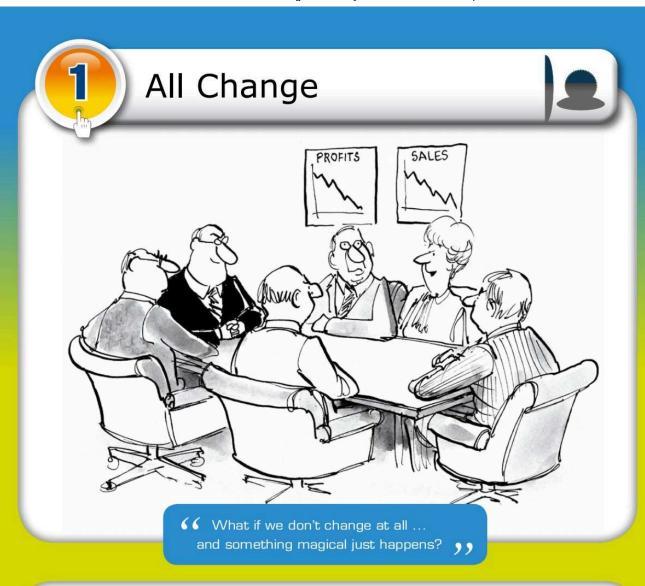




UNIT	Reading	Vocabulary	Grammar
1 All Change pages 5-16	multiple choice • finding evidence in the text and not relying on personal beliefs or experience	words related to change     prepositions, collocations & expressions, commonly confused words	• present tenses • past tenses, used to & would
Technological Times pages 17-28	missing paragraphs • using reference words, paraphrasing and examples to help you	<ul> <li>words related to technology</li> <li>word formation, collocations &amp; expressions, phrasal verbs</li> </ul>	future I     future II
Progress Review 1 pag	ges 29-30		
<b>3</b> I <mark>nfluential People</mark> pages 31-42	multiple matching • identifying and comparing opinions expressed by different writers	words related to influential people     word formation, prepositions, phrasal verbs	• gerund & infinitive • there, it
Ways of Working pages 43-54	multiple matching • underlining justification in the text	• compound adjectives and words related to work • prepositions, collocations & expressions, commonly confused words	<ul> <li>modals: ability, permission, requests, offers &amp; suggestions</li> <li>modals: obligation, prohibition, necessity, possibility, deduction, advice &amp; criticism</li> </ul>
Progress Review 2 pag	ges 55-56		
<b>Memories</b> pages 57-68	multiple choice (separate texts) • being careful of distractors	• words related to memory and memories • word formation, commonly confused words, collocations & expressions,	relative clauses     pronouns
6 Is that for real? pages 69-80	multiple choice • checking that the options you think are wrong are actually wrong	words related to hoaxes, mysteries and other strange phenomena     phrasal verbs, prepositions, word formation	• conditional sentences • wishes & regrets, hypothesising & imagining
Progress Review 3 pag	ges 81-82		
<b>7</b> Lifestyle pages 83-94	missing paragraphs • being prepared to change your mind about your choice	words related to lifestyle and well-being     collocations & expressions, phrasal verbs, commonly confused words	participle clauses     emphasis
8 Making a Difference pages 95-106	multiple choice (separate texts) • managing your time effectively	• words related to making a difference • prepositions, word formation, collocations & expressions	comparison     qualifiers
Progress Review 4 pag	ges 107-108		
9 You are what you eat! pages 109-120	multiple choice • changing questions into statements to help you identify the correct answer	words related to diet and health     word formation, commonly confused words, phrasal verbs	reported speech     reporting verbs
10 Going Green pages 121-132	multiple matching • paying attention to small details	words related to environmental concerns     prepositions, collocations & expressions, commonly confused words	• the passive: tenses, gerunds, infinitives & modals • the passive: impersonal & personal structures, causative forms
Progress Review 5 pag	ges 133-134		
<b>11</b> The Arts pages 135-146	missing paragraphs • rereading the text to ensure cohesion	words related to the arts     prepositions, collocations & expressions, word formation	• articles • nouns
<b>12</b> The In Thing pages 147-158	multiple matching • realising you don't have to select all extracts when answering	words related to fashion and being in fashion     word formation, phrasal verbs, commonly confused words	clauses     question tags, echo questions, short responses, -ever words
Progress Review 6 pag	ges 159-160		
rregular Verbs Writing Bank Speaking Bank	pages 161-183 pages 184-185 pages 186-192 pages 193-194 pages 195-199		

2

Listening	Speaking	Writing
note taking • identifying and understanding paraphrasing	discussion and decision making  talking about change, especially relocating  asking for someone's opinion, commenting on it and expressing reservations	understanding content and style     using formal, impersonal language
multiple matching • interpreting tone of voice, inflection, etc as well as content to determine meaning	long turn and discussion  talking about technology organising what you say	letter • writing to a newspaper • giving your opinion about a general topic and describing an experience
multiple choice (extracts)  • being aware of distractors	comparing photos  • talking about role models and influential people  • talking about similarities and differences	developing your argument     using examples to support your point
independent multiple choice statements • eliminating options that are wrong or only partly true	discussion and decision making talking about work making deductions and critising	report • evaluating the facts • describing the original situation, changes and results as well as giving recommendations
multiple choice • answering the question in your own words to avoid being distracted	<ul><li>long turn and discussion</li><li>talking about memory and memories</li><li>paraphrasing</li></ul>	review • sentence building • using writing devices to create complex sentences
multiple choice (responses) • determining function and meaning	comparing photos  • talking about deception and human intervention  • speculating	article • modifying statements and developing your ideas • using adverbs, quantifiers and modal verbs to modify statements
note taking • predicting what kind of information is needed and identifying part of speech	discussion and decision making  talking about aspirations and attitudes towards life  asking someone to repeat or explain what they said	summarising and identifying key points     reacting to opinions expressed
multiple matching • identifying and underlining key words	discussion and decision making  talking about charities and volunteering presenting advantages and pointing out disadvantages	letter • style and tone • making negative criticism sound more polite
multiple choice (extracts) • concentrating on the meanings rather than the way things are phrased	long turn and discussion  talking about food and related health issues  introducing a general comment and giving an example	essay • guiding your reader • using linking words and phrases
multiple chaire	comparing photos	proposal
multiple choice • identifying what the question is focusing on	talking about environmental concerns     talking about and reacting to what you see, making inferences	using the passive     using formal language
<ul> <li>identifying what the question</li> </ul>	<ul> <li>talking about and reacting to what you see,</li> </ul>	<ul> <li>using the passive</li> </ul>
<ul> <li>identifying what the question</li> </ul>	<ul> <li>talking about and reacting to what you see,</li> </ul>	<ul> <li>using the passive</li> </ul>



Read these quotations about change. Which ones express a similar idea to the caption under the picture above?

- A
- To change is difficult, but not to change is fatal.
  - William Pollard
- B If you don't like something, change it. If you can't change it, change your attitude.

Maya Angelou

- It is not necessary to change.
  Survival is not mandatory.
  - **W Edwards Deming**
- It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.

**Anonymous** 

environments. List at least one thing about each of these animals that has helped it survive in its natural habitat.

• camel • giraffe • penguin



- 1 Work with a partner. Look at the pictures. Do you know what they show? Do you know which part of the world they have in common?
- Quickly read the text. Which of the pictures are mentioned? What are the pictures examples of? Label them with these words
  - · cultural learning
  - European explorer
  - · genetic adaptation
  - Inuit culture



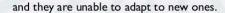
# What drives change

### in human life on earth?

Humans are undoubtedly better at adapting to their surroundings than any other living creature. Proof of this is the fact that as a species, we inhabit every corner of the earth. Although it is true that other species also live in these places, none of them inhabits as many places as we do. But what makes humans the world champions of adaptation? Are we more intelligent and more capable of finding solutions to the difficulties that each environment throws at us? Not necessarily. One idea puts cultural adaptation forward as the explanation. It argues that our ability to learn from others and to transmit knowledge, wisdom and skills means we are able to adapt to, and therefore survive in, new surroundings far more quickly than biological adaptation would allow. It has even been argued that this process has replaced biological adaptation.

Some people believe that the mechanism which drives our ability to adapt at the cultural level is not very different from that which causes us to adapt at the biological or genetic level. During the 70s, the word 'mimeme' was abbreviated from the Ancient Greek root meaning 'imitated thing', and it suggested that as a unit of culture, memes such as tunes, ideas, fashions and even building methods could be passed, or transmitted, from mind to mind through imitation. Some scientists see a similarity between genes and memes. Both are kinds of information passed down through the generations; the latter of course allowing faster adaptation than the former.

This is really the crux of the matter when we compare ourselves to other species. Although other living creatures have exhibited cultural transmission, the examples are very few and far between compared with what humans can achieve. In addition, other creatures do not pass on the same kind of knowledge that we do. Some species may learn, for example, how to find shelter or hunt for food through imitation, but this behaviour could be learnt by the individual on their own. Other species lack the ability to pass on knowledge about their surroundings that has been accumulated over time. As a result, many species become extinct as their natural habitat shrinks



Of course, this accumulation of cultural knowledge does not happen overnight. It happens over generations and relies not only on the sharing of knowledge, but also on the improvement of the existing technologies from one generation to the next. Consider, for example, the Inuit of the Canadian Arctic, who are living in some of the harshest conditions on earth. Their survival has depended on their knowledge of seal behaviour, their ability to fashion tools for hunting, to sew warm clothes and to build shelters to keep out winter storms. They designed a covered seal-skin boat which was later adopted by Europeans and Americans and retains the Inuit name: kayak. Each subsequent generation did not have to 'reinvent' these methods of survival; they simply learnt them from older generations and in fact, this accumulated knowledge could not have been invented by one individual.

### 3 Read the article again and choose the best answer A, B, C or D.

- 1 What does the writer say about cultural adaptation in the first paragraph?
  - A It proves humans are cleverer than other living creatures.
  - **B** It is less useful than biological adaptation.
  - C It has speeded up biological adaptation.
  - D It has enabled humans to inhabit diverse environments.
- What is said about the word 'meme' in the second paragraph?
  - A The Ancient Greeks invented it.
  - B It was coined during the 70s.
  - C A book was written about it.
  - **D** Biologists discovered it.
- 3 In what way do memes resemble genes, according to the second paragraph?
  - A They are transferred biologically.
  - B They spread at similar rates.
  - C They contain similar information.
  - D They create the possibility for change.



A tragic illustration of how crucial cultural adaptation is can be seen in Sir John Franklin's well-equipped expedition to find the Northwest Passage back in 1845. It ended in disaster. He and his crew died when their ship was ice-bound for two winters. The region, however, had been inhabited by the Inuit for over 700 years. They had access to rich sources of food and their culture flourished. The reason the British explorers died was because they lacked the local knowledge necessary to survive in such a harsh environment and could not have acquired it in such a short period of time. As the writer HG Wells famously said, 'Adapt or perish, now as ever, is nature's inexorable imperative.' Culture appears to be the key to man's ability to heed this advice.

## DOWNLOAD (C)

Make sure you find evidence in the text and don't rely on personal beliefs or experiences when you answer multiple-choice questions. The questions are about the text, and the writer's opinion, which not all readers will agree with!

- 4 In the third paragraph, the writer explains that the difference between humans and other species is that
  - A humans develop more quickly than other species.
  - **B** humans benefit from things previous generations learnt.
  - C cultural transmission is unique to humans.
  - **D** humans cannot survive in shrinking habitats.
- 5 Why does the writer mention the Inuit?
  - A They are an example of how cultural evolution works.
  - **B** They live in extremely unpleasant surroundings.
  - **C** They show how one culture spreads to another.
  - **D** They share their knowledge with Europeans.
- **6** What is the point of the final paragraph?
  - A It is impossible to go against nature.
  - **B** The ability to learn from others ensures human survival.
  - C All species are equal in the struggle to survive.
  - D Life on earth is changing constantly.
- 4 Complete the sentences with these words.

abbreviate accumulate achieve acquire adopt convey

1	The explorer managed to	
	important survival skills from the Inuit.	

- People often send flowers to loved ones as a way to their feelings.
- **3** The anthropologist hopes to \_\_\_\_ a breakthrough in her research.
- 4 It's common for lots of people with long names to them to something shorter.
- 5 When their experiment failed, the team decided to \_\_\_\_\_ a new strategy.
- 6 It took time to \_\_\_\_\_\_ the evidence linking vitamin deficiency and disease.
- Work in pairs or small groups and think of examples of how humans and other species have adapted to these environments.
  - a desert
- · a tropical rainforest
- · a polar region
- a mountainous region



1 Complete the sentences with these words.

	adapt adjusted affect altered diversified replace shrink transform
1	Simply painting the room a different colour will totally it.
2	The company's original product wasn't selling so they and started making a range of items.
3	A business needs to be flexible so it can to the changing demands of the market.
4	It took Damien a while, but he eventually to living alone.
5	You have to be careful when you wash woollen clothes so that they don't
6	The power supply on the laptop was badly damaged, so I had to it with a new one.
7	Discovering how to work with metal the course of history.
8	I don't know why you are telling me this — it doesn't me.



- 2 Look at the verbs in 1 again and write the nouns. Write sentences using each one in your notebook.
- 3 Circle the correct words. Write sentences in your notebook using the words you didn't circle.
  - 1 Everyone was amazed by the diversity / transformation they saw in John after the operation.
  - 2 Office chairs are often replaceable / adjustable so that you can find the most comfortable working position.
  - 3 Scientists now agree that evolution is the reason we have such diverse / alterable species of life forms.
  - 4 Do you know of a shop where I can take this jacket to have some adaptations / alterations made to it?
  - 5 When cheaper imports started arriving from abroad, the demand for locally-made products shrank / affected.
  - 6 The punishment he received had very little effect / affect on him.
- Complete each group of sentences with the correct form of these verbs. Each group must use the same verb. How does the meaning of the verb in each sentence change? Find other uses for these verbs in a dictionary.

	d	rive manage pass see
1	а	Can you the point I'm trying to make?
	b	I'm the doctor tomorrow.
	c	I've always him as a reliable person.
2	a	Just stop the car for a minute to let that ambulance,
	b	A lot of years have since I last saw him.
	c	It'll be disastrous if the government this law.
3	а	He never to finish in time.
	b	I used to have trouble my stress levels.
	c	How do you without a mobile phone?
4	а	The new supermarket many smaller shops out of business.
	b	Danielle was by the desire to impress her parents.
	С	The increasing number of vehicles on the roads up the demand for oil



#### **Present Tenses**

Present simple & present continuous, present perfect simple & present perfect continuous

- Read these sentences and write the names of the tenses that are in bold.
  - 1 Their survival has depended on their ability to fashion tools for hunting and to build shelters to keep out winter storms.
  - 2 Humans are undoubtedly better at adapting to their surroundings than any other living creature.
  - 3 Consider, for example, the Inuit of the Canadian Arctic, who are living in some of the harshest conditions on earth.
  - 4 Humans have been adapting to their environments since the beginning of time.

Read 1.1-1.6 of the Grammar Reference before you do the tasks.

#### 2 Circle the correct words.

- 1 Where's Jake? I've waited / I've been waiting for him since three o'clock!
- 2 The Inuit need / are needing all of their skills to survive in their harsh environment.
- 3 Has Tina found / Has Tina been finding that HG Wells novel that you told her about yet?
- 4 I do / I'm doing my best, but I simply cannot adjust to living in a big city.
- 5 They still haven't completed / haven't been completing the alterations to Julia's wedding dress.
- 6 Those men have fished / have been fishing for hours and they're ready to go home.
- 7 Stella stays / is staying with friends for now, but she really wants a flat of her own.
- 8 Hans checked online and he says that the train to Bonn leaves / is leaving at three o'clock every afternoon.

### 3 Complete the sentences with the verbs in brackets. Use the correct present tense.

1	In countries like Canada and the	US, the leaves on the trees (change) colour dramatically
	in autumn.	(change) colour dramatically
2	Jennifer lately. I think she's had too much	
3	They anthropology project for long, ha	
4	Please don't talk to me while I _ (read). It makes it too difficult fo	
5	My friends and I to other countries very often, bu about the culture.	
6	You your homework already! Well do	
7	I morning. Do you have any idea v	, , ,
8	My brother	(always take) my

iPod without asking me first - it drives me mad!





#### **Prepositions**

1 Complete the text with these prepositions. You will need to use some of them more than once.

as from in of on out over to



The Inuit	
The Inuit, formerly called Eskimos, were long believed to have Arctic following their migration from Mongolia. Travelling peophenomenon known 3 the Bering Land Bridge. The transplay disappeared when the sea levels in the area rose. A more mand hair samples from archaeological remains, suggests that now modern-day Siberia 5 Alaska around 6,000 y. Whatever their origins, the Inuit have proved to be a tough a some of the worst living conditions in the world, building hor niventive solutions 8 the problem of the limited for	a long-gone geological along-gone geological and see along-gone geological and see along-gone geological and see along-gone geological and see along-gone geological along-gone geological and see along-gone geological along-gone geological along-gone geological and see along-gone geological along-g
nuit have adopted many customs and traditions from the la and fish, and they still possess skills that make them capable Although they depend <sup>11</sup> food sources high in pro suffer <sup>12</sup> fewer health problems than people eating	e <sup>10</sup> surviving long and dangerous expeditions of tein and fat, those who keep to a more traditional diet
Collocations & Expressions	
2 Complete the sentences with these words. Can you	work out what the expressions in bold mean?
change hands heart mind pace places so	cenery subject ways
1 Kyle didn't want the conversation to turn to money so	he quickly <b>changed the</b>
2 Early computers are collectable and they can change	for a lot of money.
3 We went for a drive in the country for a change of	
4 If he doesn't want to get thrown out of college, he's go	oing to have to <b>change his</b>
5 I've changed my – I'm not going	
6 I know he's rich, but he has to cope with a huge amou	
him for anything.	service and analysis of the service
7 The old woman was planning to leave all her money to and left it to charity instead.	o her family, but at the last minute she had a change of
8 Things are moving too slowly. We need to have a char project finished on time.	nge of if we're going to get this
9 I know you love the cinema, but couldn't we do somet	thing else <b>for a</b> ?
Commonly Confused Words	
Complete the groups of sentences with the words i	n bold in the correct form.
1 fashion build manufacture	3 inhabit reside stay
a The company small electrical items.	
<b>b</b> Stone-age people a variety of	for a few months.
different tools out of rocks.	<b>b</b> Scientists know a lot about the climate during
c a house yourself saves you money,	the time when dinosaurs the Earth
but you might have problems.	<ul> <li>Many people from the tribe no longer</li> </ul>
2 adopt adapt adept	in their place of origin.
a They turned their backs on their traditions and	4 accumulate gather collect
the customs of the people in the	a Would you mind Danny from
area.	school today?
b Victor became at horse riding and he did it whenever he could.	b The bills seem to just so that I don't know which one to pay first.
	c In the evenings, we would all in
<ul> <li>c Change will always happen, so sensible people</li> </ul>	in the evenings, we would allIII

our favourite café.

10

learn to \_\_\_\_\_\_ to it.

( (6)		Grammar 2
Pa:		simple & past continuous, pead these sentences, focu
	1	One Inuit was hunting for s
	2	The women had been work

#### Past Tenses, used to & would

#### Past simple & past continuous, past perfect simple & past perfect continuous

- Read these sentences, focusing on the tenses in bold, and match them to their uses.
  - 1 One Inuit was hunting for seals while the others were building a kayak.
  - 2 The women had been working in the fields all day and looked very tired.
  - 3 Eli looked up, saw the deer in the distance and fired his rifle.
  - 4 Valerie had collected the children from school by the time I arrived home.
  - a actions that happened one after the other in the past, for example when telling a story
  - b an action or situation that finished before a particular time in the past
  - c two or more actions that were in progress at the same time in the past
  - **d** an action that happened repeatedly or over a period of time in the past and had a result that was visible in the past

#### Used to & would

Read about used to and would and complete the sentences. In which sentence are both used to and would correct? Why?

We can use *used to* for actions that we did regularly in the past and for states that existed in the past. We can use *would* only for actions that we did regularly in the past. We don't use it for past states.

- 1 My sister \_\_\_\_\_ think that every tribe was from Africa.
- 2 Their habitat \_\_\_\_\_\_ be bigger in the past.
- 3 They \_\_\_\_\_ gather in one of the local cafés.

Read 1.7-1.14 of the Grammar Reference before you do the task.

- Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between three and six words, including the word given.
- 1 The Smiths started renting a flat in 2010. Then in 2015, they bought this house. been

The Smiths \_\_\_\_\_\_ five years before they bought this house.

2 We haven't stayed at that hotel for years. was

The last time we \_\_\_\_\_\_ years ago.

3 Peter made dinner. Then his wife came home. by

Peter \_\_\_\_\_\_ his wife came home.

4 I had a job in Leeds in 2012 and Steve had a job in Glasgow. while

I was working in Leeds in 2012 \_\_\_\_\_\_ in Glasgow.

5 Maria called during breakfast. having

We \_\_\_\_\_\_ Maria called.

6 Kaylee was still at college when I met her. finished

Kaylee \_\_\_\_\_ college when I met her.

7 I'd never heard about the Inuit or the Eskimos before. ever

It was the first time I \_\_\_\_\_\_ about the Inuit or the

8 The Inuit would fashion clothes from sealskin. to

The Inuit \_\_\_\_\_\_ clothes from sealskin.

9 The nurse didn't take my temperature until I had taken off my jumper. before

The nurse waited until I had taken off my jumper \_\_\_\_\_\_ my temperature.

10 Dad wouldn't go to bed until he had showered. use

Dad \_\_\_\_\_\_ go to bed until he had showered.

UNIT 1 11



1	Understanding paraphrasing is a useful skill when reading in or listening to English. Read these
	sentences and choose the option that has the same meaning as the words in bold.

1	They acknowledge that it	a difficult change	to make, so they will	do everything they can to help.
---	--------------------------	--------------------	-----------------------	---------------------------------

a disagree

b don't know

c recognise

2 Do you think he'll accept the proposal?

a agree to

**b** understand

**c** consider

3 If he doesn't want to relocate, we'll have to let him go and hire someone else.

a change jobs

b stay here

c move to a different place

4 Don't allocate blame unless you know all the facts.

a say whose fault it is

**b** say you didn't do it

c say it's nobody's fault

5 Making new friends relieved her feelings of loneliness.

a increased

**b** experienced again

c reduced

6 This is the new reality and there's no escaping from it.

**a** the way things are now

**b** what things might be

c how things may turn out

7 We can't make progress when he keeps blocking all the decisions we make.

a cover the distance

**b** succeed

c move forward

8 Did you make alterations to the document to reflect the new rules?

a innovations

**b** changes

c differences

#### Now paraphrase these sentences so the meaning stays the same, using what you learnt in 1 to help you.

1	You are under no obligation to accept the changes.
2	Relocating abroad is a highly stressful experience.
3	Acknowledge the signs of oncoming change.
4	Allocating blame is not a positive action.
5	Making alterations to your expectations can relieve some of your stress.
6	You can't make any progress unless you adapt to the new reality.



In some listening tasks, you have to complete a number of statements with information that you hear. Although the statements will paraphrase what the speaker says, the meaning will be the same. The words you need to write will usually be words that you hear.

**3** Clisten to Ryan Crosby, a family counsellor, giving advice on how to cope with the stress of change. Complete sentences 1-8 with a word or a short phrase.

1	DON'T LOOK
11.7	BACK,
	YOU'RE NOT
	GOING THAT
	WAY

1	Ryan mentions change in someone's life.	as an example of a more serious	
2	Ryan says that even positive	change can be for us	
3	According to Ryan, refusing to acknowledge change is an involuntary we use.		
4	Ryan does not advise thinking want to make progress.	ng about when you	
5		g the that d to bigger problems in the future.	
6	Ryan explains that getting on with everyday tasks will be good for your		
7	Ryan describes the past as a we should stop thinking abo	to emphasise that ut it.	
8	Ryan believes that we should think of our mistakes as a to help us avoid repeating them.		



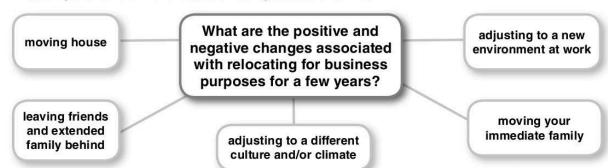
- 1 Ask and answer these questions with a partner.
  - What is the biggest change you've had to go through in your life up to now?
     Did you find it hard to adjust to the new reality?
  - How do you feel about meeting people from different countries and cultures?
  - How important is speaking the language when you live in another country?
- 2 Work with a partner. Read the Download tip and the phrases in the Language Bank. Then read the instructions below and develop your conversation. Practise asking for your partner's opinion, commenting on it and expressing your reservations. Then swap roles and develop another conversation.
  - Student A: A good friend of yours moved to another town recently. You feel that his or her behaviour towards you has changed a lot since then. Describe one of the changes you have noticed and how it has affected you. Ask for Student B's opinion. When you have heard their opinion, accept part of what they are saying, but express some reservations.
  - Student B: A good friend of Student A's moved to another town recently.

    Student A feels that his or her behaviour towards them has changed a lot since then. You do not fully agree with how Student A has interpreted his or her friend's change in behaviour. Give your opinion and comment on what Student A says.



When you are involved in a collaborative task with a partner, you will need to give your opinion and ask for theirs. You may sometimes agree or disagree with what they say, and other times you may agree in part and want to express your reservations. Even when you have a lot to say on a subject, it is important to share the time equally. Ask for their opinion, listen carefully to what they say and comment on it.

Work with a partner. When a person decides to relocate for a few years for business purposes, different aspects of their life are affected in different ways. First discuss the positive and negative changes that relocation may bring to each aspect of their life. Then decide which two aspects play the most important role in the relocation being successful or not.



- 4 Work in pairs to discuss these questions.
  - Some people relocate for a shorter period of time (eg six months to a year) and decide not to take their spouse and children with them. How does this affect everyone in the family?
  - Would you be willing to relocate? Why/Why not? If so, which aspects of relocating would you find the most difficult to deal with?
  - If you could choose a country to relocate to permanently, where would you go? What are the reasons for your choice?

### LANGUAGE BANK

#### Asking for someone's opinion

What's your opinion on ...?
What would you say about ...?
Would you agree that ...?
I'm interested to hear what you think about ...

I'm interested to near what you think about

#### Commenting on what someone says

That's an interesting point.
What you say is interesting because ...
I'd never thought about ... in that way.

#### **Expressing reservations**

You have a point, but ...
I see what you mean, but ...
That's how I feel, but I think we're forgetting ...
I agree, but I want to point out that ...

UNIT 1 13



#### Essay: Understanding content and style

Underlining important information in essay tasks not only helps you to fully understand the essay topic and ensure that your writing is relevant, but it also gives you a quick way to refer back to the question while you are writing. In this way, you can be more certain that you have covered every point and followed every instruction.



Read this essay task and answer the questions by underlining the parts of the task that give you the information. Then complete the task summary below.

Your class has listened to a radio programme about how the government could change people's eating habits in order to improve the nation's health. You have made the notes below.

#### Methods to change eating habits

- tax on fattening food
- education
- stricter laws

Some opinions expressed in the discussion:

'Paying more for junk food might make people think twice.'

'I still don't know which vegetables contain the most iron!' 'Food producers put in too many unhealthy ingredients.'

Write an essay discussing two of the methods in your notes. You should explain which method would be more effective, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

- 1 What was the radio programme about?
- 2 Match the opinions expressed with the methods.
- **3** How many methods do you have to discuss?
- 4 You must recommend one of the methods. What criteria will you use to choose which one?
- **5** What must you use in your essay to support your opinions?
- **6** What should you do when including any of the opinions expressed?

Task summa	ary: The essay should discuss methods which could be
used by <sup>2</sup>	to
explaining w	which method would be more

2 The opening paragraph of your essay must introduce the issue raised in the task and the options you have chosen. You should write in an objective way, without referring to yourself. Read this introduction written in answer to the writing task in 1 and circle the most suitable alternatives.

<sup>1</sup> It is generally agreed / I agree with the recent radio discussion that the government needs to find methods to change the way people eat in order to reduce health problems. <sup>2</sup> The question is / I would like to discuss whether it would be better to discourage the general public from consuming unhealthy food and drinks by making them more expensive or by introducing stricter laws for the food industry.

3 Now read the rest of the essay written in answer to the task in 1 and answer the questions on page 15.

At first sight, it seems a good idea to increase the price of food that contains high levels of sugar and fat. People would be forced to reduce the number of snacks and drinks they buy because they would not be able to afford them. This would certainly result in reducing the number of visits to the doctor and in less weight gain. However, what happens if people continue buying their normal amounts of unhealthy treats and end up with less money to spend on fresh fruit and vegetables?

On the other hand, if the food industry and the ingredients they use were more strictly controlled, people would not be able to buy things that are not good for them. It could be argued that people should be allowed to make their own choices, but governments need to take the lead in protecting public health, as some did by banning smoking. Not only could the government introduce new laws about fat and salt levels, but it could also control the use of chemicals in food production.

On balance, it would appear that regulating the supply of food options would be more effective than attempting to influence consumer choice.

- 1 Think about the content of the essay. Has the writer
  - a discussed the pros and cons of both methods? \_
  - **b** mentioned a third method from the task?
  - c given reasons for their final choice of method? \_
- 2 Think about the style of the essay. Has the writer
  - a used a question to make a point? \_
  - **b** used the word 'I' when expressing opinions? \_\_
- Essays require you to express your opinions in formal, impersonal language as in 2. Rewrite these opinions in your notebook in a more suitable style using the Language Bank to help you.
  - 1 For a start, I think most of us think it's up to the government to help people who come to live and work in our country get used to our way of life.
  - 2 My friends and I know that lots of immigrants have great skills they can use. They just need a bit of help to get started.
- 5 Read this essay task and underline the important information as you did in 1. Decide which options you would choose to discuss and then copy the plan into your notebook and complete it with notes for your essay.

Your class has listened to a panel discussion about how governments can help immigrants adjust to their new cultural environment. You have made the notes below:

#### Ways to help newly-arrived immigrants

- education
- community events
- advice centres

Some opinions expressed in the discussion:

'Language is just the first thing you need to learn.'

'Smiling people can make you feel so welcome.'

'There are so many questions that need answering.'

Write an essay discussing two of the ways in your notes. You should explain which way would be more helpful, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Write an essay in 220-260 words in answer to the task in 5. Use your plan and the Language Bank to help you. When you have finished your essay, check your work carefully.

#### Plan

Paragraph 1: The issue

My two chosen ways

Paragraph 2: Choice 2, pros & cons Paragraph 3: Choice 1, pros & cons Final paragraph: The most helpful choice

#### LANGUAGE BANK

#### Introducing points

In the first place, ... / At first sight ... With regard to ..., / Regarding ..., However, ... / On the other hand, ...

In contrast, ...

On balance, ...

Taking all these points into consideration, ...

#### Making points in general terms

It is generally agreed/accepted that ... Many/Most people would agree/accept that ...

It is obvious that ...

There is no doubt that, ...

It is a fact that ...

It is difficult to say ...

The question is ...

It is questionable whether ...

It could be argued that ...

It seems/would appear that ...

#### Verbs - Nouns

support - support

guide - guidance

assist - assistance

provide - provision

progress - progression

enable - enablement

benefit - benefit

integrate - integration

#### In context

to adapt to new ways of living

to adopt a new lifestyle

to adjust your way of thinking

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Take time to read the essay task carefully, underlining or highlighting important information.

Introduce the issue and your two choices in the first paragraph.

Use an objective, impersonal writing style, avoiding emotional language.







#### Vocabulary

#### Choose the correct answers.

- He's always changing his \_\_\_\_; he can't make decisions at all.
  - a heart
  - **b** subject
  - c mind
  - d ways
- 2 The room was very hot because the heating was set to maximum and they couldn't \_\_\_\_ it.
  - a adopt
  - **b** affect
  - c shrink
  - d adjust
- The huge demand for houses in the city has \_\_\_\_ the prices up.
  - a driven
  - **b** conveyed
  - c accumulated
  - d transformed
- 4 Martha no longer suffers \_\_\_\_ loneliness, because she's made some new friends.
  - a of
  - **b** over
  - c from
  - **d** in
- 5 Members of the society \_\_\_ in London every September to discuss ideas.
  - a gather
  - **b** reside
  - c collect
  - d inhabit
- 6 Nowadays the school has a huge \_\_\_ of pupils, and many languages are spoken.
  - a transformation
  - **b** adaptation
  - c diversity
  - d replacement
- 7 His decision to close the business was based \_\_\_\_ the disappointing sales record.
  - a of
  - **b** in
  - c from
  - d on
- **8** This type of jewellery is handmade and has been \_\_\_\_ out of copper and silver.
  - a built
  - **b** fashioned
  - c manufactured
  - d acquired
- 9 She has worked very hard and has \_\_\_ all of her
  - a abbreviated
  - **b** managed
  - c achieved
  - d passed

#### Grammar

#### Choose the correct answers.

- 1 Janice will never sell this house. She \_\_\_ here for about forty years!
  - a lives
  - b has been living
  - c is living
  - d had lived
- 2 The charity is hoping to buy a small minibus, but they \_\_\_ enough money yet.
  - a haven't raised
  - b didn't raise
  - c aren't raising
  - d wouldn't raise
- **3** We \_\_\_ to move to Wales, but now we're moving to Scotland instead.
  - a are planning
  - **b** were planning
  - c would plan
  - d have planned
- 4 Jim \_\_\_ in the factory for ten years before they announced it was closing.
  - a works
  - **b** has worked
  - c had been working
  - d has been working
- 5 'Have you ever won a lot of money in the lottery?' 'Unfortunately not. But I \_\_\_ £20 once, in 2012!'
  - a have won
  - **b** had won
  - c won
  - d used to win
- **6** Pete \_\_\_ his car online at the moment because he can't afford to keep it anymore.
  - a is advertising
  - **b** has advertised
  - c advertises
  - d advertised
- 7 Two hundred years ago, people \_\_\_\_ several miles a day.
  - a had walked
  - b have been walking
  - c had been walking
  - d would walk
- 8 'Did you go to the village school?'
  - 'No, the village school \_\_\_ by the time we moved here'.
  - a had closed
  - **b** used to close
  - c would close
  - d has closed
- 9 'Do you play tennis, George?'

'Not anymore, but I \_\_\_ a member of the local tennis club when I was younger.'

- a would be
- **b** have been
- c used to be
- d had been



**English Journey** is an exciting and complete ten-level English course especially researched and written to appeal to young learners and teenagers alike. Its carefully constructed syllabus gradually and effectively takes your students from Pre-A1 (Beginner) to C2 level (Proficiency) in the CEFR. Each level is of a manageable length and can be completed in one academic year.

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أخي الزائر - أختي الزائرة ان دعمكم لنا هو انمامكم لنا فهو شرف كبير صفحتنا على الفيس بوك <u>هنا</u> مجموعتنا على الفيس بوك <u>هنا</u> قناتنا على الفيس بوك <u>هنا</u>

.....

جميع ملفاتنا نرفعها على مركز تحميل خاص في صقر الجنوب

-----

نحن نسعى دائما الى تقديم كل ما هو أفضل لكم و هذا وعد منا ان شاء الله شجعونا دائما حتى نواصل في العطاء و <u>نسأل</u> الله ان يوفقنا و يسدد خطانا

-----

في حال واجهتك اي مشكلة في تحميل اي ملف من <u>منتديات صفر الجنوب</u> المنهاج الاردني صفحة اتصل بنا