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# CAMBRIDGE Global English

Learner's Book 4

Jane Boylan & Claire Medwell



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UNIVERSITY PRESS

# CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

## Learner's Book 4

Jane Boylan & Claire Medwell

Series Editor: Kathryn Harper

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	Pronunciation/Word study	Use of English	Cross-curricular links	21st century skills
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# How to use this book



In this book you will find lots of different features to help your learning.

What you will learn in the unit or lesson.



## We are going to...

- **talk** about why families are special

Big questions to find out what you know already.



## Getting started

What can we discover on planet Earth and in our solar system?

- a Look at the photo of Earth. What can you see?
- b What can you see around Earth?
- c How do you think this photo was taken?

The key words feature includes vocabulary from other subjects, Academic English terms and instruction words.



## Key words: P.E.

**warm up** prepare your body for exercise.  
**stretch** to extend your body, arms or legs.  
**score** win a point in a competition.



Language detective boxes help you find out more about the main grammar in a unit.



## Language detective – Defining relative clauses

**Who** and **that** give extra information about a person.  
An **environmentalist** is someone **who** looks after our natural world.  
**Which** and **that** give extra information about an object, place or thing.  
**Air pollution** is something **that** is dangerous for our health.

Helps you remember other grammar.



## Language focus – Imperatives

Use imperatives to encourage people to do things.  
**Buy** your ticket now!  
**Come** and **join** us!  
**Enjoy** a day out!





At the end of each unit, there is a choice of projects to work on together, using what you have learned. You might do some research or make something. →

➤ 1.6 Project challenge

**Project A: A day in the life of a school helper**

Write an article about a school helper. Use the information from your interview in lesson 1.3 to create a school helper display.

- In a group, design a large map of your school. Include all the places and rooms where the school helpers work.
- Read the interview you did with a school helper again or listen to it again if you recorded it.
- Write your article and display the interview.
  - Type up on a computer or write your article neatly.
  - Pin it to the school map you designed, in the room or place they work in.
  - Present in class or school assembly.

Questions to help you think about how you learn. →

What did you enjoy about doing your project?

Tips you can use to help you with your learning. →

**Speaking tip**

**Fluency: connected speech**

What time do you start? = What time d'you start?  
 What do you do in your job? = What d'you do in your job?

This is what you have learned in the unit. →

**Look what I can do!**

Write or show examples in your notebook. 😊 😊

I can talk about why families are special.	<input type="checkbox"/>	<input type="checkbox"/>
I can understand an article about an inspirational sports player.	<input type="checkbox"/>	<input type="checkbox"/>
I can ask questions to find out general information about school helpers and their jobs.	<input type="checkbox"/>	<input type="checkbox"/>
I can write a leaflet about an event in my community.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed a story about special people in <i>The Treasure</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I can write about a school helper or an inspirational person I know.	<input type="checkbox"/>	<input type="checkbox"/>

Games and activities that cover what you have learned in the previous 3 units. If you can answer these, you are ready to move on to the next unit. →

**Check your progress 1**

1 Read the clues and guess the words.

- This person is your mother's father.
- This adjective means very, very cold.
- This rocket can travel into space and come back again.
- This adjective describes a house with lots of space.
- This type of house has only one floor and no stairs.
- This person cleans and fixes things in your school.
- This machine can move across the surfaces of planets and moons.

Audio is available with the Digital Learner's Book, the Teacher's Resource or Digital Classroom 

Video is available with Digital Classroom

## How to use this book: Teacher

### Lesson 1: The Think about it session introduces the topic through topic vocabulary activities

**3 Homes**

**We are going to...**

- talk about homes around the world
- learn about eco-houses and the material we need to build them
- use modal verbs and yes/no questions to talk about strange buildings
- write a magazine article about a famous place
- read and enjoy an extract from *The Hobbit*.

**Getting started**

How are buildings important to us?

- Which buildings can you see in the picture?
- Which buildings do you have in your town or city? What are they used for?
- Think of a famous building or place in your town or city. Why is it special?

**Watch this!**

3

**3 Homes**

**3.1 How can we describe where we live?**

**We are going to...**

- talk about homes around the world.

**1 Vocabulary** Read the clues and match them to the numbered parts of the house.

- You can see through this!
- It's at the top!
- You eat here!
- I sleep here. I'm tired!
- I watch the TV and play on my tablet/computer here.
- My family cook here.
- I wash here.

**2** How are these houses different? Can you match the words with the pictures?

slitk house   eco-house   apartment   bungalow   detached house   yurt

**3 Listen** to children describing their homes. Match the speakers to the photos in Activity 2.

**3.1 Think about it**

- What do the children like about their homes? Read and match to the photos.
  - He likes it because he loves nature and animals. \_\_\_\_\_
  - She likes it because you don't have to walk up and down the stairs. \_\_\_\_\_
  - He loves it because it's got a lot of space. \_\_\_\_\_
  - He likes it because it's modern and energy-efficient. \_\_\_\_\_
  - He loves it because he likes fishing with his mum and dad. \_\_\_\_\_
  - She loves it because it is near her school and it has great views. \_\_\_\_\_
- Talk** Which house do you like best?
 

I like the eco-house because it's modern.
- Describe your home** to your partner. Why do you like it?
 

I live in a... It's made of... It's got... (four rooms)  
It's... (adjective) I love... (the house).
- Look** at the photos in Activity 8. Which home would you like to live in? Why are these homes different to other homes?
- Word study** Choose a word from the list to describe each photo. Think of more words too!
 

memorable	spacious	comfortable	relaxing	modern
grand	tiny	mysterious	wooden	colourful

  - tree house
  - houseboat
  - castle
- Listen** to Sam talking about one of the photos in Activity 8. Answer the questions.
  - Which photo is he describing?
  - What's different about living here?
  - How does he describe it?
- Talk** Which is your favourite place to live? Tell your partner using the adjectives from the colourful words in Activity 8.

Engage with the topic of the unit and generate discussion using the image, the video and the big question.

**Lesson 2: The cross-curricular lesson** prepares learners to learn in English across the curriculum.

A non-fiction text exposes learners to cross-curricular language.

**3 Homes**

**3.2 The eco-house**

**We are going to...**

- learn about eco-houses and the material we need to build them.

**1** What does eco- or ecological mean to you? What is an eco-house? Tick the pictures that belong to an eco-house.

**2 Read and listen** to the text. What's good about an eco-house?

**An eco-house**

This 'earth shelter' house is built into the ground. It is made from recycled materials that the owners found in the rubbish tip. They used local materials like stone, metal, wood and mud too! The walls are made of stone and mud and they used wood to make the roof. It has a heater to heat the house and big windows to let in natural light. It also has solar panels to provide energy for heating and lighting, and earth and gravel on top of the roof to keep the house warm. Outside, there is a large tub to collect water when it rains, and for watering the vegetable garden in the summer.

**3.2 Ecology**

**Key words: made from / made of**

- We use **made from** when one thing is made from another. It is made from recycled materials.
- We use **made of** to describe a material that hasn't been changed. This roof is made of wood.

**Language detective - Infinitive of purpose**

They used wood to **make** the roof.  
They have solar panels to **provide** energy.

**3 Use of English** Cover up the reading text in Activity 2. Complete the sentences using the correct infinitive of purpose from the box.

to heat   to collect   to keep   to build

- There are solar panels on the roof \_\_\_\_\_ the house.
- They also have grass on the roof \_\_\_\_\_ the house warm.
- They used mud and stone \_\_\_\_\_ the walls.
- They have a large water tub \_\_\_\_\_ rainwater.

**4** Now read the text again to check your answers.

**5 Vocabulary** Match the phrases to the correct pictures.

1 turn off lights	2 turn off appliances	3 put on a jumper	4 unplug charger
a	a	a	a
b	b	b	b

**6** Which actions do you do most to save energy in your home?

The opening lesson includes Listening.

In this lesson you'll find Language detective and Key words boxes.

Grammar is presented through an active learning approach.

**Lesson 3: The Talk about it lesson** develops learners' speaking skills.

Listening models and speaking tips help provide scaffolding for speaking.

**3 Homes**

**3.3 Strange buildings**

**We are going to...**

- use modal verbs and yes/no questions to talk about strange buildings.

**1 Talk** Look at these photos of buildings. What's strange about them? Talk with a partner.

**2 Listen** to the children playing a guessing game. Which building do they describe?

It's made from books!  
It looks like a shoe.

**3 Pronunciation** Listen and repeat the yes/no questions below. Use the arrows to help you. Practise with a partner.

- Is it made from books?
- Is it colourful?
- Is it a bag shape?
- Does it look like an upside-down house?
- Does it have a shoe outside?

**Language focus**

We form yes/no questions with an auxiliary verb (be, do or have). Circle the auxiliary verbs in the questions in Activity 3.

**4 Talk** Play the guessing game with your partner. Take turns asking questions about the photos in Activity 1. Ask yes/no questions.

Is it colourful? No, it isn't.

**5 Use of English** Look and talk about what the buildings in Activity 1 might be.

**Language detective - Modal verbs of possibility**

It can't be a house.	It might be a museum.
It could be a library.	It must be a school.
0%	100%
Not possible	Very possible

**6 Check your ideas.** Listen to the children talking about what the buildings are used for.

**7 Listen** to the dialogues again and circle the correct modal verb.

- It could / can't be a museum.
- I think photo 2 could / must be a factory.
- I think it might / must be a hotel because it's very big!
- It could / can't be a cool apartment building!
- It can't / must be a real house!
- It must / might be a library with all those books!

**8 Find** some photos of unusual buildings and find out what they are used for. Ask your partner their opinion. Use modal verbs.

It might be a school because I can see a playground.

Pronunciation is supported through paired activities

How to use this book

Lesson 4: The Write about it section supports learners in their planning, writing and editing.

Model texts with callouts support the writing process.

3 Homes

### 3.4 Famous places

**We are going to...**

- write a magazine article about a famous place.

- 1 **Talk** There are famous buildings and landmarks all over the world. How many famous places are there where you live?
- 2 **Read** the magazine article and find the answers.
  - Where is Machu Picchu?
  - What was it?
  - Who discovered it?
  - How many ways can you travel to Machu Picchu?
  - How would you like to travel there? Why?

**My Famous Places: Peru: Machu Picchu**

- 1 Machu Picchu, also known as 'The Lost Inca City', is in the Cusco region of Peru in South America. It is high up in the mountains above the Unubamba River. **Location**
- 2 'Machu' means old or ancient and 'Picchu' means peak or mountain. It was built by the Inca emperor Pachacuti and historians think it was a spiritual and ceremonial Inca site. It was hidden from the world for centuries until an American explorer, Hiram Bingham, discovered it in 1911. **Historical fact**
- 3 There are different ways to travel to Machu Picchu – some are easier than others! You can take the train from \_\_\_\_\_ you can fly in by helicopter or you can trek. The Inca Trail is the most difficult way to get to the mysterious lost city of the Incas. It is the most famous trek in South America. It is 43 kilometres long and the trek goes through beautiful mountain scenery and lush forests until you arrive at the spectacular Inca site. You can choose an easy, moderate or difficult route, depending on how fit you are. I think I'd choose the easy one... What about you? **Travel information** **Use interesting adjectives** **Opinion**

**3.4 Write about it**

- 3 **Write** Choose one of these famous landmarks and write a magazine article about it. Follow the steps and use the model in Activity 2 to help you.
 

<b>Step 1: Research (collaboration)</b>	Use the internet, books and magazines to find out information on location, historical facts, travel information and things to see and do.
<b>Step 2: Planning</b>	Use paragraphs: <ol style="list-style-type: none"> <li>1 Location</li> <li>2 Historical facts</li> <li>3 Travel information</li> </ol> Remember to use interesting adjectives.
<b>Step 3: Writing</b>	The trek goes through <b>nice beautiful scenery</b> .
<b>Step 4: Read and check</b>	Swap with a partner. Check for spelling mistakes!

**4 Present, display or publish your work.**

**Writing tip**

**Paragraphs**  
Organise your writing into paragraphs with clear information in each one.

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Step by step tasks supports learners in their planning, writing and editing.

Clear assessment criteria are provided.

Self-evaluation checklists and sample answers can be found in the Teacher's Resource.

Lesson 5: The Read and Respond session includes literature. This might be a fictional story, a poem or a play.

The audio can be played the first time you meet the story, before learners read the text.

3 Homes

### 3.5 The Hobbit

**We are going to...**

- read an extract from The Hobbit.

- 1 **Talk** The Hobbit is a book by J.R.R. Tolkien. It is also a famous series of films. In this extract, we learn about the hobbit and his unusual home. Look at the pictures and answer the questions.
  - Who do you think the hobbit is?
  - What is his home like?
- 2 **Read** the extract from The Hobbit. Check your ideas from Activity 1 and match the headings to the correct paragraphs, 1, 2 and 3.
  - What is a hobbit like?
  - Description of a hobbit-hole
  - The hobbit's house

**The Hobbit**  
by J.R.R. Tolkien.

In a **hole** in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down or to eat in: a hobbit-hole, and that means comfort.

- 3 **Read** the story again. Are the sentences after each part **true** or **false**?
  - The hobbit lives under the ground. **true / false**
  - His home is not nice to live in. **true / false**

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3.5 **Read and respond**



- 5 It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a **tunnel**: a very comfortable tunnel without smoke, with parallel walk, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats – the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill. The Hill, as all the people for many miles around called it – and many little round doors opened out of it, first on the one side and then on another. No going upstairs in the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), washhouses (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden, and **meadows** beyond, sloping down to the river.

- The door looks like a window in a ship. **true / false**
- The hobbit's hall is very long and narrow. **true / false**
- His house has more than one floor. **true / false**
- You can't see outside from the hobbit's house. **true / false**

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The literature is used as a platform for work on values.

There will be opportunities to think critically about the text.

Lesson 6: The Project challenge lesson includes choice of projects.

3 Homes

### 3.6 Project challenge

**Project A: Create a dream home!**

- 1 **What is your dream home like?**
  - Close your eyes and imagine your dream home. What kind of building is it? Where is it? Why do you like it? Give reasons.
  - Plan and write your ideas in a mind map.
- 2 **Describe your dream home.**
  - What is it made of?
  - What special features does it have? Add your ideas to your mind map.
- 3 **Write about your dream home.**
  - Use the ideas in your plan/mind map and the sentence prompts to help you. Write and check your description.
- 4 **Create a picture of your dream home. Label its special features.**

This is my dream home.  
It is a \_\_\_\_\_  
It is made of \_\_\_\_\_  
It has got a \_\_\_\_\_  
It has a \_\_\_\_\_ to \_\_\_\_\_  
I love it because \_\_\_\_\_

It is made of stone and glass.

It has a swimming pool with a water slide!
- 5 **Display your dream home project in your classroom.**
  - Read about your classmates' dream homes. Ask questions!

**Project B: Describe an interesting building in your town or city.**

- 1 Find out about interesting buildings in your town or city. Work in pairs or in a small group. Use the internet, go to the library or talk to your family about buildings.
- 2 Choose a building and write five interesting facts about it.
  - What does it look like? What is it made of?
  - Where is it? How can you travel to it?
- 3 Write about its history.
  - Who built it? Why is it special?
- 4 Draw a picture or take a photo of your building. Add your interesting facts and make a poster.
- 5 Talk about your building to your partner or group.
  - Play a guessing game! Ask your partner or group to guess your building (hide the picture). Answer yes or no.

Is it made of concrete? No, it isn't.

Does it have a flag? Yes, it does.

Show your partner or group the picture and tell them interesting facts about your building. Give reasons why it is important to you.

How would you improve your project?

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Projects encourage 21st century skills such as research, collaboration, and creativity.

Self and peer-evaluation checklists for projects are available in the Teacher's Resource.



# 1

# Our community

## We are going to...

- **talk** about why families are special
- **read** about an inspirational sports player
- **use** different verb patterns to talk about what we like
- **write** a leaflet about an event in our community
- **enjoy** a story about special people in *The Treasure*
- **write** about a school helper or an inspirational person we know.



## Getting started

What is a community?

a Look at the photos and match the words with the pictures.

school

family

sports team

community helper

neighbourhood

b What is special for you about each of these communities? Complete these sentences. You can choose a word or write your own.

Family is... loving.

School is... \_\_\_\_\_

My team/club is... \_\_\_\_\_

My street/block is... \_\_\_\_\_

fun loving fair friendly lively fantastic helpful brilliant caring



Watch this!

## > 1.1 Why are all families special?

We are going to...

- talk about why families are special.

- 1 **Vocabulary** Can you name the family members in each photo? What are the differences and similarities between these families and your own?



- 2 Complete the family word chart. Describe your family to your partner.

cousin   brother   mum   granddaughter   aunt   sister   dad  
 grandson   grandpa   daughter   uncle   grandma   son

Male	Female
dad	



I've got an uncle and three aunts.



- 3 Listen and number the photos in activity 1.  
 4 What's special about each family? Complete the sentences.



- a They love \_\_\_\_\_.
- b They are into \_\_\_\_\_.
- c They really like \_\_\_\_\_.
- d They are keen on \_\_\_\_\_.

- 5 Talk Interview your partner about their family.  
 Use the expressions in activity 4.  
 Think of another question of your own.

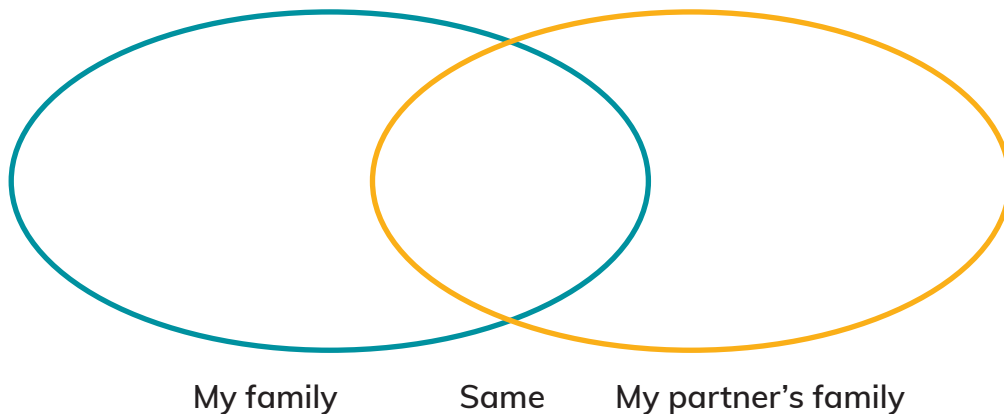
- a How many people are there in your family?
- b Have you got any brothers or sisters?
- c Where does your family live?
- d Have you got any pets?
- e What does your family like doing together?
- f What's unique about your family?

**Language focus**

**both, too and but**

We **both** have two grandmas.  
 I have a dog **too**.  
 My cousin has a cat, **but** I haven't.

- 6 Complete the diagram for you and your partner.



- 7 Talk about similarities and differences with your partner.  
 Present to the class.

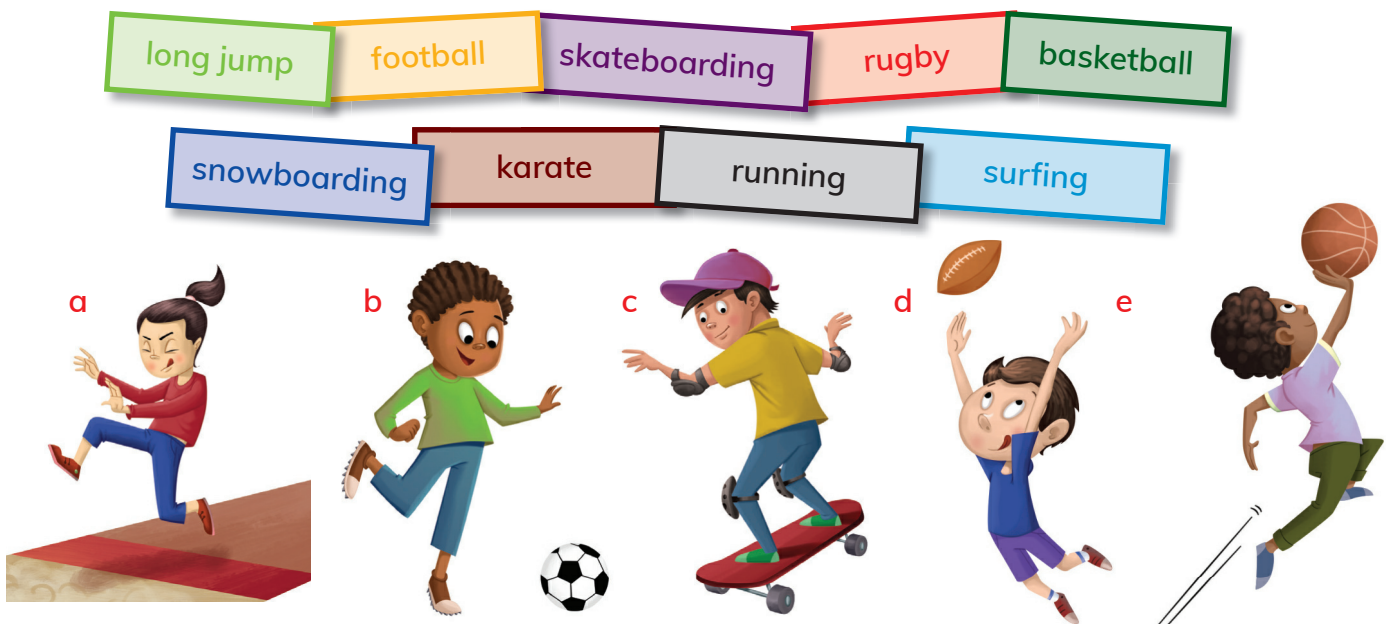


## > 1.2 An inspirational sports player

We are going to...

- use different verb patterns to talk about what we like
- read about an inspirational sports player.

1 **Talk** Work in pairs. Do you play any of these sports? Which are your favourite sports? Which sports can you see in the pictures?



2 **Read** about the sports star Ezra Frech on page 15. Which of the sports in activity 1 doesn't he play?



3 Match the headings with the paragraphs. Listen and check your answers.

- a School teams and competitions
- b Ezra's training
- c Ezra's hopes and dreams
- d What's special about Ezra?
- e Family support

4 **Play a game.** How does Ezra train for basketball? Mime the verbs in bold in paragraph 4 to your partner. Take turns.



- 5 **Use of English** Look at the Language detective and write sentences about yourself and your family using the verbs below.

love

hope

enjoy

want

learn

## Ezra Frech

- 1 Ezra is an athlete. He was born without his left knee and got an artificial leg when he was only 11 months old. He has always shown lots of determination and sporting ability. As a baby he even liked throwing and catching balls!
- 2 He is lucky because he has a loving and caring family. 'My son's incredible,' said Ezra's dad. 'He just gets out there and plays for the team.' He has a motto: 'You can dream it, you can hope for it or you can make it happen!' and that's what he does. He has two younger brothers, who he loves playing sports with too.
- 3 At school Ezra likes playing all kinds of sport. He's in the school football and basketball teams and he also competes in track and field events such as the 400 metres and long jump. He's competed in championships and has won lots of medals!
- 4 Ezra does basketball training every day because it makes him feel good. First, **he warms up** by running some laps of the court and then **he stretches** his back and arms. Then he **practises throwing the ball** into the net. He has excellent shooting skills and **scores** lots of baskets in competitions. He **dribbles the ball** and **passes it** to his teammates. Then he **practises his spin moves** before he **cools down** by stretching his muscles again.
- 5 Ezra learned to skateboard some years ago, which was quite difficult. He also likes surfing and wants to learn to snowboard in the winter. When he's older he hopes to be a champion Paralympic athlete.



### Language detective

verb + ing

He enjoys **playing** all kinds of sports.

verb + infinitive

He **hopes to be** a champion Paralympian.

### Key words: P.E.

**warm up** prepare your body for exercise.

**stretch** to extend your body, arms or legs.

**score** win a point in a competition.

- 6 **Talk** Do you play or like a sport? How do you train for this sport? Tell your partner using verbs in activity 5 to help you.

- 7 Identify three difficulties Ezra faces in everyday life.

I love playing basketball.  
I train...





## > 1.3 Our school community

We are going to...

- interview people who make our school a great place to learn!

I do exercise in the sports hall.



1 **Talk** Look at the list of school places and rooms. What do you do or what do other people do in each place or room?

- |                        |               |                     |
|------------------------|---------------|---------------------|
| • Playground           | • Sports hall | • Kitchen           |
| • Library              | • Classroom   | • Cleaning cupboard |
| • Dining hall          | • Music room  | • First-aid room    |
| • Headteacher's office |               |                     |

2 **Vocabulary** Match the jobs to the people.

cook headteacher class teacher caretaker school nurse librarian P.E. teacher



3 How do the adults in school help you? Match the sentences. With a partner, talk about other things they do.

### School job

- 1 teacher
- 2 cook
- 3 librarian
- 4 P.E. teacher
- 5 caretaker
- 6 nurse

### How do they help me?

- a prepares my lunch
- b keeps me fit
- c cleans and fixes things in my school
- d lends me books
- e looks after me if I'm ill or hurt
- f teaches me lots of new things



## > 1.4 Organise a community event

We are going to...

- write a leaflet about an event in our community.

- 1 **Talk** Look at these leaflets about different events in a community. Which event do you like best and why? Tell your partner.

### Family Fun Day

Honeycombe school field  
Saturday 5th July from 10-3pm



Activities: bouncy castle, face painting, sculpture painting, treasure hunt, live music, horse rides.

Come and join us for a Family Fun Day!  
Activity pass: \$3.

**Help keep Honeycombe school open!**

### Why don't you come to Spelling Bee Day? Bring all the family! Are you good at spelling?

Where: Community centre  
Date: 6th April  
Time 5pm

Date of event




Charity: We're raising money for the local animal shelter.

### 3K Family Fun Run!

Location: Abbey Fields

Date and time  
3rd May 10am start.  
Arrive at 9.30 to get your number and warm up.

Time of event



Imperatives

**Come and enjoy** a great morning with all the family! We're raising money for Royal Children's Hospital!

- 2 **Read** the leaflets. Are these sentences about the events **true** or **false**?

- |   |  |                     |
|---|--|---------------------|
| a | The Family Fun Day is held at the weekend.                     | <b>true / false</b> |
| b | There are five different activities you can take part in.      | <b>true / false</b> |
| c | The Spelling Bee event takes place in the local library.       | <b>true / false</b> |
| d | It's to raise money for pets that don't have a home.           | <b>true / false</b> |
| e | The Fun Run is only for adults.                                | <b>true / false</b> |
| f | You need to get there 30 minutes before the start of the race. | <b>true / false</b> |

3 Write the answer. Which event is for you if...

- a you are into sports? \_\_\_\_\_
- b you enjoy reading? \_\_\_\_\_
- c you want to raise money for the local children's hospital? \_\_\_\_\_
- d you don't have plans on Saturday? \_\_\_\_\_
- e you are keen on craft activities? \_\_\_\_\_

Language focus – Imperatives

Use imperatives to encourage people to do things.

- Buy** your ticket now!
- Come** and **join** us!
- Enjoy** a day out!

4 These are slogans. We write them when we want people to come to an event or buy something. Match these slogans to an event in activity 1.

Join us at the local community centre!

Run for Royal Children's Hospital!

Come and try sculpture painting!

Buy your activity pass today!

5 Write and design a leaflet for the 'Big Clean up'.

Step 1: Research (Collaboration)	In groups, decide on: <ul style="list-style-type: none"> <li>• a local charity you want to raise money for</li> <li>• a place in your town or at school that needs a 'big clean up'.</li> </ul> Take photos if possible.
Step 2: Planning	Decide on: <ul style="list-style-type: none"> <li>• a date and time for the event</li> <li>• what needs doing/cleaning up.</li> <li>• how to organise the clean-up (groups)</li> <li>• how to raise the money</li> </ul>
Step 3: Writing	Draw pictures. Find photos. Remember to write a slogan too.
Step 4: Read and check	Swap with a partner. Check for spelling mistakes!

6 Present, display or publish your work.

