

Gadgets

I can describe gadgets and talk about their use.

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Dog water fountain

1 **SPEAKING** Work in pairs. Look at the photos of gadgets (A–D). Do you think they are good or bad ideas? Which is your favourite and why?

2 **3.09 VOCABULARY** Check the meaning of the words below. Then listen and repeat. Which materials do you think are used to make the gadgets in exercise 1?

Materials aluminium cardboard ceramic concrete copper glass gold iron leather nylon paper plastic rubber steel stone wood

3 Do the quiz in pairs. Then check your answers at the bottom of the page.

1

During World War II (1939–45), scientists used dandelions (see photo) to make

a cardboard. **b** paper. **c** plastic. **d** rubber.

2

The first bicycles had wheels made of

a wood with iron tyres. **b** iron with rubber tyres. **c** iron with wooden tyres.

3

Which one of these materials did the Ancient Romans not have?

a ceramic **b** concrete **c** glass **d** paper

4

Are these sentences true or false?

a All types of wood float in water. **b** No type of stone floats in water.

5

The earliest use of nylon was in

a women's clothing. **b** toothbrushes. **c** parachutes. **d** guitar strings.

6

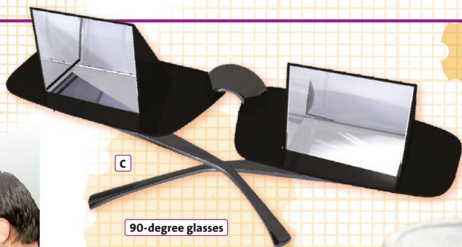
Which of these metals is the hardest? Which is the heaviest?

a aluminium **b** copper **c** gold **d** iron **e** steel





Table tennis door



90-degree glasses



Stash sandals

- 4 **SPEAKING** Look around the classroom. What things are made of the materials in exercise 2? Think about furniture, the building, clothes and possessions.

The windows are made of aluminium and glass. This book ...

- 5 **VOCABULARY** Look at the language for describing technology. Complete the phrases with the words below.

allows base handle mains mostly

Describing technology

Shape straight curved rectangular spherical square triangular circular

Power

It's ¹ _____ powered / battery powered / solar powered.

It's cordless / rechargeable.

Construction

It's made ² _____ of glass / steel, etc.

It's got wheels / a long ³ _____ /

a triangular ⁴ _____ / a square lid, etc.

Use

You use it to ...

It ⁵ _____ you to ...

It prevents you from (+ -ing) ...

- 6 **3.10** Listen to the dialogues. Which phrases from exercise 5 do the people use?

RECYCLE! zero conditional

We use the zero conditional to talk about causes and effects which are always true.

If you heat aluminium, it melts.

A light comes on if there's no Wi-Fi signal.

- 7 **3.10** Read the **Recycle!** box. Then listen again. Complete the zero conditional sentences from the dialogues with the correct form of the verbs below.

come get go post press

- If you _____ this button, the plug appears.
- You don't need to put it away if friends _____ to visit.
- If you choose 'share' mode, it automatically _____ your workout results on Facebook.
- It _____ forward to the next track if you just touch here.
- If you wave your hand once, it _____ louder.

- 8 **SPEAKING** Work in pairs. Think of a gadget and describe it to your partner. Include phrases from exercise 5. Can your partner guess what you are describing?

It's battery powered, I think. It's made of ...

The passive (present simple and past simple)

I can use the present and past passive to talk about technology.

1 SPEAKING Work in pairs. How many different things do people use mobile phones for? Think of as many as you can in two minutes.

2 Read the text. What happened in 1973, 1986, 1992 and 1997?

LOOK OUT!

When we use adverbs with the passive, we usually put them immediately before the past participle.

Phones are sometimes used as alarm clocks.

It was probably invented by accident.

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A brief history of mobile phones

- » Nearly a billion mobile phones **are sold** every year worldwide.
- » The first mobile phone call **was made** in 1973 by Martin Cooper. He was an inventor for the company Motorola. The call was answered by the boss of a rival company, who was not happy to hear that he had lost the race.
- » The first mobiles were powered by batteries that weighed nearly a kilo.
- » Voicemail was added to phones in 1986. Internet access was not added for another ten years.
- » The first text message was sent in December 1992. It was not typed on the phone itself but on a computer.
- » The camera phone was invented in 1997 by Philippe Kahn. Photos of his newborn daughter were shared via his phone with 2,000 friends and family.
- » In the UK, a mobile phone is stolen every three minutes.
- » What are mobile phones used for the most? It isn't texting or calling – it's checking the time!

3 Study the first two sentences of the text in exercise 2. Then complete the **Learn this!** box.

LEARN THIS! The present and past passive

- a The passive is formed with the correct form of the verb ¹ _____ and the past participle.
- b We use the ² _____ simple of *be* for the present passive and the ³ _____ simple of *be* for the past passive.
- c If we want to say who performed the action, we use ⁴ _____ + their name.

4 Find twelve examples of the passive in the text. Which examples are ...

- a plural? b negative? c a question?

5 Read the **Look out!** box. Complete the sentences with the present simple or past simple passive of the verbs in brackets.

- 1 Mobile phones are owned (own) by about 4.3 billion people in the world today.
- 2 The best-selling phone ever was the Nokia 1100. More than 250 million _____ (sell).
- 3 In Japan, mobiles _____ (often / use) in the shower, so most of them are waterproof.
- 4 The average text message _____ (usually / answer) within 90 seconds.
- 5 In 2012, 340,000 iPhones _____ (buy) every day.
- 6 Today, the internet _____ (access) more often from a phone than from a computer.
- 7 More text messages _____ (send) every year in the Philippines than in any other country.
- 8 The world's toughest phone _____ (drop) 25 metres onto concrete and did not break.

6 Complete the questions about the reading texts in Units 1–8 using the correct passive form of the verbs in brackets.

- 1 Why _____ Ashlyn Blocker _____ (watch) more carefully than all the other children at her school? [1F]
- 2 _____ Dan and Kate Suski _____ (rescue) by helicopter after their boat sank? [2F]
- 3 What skills _____ (improve) by playing online video games, according to a report? [3F]
- 4 Who _____ (nearly / kill) by a storm at a paragliding event? [4F]
- 5 Why _____ Jo Unsworth _____ (allow) to go to sleep at work? [5F]
- 6 Why _____ Terry Alderton _____ (laugh at) after sunbathing? [6F]
- 7 Where _____ meetings _____ (sometimes / hold), if Aaron Levie is choosing the venue? [7F]
- 8 Where _____ the words *tamam shud* _____ (find) in the Somerton Man case? [8F]

7 SPEAKING Work in pairs. Ask and answer the questions in exercise 6.

Why was Ashlyn Blocker watched more carefully than all the other children at her school?

Because ...

Intentions of the speaker

I can identify the speaker's intention.



- 1 **SPEAKING** Describe the photos. Where are the people? What do you think they are saying?

Listening Strategy

You will sometimes have to identify the intentions of the speaker (e.g. to persuade, to warn, to inform, etc.). Listen for phrases such as *I think you should, be careful to, I'm going to tell you about ...* that give you a clue to the speaker's intentions.

- 2 Read the **Listening Strategy**. What is the intention of the speakers in sentences 1–6? Choose from the verbs below. Match three of the sentences (1–6) with the photos.

to apologise to challenge to comfort to complain
to describe to encourage to enquire to entertain
to inform to persuade to recommend to tell a story
to thank to warn to welcome

- 'Be careful not to touch the cooker. It's hot.' ____
- 'This is ridiculous! Why is there such a long delay?' ____
- 'I'd go and see this film if I were you. It's brilliant.' ____
- 'Good morning. Let me show you to your table.' ____
- 'I'd like some information about opening times, please.' ____
- 'Don't worry, everything will be fine.' ____

- 3 **3.11** Listen and identify the intentions of the speakers. Circle the correct verbs.

- | | | |
|-----------------|----------------|----------------|
| 1 a to persuade | b to thank | c to complain |
| 2 a to describe | b to challenge | c to persuade |
| 3 a to comfort | b to encourage | c to complain |
| 4 a to warn | b to persuade | c to complain |
| 5 a to comfort | b to challenge | c to warn |
| 6 a to inform | b to welcome | c to recommend |

- 4 **3.12** Read the questions below. Then listen and circle the correct answers.

- The scientist's main aim is to
 - warn people about the dangers of overeating.
 - inform people about a scientific advance.
 - persuade people to try a new product.
- The boy's main aim is to
 - compare his new motorbike with his previous one.
 - try to persuade someone to buy a second-hand motorbike.
 - complain that he can't afford a brand-new motorbike.

- The doctor's main aim is to
 - encourage the patient to live a healthier lifestyle.
 - warn the patient of the dangers of eating too much.
 - recommend a course of treatment.
- The speaker's main aim is to
 - describe a new invention.
 - advertise a new product he has invented.
 - persuade somebody to invest money in his invention.
- The head teacher's main aim is to
 - persuade students to use the minibus.
 - inform people that the school will buy a minibus.
 - thank people for helping the school to raise money.

- 5 **3.12** Match the verbs in A with the words and phrases in B to make collocations. Then listen again and check.

- A lose get prescribe come up with browse run
B a good deal an idea on biofuel drugs the internet weight

- 6 Prepare a short speech (30–50 words) to do one of these things. Use the questions and phrases to help you.

- persuade someone to come out with you
Where? When? Why will they enjoy it?
Why don't you ...? I think you'll enjoy ...
It'll be (great fun). (George) is coming too.
- thank the parents of your penfriend for their hospitality
How did they make you feel welcome? What did you particularly enjoy?
I had a (wonderful) time. It was so kind of you to ...
I really enjoyed the ... I hope to see you again soon.
- inform your cousin about your plans for your gap year
Where are you going and when? What kind of work are you going to do? How long will you stay?
I'm going to ... I'll be there for ...
I'm going to work (in a shop).
When I come home, I'm going to ...

- 7 **SPEAKING** Work in pairs. Deliver your speech to your partner.

The passive (present perfect and future)

I can use different forms of the passive.

1 Look at the photo. What things do you think a wearable gadget can do?

2 Read the text and check your ideas from exercise 1.



The camera revolution

Over the past 20 years, ¹the way in which we take, keep and share photos has been transformed. Most people now use smartphones and digital cameras to take photos, and billions of photos have been uploaded to social networking sites. ²So have traditional celluloid film cameras been replaced by these gadgets? Not yet, but it won't be long.

But things are going to change again. Wearable gadgets have recently been developed that allow you to take a photo simply by blinking. You can also send messages and surf the internet. ³The technology hasn't been perfected, so ⁴these devices won't be sold in shops for a while.

⁵Will cameras and mobiles be replaced by wearable gadgets? They haven't been replaced yet, but it may happen sooner than we think. What's certain is that ⁶our lives will be changed by these devices in ways we haven't even thought of.

3 Match the underlined passive forms in the text (1–6) with the tenses below (a–f). How many more examples can you find in the text?

- a present perfect affirmative ____
- b present perfect negative ____
- c present perfect interrogative ____
- d will future affirmative ____
- e will future interrogative ____
- f will future negative ____

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4 What will life be like in cities 50 years from now? Complete the predictions with the verbs in brackets. Use the future passive.

- 1 Food _____ (grow) in huge vertical farms.
- 2 Everyone _____ (connect) to a super-fast fibre-optic network.
- 3 In shops we _____ (assist) by robots who will help us find what we are looking for.
- 4 Computers and mobiles _____ (wear), not carried.
- 5 People _____ (drive) around in robo-taxis which won't have drivers. Traffic lights _____ (not need).
- 6 Some people predict that we _____ constantly _____ (watch) by cameras!

5 Complete the predictions with the affirmative future passive form of the verbs below.

build control drive buy and sell speak connect

One hundred years from now:

- 1 the weather _____ by humans.
- 2 we _____ all _____ to computers so that we can think faster.
- 3 only two languages _____ in the world (English and Chinese).
- 4 cars _____ by robots.
- 5 all products _____ online.
- 6 hotels _____ on the moon.

6 **SPEAKING** Work in pairs. Say if you agree or disagree with the statements in exercise 5. Use the phrases below to help you.

I don't agree that ... I agree that ...
I'm not sure that ... I wouldn't say that ...

7 Complete the sentences with the verbs below. Use the present perfect passive.

sell share take upload watch

In the past hour:

- 1 100 million photos have been taken.
- 2 208,000 mobile phones _____.
- 3 1.7 million photos _____ to Instagram.
- 4 350 million photos _____ with friends on Facebook.
- 5 8.3 million hours of video _____ on YouTube.

8 Write questions using the prompts below. Use the present perfect passive with *ever*.

- 1 photograph / at school?
Have you ever been photographed at school?
- 2 punish / for something you didn't do?
- 3 involve / in an accident?
- 4 hurt / while doing sport?
- 5 criticise / by a good friend?
- 6 sting / by a bee?

9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8. Give extra information using the past simple.

Have you ever been photographed at school?

Yes, I have. We had a class photograph last year.

Verb + preposition

I can understand and use verb + preposition collocations.

- 1 Would you like to travel to another planet? Why? / Why not?
- 2 Read the text. Do you think the Mars One project is a good idea? Give reasons for your answer.

MARS ONE



The Mars One project is planning to send people to Mars to live there permanently. The idea of living on other planets clearly **appeals to** a lot of people, because over 200,000 individuals want to **take part in** the mission. But how will the settlers adjust to the conditions on Mars? Here are some of the problems they will face.

- The atmosphere consists of 95% carbon dioxide and almost no oxygen.
- The settlers will have to cope with very low temperatures (similar to Antarctica) and very high levels of ultra-violet radiation.
- Gravity is only 38% of that on Earth. We need to learn more about the effects that would have on their bodies.
- Mars Rovers have already searched for water on Mars but have found none that is in liquid form.

The plan is to send another Rover to Mars in 2018. Its job will be to prepare for the arrival of the first four settlers in 2025. It will construct 'houses' for the inhabitants, with a supply of fresh air, water and solar power. After that, four more settlers will arrive every two years. How long will the settlers stay? Nobody knows. The volunteer settlers will get a 'one-way ticket'. It may be possible to bring them back to Earth at some point in the future, but there is no guarantee!

- 3 Look at the highlighted verb + preposition collocations in the text. Find six more (two with *for*, one with *about*, one with *of*, one with *to* and one with *with*).

Dictionary Skills Strategy

A dictionary will tell you if the verb is followed by a particular preposition.

- 4 **DICTIONARY WORK** Read the **Dictionary Strategy**. Then look at the dictionary entry for **recover**. Which preposition is used with it?

recover /rɪ'kʌvə(r)/ verb [I] 1 **recover (from sth)** to become well again after you have been ill: *It took him two months to recover from the operation.* 2 [I] **recover (from sth)** to get back to normal again after a bad experience, etc.

- 5 Complete the sentences with the words below. Use a dictionary to check your answers if you need to.

about **apologised** **asked** **laugh** **of** **with**

- 1 I _____ for my late arrival.
- 2 Dad complained _____ the noise from the neighbours.
- 3 I've often dreamed _____ flying to the moon.
- 4 We finished our meal and _____ for the bill.
- 5 Don't _____ at your little sister. It isn't kind.
- 6 Can you help me _____ my science homework?

- 6 **SPEAKING** Do you think people will ever live on Mars? Why? / Why not? Use the phrases below to help you.

I think / don't think ... I'm not sure, really.

As I see it, ... To be honest, ...

For one thing, ... But then again, ...

It would(n't) be ... I would(n't) find it ...

LOOK OUT!

Some verbs can be followed by more than one preposition, sometimes with a slight change in meaning, e.g. *shout at* / *shout to*, *agree with* / *agree to*.

My sister shouted at me because I lost her mobile.

I saw Liz on the other side of the road and shouted to her.

- 7 Read the **Look out!** box. Circle the correct prepositions to complete the sentences.

- 1 a Have you ever heard **of** / **about** wearable gadgets?
b Have you heard **of** / **about** John's new job?
- 2 a She has to care **for** / **about** her elderly mum.
b I don't care **for** / **about** money.
- 3 a You look worried. What are you thinking **about** / **of**?
b What do you think **about** / **of** my new dress?
- 4 a Throw the ball **at** / **to** me!
b It was unkind to throw a ball **at** / **to** the dog.
- 5 a I write **to** / **about** my penfriend about once a month.
b I wrote **to** / **about** my holiday on my blog.
- 6 a My teacher agreed **with** / **to** my request to leave early.
b I don't agree **with** / **to** you.

- 8 Complete the questions with the correct preposition.

- 1 What kinds of things do you worry _____?
- 2 When did you last argue _____ someone? Who? What _____?
- 3 Have you ever complained _____ anything in a restaurant or shop? What was the problem?
- 4 What kind of music do you listen _____?
- 5 When did you last take part _____ a race? How did you do?
- 6 If you were going to write a letter _____ someone famous, who would it be? Why?

- 9 **SPEAKING** Ask and answer the questions in exercise 8. Give extra details if you can.

What kinds of things do you worry about?

I worry about school work and exams.

Great inventions?

I can understand a text about forgotten inventions.

- 1 SPEAKING** Look at the pictures. What do you think these inventions were for?
- Read the texts. Check your answers in exercise 1. Were any of your guesses correct?
- In pairs, decide which of the inventions is the most impressive and / or interesting, in your opinion. Give reasons.
- Number the pictures (A–D) in the order in which they were invented.
A ___ B ___ C ___ D 1



- Match the texts (1–4) with questions A–F below. Some questions match with more than one text.

Which invention(s) ...

- A was / were lost and then found again? _____
 B was / were popular for a time but then disappeared? _____
 C used electricity? _____
 D was / were designed by an unknown inventor? _____
 E was / were designed to improve your health? _____
 F was/were first designed in the 19th century? _____

Reading Strategy

Sometimes, true / false tasks include a third option: the text does not say. Choose the third option if the text does not contain enough information to clearly say if the sentence is true or false. Do not use your own knowledge (or guesswork) to fill any information gaps!

- Read the Reading Strategy. Explain why 'does not say' is the correct answer to this sentence.

The third of the three Telharmonium models was the heaviest. **DNS**

- Decide if the sentences below are true (T), false (F) or 'does not say' (DNS).

- The Telharmonium was invented before the radio. _____
- Thaddeus Cahill destroyed the final model of his invention before he died. _____
- The Rejuvenator successfully cured deafness and baldness in hundreds of people. _____
- The Rejuvenator was a commercial success even though it was not clear how it worked. _____
- The Writing Ball was the first machine that used electricity for typing. _____
- Other typing machines were cheaper to make because they were not made by hand. _____
- The Antikythera Mechanism was at the bottom of the sea for nearly 2,000 years. _____
- For about 70 years after it was found, the purpose of the mechanism was not known. _____

- 8 VOCABULARY** Find nouns in the text related to these verbs and adjectives.

Noun endings

Text 1

- a invent _____
 b record _____

Text 2

- c deaf _____
 d bald _____

Text 3

- e move _____
 f arrange _____

Text 4

- g discover _____
 h reconstruct _____

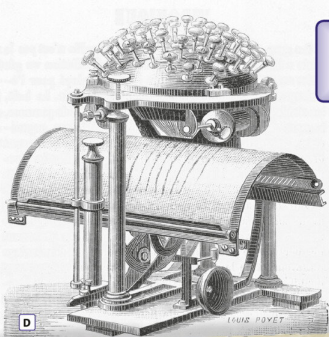
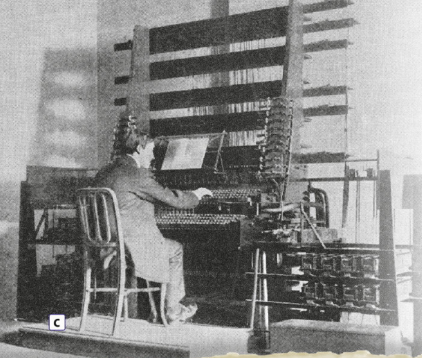
- 9 VOCABULARY** Look at your answers in exercise 8. How many different noun endings do they include? Can you think of other nouns with these endings?

- 10 SPEAKING** In pairs, decide which three inventions and discoveries from history are the most important. Use the ideas below or think of your own. Give reasons.

aeroplanes antibiotics books cars computers
 electricity fire printing television wheels

If the wheel didn't exist, we couldn't travel by car or bus.

If we didn't have aeroplanes, journeys would take much longer.



Inventions the world forgot

3.13

1 The Telharmonium

The Telharmonium was the world's first electronic musical instrument. It was designed by an American, Thaddeus Cahill, in 1897. Three models of the instrument were built; the first weighed about 7,000 kg, and the other two weighed nearly 200,000 kg! Music from the instrument was broadcast to people's homes using another new invention: the telephone. For the first time, people could stay at home and listen on their telephones to live music from another part of the country. (The radio had not been invented.) People loved these concerts, but there were problems. Some telephone users who were not listening to the concert were interrupted by loud music half way through their conversation! By 1914, the world was no longer interested in the Telharmonium. After Cahill's death in 1934, his brother kept one of the three models, but in 1962 it was destroyed. No recordings of the music were kept, so the Telharmonium and its unique sound have disappeared forever.

2 The Rejuvenator

In the early part of the 20th century, there was a lot of interest in the power of electricity to cure medical conditions. A device called the Rejuvenator was invented by British scientist Otto Overbeck in 1925. It was used in the home to treat all kinds of medical problems, including deafness and baldness, and became very popular. It was advertised in newspapers and members of the public were invited to watch live demonstrations in theatres. The users placed electrodes on any part of their body and a small electric current was passed through it. It was unclear exactly how the machine worked, but hundreds were sold all around the world and Overbeck became rich. In the 1950s, it was still possible to buy new parts for these machines, but today they are only seen in museums.

3 The Writing Ball

The Writing Ball was invented in 1865 by Rasmus Malling-Hansen from Denmark. It was a machine for typing onto paper. Malling-Hansen spent a long time working on the design. For example, he made sure all the keys were placed in the best positions for typing quickly. The machine even used electricity to make the movement faster. There was one problem, however: you could not see the paper as you were typing. Nevertheless, the Writing Ball was sold all over Europe and was very successful. However, each model was made by hand. Soon, other machines became more popular because they were made in factories and were cheaper. A new keyboard was developed with the keys arranged differently. This arrangement is now used on phones and computer keyboards all over the world, even though it was quicker to type using the Writing Ball. The once-popular Writing Ball was forgotten.

4 The Antikythera Mechanism

In 1901, a ship was discovered at the bottom of the sea near the Greek island of Antikythera. On the ship was an ancient machine. It had been made about 1,900 years earlier, in 2 BC. For many years after its discovery, nobody understood exactly what the machine was for. But in the 1970s, scientists used X-rays to find out its secrets. Amazingly, they found that the machine was an ancient computer. It had been designed to predict the movements of the sun, the moon and the planets. It did this using more than thirty hand-made metal wheels of different sizes. A study of the mechanism in 2006 was led by Professor Michael Edmunds from Cardiff University. He described the device as 'just extraordinary, the only thing of its kind' and 'more valuable than the *Mona Lisa*'. Reconstructions have been made and the device works perfectly.

Making a complaint

I can complain about faulty goods in a shop.



1 Describe the photo. Answer the questions.

- What are the people saying, do you think?
- Do you often take the things you have bought back to the shop? Why?
- Tell us about a situation when you had to return a faulty item to a shop.

You are returning a gadget to a shop because something has gone wrong with it. Discuss these four issues during the conversation with the shop assistant:

- What the gadget is and when you bought it.
- What the problem is.
- What you want to happen next.
- What you will do if that isn't possible.

2 3.14 Read the task above. Then listen to a student doing the task. Circle the correct answers.

- The student is returning
 - a CD player.
 - a DVD player.
- The student can't
 - charge the batteries.
 - turn on the player.
- The student would like
 - an exchange.
 - a refund.
- The sales assistant offers to
 - repair it.
 - exchange it.

3 **VOCABULARY** Which of these gadgets do you own? Would you like to own any other? Why? / Why not?

Gadgets digital camera digital radio DVD player
e-book reader games console headphones
mobile phone MP3 player smartphone tablet

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Speaking Strategy

When you are doing a speaking task, make sure you refer to all four points in the task. It is also important that you react and respond properly to what is said during the conversation.

4 3.14 Read the **Speaking Strategy**. Listen again and say if the student mentioned all the points in the task and responded well to the sales assistant's contributions.

5 **VOCABULARY** Look at the list of parts of gadgets below. Choose three gadgets from exercise 3. Which parts can you find on or with these gadgets?

Parts of gadgets battery case charger on/off button
power lead remote control screen strap
USB port volume control

6 3.15 Listen to another student. What parts of the gadget did she and the sales assistant mention?

7 **KEY PHRASES** Complete the phrases with the words below.

broken come exchange happy manager money
problem repair something stopped work write

Making a complaint

There's a ¹ _____ with ...
There's ² _____ wrong with ...
It doesn't ³ _____.
It has ⁴ _____ working.
It's ⁵ _____.
The (dial) has ⁶ _____ off.
Can I have my ⁷ _____ back, please?
Can I ⁸ _____ it, please?
Can you ⁹ _____ it?
I'm not ¹⁰ _____ about that.
Can I see the ¹¹ _____, please?
I'm going to ¹² _____ to (customer services).

8 3.15 Listen again. Tick the phrases in exercise 7 that the student uses.

9 **KEY PHRASES** Match the sentence halves.

Dealing with a complaint

- | | |
|-------------------|------------------|
| 1 What's wrong | a a refund? |
| 2 When did you | b repair it. |
| 3 Have you got | c a credit note. |
| 4 Would you like | d the receipt? |
| 5 We don't give | e refunds. |
| 6 I can give you | f with it? |
| 7 We can | g I can do. |
| 8 There's nothing | h buy it? |

10 **SPEAKING** Work in pairs. Do the exam task in exercise 2. Take turns to be the shop assistant and the customer. Use words and phrases from this lesson to help you.

A formal letter

I can write a formal letter.

- 1 **SPEAKING** Work in pairs. Put these methods of transport in order from the most environmentally friendly to the least. Then compare ideas with another pair.

bicycle bus car (diesel or petrol)
electric car motorbike tram

- 2 Read the task and the letter. Do you agree or disagree with the writer's opinions? Give reasons.

Your local council has issued a new town planning policy and decided not to include any cycle lanes in the town centre. Write a letter of complaint about this decision.



Dear Sir or Madam,

- 1 I am writing to express my disappointment at the council's recent decision not to include any cycle lanes in town. **Since** I do not have a car, I cycle everywhere, **so** this is a very important issue for me.
- 2 My main reason for objecting to the decision is that cycles lanes improve the safety of cyclists. Without cycle lanes, more cyclists are injured in accidents, **as** it is far more difficult for drivers to see them.
- 3 I realise that it is expensive to build cycle lanes. However, I believe it is a good use of public money. Pollution is a problem and we should be encouraging people to cycle **rather than** going by car because it is better for the environment.
- 4 All in all, I believe this is a very bad decision. **Unless** the council reconsiders, there will be a negative effect on road safety and on the environment.

Yours faithfully,

M Stafford

Martin Stafford

Writing Strategy

Make sure you use a variety of different structures when writing formal letters. You can form complex sentences by joining two clauses together with a conjunction (*and, but, because, if, or, etc.*). Use different conjunctions depending on the meaning of the clauses they introduce.

- 3 Read the **Writing Strategy**. Match the bold conjunctions in the letter with the meanings below.

- 1 because (x2) _____, _____
2 instead of _____
3 except if / if it was not true that _____
4 for that reason _____

➡ **Vocabulary Builder** Conjunctions: page 121

- 4 Match the paragraphs of the letter (1–4) with four of the headings below (A–F).

- A Give the main argument for your opinion. ____
B Strongly re-state your overall opinion. ____
C Describe a personal experience. ____
D Explain the reason for writing. ____
E Make suggestions for the future. ____
F Mention one argument from the opposing view and say why you do not accept it. ____

- 5 **KEY PHRASES** Read the useful phrases for summing up. Then find one more in the letter in exercise 2. Which paragraph does it begin?

Summing up

On balance, I think ...
Overall, ... in my opinion.
In conclusion, ...
For these reasons, I strongly believe that ...

- 6 In pairs, read the task below. Plan your essay by following the instructions (1–3).

Your local council has decided to stop giving under-18s cheap travel on buses. Write a letter of complaint about this decision, explaining why it is bad for teenagers and for the environment.

- 1 In pairs, brainstorm ideas for the pros and cons of offering young people cheap travel on buses.
2 Choose a main reason for complaining about the decision. Then choose one argument in favour of the council's decision and say why you do not accept it.
3 Make a paragraph plan for your letter. Use your answers in exercise 4 to help you.
7 Write your letter following your plan from exercise 6. Use a phrase from exercise 5 to begin the final paragraph.

CHECK YOUR WORK

- Have you ...
• used conjunctions correctly?
• checked the spelling and grammar?