

## Gadgets

*I can describe gadgets and talk about their use.*

## Unit map

## Vocabulary

Materials  
Describing technology  
Collocations  
Noun endings  
Gadgets  
Parts of gadgets

## Word Skills

Verb + preposition

## Grammar

The passive (present simple and past simple)

## Listening

Intentions of the speaker



Reading Great inventions?



Speaking Making a complaint



Writing A formal letter

Culture 9 Computer pioneers



Vocabulary Builder page 121

Grammar Builder page 140

Grammar Reference page 141



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?

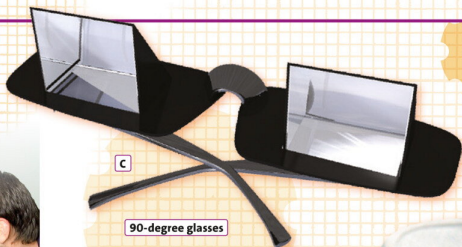
**a** aluminium **b** copper **c** gold **d** iron **e** steel





B

Table tennis door



C

90-degree glasses



D

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 <sup>1</sup> \_\_\_\_\_ powered / battery powered / solar powered.

It's cordless / rechargeable.

**Construction**

It's made <sup>2</sup> \_\_\_\_\_ of glass / steel, etc.

It's got wheels / a long <sup>3</sup> \_\_\_\_\_ /

a triangular <sup>4</sup> \_\_\_\_\_ / a square lid, etc.

**Use**

You use it to ...

It <sup>5</sup> \_\_\_\_\_ 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.

► Grammar Builder 9B page 134

## 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 <sup>1</sup> \_\_\_\_\_ and the past participle.
- b We use the <sup>2</sup> \_\_\_\_\_ simple of *be* for the present passive and the <sup>3</sup> \_\_\_\_\_ simple of *be* for the past passive.
- c If we want to say who performed the action, we use <sup>4</sup> \_\_\_\_\_ + 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, <sup>1</sup>the 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. <sup>2</sup>So 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. <sup>3</sup>The technology hasn't been perfected, so <sup>4</sup>these devices won't be sold in shops for a while.

<sup>5</sup>Will 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 <sup>6</sup>our 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 \_\_\_\_

➡ Grammar Builder 9D page 140

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?

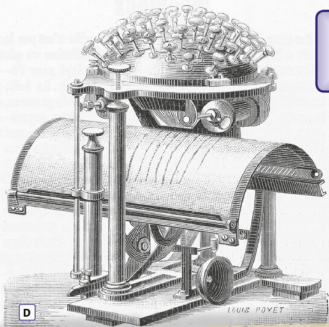
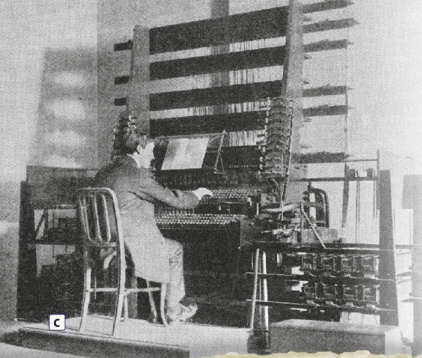
- 10 SPEAKING** In pairs, decide which three inventions and discoveries from history are the most important. Use the ideas below or think of your own. Give reasons.

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

**Vocabulary Builder** Gadgets: page 121

### 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 <sup>1</sup> \_\_\_\_\_ with ...  
There's <sup>2</sup> \_\_\_\_\_ wrong with ...  
It doesn't <sup>3</sup> \_\_\_\_\_.  
It has <sup>4</sup> \_\_\_\_\_ working.  
It's <sup>5</sup> \_\_\_\_\_.  
The (dial) has <sup>6</sup> \_\_\_\_\_ off.  
Can I have my <sup>7</sup> \_\_\_\_\_ back, please?  
Can I <sup>8</sup> \_\_\_\_\_ it, please?  
Can you <sup>9</sup> \_\_\_\_\_ it?  
I'm not <sup>10</sup> \_\_\_\_\_ about that.  
Can I see the <sup>11</sup> \_\_\_\_\_, please?  
I'm going to <sup>12</sup> \_\_\_\_\_ 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 cycle 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 (<2) \_\_\_\_\_, \_\_\_\_\_  
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?



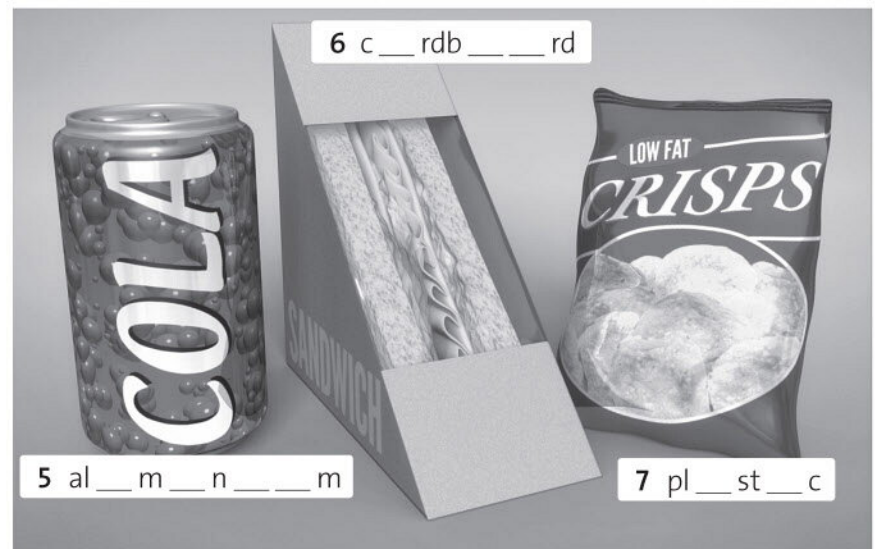
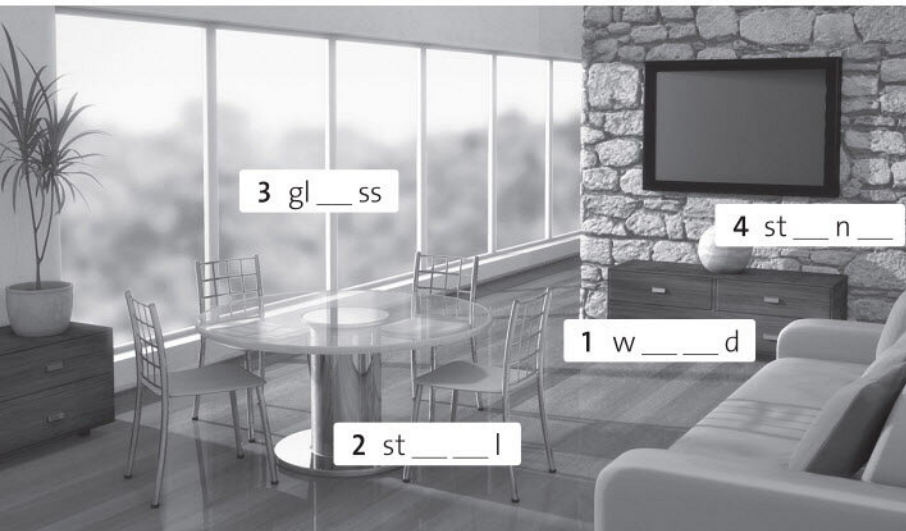
## Vocabulary

## A

## Gadgets

*I can describe gadgets and talk about their use.*

1 Complete the list of materials using *a, e, i, o* and *u*.



2 Complete the sentences with the correct materials.

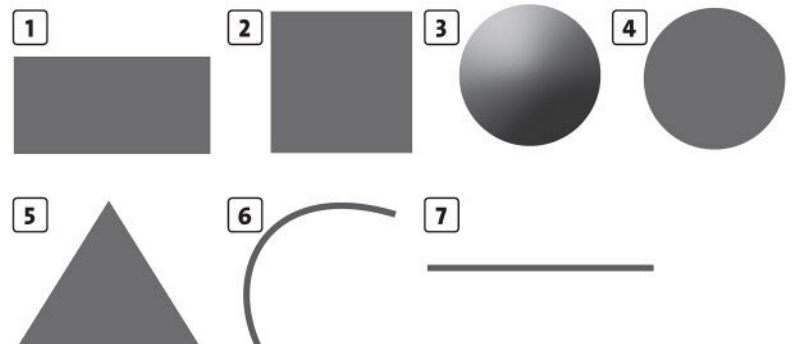
- Shoes are often made of l\_\_\_\_\_.
- Expensive rings are often made of g\_\_\_\_\_.
- Car tyres are made of r\_\_\_\_\_.
- Cups and plates are often c\_\_\_\_\_ but sometimes they are made of c\_\_\_\_\_.
- Books are made of p\_\_\_\_\_.
- Pavements are often made of c\_\_\_\_\_.
- Gates and fences are sometimes made of i\_\_\_\_\_.
- Tents and backpacks are usually made of n\_\_\_\_\_.
- In the past, coins were often made of c\_\_\_\_\_.

3 Answer the questions with the material words from exercises 1 and 2. Use each word only once.

- Which of the materials come from trees?  
paper \_\_\_\_\_
- Which of the materials are metals?  
\_\_\_\_\_
- Which material is made from part of an animal?  
\_\_\_\_\_
- Which very hard material do we find in the ground?  
\_\_\_\_\_
- Which man-made materials do we make from oil?  
\_\_\_\_\_
- Which materials do we make from other materials which we find in the ground?  
\_\_\_\_\_

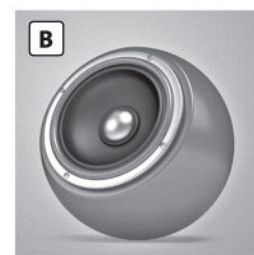
4 Match the words below with the diagrams.

circular curved rectangular spherical  
square straight triangular



- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ |         |

5 2.13 Listen to the sentences and match the objects to the descriptions. Write the correct letter: A, B or C.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# The passive (present simple and past simple)

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

## 1 Complete the sentences below with the present simple passive form of the verbs in brackets.

- Millions of mobile phones \_\_\_\_\_ every year. (sell)
- American football \_\_\_\_\_ very much in the UK. (not play)
- \_\_\_\_\_ tablets \_\_\_\_\_ in your school? (use)
- Most crimes \_\_\_\_\_ in big cities. (commit)
- Rubber trees \_\_\_\_\_ in cold countries. (not grow)
- \_\_\_\_\_ Samsung televisions \_\_\_\_\_ in Korea? (make)

## 2 Make the active sentences passive. Include the word *by*.

- Millions of people watched the 2014 World Cup Final on TV.  
*The 2014 World Cup Final was watched by millions of people on TV.*
- Alexander Fleming discovered penicillin.  
\_\_\_\_\_
- Rafa Nadal didn't win the match.  
\_\_\_\_\_
- Robots made that car.  
\_\_\_\_\_
- Did Suzanne Collins write the *Hunger Games* books?  
\_\_\_\_\_
- Peter Jackson directed the *Hobbit* films.  
\_\_\_\_\_

## 3 Put the words below in the correct order. (Remember where to put the adverb.)

- satnavs. / are / Phones / used as / sometimes  
\_\_\_\_\_
- Was / Bob Dylan? / *Make you feel my love* / first / by / sung  
\_\_\_\_\_
- invented / The wheel / about 5,000 years ago. / probably / was  
\_\_\_\_\_
- quickly / was / The suspect / arrested.  
\_\_\_\_\_
- the missing jewellery / ever / found? / Was  
\_\_\_\_\_

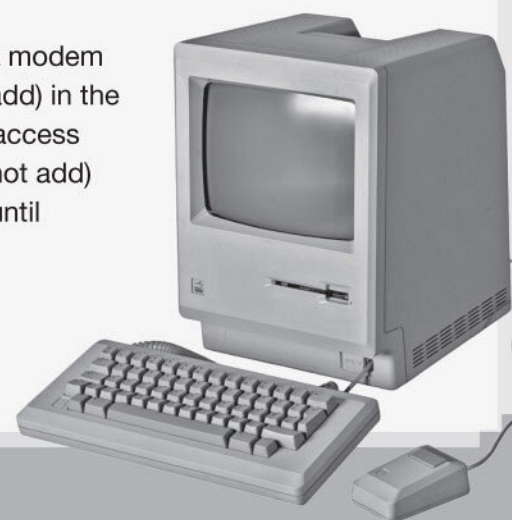
## 4 Complete the fact file below with the past simple passive form of the verbs in brackets.

# COMPUTERS: a short history

- The first computer <sup>1</sup> \_\_\_\_\_ (invent) by Charles Babbage in the early 19th century. It <sup>2</sup> \_\_\_\_\_ (not power) by electricity – it was mechanical.
- The first electronic digital computer <sup>3</sup> \_\_\_\_\_ (build) in 1943 in Britain. It <sup>4</sup> \_\_\_\_\_ (call) 'Colossus' and it <sup>5</sup> \_\_\_\_\_ (use) for decoding enemy messages in the war.
- Businesses began to use computers in the 1950s, but computers <sup>6</sup> \_\_\_\_\_ (not sell) in shops until the early 1970s.



- The first desktop computers <sup>7</sup> \_\_\_\_\_ (develop) in the late 1970s.
- Internet access via a modem <sup>8</sup> \_\_\_\_\_ (add) in the 1990s, but wireless access <sup>9</sup> \_\_\_\_\_ (not add) to most computers until about 2000.



- For the first time, in 2015, more tablets and smartphones <sup>10</sup> \_\_\_\_\_ (sell) than laptops and desktops. Will computers eventually disappear from our homes and schools?





# Intentions of the speaker

*I can identify the speaker's intention.*

**Revision:** Student's Book page 99

- 1 Complete the sentences with the verbs below. Remember to use the correct form of the verb.**

browse come up with get lose prescribe run

- 1 He \_\_\_\_\_ 10 kg during his trip to Antarctica.
- 2 Yesterday, my friend \_\_\_\_\_ a great idea for how to raise money for our club.
- 3 My mum's got a new car and it \_\_\_\_\_ on biofuel.
- 4 If you've got a smartphone, you can \_\_\_\_\_ the internet wherever you are.
- 5 My sister always \_\_\_\_\_ a good deal when she goes shopping for clothes.
- 6 Last month, a doctor \_\_\_\_\_ some medicine for my headaches.


- 2 Complete the definitions using the verbs below.**

apologise challenge comfort complain  
encourage enquire entertain inform  
persuade recommend warn welcome


- 1 If you \_\_\_\_\_ somebody (about something), you tell them about a danger.
- 2 If you \_\_\_\_\_ to somebody (about something), you tell them why you are unhappy about it.
- 3 If you \_\_\_\_\_ (for something), you say that you are sorry.
- 4 If you \_\_\_\_\_ about something, you ask questions about it.
- 5 If you \_\_\_\_\_ something (to somebody), you say why it is good.
- 6 If you \_\_\_\_\_ somebody (to do something), you make them feel more confident about it.
- 7 If you \_\_\_\_\_ somebody or something, you say you are happy about their arrival.
- 8 If you \_\_\_\_\_ somebody (about something), you tell them facts about it.
- 9 If you \_\_\_\_\_ somebody, you invite them to compete with you.
- 10 If you \_\_\_\_\_ somebody, you try to make them feel better when they're sad.
- 11 If you \_\_\_\_\_ somebody (to do something), you say things which make them want to do it.
- 12 If you \_\_\_\_\_ somebody, you keep them amused and interested.

## 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.

- 3  2.14 Read the Listening Strategy. Then listen to six speakers. What are their intentions? Complete the sentences with the -ing form of verbs from exercise 2.**

- 1 Speaker 1 is \_\_\_\_\_ a group of tourists.
- 2 Speaker 2 is \_\_\_\_\_ to a friend.
- 3 Speaker 3 is \_\_\_\_\_ about a museum.
- 4 Speaker 4 is \_\_\_\_\_ a friend.
- 5 Speaker 5 is \_\_\_\_\_ a friend.
- 6 Speaker 6 is \_\_\_\_\_ in a hotel.

- 4  2.15 Read the questions below. Then listen to the speakers and circle the correct answers.**

- 1 The speaker's main aim is to
  - a welcome people to a special event.
  - b complain about problems with a new car.
  - c enquire about a new model of car.
- 2 The speaker's main aim is to
  - a inform somebody about a new laptop.
  - b recommend buying a new laptop.
  - c apologise for damaging somebody's laptop.
- 3 The speaker's main aim is to
  - a persuade people to invest money.
  - b challenge people to invent a better product.
  - c thank people for helping to develop a fantastic product.
- 4 The speaker's main aim is to
  - a describe a machine to her students.
  - b warn her students to be careful.
  - c challenge her students to do better than her.
- 5 The speaker's main aim is to
  - a recommend that viewers buy a new type of TV.
  - b inform the viewers about a new type of TV.
  - c warn viewers not to buy a new type of TV.



# The passive (present perfect and future)

*I can use different forms of the passive.*

1 Complete the sentences below with the present perfect passive form of the verbs in brackets.

- 1 Our car \_\_\_\_\_ (steal).
- 2 Two important new drugs \_\_\_\_\_ (develop) this year.
- 3 The bus stop \_\_\_\_\_ (damage) again.
- 4 The boat \_\_\_\_\_ (not see) for two days.
- 5 All our money \_\_\_\_\_ (spend).
- 6 I hope that painting \_\_\_\_\_ (not sell).

2 Look at the pictures, then complete the sentences with the present perfect passive form of the verbs below.

build not change not finish paint replace sell



- 1 The factory *has been sold*.
- 2 The glass in the windows \_\_\_\_\_.
- 3 The big front door \_\_\_\_\_.
- 4 The metal sign \_\_\_\_\_.
- 5 A new road \_\_\_\_\_.
- 6 The new roof \_\_\_\_\_.

3 Complete the questions using the present perfect passive form and *ever*. Then answer the questions with information that is true for you.

- 1 (you / bite / by a mosquito)  
*Have you ever been bitten by a mosquito?*
- 2 (your home / burgle)  
\_\_\_\_\_
- 3 (you / chase / by a dog)  
\_\_\_\_\_
- 4 (your phone / steal)  
\_\_\_\_\_
- 5 (you / invite / to a wedding)  
\_\_\_\_\_

4 Rewrite these sentences to make them passive. Include *by ...* to say who or what carries out the action.

In the house of the future:

- 1 your fridge will order your food online.  
*your food will be ordered online by your fridge.*
- 2 the sun will provide most of your electricity.  
\_\_\_\_\_
- 3 robots will clean all the rooms.  
\_\_\_\_\_
- 4 your smartphone will operate the lights.  
\_\_\_\_\_
- 5 machines will prepare all of your food.  
\_\_\_\_\_
- 6 a computer will control the temperature in every room.  
\_\_\_\_\_

5 Complete the dialogue using passive present perfect and future forms of the verbs in brackets.

**Presenter** Can you give us the latest news on this exciting project to build a hotel on the moon?

**Scientist** The plans for the new hotel <sup>1</sup>\_\_\_\_\_ (complete) and a location <sup>2</sup>\_\_\_\_\_ (choose).

**Presenter** So when <sup>3</sup>\_\_\_\_\_ (it / build)?

**Scientist** Well, the exact date <sup>4</sup>\_\_\_\_\_ (not decide) until next month at the United Nations meeting. The plans <sup>5</sup>\_\_\_\_\_ (approve) at that meeting too.

**Presenter** And after that?

**Scientist** After that, the first parts of the hotel <sup>6</sup>\_\_\_\_\_ (send) to the moon before the end of the year.



## Verb + preposition

*I can understand and use verb + preposition collocations.*



If somebody told you they were building a lift to take people into space, you would probably laugh <sup>1</sup> \_\_\_\_\_ the idea. But in fact, if you listen <sup>2</sup> \_\_\_\_\_ scientists and engineers talking about the plan, you soon realise they are being completely serious.

The elevator would consist <sup>3</sup> \_\_\_\_\_ a carbon fibre ribbon 100,000 km long. One end would be in the ocean at the equator, and the other end would be in space.

At the moment, it takes months or years to prepare <sup>4</sup> \_\_\_\_\_ a trip into space by rocket. Space agencies have begun searching <sup>5</sup> \_\_\_\_\_ a better option – partly because they worry <sup>6</sup> \_\_\_\_\_ the cost of space missions. The idea of a space elevator appeals <sup>7</sup> \_\_\_\_\_ governments because it would be far cheaper than sending rockets into space. It would be slower, but that would give passengers more time to adjust <sup>8</sup> \_\_\_\_\_ the different conditions as they left the earth.

It may not be easy though: countries might argue <sup>9</sup> \_\_\_\_\_ the exact location of the elevator. But if the political leaders can cope <sup>10</sup> \_\_\_\_\_ these problems and manage to take part <sup>11</sup> \_\_\_\_\_ the project together, it is certainly possible.

Science fiction writer Arthur C. Clarke wrote a novel <sup>12</sup> \_\_\_\_\_ the idea in 1979. He said in a speech that humans would build a space elevator ten years after they stopped laughing at the idea. Well, they've stopped laughing now.

1 Complete the text with these prepositions: *about, at, for, in, of, to, with*. You will have to use some prepositions more than once.

2 Circle the correct prepositions to complete the sentences.

- 1 You should apologise **for** / **to** that comment!
- 2 Cats get frightened if you shout **at** / **to** them.
- 3 I asked **about** / **for** the manager so I could talk to him in person.
- 4 We complained **for** / **about** our hotel room.
- 5 I've never heard **from** / **of** this video game.
- 6 I dreamed **about** / **of** flying again last night.
- 7 After a long discussion, they agreed **to** / **with** our request and gave us our money back.
- 8 If you're unhappy with the service, why don't you write **for** / **to** the manager?

3 Study the dictionary entries and answer the questions.

- 1 Which verb is used with two prepositions with no change of meaning? \_\_\_\_\_
- 2 Which verb is used with two prepositions, but the meaning changes? \_\_\_\_\_
- 3 Which entry uses **bold and italic** type for two words that often go together? \_\_\_\_\_

**charge** / tʃɑːdʒ / verb 1 [T, I] **charge (sb/sth) for sth** to ask sb to pay a particular amount of money: *We charge £75 a night for a single room* ♦ *They forgot to charge us for the drinks* 2 [T, I] **charge sb (with sth)** to accuse sb officially of doing sth which is against the law: *Three men have been charged with robbery*

**inform** / ɪn'fɔːm / verb [T] **inform sb (of/about sth)** to give sb information (about sth), especially in an official way: *You should inform the police of the accident* ♦ *Do keep me informed of any changes*

## VOCAB BOOST!

⚙️ Dictionaries often use *something* or *somebody* (*sth* or *sb*) in their definitions, but when you record verbs it is a good idea to include words which often go with those verbs.

to complain about sth / sb → *to complain about the weather / the noise / your hotel / your neighbours / your doctor*

4 Read the **Vocab boost!** box. Write some words that often go with these verbs.

- 1 to care for sth / sb → to care for \_\_\_\_\_
- 2 to learn about sth → to learn about \_\_\_\_\_
- 3 to write to sb → to write to \_\_\_\_\_



## Inventions that save lives

*I can understand a text about inventions.*

**Revision:** Student's Book page 102

**1 Complete the sentences with nouns formed from the verbs and adjectives below in brackets.**

- The Hubble telescope can measure the \_\_\_\_\_ (move) of distant galaxies.
- The city centre was destroyed in the war. The \_\_\_\_\_ (reconstruct) took many years.
- Hard disk recorders allow us to make \_\_\_\_\_ (record) of TV programmes.
- Many men hope doctors will invent a cure for \_\_\_\_\_ (bald).
- The aeroplane is a wonderful \_\_\_\_\_ (invent).
- That's a lovely flower \_\_\_\_\_ (arrange).
- Beethoven suffered from \_\_\_\_\_ (deaf) during the last 25 years of his life.
- Before the \_\_\_\_\_ (discover) of America in 1492, many people thought the Earth was flat.

**2 Read the texts and match two of the inventions with the photos (A–B).**

**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!

**3 Read the Reading Strategy. Then decide if the sentences below are true (T), false (F) or 'does not say' (DNS).**

- Carrying water on your head can cause neck injuries.  
T ☐ F ☐ DNS ☐
- With the Hippo-Roller people can carry more water than with a normal bucket.  
T ☐ F ☐ DNS ☐
- The LifeStraw is made from natural materials.  
T ☐ F ☐ DNS ☐
- The LifeStraw never stops working.  
T ☐ F ☐ DNS ☐
- The Coca-Cola company worked with Simon Berry to design the AidPod.  
T ☐ F ☐ DNS ☐
- The AidPod is used successfully in many different countries.  
T ☐ F ☐ DNS ☐



**1 Hippo-Roller, photo \_\_\_\_\_**

Many women and children in Africa spend between three and nine hours a day carrying water to their homes. They use 20-litre plastic buckets, which they carry on their heads. The buckets are very heavy and often cause back and neck injuries. So engineers Pettie Petzer and Johan Jonker designed a 'rolling wheel' which can carry ninety litres of water and is much easier to move. 33,000 'Hippo-Rollers' have been made and delivered to remote villages in Africa. The results are good: women have more time to look after their families, the children have more time at school, and there are fewer injuries.

**2 LifeStraw, photo \_\_\_\_\_**

There are 780 million people in the world who don't have clean safe drinking water. This fact led the Swiss company Vestergaard to invent a special kind of straw that allows people to drink dirty water without getting ill. The LifeStraw is a long thin tube that cleans the water as it passes through into somebody's mouth. LifeStraw is very light and can clean up to 1,000 litres of water before you need to replace it. LifeStraw was used to help people after the Haiti earthquake, and floods in Pakistan and Thailand.

**3 AidPod, photo \_\_\_\_\_**

When Simon Berry was travelling in Zambia, he noticed that he could buy Coca-Cola in the remotest villages. But in these same villages the people had no medicines and, because of that, one in five children were dying before their fifth birthday. He had an idea. 'Why don't they bring medicines when they deliver the Coca-Cola?' So he invented the AidPod, a triangular packet of medicines that fits between the bottles in a crate of Coca-Cola. Berry has experimented with a number of designs for his AidPod and is testing his ideas in Zambia. If his plan works, he hopes to do the same thing in other African countries, and save thousands of lives.



# Making a complaint

*I can complain about faulty goods in a shop.*

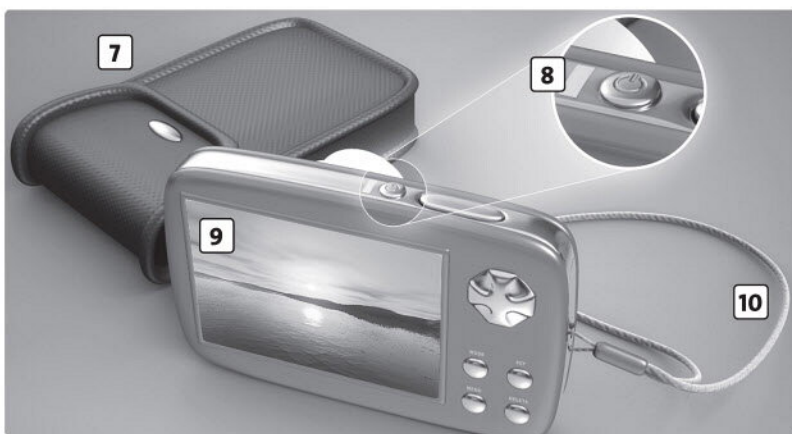
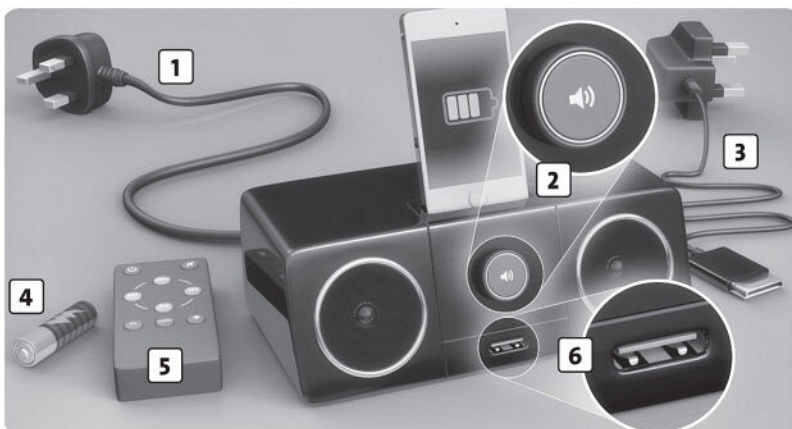
Revision: Student's Book page 104

## 1 Label the gadgets with the words below.

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



## 2 Match the parts of the gadgets (1–10) with the words below (a–j).



- |                  |                          |                  |                          |
|------------------|--------------------------|------------------|--------------------------|
| a battery        | <input type="checkbox"/> | f USB port       | <input type="checkbox"/> |
| b remote control | <input type="checkbox"/> | g power lead     | <input type="checkbox"/> |
| c case           | <input type="checkbox"/> | h volume control | <input type="checkbox"/> |
| d screen         | <input type="checkbox"/> | i strap          | <input type="checkbox"/> |
| e on/off button  | <input type="checkbox"/> | j charger        | <input type="checkbox"/> |

## 3 2.16 Listen to a customer complaining in a shop. Then answer the questions.

- Which gadget from exercise 1 is faulty?  
\_\_\_\_\_
- Which three parts of the gadget are mentioned? (Choose from the parts in exercise 2.)  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## 4 2.16 Listen again and complete the sentences with the words below. Circle the correct speaker (C – customer or SA – shop assistant) for each sentence.

credit happy money receipt refunds  
something wrong

- What's \_\_\_\_\_ with it? C / SA
- There's \_\_\_\_\_ wrong with the volume control. C / SA
- Can I have my \_\_\_\_\_ back? C / SA
- We don't give \_\_\_\_\_, I'm afraid. C / SA
- I'm not \_\_\_\_\_ about that. C / SA
- I can give you a \_\_\_\_\_ note. C / SA
- Have you got the \_\_\_\_\_ with you? C / SA

### Speaking Strategy

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

## 5 Read the Speaking Strategy. Then read the speaking task and write answers to all the questions below.

You are returning a gadget to a shop because one part of it is faulty. Discuss these four issues during your conversation with the shop assistant:

- What the gadget is and how much you paid for it.
- Which part of the gadget has a problem.
- When the problem started.
- What you want the shop to do.

- What type of gadget did you buy?  
\_\_\_\_\_
- How much did you pay for it?  
\_\_\_\_\_
- Which part of the gadget has stopped working?  
\_\_\_\_\_
- When did the problem start?  
\_\_\_\_\_
- Do you want to exchange it or do you want a refund?  
\_\_\_\_\_

## 6 Now do the task using your notes from exercise 5.



## A formal letter

I can write a formal letter.

## Preparation

- 1 Read the task and the letter. What is the writer's main reason for complaining? Choose a, b or c.

The writer thinks the decision will:

- a cost young people more money.
- b give the wrong message to vandals.
- c have a negative effect on the environment.

Your local council has decided to stop a free bike hire scheme in your town centre. Write a letter of complaint about this decision.



Dear Sir or Madam,

I am writing to complain about the decision to stop the free bike hire scheme in our town. This scheme has been very popular, especially among young people, and I cannot understand why the council wants to stop it.

I object to the decision mainly because the bike hire scheme encourages people to cycle <sup>1</sup> \_\_\_\_\_ going by car or bus. <sup>2</sup> \_\_\_\_\_ cycling is good for the environment and good for people's health, we want as many people as possible to do it.

I understand that there have been some problems with vandalism. However, I do not think a small number of vandals should be able to change the council's policy. Surely it is possible to install security cameras, <sup>3</sup> \_\_\_\_\_ the bikes are not damaged so often.

In conclusion, I believe the bike hire scheme benefits the environment and the residents, and should continue.

Yours faithfully,

*P Wentworth*

Penny Wentworth

## Writing Strategy

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

- 2 Read the Writing Strategy. Then complete the formal letter in exercise 1 with some of the conjunctions below.

although if or rather than since so unless

- 3 Complete the phrases for summing up using the words below. Underline the phrase that the writer uses in the letter in exercise 1.

all balance conclusion opinion reasons

1 All in \_\_\_\_\_, I believe ...

2 On \_\_\_\_\_, I think ...

3 Overall, ... in my \_\_\_\_\_.

4 In \_\_\_\_\_, ...

5 For these \_\_\_\_\_, I strongly believe that ...

- 4 Read the task below. Then think about the issue and make notes.

Your local council has decided to allow buses into the town centre, which is currently pedestrian only. Write a letter of complaint about this decision.

Introduction: \_\_\_\_\_

Main reason to object: \_\_\_\_\_

One argument from the opposing view: \_\_\_\_\_

Why you do not accept that argument: \_\_\_\_\_

Conclusion: \_\_\_\_\_

## Writing Guide

- 5 Use your notes to write a formal letter of complaint.

## CHECK YOUR WORK

Have you ...

- ☐ used some conjunctions and a phrase for summing up?
- ☐ checked your spelling and grammar?



## Vocabulary

### 1 Choose the correct words to complete the sentences.

- They use **aluminium** / **iron** to make aeroplanes because it is light and strong.
- The floors in their house are made of **paper** / **wood** that came from older buildings.
- They live in a 300-year-old house made of **stone** / **plastic**.
- Most lenses in glasses are made of **plastic** / **glass** nowadays because it is less likely to break.
- I prefer shoes made of **cardboard** / **leather** because they are more comfortable.
- Copper** / **Rubber** is used in many electrical appliances because it carries electricity very well.
- We put all of our things in **cement** / **cardboard** boxes before we moved to our new house.
- People have always considered **gold** / **ceramic** valuable, and it was used as money for centuries.
- The stones on the terrace are held together with **nylon** / **cement**.
- Before **rubber** / **iron** tyres became common, wheels were covered in metal.
- Steel** / **Aluminium** is used to construct tall buildings because it is so strong.

Mark:  / 11

### 2 Match the words below with descriptions 1–6.

circular curved rectangular spherical  
square triangular

- This object has three sides and three corners.  
It's \_\_\_\_\_.
- The room is round – it doesn't have any corners.  
It's \_\_\_\_\_.
- Our kitchen table has four exactly equal sides.  
It's \_\_\_\_\_.
- The shape of the Earth is this. It's \_\_\_\_\_.
- The path follows the shape of the hills, so it looks a bit like a snake. It's \_\_\_\_\_.
- Their meeting room table is long and narrow, with two long sides and two short ones. It's \_\_\_\_\_.

Mark:  / 6

### 3 Match the intentions below with sentences 1–10.

apologise challenge complain encourage enquire  
recommend tell a story thank warn welcome

- 'I'm so sorry I told her your secret! I didn't mean to do it.'  
\_\_\_\_\_
- I'm so tired of my parents telling me what to do all the time!' \_\_\_\_\_
- 'Don't give up – I know you'll do it eventually.'  
\_\_\_\_\_

- 'So then the phone rang, and when I picked up, it was exactly the person I'd been thinking about!'  
\_\_\_\_\_
- 'He's a very good builder, he isn't expensive and he's very reliable.' \_\_\_\_\_
- 'Be careful, that step is very slippery!'  
\_\_\_\_\_
- 'I'm so grateful for all your help that I don't know what to say.' \_\_\_\_\_
- 'Let's play table tennis. I bet you can't beat me!'  
\_\_\_\_\_
- 'Come in! It's so nice to finally have you here.'  
\_\_\_\_\_
- 'Do you know if there's an evening train to Brighton?'  
\_\_\_\_\_

Mark:  / 10

### 4 Complete the collocations with the verbs below.

browse come up with get lose prescribe run on

- I don't understand how you \_\_\_\_\_ so many original ideas.
- I think doctors nowadays \_\_\_\_\_ too many drugs.
- If you buy the older model of that phone, you can \_\_\_\_\_ a really good deal.
- When I'm bored, I \_\_\_\_\_ the internet to see if there's anything interesting to read.
- It's never easy to \_\_\_\_\_ weight, but with diet and exercise it's possible.
- All of our farm machines \_\_\_\_\_ biofuel, which is cleaner than normal fuel.

Mark:  / 6

## Word Skills

### 5 Complete the sentences with the prepositions below.

about (x4) for (x2) of (x2) to with

- She doesn't care \_\_\_\_\_ getting high marks.
- I've never heard \_\_\_\_\_ that writer. Is she good?
- People often complain \_\_\_\_\_ their mobile phone companies.
- Please throw that pen \_\_\_\_\_ me – I need it.
- I apologised \_\_\_\_\_ shouting at him.
- Jim's boss asked \_\_\_\_\_ his holiday.
- It's difficult to work full-time and care \_\_\_\_\_ a family.
- Geoff writes \_\_\_\_\_ politics on his blog.
- She doesn't agree \_\_\_\_\_ my opinion of Sally.
- I want you to know that I'm thinking \_\_\_\_\_ you.

Mark:  / 10



## Grammar

- 6 Rewrite the active sentences in the passive. Make any necessary changes. Use the present simple or the past simple.
- Every year, my school holds a competition for 'best inventor'.  
\_\_\_\_\_
  - They give you materials and ask you to design something.  
\_\_\_\_\_
  - My school encouraged me to take part this year.  
\_\_\_\_\_
  - A group of five teachers make the final decision.  
\_\_\_\_\_
  - They test the inventions for usefulness.  
\_\_\_\_\_
  - They give a prize for the best invention.  
\_\_\_\_\_
  - They gave the prize for the 'best inventor' to my friend Jo.  
\_\_\_\_\_
  - They present the prize at the end of school ceremony.  
\_\_\_\_\_

Mark:  / 8

- 7 Complete the email with the correct present perfect passive and future passive form of the verbs in brackets.

✉ Hey Pat

You'll never guess what's happened. I <sup>1</sup> \_\_\_\_\_ (contact) by the Society of Inventors, and I <sup>2</sup> \_\_\_\_\_ (inform) that next month I <sup>3</sup> \_\_\_\_\_ (give) a prize for the most original invention! I was really shocked because I <sup>4</sup> \_\_\_\_\_ (never / give) any kind of prize before. Some of my devices <sup>5</sup> \_\_\_\_\_ (give) good reviews over the years, but to think that I <sup>6</sup> \_\_\_\_\_ (recognise) in a public ceremony is really exciting! Richard and I <sup>7</sup> \_\_\_\_\_ (introduce) to several important Danish inventors before the ceremony. I hope you <sup>8</sup> \_\_\_\_\_ (invite) to the ceremony. It would be great to see you there.

Love, Kara

Mark:  / 8

## Use of English

- 8 Complete the article with suitable words. Write one word in each gap.

## WHAT TO SEE IN HAMPSTON

Hampston Science Museum will be host to a very interesting exhibition later this year. Have you heard about the Touring Robots? It's an exhibition that <sup>1</sup> \_\_\_\_\_ organised in Italy three months ago. It includes several of the first robots, which <sup>2</sup> \_\_\_\_\_ invented a long time ago, but also has a lot of new robots that have <sup>3</sup> \_\_\_\_\_ recently developed by young scientists. The exhibition was so popular that <sup>4</sup> \_\_\_\_\_ was decided that it should tour Europe. It's coming to our town later in the year. We haven't been given an exact date <sup>5</sup> \_\_\_\_\_, but it will probably be in November. This exhibition will be very popular, so make sure you book tickets soon, or they will <sup>6</sup> \_\_\_\_\_ sold out.

Mark:  / 6Total:  / 65

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

	★	★★	★★★★
I can describe gadgets and talk about their use.			
I can use the present and past passive to talk about technology.			
I can identify the speaker's intention.			
I can use different forms of the passive.			
I can understand and use verb + preposition collocations.			
I can understand a text about forgotten inventions.			
I can complain about faulty goods in a shop.			
I can write a formal letter.			