

Unit 6: The story of stuff

1

Reading

The importance of reading

Read the text about the essential skill of reading. First decide whether the statements (1–5) are true (T) or false (F) and put a cross (☒) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

The importance of reading

Being able to read is one of the most valuable skills to acquire because it opens the doors to endless knowledge and changes our view of the world and the people who live in it. The ability to read, therefore, plays an important role in an individual's education and personal development.

Although used throughout schooling, more and more people do not think that reading is a pleasant leisure activity. For youngsters, in particular, sitting down with a book is often something they avoid if possible.

One reason for losing interest in reading is the availability of all sorts of media which seem to be far more attractive these days than the printed word. A growing number of children, teenagers and young adults alike, prefer spending their time playing online games or watching videos. Grown-ups, too, busy themselves with seemingly more exciting leisure activities rather than reading.

People who understand the importance of reading point out how vital it is that we do not stop reading but learn to appreciate its benefits. Children, especially, need to be made familiar with books and their advantages from an early age.

There are various reasons why reading is relevant. Children who are read to – or read themselves as soon as they are able to – develop a greater ability to understand different concepts while their critical thinking benefits from the stories they are confronted with. Generally, it can be said that through reading, they learn how to think independently. Being constantly spoon-fed with ideas does not make them autonomous thinkers.

Another reason for encouraging children to read is that practice makes perfect or, in other words, the more children read, the better they become at it. The more interesting and enjoyable the texts they read, the more they will want to read in general.

Furthermore, by reading, children automatically enlarge their vocabulary and improve their language competence as well as their communication skills. Readers are confronted with a great variety of grammatical structures and phrases. This has a positive effect on their spoken and written language skills.

It is high time young people begin to understand that reading is far from boring or tiresome. As soon as they pick the right book or text, they will experience quite the opposite! Reading makes our lives richer and more enjoyable because it allows us to lose ourselves in different worlds and, ultimately, the world of our imagination.

	Statements	T	F	First four words
0	Reading opens the door to the world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Being able to read
1	Reading is as popular now as it has always been.	<input type="checkbox"/>	<input type="checkbox"/>	
2	Children, teenagers and adults like spending their time with things other than reading.	<input type="checkbox"/>	<input type="checkbox"/>	
3	Children should be made familiar with books as soon as they can read.	<input type="checkbox"/>	<input type="checkbox"/>	
4	People enjoy reading because it improves their communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	
5	People who think reading is boring haven't found the right book or text yet.	<input type="checkbox"/>	<input type="checkbox"/>	

2 Listening

How to make the most delicious lasagna

Go to <https://www.youtube.com/watch?v=GK7GOblUCWU>. Watch the video 'How to make Jamie's Lasagna | Jamie Oliver' and while watching make notes so that you can prepare the lasagna without having to watch the video again. First, make a list of ingredients. Then listen again and write down the preparation instructions.

Ingredients	Preparation instructions

3 Writing

Describing objects

Go online and find an interesting historical artefact¹. Write 80–100 words to describe it, using the passive where appropriate, including the following points:

- material
- colour
- size
- where it was made
- why it is interesting/important

¹artefact: a man-made object, especially one of historical importance

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Language

What material is it?

Match the descriptions (1–8) with the materials from the box.

cotton ■ glass ■ leather ■ metal ■ paper ■ plastic ■ stone ■ wood

- 1 Examples of it are iron, gold and silver: _____
- 2 It can be shaped into toys, water bottles, keyboards, etc.: _____
- 3 Shirts are usually made of it: _____
- 4 It comes from trees: _____
- 5 Windows are made of it: _____
- 6 Castles and castle walls are made of it: _____
- 7 Book pages are made of it: _____
- 8 Shoes and boots are often made of it: _____

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Language

Describing objects

Complete the sentences (1–10) with the expressions from the box.

It's ■ It's ... with ■ It's ... by ■ It's made of ■ It has ■ It weighs

- 1 _____ metal.
- 2 _____ flowers on the top.
- 3 _____ light green.
- 4 _____ five _____ seven cm.
- 5 _____ wood and stone.
- 6 _____ very small _____ wings.
- 7 _____ four kilos.
- 8 _____ coloured pictures.
- 9 _____ about 12 cm _____ 14 cm.
- 10 _____ 25 grams.

6

Language

Describing objects

Write sentences using the words below.

A chopping board / bowl / spatula / tin opener / whisk / garlic press is used to ...

It's made of ...

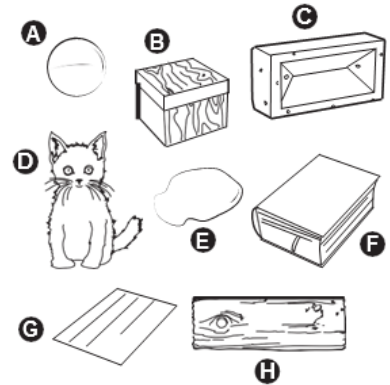
7

Language

Describing objects: adjectives

a Circle the correct adjective in each pair so the descriptions match the pictures.

- A The glass ball is smooth / rough and thin / round.
- B The box is rectangular / square.
- C The brick is rectangular / square.
- D The kitten's fur is soft / rough.
- E The rock is hard / flat.
- F The book is thick / thin.
- G The piece of metal is thick / thin and flat / round.
- H The wood is soft / rough.



b Put the nine adjectives into two lists.

- 1 describing shape or appearance: _____
- 2 describing what it feels like: _____

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Language

Describing objects

Match the sentence parts to make phrases for talking about a possession.

- | | | |
|-----------------|--------------------------|-----------------------|
| 1 It helps | <input type="checkbox"/> | a since / for ... |
| 2 My favourite | <input type="checkbox"/> | b love it because ... |
| 3 It was | <input type="checkbox"/> | c given to me by ... |
| 4 It's | <input type="checkbox"/> | d made of ... |
| 5 I've had it | <input type="checkbox"/> | e of ... |
| 6 I need it | <input type="checkbox"/> | f me to ... |
| 7 I absolutely | <input type="checkbox"/> | g for ... |
| 8 It reminds me | <input type="checkbox"/> | h thing is ... |

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Language

Some or any

Complete the conversations with some or any.

- 1 A: Hello, can you give me _____ information about the market?
B: Of course. Well it's open from 8 am until 3 pm, and ...
- 2 A: I think I'll cook tonight. Do you have _____ meat? Chicken or something?
B: Yes, I do. And there's _____ rice in the cupboard.
- 3 A: Excuse me, do you have _____ Mozart CDs?
B: Sure, just over there.
- 4 A: Are you OK there? Can I help with anything?
B: Actually, erm, I do need _____ help. Can you tell me where the milk is, please?

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Language

Some or any

Complete the conversations with *some* or *any*.

- 1 **A:** Can I offer you _____ of this cake to try? It's on offer today.
B: Er ... yes, I'll try _____. Mmmm, it's really good.
- 2 **A:** I haven't got _____ milk left.
B: It's OK, I think I've got _____. Yes, here you are.
- 3 **A:** Would you like _____ of these strawberries?
B: I've had _____ already actually, but thanks anyway.
- 4 **A:** Do you have _____ roast chicken?
B: I'm afraid there aren't _____ left. I sold the last one two minutes ago.

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Language

Passives

Complete the sentences with the present simple or past simple passive of the verbs in brackets.

- 1 Tennis _____ (play) on a rectangular court with a net.
- 2 The cathedral _____ (build) at the start of the 14th century.
- 3 Spanish _____ (speak) in many South American countries.
- 4 All the goals _____ (score) during the first half of the match.
- 5 I read today that more than 2,000 new plants _____ (discover) each year!
- 6 Archaeologists believe the wheel _____ (invent) over 10,000 years ago.
- 7 Sixty extra workers _____ (employ) by the company last year.
- 8 Every day the BBC World Service _____ (listen) to by millions of people around the world.

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Language

Passives

a Complete the quiz questions with the correct form of the passive, present or past.

- 1 Farsi _____ (speak) in Turkey / Iran / Iraq.
- 2 In 1867, Alaska _____ (sell) to the USA by Russia / Britain / Canada.
- 3 In English, baby elephants _____ (call) 'kids' / 'calves' / 'cubs'.
- 4 The first football World Cup _____ (win) in 1930 by Argentina / Brazil / Uruguay.
- 5 *Ulysses*, by James Joyce, _____ (write) in the 18th / 19th / 20th century.
- 6 The Yellow River _____ (locate) in Cambodia / China / Korea.
- 7 The 2005 Nobel Prize for Literature _____ (give) to Elfriede Jelinek / John Irving / Harold Pinter.

b Do the quiz. **Circle** the correct answers.

c In groups, write four more quiz questions.

d Exchange quizzes with another group. Do the quiz and then check your answers together.

13 Language

Cooking verbs

Write the correct cooking verbs under the pictures.



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Key

1

Reading

The importance of reading

	Statements	T	F	First four words
0	Reading opens the door to the world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Being able to read
1	Reading is as popular now as it has always been.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	One reason for losing
2	Children, teenagers and adults like spending their time with things other than reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A growing number of
3	Children should be made familiar with books as soon as they can read.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Children who are read to
4	People enjoy reading because it improves their communication skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reading makes our lives
5	People who think reading is boring haven't found the right book or text yet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As soon as they

2

Listening

How to make the most delicious lasagna

Ingredient list	Preparation instructions
<p>Ragu smoked pancetta bay leaves garlic rosemary carrots celery red onions minced meat (pork and beef) salt pepper nutmeg 2 small glasses of red wine 2 tins lentils 2 tins of plum tomatoes water</p> <p>White sauce 50 gramms butter leek 4 tablespoons flour 1 litre milk cheddar parmesan smoked mozzarella</p> <p>Fresh lasagna noodles</p>	<p>Step 1 Chop carrots, celery and red onions. Then, finely slice the smoked pancetta.</p> <p>Step 2 Fry the smoked pancetta in a pan and add oil, bay leaves, garlic and rosemary. Then, add the carrots, the celery and the red onions. Fry the vegetables for about five minutes. Push the vegetables to one side and put in the minced meat and fry for another five minutes. Season with salt, pepper and nutmeg. Next, add 2 small glasses of red wine, 2 tins of lentils and 2 tins of plum tomatoes. Then fill up your tins with water and pour it into the ragu. Let that simmer for about an hour and a half.</p> <p>Step 3 For the white sauce, put 50 grams of butter in a pan. Chop leek and put it into the sizzling butter. Add four tablespoons of flour and stir that in. Then, pour a litre of milk into the pan, stir for a bit and then blend it. Finally, add grated cheddar cheese, parmesan and some smoked mozzarella.</p> <p>Step 4 Build the lasagne: take two ladles of the ragu, then put the lasagna noodles on top, and put some of the white sauce over the noodles. Keep repeating this procedure until you run out of ingredients. Then finish it off with some grated cheese.</p> <p>Step 5 Put it in the oven at 180°C for 40 to 45 minutes.</p>

4 Language

What material is it?

- 1 Examples of it are iron, gold and silver: **metal**
- 2 It can be shaped into toys, water bottles, keyboards, etc.: **plastic**
- 3 Shirts are usually made of it: **cotton**
- 4 It comes from trees: **wood**
- 5 Windows are made of it: **glass**
- 6 Castles and castle walls are made of it: **stone**
- 7 Book pages are made of it: **paper**
- 8 Shoes and boots are often made of it: **leather**

5 Language

Describing objects

- | | |
|-------------------------------------|--------------------------------------|
| 1 It's made of metal. | 6 It's very small with wings. |
| 2 It has flowers on the top. | 7 It weighs four kilos. |
| 3 It's light green. | 8 It has coloured pictures. |
| 4 It's five by seven cm. | 9 It's about 12 cm by 14 cm. |
| 5 It's made of wood and stone. | 10 It weighs 25 grams. |

7 Language

Describing objects: adjectives

a

- A The glass ball is smooth / rough and thin / round.
- B The box is rectangular / square.
- C The brick is rectangular / square.
- D The kitten's fur is soft / rough.
- E The rock is hard / flat.
- F The book is thick / thin.
- G The piece of metal is thick / thin and flat / round.
- H The wood is soft / rough.

b

- 1 describing shape or appearance: **thin, round, rectangular, square, flat, thick**
- 2 describing what it feels like: **smooth, rough, soft, hard**

8 Language

Describing objects

- | | |
|-----------------|-----------------------|
| 1 It helps | f me to ... |
| 2 My favourite | h thing is ... |
| 3 It was | c given to me by ... |
| 4 It's | d made of ... |
| 5 I've had it | a since / for ... |
| 6 I need it | g for ... |
| 7 I absolutely | b love it because ... |
| 8 It reminds me | e of ... |

9

Language

Some or any

- 1 **A:** Hello, can you give me **some** information about the market?
B: Of course. Well it's open from 8 am until 3 pm, and ...
- 2 **A:** I think I'll cook tonight. Do you have **any** meat? Chicken or something?
B: Yes, I do. And there's **some** rice in the cupboard.
- 3 **A:** Excuse me, do you have **any** Mozart CDs?
B: Sure, just over there.
- 4 **A:** Are you OK there? Can I help with anything?
B: Actually, erm, I do need **some** help. Can you tell me where the milk is, please?

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Language

Some or any

- 1 **A:** Can I offer you **some** of this cake to try? It's on offer today.
B: Er ... yes, I'll try **some**. Mmmm, it's really good.
- 2 **A:** I haven't got **any** milk left.
B: It's OK, I think I've got **some**. Yes, here you are.
- 3 **A:** Would you like **some** of these strawberries?
B: I've had **some** already actually, but thanks anyway.
- 4 **A:** Do you have **any** roast chicken?
B: I'm afraid there aren't **any** left. I sold the last one two minutes ago.

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Passives

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13

Language

Cooking verbs

A	stir	C	cut	E	toss	G	pour	I	shake	K	crush
B	chop	D	serve	F	grate	H	season	J	simmer	L	deep-fry