

UNIT WALKTHROUGH Student's Book 1, Unit 3

Eye-catching images and age-relevant topics generate interest and engage *Bachillerato* students.

Word Smart boxes focus on a variety of vocabulary features such as prefixes, suffixes, phrasal verbs, word types, etc to enhance vocabulary knowledge.

The unit objectives state the language, the skills input and output, the life skills, and the SDGs that are covered in the unit so that students are aware of what is coming.

The unit begins with a proverb, quote or expression to get students thinking.

Unit topic vocabulary is presented in context and practised in a variety of ways to enable a better understanding of word usage.

3 Consumerism

Vocabulary	The consumer society; Work
Grammar	Modal verbs past and present
Reading	A current affairs article
Listening	A radio interview
Speaking	A formal debate
Writing	A formal email
Competences for life	Critical thinking
Sustainable Development Goals	12 Responsible production and consumption 15 Life on land




Nothing on Earth is greedier than the eye.
African proverb

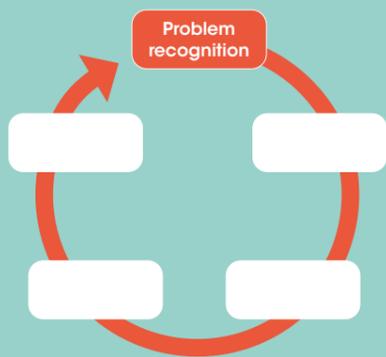
Do you agree with the proverb? How does it relate to the photos?

Vocabulary The consumer society

1 Read the text and match each step to the phrases in the box. Then copy and complete the Consumer buying process diagram in your notebook.

Information search & evaluation Post-purchase evaluation **Problem recognition** Purchase Purchase decision

Consumer buying process



STEP 1	Your trainers have been worn out for a while, but you're short of money so you want to make them last as long as you can. But, eventually, the soles split. No choice, now - it's time to replace them with a new pair.
STEP 2	When you're on a tight budget , it's important to shop around . First you browse online, looking at adverts and reading the latest reviews. You're not sure about buying stuff online, though, in case you get ripped off , so you head to the high-street stores to go window shopping .
STEP 3	In the end, you decide on the trainers to buy. They're made by a well-known label and they're good value for money as there's a 30% discount. There's also a free gift included - a cute bag.
STEP 4	You pay by card and turn down a carrier bag . Instead you ask the shop to recycle the packaging and your old trainers; then you walk out wearing the new ones.
STEP 5	The verdict - you've picked up a real bargain ! You've bought a great product for a good price - and it's a really cool brand , too!

34 Unit 3

2 Match the phrases in blue in the text to the definitions.

- consider several possibilities before making a choice about what to buy
- have a limited amount of money available to spend on something
- buy something that costs much less than normal
- the activity of looking at things in shop windows but not buying anything
- when you don't have much money
- shops located on the main street of a town or city
- a product or group of products that has its own name and is made by one particular company
- cheated by someone making you pay too much money for something
- when something is worth the price you pay for it
- a bag that a shop gives you for carrying home the things you have bought
- the boxes, bottles, plastic, etc used for wrapping products so that they can be sold
- look for information on the internet

3 20 Listen to the conversation between Kavita and Charlie. Are the statements true or false?

- Kavita thinks that consumerism stops us from thinking about things such as women's rights.
- Kavita usually spends a lot of money when she goes shopping.
- Charlie doesn't like paying too much money for his clothes.
- Kavita doesn't think that Charlie would be good to go shopping with.
- Charlie agrees with Pink: shopping stops us thinking.

WORD SMART

Prefixes (*re-*, *under-*, *over-*, etc) can change the meaning of words, eg *view* - *review*.

Suffixes (*-ism*, *-able*, *-ment*, *-ion*, etc) usually change the part of speech, eg *consume* - *consumerism*.

Learning to use prefixes and suffixes is another easy way to expand your vocabulary.

AIM HIGHER Prefixes and suffixes

Complete the sentences by forming a word from the words in brackets and a prefix or suffix in the box.

-able -ion -ment over- re- under-

- Don't _____ the power of an advertising campaign - it can persuade millions of people to buy a product. (**estimate**)
- All the company's trainers are made from _____ material. (**sustain**)
- _____ of our new label is now carried out in China. (**produce**)
- My parents want to _____ our car with an electric one. (**place**)
- We don't accept _____ in cash anymore, only card. (**pay**)
- Some brands are just not worth what you pay - they're _____. (**value**)

Speak up

- 4 Think about the last big thing you bought and explain to your partner the buying process you went through.

Aim Higher sections offer optional vocabulary extension to increase the level of challenge if needed.

Global English videos supplied by The Guardian and Reuters offer students authentic material and a range of accents to prepare them for the real world outside the classroom and also offer enriching intercultural information.

Linguistic Mediation tasks are provided at the end of the Student's Book. A variety of *Linguistic Mediation activity types* are covered throughout the course and these come in different parts of the unit to ensure different input sources and output types are provided.

VIDEO Global English

Intercultural competence



Survival

A In pairs, answer the questions.

Talk about the last few items of clothing, shoes or jewellery that you bought. What materials were they made of? Where do these materials come from?

B Watch the video. Why are elephants in danger?

C Watch the video again. Answer the questions.

- Why do baby elephants become orphans?
- What do the keepers at the wildlife centre do?
- When do Edwin and Paula think elephants may become extinct?

D In small groups, read the information and answer the questions.

Selling modern ivory is banned in many countries, but ivory was used in the past to make things like pianos and furniture, which can still be bought and sold legally.

- Would you buy something old made from ivory? Why/ Why not?
- What else should we do to stop the modern ivory trade?

► Mediation task page 116

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Quick clip videos include personalised topic introductions by young adults and offer a springboard for critical thinking practice.

Engaging reading topics and striking images motivate students, encourage text engagement and in many cases raise awareness of key SDG topics.

Reading A current affairs article

VIDEO Quick clip Critical thinking



- A** Watch the video. What does Emily do to protect the environment?
- B** Answer the questions.
- 1 What do you recycle?
 - 2 What opportunities for recycling are there in your town?
 - 3 Can you think of ways in which we could recycle more?

- 1 You are going to read about an environmental problem relating to the items in A–C. In pairs, predict what you think the problem could be.
- A palm oil, an oil that comes from the fruit of palm trees
 - B the orang-utan
 - C rainforests

- 2 Read the text quickly and check your answers to Ex 1.

- 3 **EXAM** Read the text again. Choose the best sentence (A–G) for each gap (1–6). There is one sentence which you don't need.

- 4 **21** Read and listen to the text to check your answers.

SUB SKILL Reference words

To understand texts well, it's important to be aware of reference words and what they refer to in the text. Look out for personal pronouns (*I, it, they, etc*), demonstrative pronouns (*this, these, etc*) and substitution words (*so/such, one/ones*).

- 5 Look at the reference words in bold in sentences A–G on page 37 and match them to what they refer to (1–6) below.

- 1 being aware of what goes into food and understanding how the production of ingredients affects the global system
- 2 the global banks
- 3 animal rights activists and conservation groups
- 4 orang-utans and baby orang-utans
- 5 the palm oil industry
- 6 the meaning of the name orang-utan



Words in context

- 6 Complete the sentences with the phrasal verbs in blue in the text or missing sentences on page 37. There are two extra phrasal verbs, work out their meaning from the context.

- 1 It's important to environmental issues to make informed purchasing decisions.
- 2 I hope that companies that don't act sustainably will be of the market.
- 3 It's impossible to some people how serious the issue is – they just don't want to hear about it.
- 4 It can be difficult for countries to the damage caused to the environment by consumerism.
- 5 Governments shouldn't the possibility of introducing penalties for banks lending money to companies involved with rainforest destruction.
- 6 Lots of people donated money for the campaign after the meeting, so I think we our message effectively.



Speak up

- 7 **In pairs, discuss the questions.**
- 1 What are the conclusions of the text?
 - 2 What evidence does the author give to support the conclusions?

Digital competence

Search online for other animals that are in danger of extinction. Follow steps (1–3) below.

- 1 Note down key information about one animal and the problems that it is facing, eg habitat, diet, family structure, environmental problems.
- 2 Find photos to illustrate the information in Step 1.
- 3 Prepare a short presentation for your class about the animal.



MAN'S CLOSEST RELATIVE IN DANGER

The orang-utan gets its name from a Malay word meaning 'person of the forest'. (1) Recently, animal rights activists and conservation groups have sounded the alarm bells for these majestic primates. (2) This is due to our excessive use of a particular crop.

3 The culprit is palm oil. It is thought that palm oil is used as an ingredient in about 50% of all food and cosmetic products, including chocolate, ice cream, toothpaste, soap and shampoo. (3) To keep up with global demand for palm oil, large areas of Indonesian rainforest have been burnt down and cleared to make way for palm trees. Orang-utans are seen as pests that must be driven out of the palm oil plantations. As a result, baby orang-utans are often abandoned and have to be brought up in captivity. (4) Palm oil producers and the enormous food and cosmetic companies that purchase the products are only the tip of the iceberg in many respects. In order to clear existing forests and plant palm trees, many companies receive huge loans and investments from major global banks. (5) It is not enough to campaign for the sustainable and responsible use of palm oil by food and cosmetics companies – the banks must be targeted too. Not only is the palm oil industry pushing orang-utans to the brink of extinction, but rainforest destruction also affects other wildlife such as tigers and elephants, as well as indigenous people who have to be moved off their lands or are forced to work on the plantations. Many environmental organisations also report the use of child labour for harvesting the palm fruit. Consumers need to be aware of what goes into their food, not just for the sake of their health but also in order to understand how the production of the ingredients affects the global ecosystem. (6)

- A It is these financial backers that consumers and activists need to get through to.
- B They have been trying to get across to people that our consumption habits, however insignificant at first sight, may be having a significant effect on these animals' habitats.
- C Such knowledge might save the remaining 15% of historical forests from destruction and make protecting our closest relatives and their habitat less of an uphill struggle.
- D Their situation is now critical – orang-utan sanctuaries and orphanages are saturated – and many environmental organisations are not ruling out total extinction in the near future.
- E This tiny visible part of a much larger problem makes coping with rainforest destruction extremely difficult.
- F It's an enormous industry which may have put orang-utans at risk of extinction.
- G This reflects the creatures' home – the rainforests of Indonesia, principally in Borneo and Sumatra.

Idioms

sound the alarm bells (line 3) – begin to worry that there may be a serious problem
the tip of the iceberg (line 13) – a problem or difficult situation that shows that a much more serious problem exists
an uphill struggle (sentence C) – a difficulty that takes a lot of effort over extended period of time

► Vocabulary list page 144

Key vocabulary is clearly highlighted in the text in blue and associated practice of it is provided in the Words in Context activity.

This box highlights idioms or phrases and includes definitions and examples of these in the text.

Exam-type activities give practice of specific task types for University Entrance Exams.

Sub-skills focus on both general English and exam skills development and provide key strategies that enable exam success.

Regular Speak Up personalised speaking tasks encourage students to react to the topic whilst putting language learnt into practice.

These activities offer ideas for tasks that include searching and selecting information online and thus develop digital competence.

The inductive grammar approach reviews students' prior knowledge and encourages recognition to aid understanding and increase learner autonomy.

Grammar Consolidation activity provided in the digital version of the Student's Book for extra practice.

Grammar Modal verbs

Modal verbs past and present

A Read the comments from Tuesday and complete uses (1–4) with the modals in bold.

- | | |
|-----------------|----------------------------------|
| 1 obligation | must , |
| 2 no obligation |, |
| 3 prohibition | can't , |
| 4 permission | can, can't, could , |

B Now read the comments from Wednesday and complete uses (5–8) with the modals in bold.

- | | |
|---------------------------|--------------|
| 5 advice |, |
| 6 possibility/probability |, |
| 7 speculation/deduction |, |
| 8 ability |, |

C 22 Listen and then choose the correct option (A–C) to complete the uses of modal perfects (1–3).

Modal perfects

A to talk about possibility in the past

B to show regret for a past action

C to talk about certainty in the past

- | |
|--|
| 1 We use must(n't) / can't have + past participle |
| 2 We use may / might / could have + past participle |
| 3 We use should / shouldn't have + past participle |

New shopping centre planned for city centre parkland. Do you agree?

Comments Tuesday 30th October

- 6.40 We **don't have to** let this happen!
- 7.02 I agree. It **needn't** happen – we can stop it.
- 8.12 We **mustn't** let this crazy plan go ahead.
- 8.15 Where are we supposed to go for a run now? We **have to** do something.
- 9.50 **May** I add something? Who's paying for this project? Us.

Comments Wednesday 31st October

- 3.15 Someone **ought to** contact the newspapers. This **could** be a huge disaster for our town.
- 3.28 I agree – politicians **should** get their eyes tested. We have enough shops.
- 4.50 The Residents Action Group **may** organise a demonstration. **Can** you all make it this Saturday? If we fight, we **might** be able to get them to think again.
- 5.07 The mayor **can't** be serious! This **must** be some kind of joke.
- 6.38 I agree, but we **can't** stop them. They have all the power.

▶ Grammar reference & practice page 123

1 Choose the correct modal verb forms to complete the leaflet.

Three reasons why you (1) should / ought / have to try being a Vegan

1 Live more healthily

Vegans say we (2) **mustn't / needn't / shouldn't** eat meat because we can get all the nutrients we require from other foodstuffs. Recent reports from WHO suggest that processed meat such as bacon, salami or sausages (3) **should / might / must** actually cause some types of cancer.

2 Protect animals

According to PETA* every vegan (4) **must / should / may** save the lives of more than 100 animals a year. If you (5) **can / might / should** cut down on meat, dairy products or eggs, think about how many animals you (6) **have to / could / must** help.

3 Save the planet

You (7) **might have / can't have / must have** installed energy-efficient light bulbs in your house, or your household (8) **can have / could have / must have** bought a hybrid electric car, but if we really want to help the planet, we (9) **could / should / might** reduce the amount of meat we produce. The Union of Concerned Scientists argue that meat production (10) **should / can / may** be one of the main causes of the environmental problems facing us today.

*PETA – People for Ethical Treatment of Animals

Watch out! Plurilingual competence

When talking about obligation, **have to** is similar to **must**, but we often use **have to** when the obligation comes from someone else:

I must try to recycle more (= because I want to).

I have to recycle this scrap paper (= because my teacher tells me to).

Translate the sentences into your language. Do you use the same verb or different verbs to express obligation in both sentences?



2 **EXAM** Rewrite the sentences using the correct form of the verb and **have to, must, should, can, could, may or might**.

- Excuse me, is it OK if I turn off the light? Excuse me, _____ off the light?
- It isn't a good idea to wrap up the presents. It's such a waste of paper. You _____ up the presents. It's such a waste of paper.
- There's a chance she'll forget to turn the tap off. She _____ turn the tap off.
- Visitors to the park aren't allowed to feed the animals. You _____ the animals in the park.
- It's not necessary to give up eating meat completely – just eat less. You _____ up eating meat completely – just eat less.
- It's not possible that she's Italian. Her English is perfect! She _____ Italian. Her English is perfect!

Watch out!

Remember that for a deduction about the past that we are certain is not true, we use **can't have + past participle, not mustn't have + past participle**.

✓ You **mustn't have can't have finished** the book already it's 300 pages long and you've only been reading for an hour!

3 23 Complete the conversations with the modal perfect form. Listen and check.

- A: I've just seen Anan in that new fair-trade café.
B: It _____ (be) him. He's on holiday with his family.
- A: Yesterday I splashed out on this new dress for the party.
B: You _____ (do) that. I _____ (lend) you something to wear.
- A: Have you seen Kay? She was going to help me with my report.
B: I'm not sure, but she _____ (go) to the farmers' market.



- A: We've cut the grass and watered the plants.
B: Thanks, but you _____ (water) the plants – it's going to rain later.
- A: There used to be a great charity shop in this street.
B: Yes, it isn't there any more. It _____ (close down).

4 Consolidation

AIM HIGHER Alternatives to modals

A Read the sentences and complete the rules.

It wasn't easy, but we **managed to** persuade our school to provide recycling bins. The supermarket had almost everything we needed, except we **weren't able to** find any vegan cheese.

I wish I had gone on the demonstration. It was for a really good cause.

We use _____ or **was/were** _____ instead of **could** when talking about ability at a specific moment in the past. We can use **I _____ / _____ (n't) + past participle** instead of **I should(n't) have + past participle** to express regret about the past.

B Complete the sentences using the alternatives to modals and verbs in brackets.

- These new shoes are really tight. I _____ (wish, not buy) them.
- After months of protest, we _____ (able to, stop) the council knocking down a beautiful old house to build a car park.
- The train was late and so Tina _____ (not manage to, get to) the class on time.
- _____ you _____ (able to, buy) everything you had on your shopping list?
- Eli _____ he _____ (wish, sleep) more last night – he's so tired today.

▶ Grammar reference & practice page 124

CRITICAL THINKING

- Work in small groups. Choose an issue that is affecting your area and think of reasons why local people should take action. Discuss what should have been done already and what could still be done. Then present your arguments to the class.

Aim Higher offers additional material for students looking to broaden their grammatical knowledge even further.

Thought-provoking Critical Thinking tasks boost students' critical thinking skills- an essential ability for future success.

The second **vocabulary** section in the unit helps students to further broaden their lexical knowledge.

Listening sections offer practice of typical exam listening tasks.

A variety of **speaking** tasks is provided to expose students to different exam and real-life tasks.

The **Speaking Competence** column provides a very scaffolded approach to speaking so that all students can carry out the tasks successfully.

A focus on **essential sub-skills** helps students develop key skills and equips them with important exam techniques.

Vocabulary Work

1 Match the words to make collocations related to work. Sometimes more than one collocation is possible.

- | | |
|--------------|------------------------|
| 1 equal | a responsibility |
| 2 minimum | b experience |
| 3 relevant | c management post |
| 4 job | d wage |
| 5 early | e opportunity employer |
| 6 overall | f skills |
| 7 managerial | g satisfaction |
| 8 senior | h retirement |

2 Find the word in each group that does NOT form a collocation with the word in bold.

- a temporary / daily / steady / full-time **job**
- unskilled / voluntary / dead-end / physical **work**
- interesting / manual / skilled / child **labour**
- a study / political / successful / promising **career**

WORD SMART

job (countable) work that you do regularly to earn money
work (uncountable) activity that involves physical or mental effort
labour (uncountable) a formal way of saying work, especially when it involves hard physical effort
career (countable) a profession that you spend a lot of your working life doing

3 Complete the sentences with appropriate collocations from Ex 1 and Ex 2.

- Many people working on the _____ find it very hard to make ends meet.
- My dad took _____ last year and spends most of his time gardening now.
- Martha had a _____ in marketing, but she gave it up at 23 to open her own bakery.
- Tom is the manager, so he has _____ for running the sales department.
- The clothing industry is notorious for its use of _____, despite it being illegal.
- Rebecca is hoping to be promoted to a _____ soon, which means she'll have a company car.



- You won't get paid, because it's _____, but you'll get a place to sleep and free meals.
- When I grow up, all I really want is a _____ and a decent salary – nothing special.

Listening A radio interview

4 Listen to the words and check you understand the definitions.

- coltan** – a black, metallic ore
lithium – a chemical element that is a soft silver-white metal
harmful – causing damage
pristine – undamaged; in perfect condition



SUB SKILL Distractors

In multiple-choice exercises, the incorrect options (called distractors) often catch your attention by using words and expressions which the speaker says.

5 Read the questions and multiple-choice options in Ex 6 and find the key words. Think of other ways of saying these words.

6 Listen to a radio interview with a man called Jamie Harrison and choose the correct options.

- Why is coltan used in mobile phones?
 A It keeps electricity in the batteries.
 B It isn't environmentally harmful.
 C It forms part of important components.
 D It connects them to other electronic devices.
- Why are mines attractive to young men, despite the bad conditions?
 A They can earn more money there than in other jobs.
 B They are paid according to the size of the bags they can carry.
 C They are guaranteed the minimum wage there.
 D The work is very hard but they find it satisfying.
- What consequences does clearing the rainforest have?
 A It pollutes the rivers and lakes.
 B Animals and people are affected.
 C It can poison native tribes.
 D It puts the mines at risk.
- What is Jamie's group trying to do?
 A Make companies only use coltan from sustainable sources.
 B Ban the use of coltan in electronic devices.
 C Save the global environment from destruction.
 D Pressure governments to stop rainforest destruction.

7 Listen again and answer the questions in your own words.

- Why was Jamie Harrison invited to appear on the programme?
- What are the two main problems with some of the mines?
- What is Jamie Harrison's intention in the interview?

Speaking A formal debate

SUB SKILL Stating your opinion

In debates and formal discussions, it is important to state your opinion clearly and to indicate whether you agree or disagree with the other speakers' opinions.

8 Listen to part of a formal debate when speakers give their counter-arguments and summaries. Note down phrases used to give opinions or express agreement/disagreement.

Speaker 1 The other team said that climate change is everyone's responsibility and we can all do something. However, that is clearly not the case. Industry is usually responsible for a lot of pollution and increasing levels of greenhouse gases, which are contributing to global warming and climate change. In our opinion, we, as individuals, cannot influence what companies do. It's the job of governments to do that. Also, while we totally agree that climate change is a serious problem, what happens in other countries is not our responsibility. We believe that individuals don't have the power to change what happens beyond their borders.

Speaker 2 We couldn't agree more with what you said about the effects industry is having on climate change. However, we disagree completely with the argument that individuals aren't able to change this. It is our firm belief that, as consumers, it is within our power, and is our responsibility, to hold companies accountable for the damage they are doing. And, yes, what happens in other countries is beyond our control, but, the way we see it is that, as citizens, we should write to our government and demand change on a global scale. Climate change has no borders, so we should make it our mission.

PRONUNCIATION

27 The letter **s**

The letter **s** can represent several different sounds: /s/ as in the word *gas*, /z/ as in the word *mines*, /ʃ/ as in the word *mission* and /ʒ/ as in the word *usually*.

9 Copy and complete the table with the words in the box. Listen and check.

borders conclusion decision dollars hugband industry issue measure responsibility sugar

/s/	/z/	/ʃ/	/ʒ/



SPEAKING COMPETENCE

TASK

Form two teams and have a formal debate. One team will argue for the resolution and the other team will argue against it.

Resolution: 'Consumerism is destroying the environment.'

PLAN

Research the topic and plan your argument with your team. Follow the steps and use the notes to help you.

- Decide on three or four strong arguments for or against the resolution. Find information, facts and figures to help you support the arguments. Write notes.
- Think about the arguments that the other team might use, and think of counter-arguments against them.
- Use the model conversation in Ex 8 to plan what you are going to say. Remember to include phrases from the USEFUL LANGUAGE box.
- Select three speakers to represent your team during the debate: Speaker 1 to present the team's arguments, Speaker 2 to present the team's counter-arguments, Speaker 3 to present the summary.

Notes

For the resolution Against the resolution

PRACTISE

Follow the checklist to have your debate.

- Allow five minutes to present the case for the resolution.
- Allow five minutes to present the case against the resolution.
- Allow two minutes each for both teams to present their counter-argument and summary.
- Allow the speakers to speak without interruption!
- Conclude with the whole class voting on the resolution.

USEFUL LANGUAGE

You're absolutely right/wrong.
 I'm sorry, but we disagree/can't agree.
 That is clearly not the case.

It is our firm opinion/belief that ...
 We sincerely believe that ...
 The way we see it is that ...
 Exactly!
 We totally agree with you.
 In our opinion, ...
 We couldn't agree more.



A variety of writing text types is provided to train students on the most common writing exam tasks.

Useful advice is offered to develop exam writing skills.

Writing A formal email

- 1 Read the email and answer the questions.
 - 1 Who is Maria writing to?
 - 2 What is the purpose of the email?
 - 3 Which two things is Maria concerned about?
 - 4 What does she want to know?

SUB SKILL Writing formal emails

Formal letters and emails in English have a standard structure which the recipient expects to see. They also use set expressions and phrases which sound polite and show respect.



Dear Sir/Madam,

I am writing to enquire about the use of coltan in the components of your mobile phones.

Recently, I read an article in *International Geographic Online* about coltan mines, which concerned me. According to the article, not only do these mines destroy the local ecosystems, which are home to a huge variety of species, but the working conditions for the miners are often inhumane.

Having used mobile phones made by your company for the last three years, I would like to know whether the company uses coltan in its components and, if so, which countries this mineral is sourced from. I would be grateful if you could also provide me with information about the mining operations that your suppliers use. Please inform me of your company's policy on the mining of coltan and other minerals and metals used in the manufacture of your mobile phones.

Thank you for your co-operation in this matter.

I look forward to hearing from you soon.

Yours faithfully,

María Fernández

Paragraph 1: Explain why you are writing to the company.

Paragraph 2: Explain your concerns.

Paragraph 3: Ask for information.

- 2 Make notes about each paragraph in the email.
 - Paragraph 1: the reason for writing
 - Enquire about the use of Coltan in the components of your mobile phones.*
 - Paragraph 2: Maria's concerns
 - Paragraph 3: Maria's questions

- 3 Look at the email again and find examples of the language used to:
 - 1 address the recipient
 - 2 explain the purpose of writing
 - 3 explain the reason for enquiry
 - 4 express gratitude
 - 5 call for future action
 - 6 sign off

SUB SKILL Adding emphasis

In formal writing or speech, we can use *Not only + auxiliary + subject + verb ... but ...*, in order to add emphasis, for example, *Not only do these mines destroy the local ecosystems, but the working conditions for the miners are inhumane.* Other phrases that follow this pattern include: *Never before, Not until, No sooner ... than, Only when.*

- 4 Rewrite the sentences using *Not only ...but.*
 - 1 Climate change is not only bad for humans but is also putting some animals at risk of extinction.
 - 2 We should protect these animals and save their habitats.
 - 3 These places have a huge variety of plants and animals and are also home to many indigenous tribes.
 - 4 I wrote an email to the company and I posted on their Facebook page.
 - 5 These companies don't just cut down the trees but they also burn the surrounding vegetation.

SPELLING

In an exam, you lose points for every word spelt incorrectly. Always check what you have written carefully for spelling mistakes. Keep a note of common spelling mistakes, for example, in words with double consonants.

- 5 29 Listen to words that are commonly spelt incorrectly and write them down. If you aren't sure about the spelling, check in a dictionary.

WRITING COMPETENCE

TASK

Write a formal email to a food company whose products you consume to ask them about the use of palm oil in their products and their environmental policies. Write 120–150 words.

PLAN

Decide what you want to say to the company and make notes. For example, ask if their products contain palm oil, where the palm oil comes from and whether the sources are sustainable, and what the company's environmental policies are.

ORGANISE

Organise your notes into a paragraph plan.

Paragraph 1: Explain why you are writing to the company.

Paragraph 2: Explain your concerns.

Paragraph 3: Ask for information.

DRAFT

Write a first draft of your email. Use the model text on page 42 and the ideas below to help you. Consider including:

- an opening greeting and a closing expression
- your purpose for writing
- the reason for your enquiry
- an expression of gratitude
- a call for future action
- a sentence with *Not only ... but (also) ...*

CHECK

Use the checklist to check your work.

Have you ...

- organised your email into logical paragraphs?
- explained your reason for writing?
- outlined your concerns?
- asked questions politely?
- used formal language and set expressions?
- used *Not only ... but (also) ...*?
- spelt words correctly?

WRITE

Write your final draft.

USEFUL LANGUAGE

Dear Sir/Madam, Yours faithfully,	I would like to know whether ...
Dear Ms Green, Yours sincerely,	I would be grateful if you could ...
I'm writing to enquire about ...	Please inform me of ...
According to (an article I recently read) ...	I look forward to hearing from you.

► Peer evaluation page 131

► Writing reference page 136

Carefully-structured writing tasks guide students through each stage of the writing process enabling skills development and successful production.

The paragraph planning and idea organisation provided helps students develop their writing skills to produce coherent and cohesive pieces of writing.

Peer Evaluation of the writing task is provided at the end of the Student's Book.

The writing reference at the end of the Student's Book includes annotated models of each of the tasks so that students learn what is expected of them.

