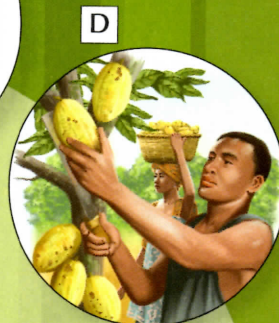


The early stages of making *chocolate*



– a traditional family business in West Africa

To begin with, cocoa pods are cut from cocoa trees with large knives, taking care not to damage nearby flowers. The women of the family collect the pods in large baskets, which they carry on their heads. Next, the pods are split open with a knife and the beans are removed. Following this, a pile of wet

cocoa beans is put on banana leaves, which are spread out in a circle on the ground. More leaves are put on top to cover the pile. After five to six days, the wet mass of beans is dried in the sun. Lastly, the beans are put into sacks for transport all over the world.

WRITING SKILLS: describing a process

5 The pictures above show the early stages of making chocolate. What do you think is the correct order? Read the text and check.

6a **Linkers** Sequencing phrases (e.g. *to begin with*) tell us the order in which things happen. Underline the sequencing phrases in the text.

6b Which other sequencing phrases do you know?

7 We usually use the passive when we are describing a process. Underline the examples of the passive in the text above.

8 The pictures below show the early stages of tea production. Write a paragraph describing the process, using the nouns and verbs below and some sequencing phrases.

Use these nouns: fields, leaves, machine, tea plants, special beds

Use these verbs: crush, dry, grow, pick, plant



about a year



about four years



10–20 hours

7 Complete this description of chart A.

The chart shows the number of boys and ¹_____ who took the GCSE ²_____ exam in ³_____ between 1993 and ⁴_____, and how many of them passed the exam with the highest ⁵_____, A to C.

8 Look carefully at chart A and choose the best answer.

- The red bar shows the number of boys who took the exam / passed the exam with grades A to C.
- The blue bar shows the number of girls who took the exam / passed the exam with grades A to C.
- In 1997, about 13 / 130 / 1,300 / 13,000 girls took the exam.
- In 2001, about 15 / 150 / 1,500 / 15,000 girls passed the exam with grades A to C.

9a Describing graphs Look at these words and answer the questions below.

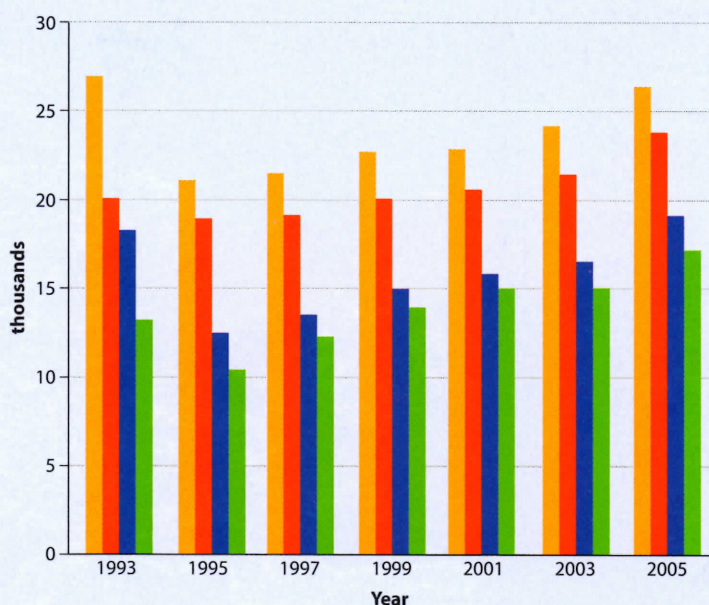
an increase fell a rise a decrease
decreased rose increased a fall

- Which are nouns? Which are verbs?
- Which are about going up? Which are about going down?
- Which words mean the same?

9b Complete this summary of the important information we get from chart A. Use the words in the box above. (For each gap, two answers are possible.)

Between 1993 and 2005, more boys than girls took the exam. Looking at the chart in more detail, we can see that between 1993 and 1995, there was ¹_____ in the number of boys who took the exam. The number of girls who took the exam also ²_____. In contrast, from 1997 to 2005, there was ³_____ in the number of boys who took the exam and there was also ⁴_____ in the number of boys who passed the exam with grades A to C. In a similar way, the number of girls who took the exam ⁵_____, and the number of girls who passed the exam with the highest grades also ⁶_____. Overall, there was ⁷_____ in the total number of students who took the exam between 1997 and 2005, and passed with grades A to C.

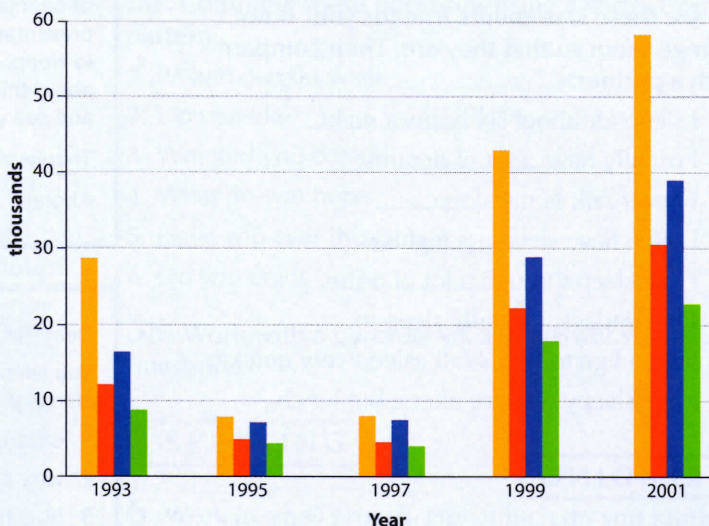
A GCSE attempts and success rate at grades A to C – England (subject: Chemistry)



Boys: entries (1,000s) Boys: A to C (1,000s)
Girls: entries (1,000s) Girls: A to C (1,000s)

10 Now write about chart B. Describe a) what it is about and b) some of the most important information.

B GCSE attempts and success rate at grades A to C – England (subject: Computer Studies)



WRITING SKILLS: a story

5 Discuss these questions in small groups.

- 1 What kind of stories do you like?
- 2 Do you like folk stories or legends? Why / Why not?
- 3 Are there any stories about the beginning or discovery of your country?

6 Read the Maori story below about the discovery of New Zealand. How do you think it will end? Turn to page 119 to check your ideas.

7 Match these headings to the paragraphs 1–6 of the story. (This includes the ending on page 119.)

- | | |
|-----------------|---------------------------|
| a) final events | d) background information |
| b) later events | e) result/conclusion |
| c) first events | |

8a **Time expressions** Underline all the time expressions in the text (e.g. *soon*, *after a while*).

8b Choose the best word or phrase.

- 1 I was lying on the beach with my eyes closed. *Soon* / *After some time* / *Suddenly* something jumped on top of me.
- 2 Water poured into the boat. *At last* / *In the end* / *Before long* it sank.

- 3 We saw an island in the distance. *At that moment* / *Soon* / *Suddenly* we reached the coast.
- 4 Every day he went fishing. Every day he failed to catch anything. *Soon* / *Finally* / *At that moment*, after several weeks, he caught a tiny fish.

9a We can use adjectives to make a description more interesting. Underline all the adjectives in the text.

9b Add these adjectives to the sentences. (More than one answer is sometimes possible.)

brave dangerous difficult fierce giant

- 1 I saw a fish, about three metres long.
- 2 The king fought the dragon.
- 3 There was a dog at the gate.
- 4 Twenty men and women made the journey.
- 5 We looked for a bridge to cross the river.

10 Write a story about one of these topics.

- a folk story from your country
- a strange dream
- the worst night of your life

Use the paragraph structure in Exercise 7 and some of the words and phrases you underlined in Exercise 8a. Make your description interesting by using adjectives.

The discovery of New Zealand – a Maori legend

- 1 Kupe was a great fisherman and chief who lived on the island of Hawaiiiki (Tahiti). When the moon was full, Kupe and the other fishermen went out to sea and caught fish. Usually, they caught lots of fish, of all colours and sizes.
- 2 One night, the fishermen did not catch a single fish. They realised that a large octopus was eating all the fish. Kupe gathered his people and told them his plan. 'Without fish we cannot live here. We're going to find this giant octopus and kill it, however long it takes!' The people built an enormous canoe. When it was ready, they loaded it with food and water and prepared for a long sea journey. In all, there were seventy-two brave people on board, including Kupe's wife and children.
- 3 They chased the sea monster across the endless Pacific Ocean for many days and nights, but the octopus was much faster than the canoe. The food and water were running out, and the people were suffering. Finally, one morning, Kupe's wife, Hine-te-Aparagi, saw a long cloud in the distance. Land was near! She named the land Aotearoa, land of the long white cloud. Everyone in the boat was amazed by this beautiful new country.
- 4 Before long, they landed the canoe on the east coast and collected fresh food and water. Then, with fresh energy, they chased the octopus down the east coast. After some time, Kupe and his friends entered a dangerous area of water between the north and south islands of Aotearoa and at last they caught the octopus. A fierce sea battle began. The octopus smashed its strong arms into the canoe and made a hole in the side of it. Then the octopus held the canoe very tightly. It seemed that the end was near for Kupe.

