy books that are set in different periods, for example in the 18th century.

- b I prefer to read illustrated stories – I love looking at the pictures.

- c I like exciting stories, but not ones about crime or that make me afraid.



- d I love books about real people's lives.

- e I confess that I really enjoy a love story. And with a happy ending, if possible.

- 4 Underline the correct words.

- a My brother's really interested in space – he's always reading **crime / science fiction** books.
- b We're studying **adventure / poetry** by Maya Angelou at school.
- c I just read a great **crime / fantasy** book – the main character was a dragon!
- d My dad's a police officer, but he hates **adventure / crime** novels – they remind him of work!
- e She wrote **an adventure story / a thriller** about an expedition to China.
- f I don't enjoy stories at all – I prefer **historical fiction / non-fiction**.

- 5 Listen to the conversation. Match the speakers with the last thing they read.

- a David 1 an adventure story
- b James 2 a comic
- c Rachel 3 a drama



READING 1

- 1 Consider the title and picture of the short story. What literary genre do you think it belongs to?

a horror b science fiction c romance

Dog Star

by Arthur C. Clarke

Laika was barking frantically. "Quiet!" I protested as I turned over in my sleep. A moment later I was awake and cold with fear. I didn't dare open my eyes. Reason told me that there were no dogs in this world and that a quarter of a million miles of space and five years of time separated us. "Open your eyes, you fool. You're dreaming," I told myself.

I looked around the tiny room and felt lonely and sad. I remembered the first time that I saw Laika back on Earth. I found her one summer evening while I was driving to Palomar and it was impossible to leave the tiny puppy by the side of the road. I picked her up and by the time I arrived home at the astronomers' residence, I knew I wanted to keep her.

After a few months of training, she became the only dog to be allowed into the Observatory. She was beautiful and intelligent: she even seemed to understand when I was talking about stellar evolution with my colleagues.

I hated leaving her for more than a few days at a time, so she accompanied me on short journeys. On one of these trips we were staying with friends but they weren't too happy at the idea of a large dog in their home. "She's very good, she won't make a noise," I said, but in the middle of the night she woke us all up. Laika was barking frantically and trying to get out. I raced to open the door and let her out into the foggy night. The Earth suddenly started to move and all I could think was "I never knew that earthquakes made such a noise."

The Red Cross helicopter didn't rescue me until quite late the next morning because I refused to leave Laika behind.

Looking at the shattered house containing the bodies of my friends, I knew I owed her my life.

After that Laika and I were always together and we used to go on long walks in the mountains. Those walks came to an end with my transfer to the new Observatory on the Moon, because Laika couldn't go with me. Sadly, she died just a few weeks after I left. But five years later on the far side of the Moon, Laika was barking in my dream. Her warning gave me time to put on my emergency suit and press the alarm, as the tremor cracked the Observatory walls.

- 2 Read and listen to the text and put the events in chronological order.

- a The narrator took Laika on a trip to stay with friends.
- b The narrator went to the Observatory on the Moon.
- c Laika woke up at night and started barking.
- d There was a tremor on the Moon.
- e The narrator found Laika by the side of a road.
- f Laika died.
- g The narrator had a dream about Laika.
- h The narrator followed Laika out of his friends' house and then it fell down in an earthquake.

- 3 Are the statements *true* or *false*? Correct the false sentences.

- a The narrator found Laika in Palomar.

- b Laika often went to work with the narrator.

- c The narrator survived the first earthquake because he was outside his friends' house when it happened.

- d The Red Cross helicopter rescued the narrator immediately after the earthquake.

- e Laika died a long time after the narrator went to work on the Moon.

- f The narrator was sleeping when the tremor started on the Moon.

- g Laika saved the narrator twice.

- h The narrator put on his emergency suit but didn't press the alarm during the second earthquake.





GRAMMAR 1

Review: Simple Past and Past Progressive

- 1 Look at the verbs in the sentences below. Circle the ones that refer to *finished actions* and underline the ones that refer to *actions in progress*.

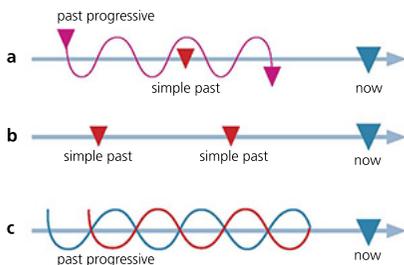
simple past and past progressive

Laika was barking frantically and trying to get out.

I found her while I was driving to Palomar.

When I got home, I decided to keep her.

- 2 Look at the sentences in the chart from activity 1. Match them with timelines a-c.



- 3 Look at the sentences again. Complete the rules with *simple past* or *past progressive*.

- a We use the _____ to describe a completed action or series of actions.
- b We use the _____ to describe an action in progress in the past, often interrupted by another action.
- c We use the _____ to talk about finished past states that lasted some time.

- 4 Underline the correct answers.

- a While I wrote / was writing a text message, my phone rang / was ringing.
- b He bought / was buying a ticket and then he got / was getting on the train.
- c Sally arrived / was arriving and then we had / were having a pizza.

- d When we arrived home, Peter listened / was listening to music. He didn't watch / wasn't watching TV.
- e I walked / was walking along the road when I saw / was seeing my friend.
- f While they wrote / were writing the movie script, the director looked / was looking for the actors.
- g I cleaned / was cleaning the kitchen floor and then the dog ran / was running across it!
- h Paul made / was making a model when he realized he didn't have / wasn't having any glue.
- 5 Complete the text with the correct form of the verbs in parentheses. Use the simple past or the past progressive.

Arthur C. Clarke _____ was (be) a writer and inventor. He was born in Minehead, in England, in 1917.

In 1936 he a _____ (move) to London. While he

b _____ (live) in London, he c _____ (start)

writing science fiction. He

d _____ (fight) in the

Second World War. He e _____ (not write)

any stories while he f _____ (fight), but

after he returned to London he wrote about some of his

experiences. A magazine g _____ (publish)

his first story in 1946. He h _____ (go)

on to write more than seventy books. Clarke also

i _____ (work) on a TV series about space and

on movie scripts with the director Stanley Kubrick. While he

j _____ (work) on the script for *2001:*

A Space Odyssey, he k _____ (have)

an idea for a sequel, so he wrote that too. Clarke

l _____ (not write) only science fiction, he

also m _____ (write) non-fiction books and

scientific papers. He n _____ (help) scientists

and engineers in the USA to design spaceships and a global

satellite system. He o _____ (win) several

scientific awards for his work. He died in 2008.



- 6 Read the text again. Which simple past verbs are regular? Which are irregular?

Regular: _____

Irregular: _____

TIP

We usually use the simple past after *when* and the past progressive after *while*.
When I arrived home, I did my homework.
I listened to music while I was doing my homework.

7 Underline the correct answers.

- a** What **did you do** / **were you doing** at 6:30 this morning when I called?
- b** What **did you do** / **were you doing** after you finished breakfast?
- c** What **did you do** / **were you doing** last Saturday night?
- d** What **was** / **was being** the last book you read?
- e** What **did you do** / **were you doing** while I was washing the dishes?

8  **INTERFACE** Work in pairs. Ask and answer the questions in activity 7.

 **GRAMMAR GUIDE** page 22

PRONUNCIATION

/əʊ/ /ɒ/ /ɔ:/ /ɪ/ /ʌ/

1 Listen and repeat the words.

- 9**  /əʊ/ no, show, slow, won't, open
- /ɒ/ horror, body, possible, wrong, on
- /ɔ:/ story, short, more, morning, boring
- /ɪ/ do, new, through, blue, you
- /ʌ/ London, love, under, up, tough

2 Listen and repeat the sentences.

- 10**  **a** This story is so boring: it's really awful.
- b** Don't go home yet.
- c** I loved the comic you showed me.
- d** The song is about London.
- e** What are you doing?



Cultural fact

There isn't just one definition of Young Adult Literature (YAL), but it can be generally described as books aimed at 12-20 year-old readers whose main characters are also young. YAL can include several genres, such as fiction, non-fiction, and poetry.



LISTENING

Book or Movie?

1 Look at the pictures below. What do you think the conversation will be about?

2 Listen and check your answer.



3 Listen again and check (✓) the correct sentences.



- a** Mark liked *The Maze Runner* movies.
- b** Mark read *The Maze Runner* books before he saw the movies.
- c** Lydia liked the fact that the movies didn't include everything in the books.
- d** Mark preferred the book version of *Hidden Figures* to the movie.
- e** Mark used to read books about people trying to change the world.
- f** The story of *Hidden Figures* is about African-American women working at NASA.
- g** Lydia is interested in reading *Hidden Figures*.
- h** Mark thought *Hidden Figures* was inspiring.





SPEAKING

A Book Recommendation

- 12)) **1** Andrea is a booktuber. Read the transcript and listen to her video. Fill in the chart with information from the video.

Recommended Book	
a Title	
b Author's name	
c Author's nationality	
d When it was written	
e Genre	

Hi, guys, how are you? Today I'm going to talk about a book that's very different from what I usually comment on here. It's called *Pride and Prejudice* and it's by an English author named Jane Austen. I got this book for my birthday and when I read the summary on the back cover I didn't like it. As you know, my favorite genres are thriller and horror. But *Pride and Prejudice* is a romance! And on top of that it was written in the 19th century ... I thought it would be a drag!

Even so, I decided to start reading it ... And I simply loved it! The book tells the story of five English sisters who need to get married. Well, in those days women had few opportunities in life outside of marriage, especially if they weren't wealthy ... The smartest of the sisters is Elizabeth. She meets a very rich guy, Mr. Darcy. But at first the two hate each other! There's no affinity. However, the story takes a lot of turns and in the end ... da da da DUM! ... yes, they end up falling in love. But until we get there, all the characters go through a lot of ups and downs and learn a lot. The ones who learn the most are precisely Elizabeth and Mr. Darcy, who manage to overcome their pride and prejudice. That's why this story is so cool. We can follow the evolution of the characters throughout the plot. Not to mention that Jane Austen has a fun writing style, and there are many funny scenes. So I can assure you: it's a book worth reading! If you've read *Pride and Prejudice*, let me know what you think in the comments. Bye! See you next week!

- 2** Read the transcript again and answer the questions.
- a** Why did Andrea think the book would be a drag?
- _____
- _____



- b** According to Andrea, what are the two greatest qualities of the book?

FUNCTIONAL LANGUAGE

Recommending a Book

It's a book worth reading!

I simply loved it.

The book tells the story of ...

The author has a fun / engaging / readable writing style.

Speaking Task

Record a booktuber-style video recommending a book to your classmates.

Step 1

Choose a book that you liked and write down a video script with the following: 1. title, author's name, author's nationality, when it was written, and genre; 2. a summary of the book and one or two reasons why you recommend it.

Step 2

Based on your script, record a first version of your video. Show it to a classmate and ask him or her to assess if your tone of voice is appropriate and if the script is well-built. If necessary, make adjustments.

Step 3

Record the final version of your video, allowing some room for improvisation. A video channel for the class can be created and students can upload their videos.

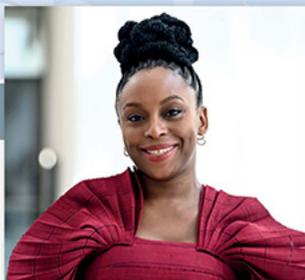
Follow your classmates' literary recommendations and comment on the videos you find most interesting.



Famous Nigerian Writers

CHIMAMANDA NGOZI ADICHIE (1977-)

Chimamanda Ngozi Adichie is a Nigerian novelist, short story, and non-fiction writer. Her books have been translated into over thirty languages. Her most famous works include her first novel *Purple Hibiscus*, *Half of a Yellow Sun*, *Americanah*, the short story collection *The Thing Around Your Neck*, and the essay *We Should All Be Feminists*.



OTOSIRIEZE OBI-YOUNG (1994-)

Otosirizee Obi-Young is a writer, literary journalist, and blogger. He is also the founder and editor-in-chief of the African literary culture multiplatform *Open Country Mag*, which has published the works of many Nigerian authors. He has written a collection of short stories called *You Sing of a Longing* and has been nominated for several literary prizes.

CHINUA ACHEBE (1930–2013)

Chinua Achebe was a Nigerian novelist, poet, professor, and critic. His first novel, *Things Fall Apart*, was published in 1958 and is still one of the most popular books in African literature. It was translated into more than 50 languages and sold over 20 million copies all over the world. Some of his other books include *No Longer at Ease*, *Arrow of God*, and *A Man of the People*.



- 1** Read and listen. Then answer the questions.
- 13)))
- Which author has been popular for over 60 years? _____
 - Which author has written about feminism? _____
 - Which author writes for online platforms? _____
- 2** Have you heard of any of these authors? Have you read any of their books?
- _____
- _____
- _____
- 3** Who are your favorite authors?
- _____
- _____
- _____

Compound Nouns

- 14)) 1 Use your dictionary to check the meaning of the compound nouns in the box. Then listen and repeat. How do you say them in your language?

audiobook	best-seller	book deal
bookshelf	bookstore	Englishman
graphic novel	hard work	love letter
public library	school vacation	
short story	social life	text message

- 2 Complete the chart with the compound nouns from activity 1.

noun + noun	adjective + noun
audiobook	best-seller

- 3 Complete the sentences with compound nouns from activity 1.

The author was very happy when the publishers offered her a good book deal.

- a Do you have Laura's phone number? I want to send a _____ to her.
- b I bought three books and a comic in the _____.
- c Lucy is a member of a _____. She usually borrows some books every week.
- d I've got an _____ by Cassandra Clare. I listen to it on the bus. It helps me improve my English.
- e I'll get a part-time job during our _____ to save some money for college.
- f Did you like Arthur C. Clarke's _____ about how his dog saved his life?

- 1 Read the words and phrases below and check the meaning of any unknown words in your dictionary. What do you think happened to the character in the picture?

castaway crew desert island
set sail sink survive

- 2 Look at the pictures and the title of the text. What kind of text do you think it is?
- a A summary of the book *Robinson Crusoe*.
 - b An article on how to understand books more deeply.
- 3 Read, listen, and check your answers in activities 1 and 2.

Becoming a Smarter Reader

1 Ethan, my 14-year-old son, was reading *Robinson Crusoe* at our kitchen counter when he closed the book and exclaimed, "Mom, this man is on a desert island with a tropical climate and wonderful beaches. But he works all the time! If I were in his shoes, I would relax and enjoy the view!" By the time I finished making dinner, we had had a very interesting discussion.



- 2 Yeah, looks like the discipline of the 18th century Christian man doesn't sound very appealing to today's teens!
- 3 But the most important thing in Ethan's comment is that it shows he's becoming a smart reader. He's able to perceive the underlying values of a novel and its characters. What's more, he questions these values. He hadn't even finished the book when he got to some insightful conclusions about the main character.
- 4 If you're not familiar with *Robinson Crusoe*, I'll introduce you to this classic of English-language literature. The book was released by Englishman Daniel Defoe in 1719 and has since been the most successful adventure novel in literary history.
- 5 It tells the story of Robinson Crusoe, a 19-year-old boy who decides to set sail in search of adventures. A series of events lead him to Brazil, where he establishes himself as a plantation owner and soon becomes successful. Eager for slave labor and its economic advantages, Crusoe embarks on a slave-gathering expedition to West Africa, but the

4 Read the article again and answer the questions.

a Who is the target audience of this article?

b What does Ethan find strange about Robinson Crusoe's behavior?

c According to the article's author, Ethan's able to perceive and question the values underlying the character's behavior. In that case, what is the underlying value?

ship sinks near Trinidad and Tobago. He is the only one of the ship's crew to survive, and finds himself on a deserted island.

6 The castaway adapts to his situation: he builds a house on top of a tree, raises a herd of goats, and plants rice and wheat. One day, he encounters a tribe of cannibals and saves one of their victims. Crusoe names him Friday and takes him as his servant. Finding Friday intelligent, Crusoe teaches him some English words and some elementary Christian concepts.

7 As you can see from this summary, Robinson Crusoe embodies some values, such as individualism, colonialism, civilization ... and hard work!

8 We can read this book on two levels. In the first level, we have fun with the adventures lived in exotic lands. On a second level, we explore the story in a deeper way. We ask what's behind the character's actions, what the author wants to tell us and how these ideas relate to our beliefs.

9 If you have kids in Ethan's age range, introduce them to this and other classics of literature. Talk to them about the book and try to get them to take a critical stand on what they read. Your kids will have fun ... and you'll have interesting topics for dinner!



Jude Clark is a librarian, mother of two, and writes monthly for *Culture Magazine*.

d In which paragraphs does the author summarize the plot of the book?

5 Write the following words and phrases from the text next to their definitions.

be in someone's shoes colonialism
eager embody plantation underlying

a _____: wanting very much.

b _____: a large farm producing a single tropical crop

c _____: give visible form to an idea or value

d _____: real but not immediately obvious

e _____: a practice of domination involving the subjugation of one people to another

f _____: be in the situation that another person is in

6 As mentioned in the article, some themes are important in *Robinson Crusoe*. Match each theme to its description.

a individualism

b colonialism

c civilization

1 Crusoe domesticates the island's wild nature. In addition, he teaches Friday English and converts him to Christianity.

2 Crusoe explores different lands to make profit. He trades not only goods but also human beings, as he engages in the slave trade.

3 Crusoe leaves England against his parents' wishes, and he's successful in his endeavors. After the shipwreck, he manages to live alone on the island for more than 20 years.

7 **CLASS VOTE** Do you think that literature is just entertainment or also a source of reflection and learning?



GRAMMAR 2

Past Perfect

- 1 Analyze the sentence and underline the correct options to complete the explanation.

Robinson Crusoe **became** a castaway after he **had established** himself as a successful plantation owner in Brazil.

- a First Robinson Crusoe **became a castaway / established himself as a successful plantation owner**.
- b Then he **became a castaway / established himself as a successful plantation owner**.

past perfect

By the time I **finished** making dinner, we **had had** a very interesting discussion.

Ethan **hadn't** even finished the book when he **got** to some insightful conclusions about the main character.

Had Daniel Defoe **written** another book before *Robinson Crusoe*?

- 2 Look at the sentences in the chart above. Underline the correct words to complete the rules.

- a We use the past perfect to talk about an action that happened **before / after** another action in the past.
- b We form the past perfect with **subject + had (not) + present participle / past participle**.

- 3 Complete the sentences with the past perfect form of the verbs in parentheses.

The concert _____ **had started** _____ (start) when we arrived at the theater.

- a Kate watched TV after she _____ (finish) her dinner.
- b _____ (you / read) the book before you saw the movie?
- c We went to a new restaurant. We _____ (not eat) there before.
- d We _____ (not be) abroad before we went to Greece last summer.

time expressions with the past perfect

By the time we arrived, the movie had started.

We arrived **after** the movie had started.

The movie had started **before** we arrived.

The movie had **already** started **when** we arrived.

We arrived at 7pm. **By then** the movie had started.



GRAMMAR GUIDE page 22



CLIL

LITERATURE

A Sonnet

A sonnet is a type of poem that originated in Italy in the 14th century. Sonnets were often about love. Shakespeare wrote over a hundred love sonnets!

A sonnet always has 14 lines – three verses of four lines and a rhyming couplet at the end. There is usually a definite rhyme scheme of ABAB CDCD EFEF GG. That means the words at the end of the first and third lines rhyme, and the ones at the end of the second and fourth lines rhyme, etc. There are usually ten syllables in each line and the rhythm is da-DA-da-DA-da-DA-da-DA-da-DA.



Learning to Write a Sonnet

The sonnet form is old and full of dust
And yet I want to learn to write one well.
To learn new forms and grow is quite a must,
But I will learn it quickly, I can tell.

And so I sit, today, with pen in **hand**,
Composing three new quatrains with a **rhyme**.
The rhythm flows like wind at my **command**.
The A-B-A-B form consumes my **time**.

But I'm not done until there's fourteen lines.
One ending couplet, after three quatrains.
I've tried to write this new form several times.
The effort's huge; I have to rack my brain.

But I persist, my fourteen lines now done.
I wrote my poem; my sonnet work is won.

by Denise Rodgers

} This is a quatrain =
four lines of verse.

↻ These words rhyme,
so the rhyme
scheme is ABAB.

} This is a couplet.
} The last two words rhyme.

Sonnet 18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:

So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.

SHAKESPEARE, W. The sonnets. In R. G. White (Ed.),
The complete works of William Shakespeare.
New York: Sully and Kleinteich. (c. 1901)

1 Read and listen. Then analyze the sonnets and underline the correct answers.

- 16)))
- a A "sonnet" is a **story / poem**.
 - b A "rhyme" is when two words sound the same, e.g., **mat / day** and may.
 - c A "quatrain" is **four / six** lines of poetry.
 - d A "couplet" is **two / four** lines of poetry where the last two words of each line rhyme.

2 Read *Sonnet 18* again and find words which rhyme with these words.

- a day _____
- b temperate _____
- c shines _____
- d dimm'd _____
- e fade _____
- f ow'st _____
- g see _____

Sonnet 18 is one of the most famous of the 154 sonnets written by the English poet and playwright William Shakespeare. It was first published in 1609.





GRAMMAR GUIDE

Past Progressive

- we use the past progressive to describe actions that were happening in the past
- we form the past progressive with subject + *was* / *were* + verb + *-ing*
He **was feeling** very sick.
- we use *was not* (*wasn't*) or *were not* (*weren't*) to form the negative
- in questions, the order is *was* / *were* + subject + verb + *-ing*.
- in short answers, we don't repeat the verb + *-ing*
Were they biking to school? Yes, they **were**.

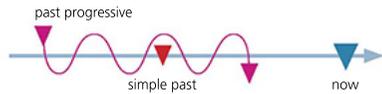
affirmative
I was eating .
You were eating .
He / She / It was eating .
We / You / They were eating .

negative	contracted form
I was not eating .	wasn't eating
You were not eating .	weren't eating
He / She / It was not eating .	wasn't eating
We / You / They were not eating .	weren't eating

questions and short answers
Was I eating? Yes, I was . No, I wasn't .
Were you eating? Yes, you were . No, you weren't .
Was he / she / it eating? Yes, he / she / it was . No, he / she / it wasn't .
Were we / you / they eating? Yes, we / you / they were . No, we / you / they weren't .

Simple Past and Past Progressive

- we can use the simple past to describe an action which interrupted a past progressive action



Amy **was studying** when she **got** a text message.

Past Perfect

- we use the past perfect with the simple past when we're talking about two actions in the past. We use the past perfect for the action that started first and the simple past for the action closer to the present
They **had finished** lunch when I **arrived**.
- we form the past perfect with subject + *had* + past participle
- to form the negative, we add *not* after *had*
- to form questions, we use *had* + subject + past participle

affirmative	contracted form
I / You had eaten .	'd eaten
He / She / It had eaten .	
We / You / They had eaten .	

negative	contracted form
I / You had not eaten .	hadn't eaten
He / She / It had not eaten .	
We / You / They had not eaten .	

questions and short answers
Had I eaten? Yes, I had . No, I hadn't .
Had you eaten? Yes, you had . No, you hadn't .
Had he / she / it eaten? Yes, he / she / it had . No, he / she / it hadn't .
Had we / you / they eaten? Yes, we / you / they had . No, we / you / they hadn't .

Name: _____

Class name / Period: _____

Teacher: _____

Date: _____



PROGRESS CHECK

Literary Genres

1 Write the genre for each definition.

- a A book someone writes about his or her life: _____
- b A book someone writes about another person's life: _____
- c A book about imaginary future events, often about life in space: _____
- d A book that contains stories told in a series of pictures: _____
- e A book where a detective tries to solve a mystery: _____

Compound Nouns

2 Complete the sentences with the compound nouns in the box.

best-seller bookstore
graphic novels text message

- a I like reading _____ because I like looking at the art too.
- b Did the author manage to get his books displayed at the local _____?
- c I always send _____ when I'm bored because I want to check what my friends are doing.
- d That book sold millions of copies. It was a _____.

Review: Simple Past and Past Progressive

3 Underline the correct answers.

Last Saturday I **a decided** / **was deciding** to go into town because I **b wanted** / **was wanting** to buy a book. I **c went** / **was going** to my favorite bookstore. While I **d looked** / **was looking** I **e noticed** / **was noticing** a man. He **f sat** / **was sitting** at a desk and he **g signed** / **was signing** copies of books. Suddenly I **h realized** / **was realizing** that the man was one of my favorite authors! I **i bought** / **was buying** his new book and **j asked** / **was asking** him to sign it. Now I have a signed copy!

Past Perfect

4 Complete the sentences with the correct form of the verbs in parentheses. Use the past perfect or the simple past.

- a After I _____ (read) the book, I _____ (tell) all my friends about it.
- b By the time I _____ (finish) my homework, it _____ (be) after 11pm.
- c We _____ (miss) the train because it _____ (already / leave) when we arrived at the station.
- d I _____ (not read) any science fiction before I _____ (read) this story.