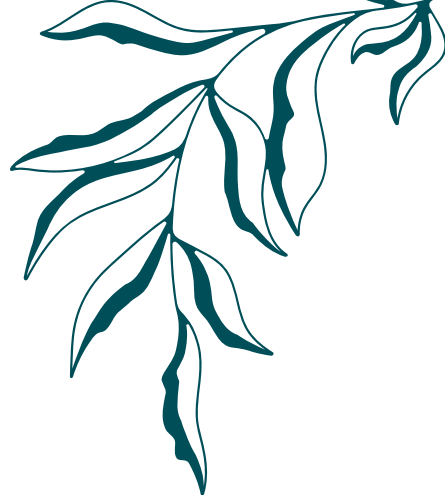


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This unit explores how English has spread across the world through history, culture, sport, and the arts, and how it continues to shape identities in former colonies and beyond.

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Through global case studies, you develop intercultural awareness and the ability to discuss historical and contemporary issues in English.

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Emphasis is placed on real-life language use, preparing learners to communicate clearly and confidently in future studies and working life.

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The unit strengthens critical media literacy and encourages responsible consumption and discussion of news in English.

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This unit explores future opportunities in education, careers, and personal development, highlighting how motivation, effort, and decision-making shape life choices.

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The unit encourages reflection on goals and values while developing language skills for discussing plans, experiences, and aspirations.

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In this unit, we explore the building blocks of stories, looking at how characters, plots and places are weaved together into compelling tales.

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The unit encourages creative thinking and idea generation while developing a knowledge of the elements of stories and how they work together

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This section helps you understand how different text types serve different purposes and how clear structure supports effective communication.

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The section supports independent writing by providing models, strategies, and language guidance that help you express ideas clearly and appropriately.

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This section explores how different kinds of spoken communication serve specific purposes and how clear structure and delivery strengthen your message.

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The section encourages confident oral communication by offering examples, practical strategies and helpful language you can use to express yourself.

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This section provides a clear and accessible reference to essential English grammar needed for reading, writing, speaking, and listening.

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The section is designed as ongoing support that you can return to throughout the course.

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Show what you know!

1. In what ways have former British colonies made sports like cricket and rugby their own?
2. What does the rivalry between England and its former colonies in sports like cricket and rugby tell us about their shared history?
3. The text mentions that sports have become “a stage for colonised peoples to take on their former rulers.” What do you think this means?
4. The Ashes is described as a “friendly but fierce contest.” What does this phrase suggest about how former colonies relate to Britain today?
5. How has these sports changed from the time of the British Empire to today?



Think about it!

Rivalries between nations are a big thing in sport, especially when former colonies or enemies meet on the playing field. Why do you think meetings between rivals make sport more exciting – does any particular rivalry stick out to you? Take notes.



Talk about it!

In pairs or in small groups, share your thoughts. Had you thought about the same things? What was different? Try to explain your thoughts to each other.



Listen up!

Listen to Julie and Angus talking about the rivalry between England and Scotland in rugby.

- Before you begin, read through the questions so you know what to listen for. Take notes while you listen.
- After listening, answer the questions as clearly and completely as you can.

1. How do Julie and Angus show that this rivalry means more to them than just a game?
2. What memories or feelings does Angus share that show how important rugby is to him?
3. What does Julie mean when she says, “You feel all the history behind it”?
4. What do their comments about meeting “for a pint and a laugh afterwards” tell us about the relationship between the two teams and fans?
5. Rivalries can exist in sport, music, or even school life — why do you think friendly rivalry can be both fun and meaningful?



Sharpen your skills!

Idioms are expressions that have a special meaning that is different from the literal one. In *Listen up!* you heard two idioms — “shivers down my spine” and “fire in our bellies.” Can you figure out what these and the following idioms mean? Match each idiom with its correct meaning.

shivers down my spine

to do something that is sneaky or against the rules

fire in our bellies

to take criticism very seriously

heart in your mouth

to have an advantage over an opponent

take it to heart

to be in the same situation as someone else

a level playing field

to be very excited or nervous in the heat of the moment

keep your chin up

to feel passionate or excited

throw in the towel

to feel an intense, pleasurable wave of emotion

have the upper hand

a situation that is fair and equal for everyone

hit below the belt

to keep going when things are going against you

in the same boat

to give up or admit defeat



Show what you know!

1. Why did people first start singing work songs when farming or building?
2. How did singing help people work together on large projects like building railroads
3. In what way do the work songs and sea shanties described show that music can connect people through shared experience
4. Why do you think the song “I’ve Been Working on the Railroad” has changed and gained new verses over time



Sharpen your skills!

Combine the words on the left with the corresponding words on the right to make expressions that are similar to phrases used in the text. Use each word only once. Even if more than one combination seems possible, there is only one correct way to use **all** the words.

work	hours
sing	work
keep	effort
build	together
face	work
team	danger
dangerous	time
long	a song
hard	railroads



Think about it!

The text explains how work songs made it easier for people to work in unison, but do you think there could be other (more psychological) benefits from work songs? Take notes.



Write about it!

A song like *Strange Fruit* evokes strong emotions. This song has strong imagery. Read through the lyrics and write a short **reflective text** where you express your own thoughts and reactions to it. Use examples from the song to explain your thoughts and reflections. **Length:** approximately **250** words.



Listen up!

Listen to an interview with Andra Day, where she talks about portraying Billie Holiday in the 2021 film *The United States vs. Billie Holiday*.

- Before you begin, read through the questions so you know what to listen for. Take notes while you listen.
- After listening, answer the questions as clearly and completely as you can.

1. How did the actor choose her stage name?
2. What does Andra Day say about the song *Strange Fruit*?
3. What does Andra Day say about the power of music?
 - a) That it is important to be powerful.
 - b) That it has the power to heal.
 - c) That it has spiritual power.

be associated with – be connected to or linked with something

a lynching – a killing by a mob, often used to terrorize Black people in the U.S.

incomparable – so good or unique that nothing else can be compared to it

regal – looking or feeling like royalty, grand and elegant

prostrate – lying down or feeling so overwhelmed you can't stand up

had conspired – had secretly worked together toward a plan

ultimately – in the end

devotion – deep focus, dedication or spiritual commitment

to weather the storm – to get through a very difficult situation

intentionally – on purpose

suppressed – held back or prevented from being known

unadulterated – completely pure or unchanged, especially in its truth or meaning

The Building Blocks:

What makes up a sentence?

Language is like a big puzzle of words that like to “socialise” with other words. They come from different “friend groups” and we could categorise them based on their “looks”, “personality” and which friends they like to be around. We refer to these categories as **parts of speech** (or **word classes**). Let’s look at examples from the unit and try to gain a deeper understanding of their functions.

n. – noun
adj. – adjective
v. – verb
adv. – adverb
pron. – pronoun
det. – determiner
conj. – conjunction
prep. – preposition

Example 1:

The English language became a truly global cultural export.

det. adj. n. v. det. adv. adj. adj. n.

Activity 1

Work in pairs or small groups and discuss the following questions.

1. Which parts of speech do you recognise? Which names are similar and which differ from the terms you have learned in your Swedish class?
2. What is the function of each word class? What “work” do they do in a sentence?
3. Which parts of speech are used together with which others? Are all combinations of two parts of speech possible in any word order?
4. Imagine we had to permanently remove two parts of speech from the language. Which two would be the best candidates? Would sentences and communication still make sense without nouns, verbs, etc.? Explain your reasoning and give examples.

Example 2:

The spread of English globally gave us new insights and created the

det. n. prep. n. adv. v. pron. adj. n. conj. v. det.

conditions for cultural exchange, particularly through sport and the arts.

n. prep. adj. n. adv. prep. n. conj. det. n.

Activity 2

Work in pairs or small groups and discuss the following questions.

1. Which three parts of speech were not found in Example 1? How would you explain their function based on Example 2?
2. As you can see, the word ‘English’, although it looks the same, is used differently in Example 1 and in Example 2 above. Based on the two word classes we have analysed it as, can you explain the two different meanings of ‘English’?
3. If we wanted to replace the pronoun used in Example 2 with at least three words, what could we write there instead?
4. All the adverbs in our examples have one thing in common (in terms of how they are formed). Can you identify what?
5. Many words have “siblings” belonging to other classes. For example, the **adverb** *truly* is related to the **adjective** *true* and the **noun** *truth*. Which other “family relationships” among the words in our examples above can you point out?

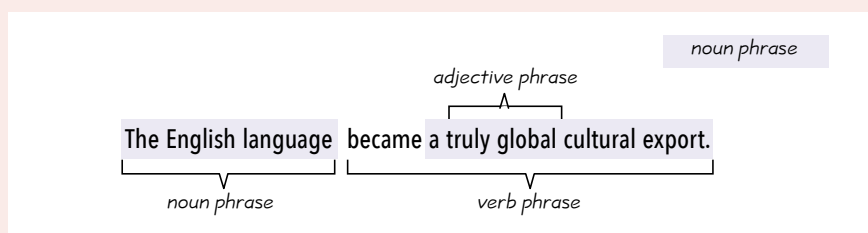
As you have observed, some parts of speech naturally team up with others.

Determiners (e.g. articles such as **the** or **a/an**) come before nouns. If we want to add a description to the noun, we can add an **adjective** between the determiner and the noun. We say that both these *modify* the noun.

Adverbs, on the other hand, cannot modify nouns. Instead, they modify verbs, adjectives or other adverbs.

Stretches of words that modify a **main word** are called **phrases** and named after the main word. Hence, the phrase “The English language” is a **noun phrase** (main word = ‘language’ = noun) and the phrase “truly global” is an **adjective phrase** (main word = ‘global’ = adjective).

Modifiers can also appear after a **main word** and form a phrase. Hence, the structure “give [someone] [some type of] insights [into something]” is analysed as a **verb phrase** (main word = ‘give’ = verb), whereas “through sport and the arts” can be understood as a **prepositional phrase** (main word = ‘through’ = preposition). Please note that individual words in a sentence can form part of several overlapping phrases and that entire phrases can function as modifiers of other phrases, as illustrated in the following example:



Activity 3

Work in pairs or in small groups. Together, identify phrases based on parts of speech in the following excerpt. Take some time to think and note down a couple of word chunks you would say belong together. Identify the part of speech the main word belongs to. Then share your analysis with your class.

Example: The main word in the phrase ‘**natural beauty**’ is ‘*beauty*’, which is a noun. Hence, it is a *noun phrase*.

Thanks to its **natural beauty**, Fiji’s economy is driven primarily by tourism, which attracts visitors to its resorts, with scuba-diving particularly popular with them. Agriculture, and in particular sugar, has long been an important part of the local economy, but climate change is now posing challenges for crops and coastal communities in the Fijian islands.

Individual **words** can be combined into **phrases**, which then build **sentences**. But there is another important level in grammar: the **clause** level. You may remember from Swedish lessons that a complete sentence needs at least one **main clause**, and that more advanced sentences can include more main clauses or add **dependent clauses**. So, what is a **clause**? To cut a long story short, a clause expresses one idea or action. It must

include at least a **verb element** (the action) and a **subject** (the “doer” of the action). Other **clause elements**, like **objects** or **adverbials**, can also be added to provide more information about the main idea expressed by the verb.

But why is this important to you? Well, a very common grammar mistake in student writing is incorrect **subject-verb agreement**. To avoid this, first check whether the subject is **singular** or **plural** and then determine which pronoun could replace it. If the subject is singular and could be replaced by *he*, *she*, or *it*, remember to add an -s to the verb that the subject is performing. If any other pronoun fits, use the **base form** of the verb. This helps keep your clauses clear and grammatically correct. It is especially important with plural subjects (replaced by *they*), where many Swedish speakers tend to overuse the -s ending to the verb.

Let's look at some examples from the text about sports in the former colonies (p.24):

Sports have also become more diverse.

plural subject = replaced by pronoun **they** We don't say 'they **has**'

The huge popularity of cricket has gradually erased the boundaries of class and gender.

singular subject = replaced by pronoun **it** We don't say 'it **have**'

Some of the most popular global media and TV events are related to sports.

plural subject = replaced by pronoun **they** We don't say 'they **is**'

One of the major arenas for cultural exchange in our world is sport.

singular subject = replaced by pronoun **it** We don't say 'it **are**'

Activity 4

Work in pairs. Fill in the gaps with correct verb forms. Follow the steps below to figure out the correct answer.

1. Identify the subject.
2. Check its quantity (singular or plural)
3. Fill in the correct verb form so that the subject and verb agree grammatically.

- a) The woman with ten children ... my neighbour. (is / are)
- b) Her children ... to play rugby in the evening. (likes / like)
- c) Arts, storytelling and dance ... vital parts of Fijian life. (is / are)
- d) Their empire also ... knowledge and cultural influence.
(exports / export)
- e) I, after all this time analysing clause elements, still ... a bit confused. (is / am)
- f) The entire population ... making enormous contributions.
(was / were)

Let's judge!

So, let's recap and see what you've learned. Are the following sentences grammatically correct or not? Explain why you deem each example acceptable or not. Try to reuse and refer to the explanations given throughout this grammar unit.

1. This sentence is correctly.	CORRECT	INCORRECT
2. Destinies are the future that is meant to happen to someone or something.	CORRECT	INCORRECT
3. We will be talking how British Empire expanded for the world.	CORRECT	INCORRECT
4. Native speakers is people who speaks their own language.	CORRECT	INCORRECT
5. Changed the countries it ruled in many ways – some positive, others negative.	CORRECT	INCORRECT
6. It's was a vibrant destination for slaves.	CORRECT	INCORRECT
7. The British brought sports and slaves.	CORRECT	INCORRECT
8. The country is known for naturally beauty.	CORRECT	INCORRECT
9. At its peak, the British Empire ruled a quarter of the world.	CORRECT	INCORRECT
10. How spread the Empire English language and culture?	CORRECT	INCORRECT



Listen up!

Listen carefully to the clip of the journalist speaking about their job as a newsreader.

- Before you begin, read through the questions so you know what to listen for. Take notes while you listen.
- After listening, answer the questions as clearly and completely as you can.

1. According to the speaker, why is preparation important before going on air?
2. What examples does the newsreader give of major events they had to announce live?
3. How does the newsreader describe the importance of appearance?
4. From the information provided, does the newsreader work in television or on radio?
5. What can happen on air that is “a surprise”, and what is important for the newsreader to remember when that happens?

assume – suppose
requires – needs
credible – believable
pacing – the speed or rhythm at which something happens or is done
announce – declare
no room for error – no mistakes allowed

autocue – teleprompter
interrupt – stop
composed – calm
collaboration – teamwork
resilience – the ability to recover quickly from difficulties or challenges
adaptability – flexibility



Show what you know!

1. Why is it good to include the name and job title of a person quoted in a news story?
2. Why do journalists try to have at least two sources for their story?
3. What makes a meteorologist a good person to interview about an extreme weather event?
4. How can a reader make up their own mind if a story in a newspaper is trustworthy?



Sharpen your skills!

1. Combine the following words from the text with their corresponding definitions.

annual	a prejudice or judgment that is personal
stock market	allowed
bias	say something publicly, (not in secret)
random	acting or speaking for someone else
establish	to repeat what someone else has said or written
confirm	something that can be believed or trusted
credible	where shares and stocks are bought and sold
go on record	something that happens every year
permitted	prove
quote	verify
on behalf of	without plan or pattern

2. Find the sentences below in the text and replace the *italicised* words with the synonyms used in the text.
 - a) These guidelines are not *fixed* in stone...
 - b) This might be an *conversation* with the Swedish prime minister...
 - c) An unnamed source may be used if they can provide information that is in the *societal* interest ...
 - d) If at all possible, when someone is *cited* in the story, they should always be identified ...
 - e) Journalists will often *search for* experts in a particular field for comment ...
 - f) There are many other sources such as press releases, annual

The first one (of with a single f) often expresses **belonging, connection** or **cause**, whereas the latter (the one with the double f) generally means “away from”. Mixing these up is a common spelling error in students’ writing, so try to raise your awareness of this important distinction.

She was sick and tired **of** the dirty table.
He wiped the dirt **off** the table

Activity 3

1. Work individually and read the excerpt from the unit. Identify the 12 uses of prepositions in the text.

They are interested in sports teams and movie stars and royal families and animals doing weird and funny things, and tabloids were and are more than happy **to** give them what they want. These kinds of newspapers may be slowly fading away, but the kind of reporting and language they use is still going strong – you will find it in online news reporting, particularly. This form of journalism is almost always reported in the third person and based on verifiable facts, not the opinions of the journalist. The source of the story and the facts contained in it should always be made clear – is it from another media report? An eyewitness account? A press release? A statement by the authorities?



Note! This might look like a preposition but it is actually not. Its function is just to point out that “give” is used in the infinitive (which you will learn in Unit 5.)

2. Work in pairs or small groups. Compare the results of your individual analyses and agree on the 12 uses of prepositions. For each preposition, identify the full **prepositional phrase** of which it is the head (the **main word**).
3. Categorise the 12 **prepositional phrases** into the following five domains, based on the function you think each phrase best serves.

expressing possession

expressing origin/source

expressing location

expressing the performer of the action

expressing cause/reason

- c) Some people fear that AI may replace human jobs in the future. ... is a concern that appears often in public debates.
- d) Wealth and poverty exist side by side in different English-speaking regions. ... contrasts can be seen clearly on the global stage.

Which of the four gaps did you find the most challenging? What textual clues in the sentences guided your choice of pronoun for each gap?

Some of the words you might know as “question words” are also pronouns. They are called **interrogative pronouns** (think about a police *interrogation*, where somebody would be asked an array of questions), and are used to point out the specific piece of information needed. Together with **interrogative adverbs** (such as *how*, *when*, *where*, *why*), we can group them into the category **interrogative words**. These are used to form so-called **wh-questions**. When forming this type of question, it is important to not mix *who* (asking for a person) with *how* (asking for the way in which something is performed). You must also mind the spelling of *whose* (asking for the ownership of something) and *which* (used when distinguishing between two or more possible alternatives). It is also important to use the **object form** *whom* (instead of just *who*) following a preposition.

Activity 4

Based on “The Race for an HIV Vaccine” (on p. 160), complete the **wh-questions** to the text using the provided **interrogative words**:

- a) is the virus that doctors still cannot cure, even after many years?
- b) system in our body does HIV attack?
- c) important questions do scientists need to think about when they use AI in medicine?
- d) of the viruses in the text changes very quickly and is difficult to fight?
- e) was HIV first discovered by scientists?
- f) do virologists work to study how viruses infect people?
- g) did McInerney and his team study during the COVID-19 pandemic?

who
how
whose
what
which
when
where
whom
why



Show what you know!

1. Where did José Youngs grow up?
2. Why does José think comic books are different from other forms of art?
3. What makes manga comics easier to read for western audiences, according to José?



Sharpen your skills!

Match the words from the text with their corresponding meanings.

spellbound	to communicate or express something (like an idea or feeling)
household names	a very big difference between two things
convey	moving away from the main topic or path for a while
digestible	easy to understand or take in
protagonist	extremely interested, unable to look away
tangent	the final aim or result that someone is working towards
stark contrast	something that almost everyone knows, very famous
art form	the main character in a story



Think about it!

Do you think comic books and graphic novels can be considered literature? Why or why not? Use examples from the text to support your own opinion. Take notes.



Talk about it!

In pairs or in small groups, compare your notes from *Think about it!* Present and explain your thoughts in class.



Show what you know!

1. Combine each dramatic arc with its corresponding description.

Tragedy	The hero rises, loses everything, then rises again.
Comedy	The hero starts with problems, things get better, but then ends badly.
Man in a Hole	The hero seems successful at first but loses everything in the end.
Icarus	The hero falls into trouble but escapes and ends up better off.
Cinderella	The hero begins with problems but ends with happiness.
Oedipus	The hero rises quickly, but then crashes hard.

2. Read each statement and indicate if it is true or false.

- a) In a tragedy, the main character usually ends with success and happiness.
- b) The Cinderella arc includes two rises and one fall.
- c) The Icarus arc is named after a story from Greek mythology.
- d) In the “Man in a Hole” arc, the hero never recovers after their fall.
- e) A comedy arc always means the story is funny.



Sharpen your skills!

1. Fill in the blanks with the most appropriate of the words in the box.
Each word can be used a number of times.

fall success problems love power

- a) In a tragedy, the main character begins with ... but later suffers a great
- b) In a comedy, the story starts with ... but ends with ... or reunion.
- c) In the “Icarus” arc, the hero rises with ... or fame, but later experiences a big

This is the peak of the story, where everything changes – it is the moment that the audience has been waiting for.

My mom is and always will be the biggest Superman fan I have ever met. She had this huge book of the greatest Superman comic books that had ever been written.



There are different types of verbs that are good to know. A common distinction is made between **action verbs** (also called **dynamic verbs**) and **stative verbs**. As you can hear, **action verbs** refer to actions, activities and processes where the subject performing the verb has to “do some body work” (e.g. *run, write, grow, talk*). By contrast, **stative verbs** rather involve “mental work”, as these verbs express states, conditions, thoughts or emotions (e.g. *know, love, believe, own*).

Activity 2

In the passage below, you will find some verb phrases underlined. Which of these are action verbs and which are stative verbs?

The first part of the dramatic arc is called the exposition. This is where we meet the characters and learn a little about them, as well as where the story takes place. Life seems normal, but soon something will happen. We call this the inciting incident, and this is what causes our main character to act. This can be where our hero discovers or decides that they want or need something, but they cannot get it because something or someone is in their way.

Additional question: Which verb is used most times and what is its base form?

As you noticed in the excerpt at the top of this page, the verb form ‘is’ was used more often than any other verb. This is a **conjugated form** of one of the most useful verbs, whose **infinitive form** is ‘to be’. This stative verb also belongs to a group called **linking verbs**, which are used to link the **subject** to “a version of itself” (e.g. *be, seem, become*). ‘To be’ is the English verb with by far the most possible **conjugations** and forms, as you can see in the chart below:

13. Why do some Yine villagers plant extra vegetables?
14. What are two groups, besides loggers, that pose a threat to the Mashco Piro, and what kind of threats do they pose?
15. According to the text, how many members of the tribe are estimated to exist?
16. What solution does Caroline Pearce suggest for protecting the Mashco Piro?

3.1 Types of Nouns

Many words function as nouns. We can categorise them into different subgroups based on the characteristics they display.

Concrete nouns: Things you can see or touch.	Examples: <i>table, dog</i>
Abstract nouns: Ideas or feelings with no visible shapes.	Examples: <i>love, freedom</i>
Countable nouns: Things you can count. These nouns can be used in the plural.	Examples: <i>one book, two books; one child, two children</i>
Uncountable nouns: Things you cannot count individually. These nouns are typically used in the singular only.	Examples: <i>milk, money, information</i>
Collective nouns: Words that refer to a group of people, animals or things as a single unit.	Examples: <i>team, family, government</i>
Animate nouns: Living things that can move or act by their own free will (i.e. humans and animals).	Examples: <i>man, dog, sister</i>
Inanimate nouns: Things that, unlike humans and animals, are not capable of independent movement or action.	Examples: <i>car, rock, tree</i>
Proper nouns: Names of people, places, organisations, months, days. These are always capitalised (spelled with a capital initial letter).	Examples: <i>Anna, Sweden, Monday, Volvo</i>

3.2 Need for Determiners

Singular countable nouns normally require a **determiner**, such as *a, an, the, this, my*. **Examples:** a car, the dog

Plurals and uncountable nouns can appear without **determiners** when speaking generally. **Examples:** Cars are expensive; water is cold