2 makers

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

LISTENING
2.2 Listen to a radio programme
2.3 Listen to a conversation about making a film
2.4 Watch people talking about creativity

READING
2.1 Read an article about an amazing builder
2.3 Read about making a movie

WRITING
2.2 Write a product description
2.4 Write an article

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BUILDERS p23
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CREATIVITY p28
2.1 GENIUS INVENTIONS

VOCABULARY

ADJECTIVES TO DESCRIBE INVENTIONS

1. 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?

2. Match the adjectives in the box with their uses.

   - stunning
   - groundbreaking
   - flexible
   - durable
   - edible
   - 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

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

LISTENING

3 A 2.2 Listen to a radio programme. Which of the inventions in the photos are mentioned?

   Student A: Bubble Tank
   Student B: Toasteroid
   Student C: Bluetooth-enabled toothbrush
   Student D: Nod Pod

GRAMMAR

QUESTION FORMS; INDIRECT QUESTIONS

4 A 2.2 Listen and complete the questions from the radio programme.

1. Can I ask you what ________ about these inventions?
2. ________ developed the idea?
3. ________ 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 4A with descriptions a–d.

   - a direct question (with do/does as the auxiliary)
   - a direct question (with a modal auxiliary)
   - an indirect question
   - a subject question

C Underline the correct alternatives to complete the 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.).

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

   1. you / this / can / about / you / invention / know / ask / what / it?
   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 / it?
   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.

SPEAKING

7 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/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.
**WRITING**

**A PRODUCT DESCRIPTION; LEARN TO WRITE PERSUASIVE COPY**

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 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, a bottle opener, a nail file, and a serrated knife, all contained in a small and light package.

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 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.

<table>
<thead>
<tr>
<th>coffee water</th>
<th>hairclip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the item. (What is it?)</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Give details about the design of the item (colour, size, material, function).</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Include information about the price/shopping/availability.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Background information (e.g. who designed it, what research was involved)</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Closing incentive (why you should buy this item)</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
</tbody>
</table>

1. You can now grow your own armchair with grass from your garden lawn! Terra is for gardening enthusiasts, who are looking for something a little different for their garden.

2. 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 and only take two months to grow.

3. A peaceful afternoon enjoying your garden sunshine, then Terra chairs! 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!

4. Terra is made of glass?

5. places where people live: shelter.

6. A large natural hole, often under the ground.

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

1. Traditionally where kings and queens live?
2. Uses the movement of air to create energy?
3. Stores gardening tools?
4. Can be a place for the homeless to sleep?
5. Is made of glass?

**VOCABULARY BUILDINGS**

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 mosque

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

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

2. Buildings used to store things: warehouse, barn.
3. Buildings for plants or animals: barn.
4. Buildings for generating energy or making industrial products: windmill.
6. A large natural hole, often under the ground.

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

1. Traditionally where kings and queens live?
2. Uses the movement of air to create energy?
3. Stores gardening tools?
4. Can be a place for the homeless to sleep?
5. Is made of glass?

2 A 5.4. SILENT LETTERS Listen and repeat the words in Exercise 1A. Which words have a silent d, a silent t and a silent u?

B 5.5 Underline the silent letters in the sentences. Then listen, check and repeat. What other words do you know that have silent letters?

1. The shed has a cupboard.
2. The cathedral has tall columns.
3. He knocked on the door of the temple.
4. The temple is on an island.
5. There’s a guard in front of the castle.
6. He owns the whole factory.

C Discuss the questions.

1. Which story do you like the best? Why?
2. What do you think of the people in the stories? What motivates them?
3. If you could build a building for your town/city, what would it be?
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 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 but he understood the diagrams and pictures. Realising that wind power could generate enough electricity to help his family, he began to 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 second windmill, which he named after his hero, James Dyson. It was even better.

Kamkwamba has become a household name. Kamkwamba then constructed a third windmill, 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 his story has found international fame, appearing on numerous television programmes.

The windmill was built using wooden blocks to make towers that I topped with a wheel. I used plastic pipes for the water channels. I constructed bridges made of dry pasta and glue. They were so accurate in scale, so reliable in construction that we could stand on them in my bedroom. I 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 second windmill, which he named after his hero, James Dyson. It was even better.

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2.3 SOUNDS LIKE A PLAN!

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 feed? 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!

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 b) financing c) schedule 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. It’s 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.

B: Student B

| That might work. I’m not convinced about that. |
| Do you like the idea? No way. That looks/sounds great! |
| asking for an evaluation of an idea |
| What do you think? How does that sound? |
| saying an idea is possible |
| It has potential. That’s a possibility. |
| saying an idea is very good |
| That seems like a really good idea. I like the sound of that. |
| saying an idea might not work |
| I’m not sure that’ll work. I have my doubts about that. |
| saying an idea is completely impossible |
| That’s a non-starter. That’s out of the question. |

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!
2 Fantastical!
3 Excellent!
4 Wonderful!

B 2.8 INTONATION: sounding enthusiastic
Listen and repeat. Copy the intonation.

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

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

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.

1 What will you need to complete your project/plan? We’ll need financing, equipment, and a schedule.
2 How will you finance it? Will you need a budget?
3 What logistics do you need to consider? What about venues and the schedule?
4 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.
CREATIVITY

**DVD PREVIEW**

1. Write a list of ten creative activities. Compare your list with other students. Would you include these items as creative activities? Why/Why not?

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

2. Do you do any of the activities above or others which you would describe as creative?

**DVD VIEW**

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

   - Samantha: cooking – inventing new recipes
   - Gene: playing games with children
   - Sophie: doing housework
   - Chris: reading books
   - Paul: fixing things around the house
   - Paul: making something new from something old
   - Julian: going for a walk
   - Julian: playing games with children
   - Roxanne: doing housework
   - Patricia: fixing things around the house
   - Philippa: doing housework

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

   a) things which are already made?
   b) to create things with film or photography?
   c) making music?
   d) to do vignettes (a type of portrait photograph)?
   e) repurposing things from old to new?
   f) 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 music/sculpture. He used to go to school with an actor/rappler named Stormzy. He has a friend who is a YouTube phenomenon called Kyoda (also known as Roll Safe) who does a lot of videos for young/old people.

5. Watch Part 4 of the interviews. Who says these things?

   - 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 the 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. Everyone has creativity within them. You've just got to find a way of bringing it out.
   - 9. ‘There’s no right or wrong in a creative process.’
   - 10. ‘You need to stimulate creativity or it gets rusty. So, you need to practise it.’

6. 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?

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

8. 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.’

8. 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. 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 Work on 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
2.5 LOOKBACK

**INDIRECT QUESTIONS**

1A Complete the indirect questions.
1 What are you doing later? Can you tell me ______?  
2 Where are you going at the weekend? Can I ask you ______?  
3 Who is your favourite musician/artist/designer? Can you tell me ______?  
4 Where are you going for your next holiday? Do you have any idea ______?  
5 What are your plans for the next year or two? Do you know ______?  
6 Where did you get that beautiful dress? It's absolutely ______/______!
7 The decorations on the cake are made of sugar so they're ______/______ too.

**BUILDINGS**

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

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

**JUDGING AND EVALUATING IDEAS**

5A 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 ______?  
B: I like the ______ 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 ______ 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 ______, but I have my ______.  
A: Why?  
B: That's a ______.  
A: For example, I can cook an Indian curry. You can cook Turkish food, right?  
B: No ______! 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 ______!

**ADJECTIVES TO DESCRIBE INVENTIONS**

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

**PRESENT PERFECT SIMPLE AND CONTINUOUS**

4A 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.

1 ‘I ______(work) since 5 a.m.’  
2 ‘I ______(wait) all day for a special guest to arrive.’  
3 ‘I ______(clean) Room 1.’  
4 ‘I ______(change) the sheets in Room 1.’  
5 ‘I ______(listen) to the radio all afternoon.’  
6 ‘I ______(order) a new bed for Room 3.’
7 ‘I ______(paint) the outside walls all week, but won’t finish until next week.’  
8 ‘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.