

2

makers



GENIUS INVENTIONS p20



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SOUNDS LIKE A PLAN! p26



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SPEAKING 2.1 Describe some genius inventions 2.2 Discuss an article 2.4 Discuss creativity

LISTENING 2.1 Listen to a radio programme 2.3 Listen to conversations about making a film
2.4 Watch people talking about creativity

READING 2.2 Read an article about an amazing builder
2.3 Read about making a film

WRITING 2.1 Write a product description 2.4 Write an article

2.1 GENIUS INVENTIONS

- G** question forms; indirect questions
- P** intonation: statement questions
- V** adjectives to describe inventions



the Megasus Horserunners Horse Sneakers



Saltwater Brewery's Edible Six-pack Rings



the MTA Multipurpose Hair Clip



the Edible Spoon Maker



the Birdy Flight Simulator



Terra, the Grass-covered Outdoor Lawn Chair

VOCABULARY

ADJECTIVES TO DESCRIBE INVENTIONS

1 A Work in pairs. Look at the inventions in the photos and answer the questions.

- 1 What do you think they are for?
- 2 Do you think they are a good idea?
- 3 Who do you think would buy them?

B Match the adjectives in the box with their uses.

stunning groundbreaking flexible durable
 biodegradable functional portable unique
 edible novel flimsy clip-on

A word/Words that can be used to describe something that:

- 1 is new. _____
- 2 will last a long time. _____
- 3 breaks easily. _____
- 4 has a clear use. _____
- 5 has lots of (different) uses. _____
- 6 looks very good. _____
- 7 can be carried around. _____
- 8 you can eat. _____
- 9 is like no other. _____
- 10 can be broken down (decomposed) by bacteria. _____
- 11 can be attached by a clip so it can be easily removed. _____

C Work in pairs. Use the words in Exercise 1B to talk about the inventions in the photos.



Aquiem Designer Boxed Water

LISTENING

2 A 2.1 Listen to a radio programme. Which of the inventions in the photos are mentioned?


B Work in pairs. Are the statements true (T) or false (F)?

- 1 Birdy is a flight simulator which mimics the flight of a bird flying over New York City.
- 2 The simulator is controlled by the body of the user.
- 3 The edible spoons are made of rice.
- 4 The spoons come in three flavours.
- 5 The horse trainers are the first ones to be designed specifically for horses.
- 6 The trainers can be easily fitted and removed.

C Listen again and check your answers.

GRAMMAR

QUESTION FORMS; INDIRECT QUESTIONS

3 A  **2.2** Listen and complete the questions from the radio programme.

- 1 Can I ask what _____ about the designs?
- 2 _____ developed the idea?
- 3 Does _____ any kind of functional use?
- 4 Can you tell me if _____ really edible?
- 5 Why _____ want to eat your spoon?

B Match questions 1–5 in Exercise 3A with descriptions a)–d).

- a) a direct question (with *do/does* as the auxiliary) _____
- b) a direct question (with a modal auxiliary) _____
- c) an indirect question _____, _____
- d) a subject question _____

C Underline the correct alternatives to complete the rules.

- RULES**
- 1 We use *direct/indirect* questions to sound more polite.
 - 2 In indirect questions, the word order is the same as in *direct questions/positive statements*.
 - 3 When the *wh-* question word is the subject of the question, we *use/don't use* an auxiliary verb (*do, did, etc.*).

4 A Put the words in the correct order to make questions.


- 1 you / this / can / about / you / design / know / ask / what / I?
- 2 want / buy/ why / to / you / this / would?
- 3 idea / developed / this / who?
- 4 me / can / if / you / is / this / tell / biodegradable?
- 5 use / have / does / practical / it / a?
- 6 a / think / idea / you / good / is / do / this?

B Work in pairs. Student A: turn to page 128. Student B: turn to page 130.

speakout TIP

We can use statements to ask *yes/no* questions. When speaking, we understand they are questions from the context and the intonation. How do you recognise a statement question when it is written?

 page 106 **LANGUAGEBANK**

5 A  **2.3** **INTONATION: statement questions** Listen and decide which of the statements are questions. Put a question mark after the statement questions.

- 1 These are spoons. They're edible.
- 2 You would buy one of these.
- 3 He's her father. He's Iranian.
- 4 It's nine o'clock. We're late.
- 5 You've seen it before.
- 6 She lives here. These are her things.

B Listen again and repeat. Copy the intonation.

SPEAKING

6 A Work in groups of four. Look at the photo for your new invention idea below and imagine you need to get funding for it. How will you persuade the group to give you funding? Think about these questions to plan your pitch.

- What is it?
- Does it have a name?
- How useful is it?
- What is its function?
- What problem does it solve?
- Who would use a design like this?
- Who would buy it?
- What makes it new/unique?
- How could it change someone's experience/ the world?

B Present your ideas to your group. Ask and answer questions about the invention. Who do you think has the most brilliant invention? As a group, decide which one you would invest in.

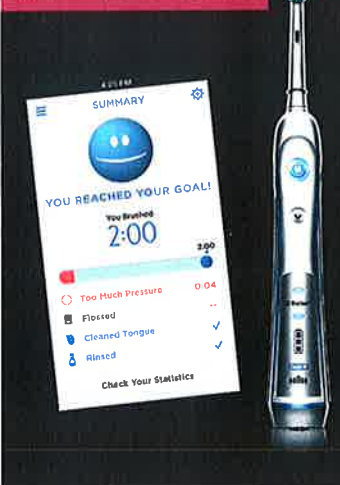
Student A: Bubble Tank



Student B: Toasteroid



Student C: Bluetooth-enabled toothbrush



Student D: Nod Pod



WRITING

A PRODUCT DESCRIPTION; LEARN TO WRITE PERSUASIVE COPY

7 A Read the product descriptions. Would you buy either of these products? Why/Why not?

Perfect coffee water

Did you know that the coffee you drink is ninety-eight percent water? So if you want the perfect cup of coffee in the morning, you need Aquiem, the world's first designer coffee water.

Aquiem, which costs approximately \$3 per litre, is a specially formulated water, which has been purified and then blended with minerals that enhance the taste and the aroma of coffee. Designed by coffee lovers, **Aquiem** took five years to develop, with its creators conducting extensive research to determine the precise formula for the perfect coffee water.



Aquiem is packaged in portable one-litre cartons, which are available to buy by the case, to ensure you can brew the perfect cup of coffee whenever you want it.



Clever clip



Never have a screwdriver when you need one? Then the clever clip hairclip is perfect for you. At first glance, it looks like a normal hairclip, but actually, it also functions as a tiny portable tool box. **The MTA Hairclip is strengthened with steel**, so it's durable, and it features a screwdriver, a bottle opener, a nail file, a trolley coin and a serrated knife, all contained within the 6x2.4-cm clip. This tool is truly multifunctional.

So next time you're out and about and suddenly need to do a bit of DIY or if you're planning a camping holiday, be sure to remember to take your MTA Hairclip. And when you're not wearing it, you can carry it on your key ring, so you never again need to be without your own personal toolkit.

B Notice the structure of the product descriptions. For each description, tick the information which is included.

	coffee water	hairclip
¹ Introduce the item. (What is it?)		
² Give details about the design of the item (colour, size, material, function).		
³ Include information about the price/shipping/availability.		
⁴ Background information (e.g. who designed it, what research was involved)		
⁵ Closing incentive (why you should buy this item) or counter an objection (by offering an alternative use)		

8 A Read the tips for writing persuasive copy. Do you think the descriptions in Exercise 8A follow this advice?

- 1 Use conversational language (informal language, questions, etc.).
- 2 Give clear, precise details about the product.
- 3 Talk about the benefits of the product, not just its features (use conditionals, e.g. *If you want ... , try ...*).
- 4 Use sensory language (What does it look/taste like?) and try to appeal to your reader's emotions.
- 5 Use superlative language (*the best, the fastest, the first, etc.*).
- 6 Appeal directly to the reader (use personal pronouns).

B Match the underlined phrases in the descriptions with tips 1–6 in Exercise 8A.

C Read the descriptions again and find more examples for tips 1–6 in Exercise 8A.

D Complete the text with the phrases in the box.

truly unique so, if you want to spend
designed by are perfect for you
did you know that is specially designed

Terra

¹ _____ you can now grow your own armchair with grass from your garden lawn? Terra ² _____ for gardening enthusiasts, who are looking for something a little different for their garden.

³ _____ Piergiorgio Robino and Andrea Sanna from Turin, Italy, Terra uses a clever cardboard frame, with soil placed over the top of it, where grass seeds are planted. These chairs are ⁴ _____ and only take two months to grow.

⁵ _____ a peaceful afternoon enjoying your garden sunshine, then Terra chairs ⁶ _____. What could be better than having your own living furniture? Don't have a garden? No problem. You can grow your own Terra garden chair on a balcony too!



9 Choose one of the inventions on page 20 (or any invention of your choice). Write a short product description for a website (100–150 words), following the advice in Exercise 8A.

VOCABULARY

BUILDINGS

1 A Work in pairs. Look at the words in the box and answer the questions.

windmill barn greenhouse warehouse
 cave shed factory cathedral temple
 castle shelter mosque

- Match photos A–E with words from the box.
Photo A is a cathedral.
- Do you have any of these buildings in your town/city?
- Have you ever visited these types of building? When/Where/Why?
- What do the other words in the box mean?

B Write the words from Exercise 1A in the correct group.

- religious buildings: *cathedral*, _____
- buildings used to store things: *warehouse*, _____
- buildings for plants or animals: *barn*, _____
- buildings for generating energy or making industrial products: *windmill*, _____
- places where people live: *shelter*, _____
- a large natural hole, often under the ground: _____

C Work in groups. Answer the questions using words from Exercise 1A.

Which structure:

- is traditionally where kings and queens live?
- uses the movement of air to create energy?
- stores gardening tools?
- can be a place for the homeless to sleep?
- is made of glass?

2 A **2.4 SILENT LETTERS** Listen and repeat the words in Exercise 1A. Which words have a silent *d*, a silent *t* and a silent *u*?

B **2.5** Underline the silent letters in the sentences. Then listen, check and repeat. What other words do you know that have silent letters?

- The shed has a cupboard.
- The cathedral has tall columns.
- He knocked on the door of the temple.
- The temple is on an island.
- There's a guard in front of the castle.
- He owns the whole factory.

▶ page 121 **VOCABULARY BANK**



READING

3 A Work in groups of three. Student A: read *Windmill man* on page 24. Student B: turn to page 129 and read *Cave digger*. Student C: turn to page 131 and read *Shelter helper*. Then answer the questions about your text in the table.

	Windmill man	Cave digger	Shelter helper
¹ Who is he and why is he famous?			
² How or where did he get the idea to construct the building(s)?			
³ Who is/are the building(s) for?			
⁴ What materials does he use and where does he get them?			
⁵ What has he done since creating the first building?			

B Tell the other students in your group about your text. As you listen, complete the table in Exercise 3A.

C Discuss the questions.

- Which story do you like the best? Why?
- What do you think of the people in the stories? What motivates them?
- If you could build a building for your town/city, what would it be?

WINDMILL MAN



William Kamkwamba has become a household name in Malawi and beyond. His story shows how curiosity and persistence can defeat the greatest difficulties and turn dreams into reality.

Kamkwamba was born into a poor farming family in Malawi. In 2001 a famine struck the country. Kamkwamba's family had barely enough money to buy food and so he had to drop out of school. He was determined to continue his education, however, so he kept on visiting the school library.

One day in the library he came across a book which explained how to construct a windmill. He couldn't read English well, but he understood the diagrams and pictures. Realising that wind power could generate enough electricity to help his family, he began work on its construction. He was just fourteen years old. As he had no money, he used recycled materials: a bicycle frame, plastic pipes and scrap metal. Everyone said he was crazy.

Amazingly, despite Kamkwamba's lack of training and his youth, the windmill worked. It brought enough electricity to power four lights and two radios in his parents' house. Kamkwamba then constructed a solar-powered water pump for his village, and two other windmills. The pump helps the villagers irrigate their fields to produce food.

In the years since that first windmill, Kamkwamba has found international fame, appearing on numerous programmes. He has written a memoir called *The Boy Who Harnessed the Wind*, and has had his story turned into a children's book. Much of his time is spent bringing attention to the struggles of the poor in Malawi. Since 2007, Kamkwamba has been giving talks about his life and achievements. These have inspired millions and raised awareness of what needs to be done in the poor rural areas of the world.

GRAMMAR

PRESENT PERFECT SIMPLE AND CONTINUOUS

4 A Underline the verb forms in sentences 1–6.

- Kamkwamba has become a household name.
- Since 2007 Kamkwamba has been giving talks about his life.
- Ra Paulette has been creating caves since 1987.
- So far he has completed fourteen caves.
- Since 2015 Elvis Summers has been building homes for the homeless.
- He and friends have now constructed over forty of the wooden shelters.

B Answer the questions about the sentences in Exercise 4A.

- Which sentences describe completed actions? Which describe ongoing, incomplete actions?
- Which use the present perfect simple?
- Which use the present perfect continuous?

C Complete the rules with *continuous*, *simple*, *have* or *been*.

RULES

- We form the present perfect simple with subject + _____ + past participle.
- We form the present perfect continuous with subject + *have* + _____ + *-ing* form.
- We use the present perfect ³ _____ when an action is long and repeated and continues until now.
- We use the present perfect ⁴ _____ when an action is shorter and complete.
- When the main verb is a state verb, we use the present perfect ⁵ _____.

▷ page 106 **LANGUAGEBANK**

5 A Complete the sentences with the present perfect simple or continuous form of the verbs in brackets. In which can we use both tenses?

- They _____ (plan) to build a mosque for the last few years.
- We _____ (receive) a donation of €1,000 for the homeless shelter.
- Which of these films _____ (you/see) already?
- She _____ (write) this book for fifteen years and she still hasn't finished!
- We _____ (not know) her very long.
- I _____ (try) to call you all day. Was your phone switched off?
- She _____ (paint) the boat all morning. That's why she's tired.
- We _____ (not include) her on the guest list because she'll be away.
- Your clothes are covered in dust! What _____ (you/do)?
- He _____ (work) here since he left school.

B Write two sentences about yourself in the present perfect simple and two in the present perfect continuous. Two sentences should be false. Then read your sentences to other students. Can they guess which are false?

VOCABULARY PLUS

WORD-BUILDING: PREFIXES AND SUFFIXES

6 A Read about a sculptor. What did she build when she was a child?



The midnight maker ★

Alyssa Levandry, sculptor

Kids are natural builders. As a toddler, I used wooden blocks to make towers that I toppled with a joyful kick. At five, I built famous empires out of Lego. Tiny plastic soldiers guarding blue castles. Houses of all colours and strange monsters with many heads. Childish things, but to me, magical.

As a seven-year-old, I built and submerged a fifty-centimetre dam in the stream by my house. It was made of sticks and leaves, mud and

grass. By then, my best friend Tammy was building with me. At nine, we constructed bridges made of dry pasta and glue. They were so accurate in scale, so reliable in construction that we could stand them on my bedroom floor and run toy cars across them like the Brooklyn Bridge.

A few years later I built a musical instrument out of wood and rubber bands. I cut a hole in the wood so the sound could echo and I tied the rubber bands across the hole like

guitar strings. I was a midnight maker of things – objects and structures that were the fruits of my misspent childhood.

At fourteen, my co-creator Tammy could disassemble and reassemble a radio; at fifteen, she could do the same with a computer, but I preferred natural objects. Electronics never interested me. I liked the sound and the smell of wood, the feel of mud on my hands. I did then and I still do.



7 A Read the text again. Circle the words that use the prefixes in 1. Underline the adjectives that use the suffixes in 2.

- 1 prefixes: *mid-*, *mis-*, *co-*, *dis-*, *re-*
- 2 suffixes: *-al*, *-ful*, *-ous*, *-ish*, *-able*

B Work in groups. Match the prefixes in Exercise 7A with meanings a)–e). Can you think of an example for each?

- a) *mis-* : mistaken, wrong or wrongly (e.g. *mishear*, *misunderstand*)
- b) _____ : again (e.g. _____)
- c) _____ : in the middle of (e.g. _____)
- d) _____ : positive → negative (e.g. _____)
- e) _____ : together with (e.g. _____)

C Look at the suffixes in Exercise 7A again. Is this statement true (T) or false (F)?

The suffixes in Exercise 7A are usually used to turn a word into an adjective, e.g. *magic* → *magical* (relating to magic), *rely* → *reliable* (something you can rely on).

8 Add a prefix or suffix to the words in brackets to complete the sentences.

- 1 Don't trust him! He's completely *dishonest* (honest)!
- 2 I found my _____ (pilot) asleep.
- 3 My _____ (origin) plan was to hand over the company to my son.
- 4 We had to _____ (build) the temple after the storm.
- 5 I put off my 8a.m. meeting until _____ (morning) as I was busy.
- 6 The work is _____ (do) if you put in enough time and effort.
- 7 They _____ (judged) us. We were better than they thought!
- 8 The castle is protected by the _____ (mountain) landscape.
- 9 She looks forward to meeting her new _____ (workers).
- 10 I find that sticking to a routine is always _____ (help).

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SPEAKING

9 A Underline the correct alternatives to complete the sentences.

- 1 I sometimes make little ornaments for the house, but never anything *useful/used*.
- 2 People always *disunderstand/misunderstand* me and they never laugh.
- 3 I can cook a few dishes but I'm not very *adventural/adventurous*.
- 4 I'm too *disorganised/misorganised* to plan anything big, but people sometimes come to the house.
- 5 I'm not *musicous/musical* at all. When I sing, dogs howl in solidarity.
- 6 I have to *miswrite/rewrite* everything, but I do like creating fiction.

B Match sentences 1–6 in Exercise 9A with the topics in the box.

food	drinks	handmade objects	1
business deals	music	stories	
games for children	art	jokes	
parties	conversation		

C What are you good at making or organising? Choose from the things in the box in Exercise 9B and/or add your own. Tell other students.

VOCABULARY

PROJECTS

- 1 Work in pairs and discuss. Have you ever made a film (e.g. a home movie, a short film for YouTube or for a project)? If so, what was difficult and what was easy? Did you enjoy it? If not, would you like to?
- 2 **A** Read about what you need to make a full-length film. What do the words in bold mean?

So you want to make a movie?

First, you need **financing**. That means: start **fundraising**. Apply for **grants**. Some of these target the arts. Also, look for **sponsors**. Find people and organisations with a natural interest in your subject.

Once you have the money, you'll need to create a **budget**. How much will you spend on **venues** – the places where you'll film? How much on **personnel** – actors, directors, camera operators, etc.? And will you need to buy **equipment**?

Then you can work out the **logistics**: how many people will you need? Where will they stay and for how long? Then you'll draw up a **schedule**. What dates will you start and finish filming?

After the film is complete, you'll need to think about **promotion** and **publicity**. How will people learn about your film? It could be the greatest film ever, but you need people to know about it!

B Answer the questions about the words in bold in Exercise 2A.

Which word(s):

- 1 are related to money? (5 words) Which two of these words require things that are written down? Which one refers to people or organisations?
- 2 describe how you tell people about the film? (2 words)
- 3 is a group of people who will do the work?
- 4 is a set of tools for a particular purpose?
- 5 describes the places you'll use?
- 6 says when everything will happen?
- 7 is related to the management of resources, including buying, storing and transportation?

C **2.6** Listen and repeat the words in Exercise 2A. Underline the stressed syllables.



FUNCTION

JUDGING AND EVALUATING IDEAS

3 A **2.7** Listen to four conversations between film students who are planning to make a short film. Match conversations 1–4 with topics a)–d).

- a) personnel c) schedule
 b) financing d) venue

B Listen again. Answer the questions.

- 1 In conversation 1, what do they decide to do?
- 2 In conversation 2, what problems with the filming do they mention?
- 3 In conversation 3, what is the news?
- 4 In conversation 4, where do they decide to film?

4 A Complete the sentences from the recording with the words in the box.

that's work that might sounds think
 non-starter potential sound

- 1 I looked up this grant ... What do you _____?
- 2 Yeah. I think it has _____.
- 3 That _____ great.
- 4 I'm thinking we start filming mid-afternoon on Friday, around 3.00. How does that _____?
- 5 It's going to rain on Thursday, so that's a _____.
- 6 I'm not sure that'll _____ because of the light.
- 7 OK. _____ a possibility.
- 8 That _____ work.
- 9 Excellent! I like the sound of _____.

B Which five phrases in Exercise 4A are positive? Which two are negative?

5 A Write the phrases in the box in the correct place in the table.

That might work. I'm not convinced about that.
Do you like the idea? No way. That looks/sounds great!

1 asking for an evaluation of an idea

What do you think? How does that sound?

2 saying an idea is possible

It has potential. That's a possibility.

3 saying an idea is very good

That seems like a really good idea. I like the sound of that.

4 saying an idea might not work

I'm not sure that'll work. I have my doubts about that.

5 saying an idea is completely impossible

That's a non-starter. That's out of the question.

B 2.8 Listen and check. Listen again and repeat.

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6 Work in pairs. Role-play the conversation between two film students arranging for a speaker to come to their film school.

Student A

We could invite someone from the film industry.
Like / idea?

Student B

Sound / great! Who?

How about inviting [film director]? How / sound?

That's / out / question.
Too expensive / no budget.

Maybe / invite [actor].
What / think?

Not sure / work. Lives in [another country].
Logistics / difficult.

How about [screenwriter]?
Lives / here.

That / possibility.

Could / show / one of [his/her] films / at / same time.

Like / sound / that.
Venue / schedule?

[suggest place / dates]

Seems / great idea.

LEARN TO

GIVE PRAISE

7 A Read the words we use to say something is great and underline the stressed syllables. Which of these words do you already use?

- | | |
|--------------|---------------|
| 1 Amazing! | 5 Marvellous! |
| 2 Fantastic! | 6 Brilliant! |
| 3 Excellent! | 7 Awesome! |
| 4 Wonderful! | |

speakout TIP

When you give praise, the intonation is as important as the words. Do Exercise 7B and focus on sounding enthusiastic.

B 2.9 **INTONATION: sounding enthusiastic**
Listen and repeat. Copy the intonation.

C Work in pairs. Practise the conversations using words from Exercise 7A. Then swap roles.

- A: That film is good.
B: Good? It's ... !
- A: It's a nice book.
B: Nice? It's ... !
- A: She's a good student.
B: Good? She's ... !
- A: We had a nice trip.
B: Nice? It was ... !

SPEAKING

8 A Work in groups. Choose one of these projects to plan or create your own.

- Plan a surprise birthday party for a relative.
- Make a short film.
- Organise a concert.
- Arrange an end-of-year meal for friends or colleagues.
- Invite a speaker to your school/workplace.

B Discuss the questions.

- What will you need to complete your project/plan?
We'll need financing, equipment and a schedule.
- How will you finance it? Will you need a budget?
- What logistics do you need to consider?
- What about venues and the schedule?
- Will you need to publicise the project/plan?

C Present your plan to the class. As you listen to other plans, think of questions to ask. Then say what you think of the project.

DVD PREVIEW

- 1 A** Write a list of ten creative activities. Are the activities in the box creative? Why/Why not?

fixing things around the house
 reading books kayaking cooking
 going to museums/the theatre
 playing the guitar doing housework
 making something new from
 something old going for a walk
 playing games with children

- B** Do you do any of the activities above or other creative activities?



Samantha
Presenter



Chris



Paul



Patricia



Russell



Roxanne

DVD VIEW

- 2 A** Watch Part 1 of the interviews. Which of the activities in the box in Exercise 1A do the speakers mention?

- B** Watch Part 1 again. For each speaker, make a note of what they do that is creative.

Samantha: cooking – inventing new recipes

- C** What do they say? Match 1–10 with a)–j) to make sentences.

- 1 I just love
- 2 She's brilliant at
- 3 I'd like to think I'm
- 4 My artwork is
- 5 I like to read books
- 6 I enjoy going to
- 7 I like to sort of write a few words down,
- 8 I suppose I appreciate
- 9 Basically, I have to make up stories
- 10 I was artistic but

- a) you know, museums, libraries ...
- b) a little bit creative.
- c) and make new things out of old things.
- d) inventing new recipes with any food I can find.
- e) art and things like that.
- f) fixing things around the house.
- g) I wasn't good at art.
- h) terrible.
- i) as a kind of creative act.
- j) as well as, you know, write a few sort of lyrics now and again.

- 3** Watch Part 2 of the interviews. Which speaker likes/liked:

- 1 things which are already made?
- 2 to create things with film or photography?
- 3 making music?
- 4 to do vignettes (a type of portrait photograph)?
- 5 repurposing things from old to new?
- 6 craft activities when she was at school?

- 4** Watch Part 3 of the interviews. Underline the correct alternatives to complete the information.

Julian has creative friends in the industry of ¹music/ sculpture. He used to go to school with ²an actor/ a rapper named Stormzy. He has a friend who is a YouTube phenomenon called Kyodai (also known as Roll Safe) who does a lot of videos for ³young/old people.

Philippa has creative friends who are ⁴directors/managers and spend a lot of time in rehearsal rooms or they ⁵play games/do sport or make theatre. She has a lot of creative friends because she works in ⁶the music industry/theatre.

- 5** Watch Part 4 of the interviews. Who says these things? Write the name of the speaker.

- 1 It's just natural or it is not there. _____
- 2 I realised it (my creativity) got a bit rusty. _____
- 3 You can inspire, not necessarily teach (creativity).

- 4 Everyone has it within them. You've just got to find a way of bringing it out. _____
- 5 You have to be able to let things flow naturally and just go with it. _____
- 6 You have to have some time and patience. _____
- 7 You need to stimulate creativity ... so you need to practise it. _____
- 8 Creativity is something that everyone has to varying degrees. _____
- 9 There's no right or wrong in a creative process.

- 10 Creativity can be inspired. _____

speakout a discussion



Gene



Sophie



Julian



Phillippa

6 A Work in pairs. Use the questions in the interviews and some of the expressions in Exercise 2C to write five questions about creativity to ask another student.

*Are you any good at fixing things around the house?
Do you enjoy inventing new recipes?
Would you say you're good at art?*

B Talk to other students. Ask and answer your questions.

7 A Look at the quotes below from Part 4 of the interviews. Prepare to discuss the quotes using these instructions.

- 1 Do you agree or disagree with the statements?
- 2 Think of examples from your own life and experience to support your ideas.
- 3 Make some notes.

'Everyone has creativity within them. You've just got to find a way of bringing it out.'

'There's no right or wrong in a creative process.'

'You need to stimulate creativity or it gets rusty. So, you need to practise it.'

B Work in groups. Discuss the quotes in Exercise 7A. Do you agree or disagree with each other? Tell the class about your discussion.

writeback an article

8 A Read the text. Does the writer believe that creativity is an important skill? Why/Why not?

The importance of creativity

Creativity is an important twenty-first-century skill. We need to be able to teach our children how to be creative in order to help them cope with the rapidly changing society that they live in. Employers of the future are looking for people who have creative ideas, who can come up with creative solutions to the problems we face. And yet, education seems to be overly concerned with teaching learners historical facts, teaching them the answers to questions rather than encouraging them to ask the questions themselves. It's incredibly important that we focus on skills like creative and critical thinking, helping people to work together cooperatively and encouraging our learners to think about the world in new and creative ways.

B Write a short article about creativity (150–200 words). Choose one of these titles.

- 1 The importance of creativity
- 2 Modern schooling blocks our natural creativity
- 3 Being creative won't make you rich but it might make you happy



G INDIRECT QUESTIONS

- 1 A** Complete the indirect questions.
- What are you doing later?
Can you tell me _____?
 - Where are you going at the weekend?
Can I ask you _____?
 - Who is your favourite musician/artist/designer?
Can you tell me _____?
 - Where are you going for your next holiday?
Do you have any idea _____?
 - What are your plans for the next year or two?
Do you know _____?
 - Where did you go to school?
Can you tell me _____?
 - Do you enjoy learning languages?
Can I ask you if _____?

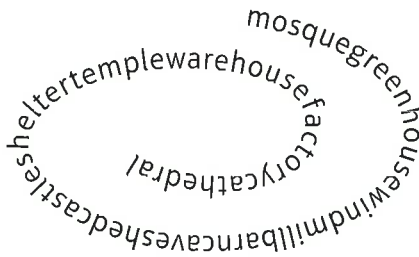
B Work in pairs. Ask and answer the indirect questions in Exercise 1A.

V ADJECTIVES TO DESCRIBE INVENTION

- 2** Underline the correct alternatives to complete the sentences.
- Where did you get that beautiful dress? It's absolutely *groundbreaking/stunning!*
 - The thing I like best about the design is that it will last a long time. It's very *durable/flimsy*.
 - I don't think anyone has ever had an idea like this before. It's *biodegradable/groundbreaking*.
 - I only bought this last month but it's broken already. The design is really *portable/flimsy*.
 - I've never seen anything like it before – it's completely *unique/clip-on*.
 - These earphones are great. They are *clip-on/novel*, so they attach to your jacket and don't fall out of your pocket.
 - These bags are 100 percent *groundbreaking/biodegradable*, so they won't harm the environment.
 - The decorations on the cake are made of sugar, so they're *functional/edible* too.

V BUILDINGS

- 3 A** Find twelve kinds of building in the word snake.



B Work in pairs. Choose one of the words in Exercise 3A. Describe it for your partner to guess.

G PRESENT PERFECT SIMPLE AND CONTINUOUS

- 4 A** Rana runs a small hotel. Read her to-do list and complete her sentences below. Use the present perfect simple or continuous form of the verbs in brackets.



- 'I _____ (work) since 5a.m.'
- 'I _____ (wait) all day for a special guest to arrive.'
- 'I _____ (clean) Room 1.'
- 'I _____ (change) the sheets in Room 1.'
- 'I _____ (listen) to the radio all afternoon.'
- 'I _____ (order) a new bed for Room 3.'
- 'I _____ (paint) the outside walls all week, but I won't finish until next week.'
- 'I _____ (take) the dog for a walk.'

B Write your own to-do list for the week. Then work in pairs and tell your partner some of the things you have done/have been doing.

F JUDGING AND EVALUATING IDEAS

- 5 A** Complete the conversation with the words in the box.

work possibility wonderful
way think sound
doubts sure

- A:** I have an idea. Let's organise an International Food Day. What do you ¹ _____?
- B:** I like the ² _____ of that. How would it work?
- A:** One lunchtime, everyone brings a dish from a different country and we taste all the dishes.
- B:** I'm not ³ _____ that'll work.
- A:** Why not?
- B:** Because most of us can't cook food from other places.
- A:** We could buy the food. There are lots of foreign restaurants here.
- B:** That might ⁴ _____, but I have my ⁵ _____.
- A:** Why?
- B:** Well, it would be better if we cooked the food ourselves.
- A:** OK, we can just ask everyone what they can cook.
- B:** That's a ⁶ _____.
- A:** For example, I can cook an Indian curry. You can cook Turkish food, right?
- B:** No ⁷ _____! I like *eating* Turkish food; I can't cook it.
- A:** Well, you can bring some pasta then. That's Italian. Anyway, do you like the idea?
- B:** It sounds ⁸ _____!

B Work in pairs. Practise the conversation in Exercise 5A.