

Prepare Our changing world

Predict

What do you imagine 'cloud forests' are?
At home? Write a sentence with your idea.
In class? Share your ideas.

- 1 'It's never foggy in forests that are in the clouds.' Do you think this statement is true or false?
- 2 Read the text below and check your answer. Justify your answer based on information from the text. Rewrite the original statement using other words, or quote directly from the text.



How would you feel walking through a forest that's in the clouds? Imagine being surrounded by lush, leafy* green trees which you couldn't see clearly due to constant fog – fog that's so dense that it makes it impossible for you to make out anything surrounding you even if it's only a metre in front of you. The lack of visibility is the first thing you notice when you visit one of the world's cloud forests.

These magical and mysterious places are found in areas that have specific geographical and climatic conditions. For example, they're usually on the side of a mountain with a river or lake below it. As warm air rises up the mountain, it carries moisture* from the water source below. When it reaches the cooler air of the forest, the moisture cools and condenses. As a result, clouds are formed which permanently surround the forest.

Unfortunately, cloud forests have been adversely affected by human activity and climate change. Cutting down trees for wood or to clear areas for agriculture has reduced these forests. Some people say that there should be a complete ban on human activity in these areas. Others say that it's not that simple. After all, how can we control all human activity in places that are so remote?

leafy having a lot of leaves
moisture small drops of water that are in the air

- 3 Read the **Exam Tips** box. Which techniques do you usually use? Put two ticks next to things you do.

EXAM Tips

- 1 **Underline the key words in the statements.** This can help you to focus on the key idea.
- 2 **Underline the answer in the text.** This will help you to focus and to justify your answer.
- 3 **Remember to justify true and false answers.** You will only get the mark if you remember to do this.
- 4 **Look out for words in the statements which are directly taken from the text.** False answers may contain such words, but the overall meaning, focus or intention of the statement will be different from what is actually said in the text.
- 5 **Look out for statements which say the opposite** of what the text says, or which are inaccurate in any way. To justify false answers, you should refer to the difference between what the text says, and what the statement says, as well as pointing out inaccuracies between the two.
- 6 Use your own words when the answer cannot be found in one place or if your region's exam requires you to do so.

Pay attention to any modifiers in the statements or in the text, which can change the meaning and might indicate a false statement, e.g.:

Adverbs of frequency: *always, never, only, must, often, etc.*

Quantifiers: *all, some, most, etc.*

- 4 Look back at the statement in Ex 1. What kind of 'false statement' is this?
 - A It has the exact words used in the text, but the overall meaning, focus or intention of the statement is different.
 - B It contains information that is the opposite of what the text says.
 - C It contains slightly or completely inaccurate information about something mentioned in the text.
- 5 Look at these statements. Which one is false because it says the opposite of the text? Which one is false because it's inaccurate?
 - A You can see metres in front of you in cloud forests.
 - B Cloud forests are located on top of mountains.
 - C Climate change has had little effect on cloud forests.

Exam Practice Task 1

Acrophylla alta: a new species?

Biodiversity is positive for our planet's ecosystems. Experts say that ecosystems with more diversity are stronger and more robust. As a result, scientists are constantly monitoring ecosystems to establish if any species are at risk and they also take note of any new species they come across. It's astounding how many species of plants and animals exist in the world that we aren't even aware of.

Researchers in Australia have recently found a species of insect which was previously unknown to us. The species, which has been called *Acrophylla alta*, is a giant stick insect. It's thought to be the heaviest insect on the Australian continent. It's about 40 cm long and weighs about 45 grams – about the same weight as AirPods!

So how has such a big insect been able to avoid detection for so long? The answer is partly because of its surrounding habitat. So far, this amazing insect has only been found in the Wet Tropics in north-east Australia. It lives on mountains that are above 900 metres, and in vast tree canopies* that are 60 metres high. So species like the *Acrophylla alta* live their lives unencumbered by the gaze of humans who are unaware of what's happening up there. It's also partly because of the insect's size and weight. Because it's so huge – in insect terms – flying up and down the trees requires considerable effort, so they aren't likely to be found in other habitats more occupied by humans.

This discovery is evidence that our planet is more diverse than we realize. It raises the question, 'What else is out there that we still have to discover?'

canopies layers of branches of trees that cover an area like a roof

Are these statements true or false? Justify your false answers with the precise words or phrases from the text, or use your own words.

- The reason scientists observe ecosystems is to count species numbers.

- The new species of insect is an inhabitant of north-eastern Australia.

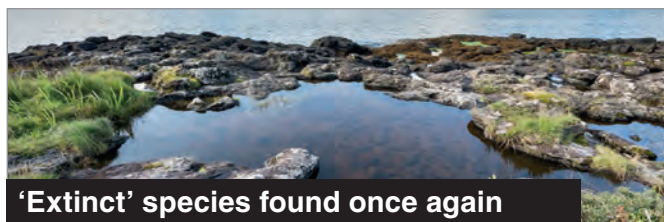
- Because it's so big and heavy, the insect can't fly easily.



Evaluate your progress

- Which questions were easy to answer? Which were difficult? Why?
- Which new techniques did you use?

Exam Practice Task 2



'Extinct' species found once again

They say when something's gone, it's gone forever. However, one remarkable species has shown us that this isn't always true. Meet *Depastrum cyathiforme*, the stalked jellyfish*.

Scientists believed that this rare type of jellyfish was extinct. Nobody had seen it since 1976 in France. However, in 2023 Neil Roberts – a holidaymaker who was exploring the islands of the Outer Hebrides in Scotland – found some very unusual creatures when he looked under some rocks. He took some photos, then he did some research to find out what species it was. He soon realized that it might be *Depastrum cyathiforme* and that it had been proclaimed extinct by scientists. So Neil got in touch with the Outer Hebrides Biological Recording Group and asked them to investigate further.

In 2025, scientists confirmed Neil's findings, and that he had found the lost species. He had also located it in a place where nobody had ever seen it before. This is yet another case that shows us how wonderful our natural world is.

jellyfish a sea creature with a body like gelatine and long tentacles

Are these statements true or false? Justify your false answers with the precise words or phrases from the text, or use your own words.

- The stalked jellyfish is one of the most common kinds of jellyfish.

- Neil Roberts first saw the *stalked jellyfish* while he was on holiday in France in 2023.

- Neil Roberts came across the *stalked jellyfish* in a new location.



Develop your vocabulary

Find a word or phrase in the text that means ...

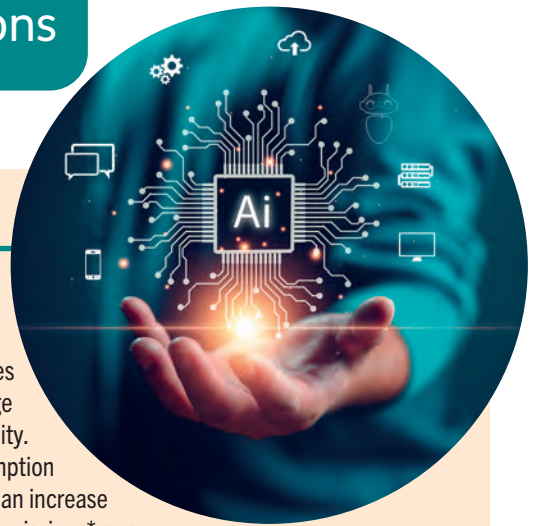
- no longer in existence (adj) _____
- a person who is visiting a place on holiday (n) _____

EXAM Extra

Write a **for-and-against essay** on this topic: 'Tourists shouldn't be allowed in areas of special scientific interest.' Write 125–150 words.

Exam Practice Task 10

How sustainable is AI?



AI – you either love it, or hate it, right? Its convenience can't be denied, but imagine if every time we used AI to generate an image, we had to drink between 5 to 50 litres of water. Or, since we couldn't actually drink that amount of water, we had to pour it down the sink. Would this wasteful consumption make us think twice about creating the perfect image to share on social media? It would definitely slow us down.

Speed seems to be the name of the game when it comes to AI. It offers us so many capabilities and allows us to achieve things that we would not be able to achieve on our own, extremely quickly. There is no doubt that AI's rapid growth has brought about a complete revolution in how we study, work and live our lives in general. As it's so fast and efficient, when we use AI technology, we tend to focus on the short-term benefits that we get from using it. Rarely do we think about the long-term implications.

Let's circle back to the idea above and the 5 to 50 litres of water. Did you know that this is the amount of water that AI systems need in order to produce a single image? As you can guess, great demands are being put on water sources because of this. Huge amounts of water are necessary in order to keep AI hardware cool, which puts a strain on water supplies.

Unfortunately, it has come to light that public water sources are being used to supply private AI companies with the water they need for their data centres – buildings containing large networks of computer servers which store, process and share enormous amounts of data. Environmental scientists have sounded the alarm due to this overconsumption of natural water resources. They have warned that droughts will be created worldwide unless action is taken to prevent these companies from depleting* valuable sources.

In addition to water, studies have shown that this technology also uses up increasingly large amounts of electricity. This energy consumption has in turn created an increase in greenhouse gas emissions* as a direct result of powering AI data centres. The question arises then about how sustainable AI is for the planet. As a result of the increase in emissions, the carbon footprint of AI is now ringing alarm bells. In fact, it is thought that AI's carbon footprint is as high as the carbon footprint of international air travel.

To deal with this situation, it has been suggested that AI companies should not be allowed to tap into existing renewable sources of energy and public water sources. Instead, they should create their own electricity and water in a sustainable way using renewable technologies. In other words, sources of electricity and water that are created specifically for AI should be generated by AI companies.

In conclusion, the sustainability* of AI is a sore point that we cannot afford to ignore. Putting responsibility onto AI companies and insisting that they generate their own electricity and water supplies would make them more aware of the extent of the issue. Hopefully, this would prompt them to find solutions to the problems they themselves are causing. It's also up to all of us to be mindful of our own personal use of AI, and its effect on our environment. Is it really worth wasting vital natural resources just so we can create a false image to share on social media?

to deplete to use up
emission gas that is sent out into the air
sore point a subject that makes you feel angry or upset when it is mentioned
sustainability use of natural products in a way that does not harm the environment

Are these statements true or false? Justify your answer with the precise words or phrases from the text, or use your own words.

1 AI has totally transformed how we go about our daily tasks.

2 There is a direct link between the increase in greenhouse gas emissions and AI data centres.

3 AI has a higher carbon footprint than international air travel.

4 It has recently been revealed that AI companies hope to be able to use public water sources one day.

5 Sharing AI-generated content online is not a problem if it's for personal rather than commercial use.

Develop your vocabulary

1 Find a word or phrase in *How sustainable is AI?* that is an antonym of ...

A slow (adj) _____

B to fail (v) _____

C to avoid (v) _____

2 Find a word or phrase in *How sustainable is AI?* that means ...

A to reconsider (phr) _____

B period with no water (n) _____

C to provide (v) _____



Exam Practice Task 11

HELENA GUALINGA: A VOICE FOR THE AMAZON

Born into a family of eco-warriors, Sumak Helena Sirén Gualinga, or Helena as she prefers to be called, has risen to the challenge of protecting the Amazon from oil companies. As a co-founder of *Polluters Out*, an international youth-led organization which has been demanding a complete ban on fossil fuels, Helena has certainly followed in the footsteps of* her ancestors.

In recent years, Helena has become the voice of the Indigenous Kichwa Sarayaku community – a community of just 1,500 people who live in an Amazonian region of Ecuador. Decades ago, the community and its lands were put at risk when an oil company decided to use the forest lands for commercial purposes. This unfortunately affected sacred sites, as well as the biodiversity of the area. As a result, Helena’s family and community decided to take action to save their land by starting legal proceedings*. Claiming that the oil company and the government hadn’t sought their permission to carry out this activity, the Sarayaku community won their case to stop the destruction almost a decade later.

That was when Helena began her journey as a spokesperson for the Sarayaku community: a journey that has taken her to a Climate Action Summit* at the UN headquarters in New York, and to the UN Climate Change Conference in Madrid. It was in New York that Helena staged a famous protest holding a banner making it clear that things had to change. She has also taken part in the Daughters for Earth campaign, which aims at healing the Earth from all the destruction that has been caused to it by human actions and activities.

Helena’s visibility and courage to take on the fossil fuel companies have led to her appearing in international magazines, and to a documentary being made about her activism called *Helena Sarayaku Manta*. However, Helena’s motives are far from personal fame and glory. She says that her community has a vision called ‘Kawsak Sacha’, or ‘The Living Forest’. According to this vision, people do not just live in nature, they are part of nature. For the Sarayaku community, any destruction of forest lands and indigenous species is also a destruction of humanity. It is only by recognizing that humanity is part and parcel of nature, and not separate from it, that we can save the planet from further destruction.

Helena’s legacy is one of empowerment and disruption*. As a defender of indigenous rights and an eco-warrior, she has shaken up the goals of international corporations that operate by exploiting our natural world. By making herself so visible, she has given these companies a chance to reflect on their actions in the hope that we can all one day live harmoniously as an integral part of nature, and not in conflict with it.

to follow in the footsteps of to do the same thing as members of your family
legal proceedings process of using a court to settle a dispute
summit official meeting between the leaders of organizations or countries
disruption act of stopping or changing

Are these statements true or false? Justify your answer with the precise words or phrases from the text, or use your own words.

- Polluters Out* was set up by previous generations of Helena Gualinga’s family.

- An oil company had permission to use Sarayaku land for commercial purposes.

- Helena has been involved in demonstrations outside her own country.

- The purpose of the Daughters for Earth campaign is to repair the damage done to the Earth.

- ‘Kawsak Sacha’ is the name given to a documentary about Helena’s activism.



Develop your vocabulary

Find a word or phrase in *Helena Gualinga: A voice for the Amazon* that means the same as ...

- A prohibition (n) _____
- B asked for (v) _____
- C organized and took part in (v) _____
- D essential (adj) _____

EXAM Extra

Choose one of the tasks below and write 125–150 words.

- You have been asked by your English teacher to write a **description** of someone you admire. You decide to write about Helena Gualinga. Write your description.
- Write a **short essay** giving your opinion on an environmental issue that concerns you.

Prepare

 Predict

- 1 Read the title of the text and look at the picture. What do you think the title is referring to?
- 2 Read the text. Which of your ideas are mentioned?

From tears to triumph



2025 was a rollercoaster year for tennis champion Iga Świątek. In May, she lost in the semi-finals in the Madrid Open to Coco Gauff; a loss which deeply disappointed her. 'Everything collapsed,' she said after she was defeated. Little did she know that at the French Open semi-final in June, she would lose again – this time she was beaten by Aryna Sabalenka.

Despite these crushing losses, Iga was determined to get back on track. The first step was admitting that she hadn't played well, and taking a long, hard look at her performances. Then, she refused to give up. She had her coach create a new training programme for her, and trained harder than ever. By July 2025, Iga had completely transformed her game. What was the result? She was crowned Wimbledon champion for the first time. However, not only did she win the women's title at Wimbledon, Iga became the first female player since 1911 to win the final without losing one single game!

Iga's success teaches us a lot about resilience – the ability to recover from negative experiences. If we let disappointment affect us negatively, we'll never win. Just because we lose or fail once, doesn't mean we'll always lose or fail. We can all learn from our mistakes.

- 1 Read the **Exam Tips** box. Which techniques do you usually use? When and why do you use them?


EXAM Tips

- 1 **Underline the key words in the instructions.** There may be important clues here.
- 2 **Identify what the grammatical focus of the question is.**
- 3 Rewrite the *whole* sentence on your answer sheet.
- 4 You may be required to **use a different linguistic structure**, e.g. if the first sentence is in direct speech, use reported speech in your answer.

Grammar checklist

- active / passive
- causatives
- comparatives / superlatives
- conditionals / wishes and regrets
- connectors / linkers
- gerunds / infinitives
- inversion of subject and verb
- modals
- reported / direct speech
- relative clauses
- question forms

- 2 Read the text again. Find and underline examples of as many of the grammar points from the **Grammar checklist** as possible.
- 3 Read the sentences and tick the focus of each one in the **Grammar checklist**. Complete the second sentence so that it means the same as the first sentence.
 - 1 'Everything collapsed,' she said to reporters after the match.
After the match, she *said / told / asked* reporters that everything had collapsed.
 - 2 We are all able to learn from our mistakes.
We *must / can / should* learn from our mistakes.
- 4 Complete the second sentence so that it means the same as the first sentence. Before you start, tick the focus of each one in the **Grammar checklist**.
 - 1 She won Wimbledon because she didn't give up.
If she had given up, she _____ Wimbledon.
 - 2 Although she didn't win, she was determined to improve.
_____ winning, she was determined to improve.
 - 3 Iga Swiatek won the 2025 Wimbledon women's title.
The 2025 Wimbledon women's title _____ Iga Swiatek.
 - 4 The player changed technique thanks to her coach.
The coach had _____ technique.

 Exam Practice

- 1 Look at the exam tasks on the next page. Which tasks are most similar to the tasks in your region?
- 2 Use the **Exam Tips** to help you.

Exam Practice Task 1

Answer the questions.

- Rewrite the following sentence without changing its meaning. Begin as indicated.
'Please take a seat,' Mira said to Jake.
Mira told Jake _____.
- There are two mistakes in this sentence. Find the mistakes and rewrite the sentence correctly.
We never went to Palma on holiday since this year.

- Turn the following sentence into direct speech.
They admitted that they had forgotten to lock the door.

- Give a question for the underlined words.
'Amira usually does yoga on Saturday mornings.'

- Turn the following sentence into the active voice.
'These oranges were picked by everyone in the class.'

- Complete the following conditional sentence.
If you're free tomorrow evening,
_____.

Exam Practice Task 2

Complete the following sentences to report what was said.

- 'Our team won again yesterday,' said Omar.
Omar said _____.
- 'There won't be enough pizza for everyone,' Sam complained.
Sam complained _____.
- 'The sports centre is closed on Sunday,' said the receptionist.
The receptionist explained _____.
- 'Where can we buy a new headset?' Jerry asked.
Jerry asked _____.
- 'Let's go to the cinema on Thursday,' Valerie suggested.
Valerie suggested _____.

Exam Practice Task 3

Complete the second sentence so that it means the same as the first sentence. You must use the word or phrase in brackets.

- They should have travelled by plane. (*if only*)

- 'This is the wrong building,' she said. (*explained*)

- First, Lucy drew the robot, and then she made a 3D model of it. (*before*)

- Sujata's cousin fixed her bike for her. (*had*)

Exam Practice Task 4

Finish *three* of the following sentences so that each sentence keeps the meaning of the sentence(s) before it. Make sure you change the linguistic structure.

- She'll go skiing next week if there's enough snow.
Unless _____.
- It's essential that you all follow the tour guide.
All of you _____.
- Ali sat by the fire. He wanted to keep warm.
In _____.
- The school dance was arranged by the students.
The students _____.
- 'It wasn't me who took your laptop!' said Kai to Reece.
Kai denied _____.

**Evaluate your progress**

- Which tips did you use? Did they help you?
- Are there any areas of grammar that you need to develop further?

**Develop your language**

Look at a text from another unit of the Exam Trainer. Underline all of the passive verbs. Circle the modal verbs. Highlight the linkers / connectors.

EXAM Extra

Choose one of the tasks below and write 125–150 words.

- Write a **narrative** about a time that you lost an important competition, or failed a test. How did you feel? What was the impact on your behaviour afterwards?
- Write an **opinion essay** about the importance of resilience in everyday life. Explain what it means, why it is important for overcoming challenges, and give examples of situations where it can make a difference.

Exam Practice Task 15

- 1 Read the conversation. Why isn't Hari at practice today?

On the phone

Coach Hi Hari. It's coach Lazar. I'm just calling because I was worried about you. Why didn't you come to practice today?

Hari Oh hi, coach. I haven't been feeling very well.

Coach Sorry to hear that. What's wrong with you?

Hari I've had a headache for two days now.

Coach You seemed OK at practice on Tuesday.

Hari I was. The headache started when I was on my way home from practice.

Coach Have you seen a doctor?

Hari Not yet. I've got an appointment for tomorrow morning.

Coach That's good. I hope you're feeling better soon.

Hari Thanks, coach.

Coach Oh, I almost forgot! The new strips came in!

Hari Really? Great! I can't wait to see them!

- 2 Look at the following sentences from the conversation. Rephrase them so that their meaning is as similar to the original as possible.

- a Why didn't you come to practice today?
The coach asked _____.
- b I haven't been feeling very well.
Hari said _____.
- c You seemed OK at practice on Tuesday.
The coach said _____.
- d Have you seen a doctor?
The coach asked _____.
- e I've got an appointment for tomorrow morning.
Hari told _____.
- f The new strips came in.
The coach said _____.
- g I can't wait to see them!
Hari said _____.



Let's zoom in

Getting the structure right

Look at **b** in **2** again. Report the original sentence beginning in the ways below. What do you notice?

- a Hari told _____.
- b Hari replied _____.
- c Hari said to _____.

Exam Practice Task 16

Complete the following sentences to report what was said.

- 1 'Jay studies in Belgium,' Carol said.
Carol said _____.
- 2 'We forgot to send Gina a birthday present,' Finn said.
Finn said _____.
- 3 'Aunt Orla has decided to visit this weekend,' Mum said.
Mum said _____.
- 4 'Harlie and Ali will meet me in town,' I told Dad.
I told _____.
- 5 'It looks like it's going to rain,' Nora said.
Nora said _____.
- 6 'The dog was playing in the garden at six o'clock this morning,' my sister told me.
My sister told _____.
- 7 'They have been taking tests all week,' said the teacher.
The teacher said _____.
- 8 'Everyone should bring their own lunch on next week's trip,' Matt said.
Matt said _____.

Exam Practice Task 17

Complete the following sentences to report what was said.

- 1 'Where have you been all morning?' Dad asked us.
Dad asked _____.
- 2 'Are you happy with these changes to the programme?' Luca asked me.
Luca asked _____.
- 3 'When was the last time it rained?' she asked him.
She asked _____.
- 4 'Why won't they buy us new phones?' Lina asked her brother.
Lina asked _____.
- 5 'How long have you been feeling ill?' the doctor asked Jack.
The doctor asked _____.
- 6 'Is anyone free on Friday night?' Rachel asked us.
Rachel asked _____.
- 7 'Whose bag is this?' asked Rubin.
Rubin asked _____.
- 8 'Who was looking after the baby yesterday?' Gran asked them.
Gran asked _____.

Exam Practice Task 18

Complete the following sentences to report what was said.

- 'Keep walking until you get to the traffic lights,' the woman said.
_____.
- 'Don't move or you'll hit your head!' Allie told Kelly.
_____.
- 'Open the window, Mariam,' Lee said.
_____.
- 'Can I borrow your VR headset,' Nerea asked Musa.
_____.
- 'Be home before dinner!' Dad told us.
_____.
- 'Do the washing-up now, Eddie!' Mum said.
_____.
- 'Could you show me where this box goes?' she asked her friend.
_____.
- 'Would you give this book to Ezra?' Mum asked me.
_____.

Exam Practice Task 19

Complete the following sentences to report what was said.

- 'Yes, I can take you to the swimming pool this afternoon, Peter,' said Lizzie.
Lizzie agreed _____.
- 'I wouldn't tell anyone your password,' said Nick.
Nick advised _____.
- 'Let's go for a walk in the park,' May said.
May suggested _____.
- 'We're really sorry that we didn't tell you sooner,' my friends said.
My friends apologized _____.
- 'I'll definitely help you move house,' Yusuf said to Zainab.
Yusuf promised _____.
- 'I've taken us down the wrong road,' said Mark.
Mark admitted _____.
- 'It wasn't us who set off the alarm!' said the students.
The students denied _____.
- 'I won't give you any more money!' she said to him.
She refused _____.

Exam Practice Task 20

- 1 Match the exam-style questions to the correct aspect of reported speech in the box.

commands / requests questions
reporting verbs statements

- 'What time do we have to be at school tomorrow?' she asked her mum. _____
She asked _____.
- 'Would you help me carry this suitcase?' Grant asked Judy. _____
Grant asked _____.
- 'This is the first time we've travelled at night,' Dad told us. _____
Dad told _____.
- 'Next week is Gran's birthday,' Mum said to my sister. _____
Mum reminded _____.
- 'Don't touch that button, Lina!' said the science teacher. _____
The science teacher warned _____.
- 'Stay at the supermarket until we get there,' she told him. _____
She told _____.
- 'Who made this soup?' Uncle Lewis asked. _____
Uncle Lewis asked _____.
- 'This is the best day ever!' Susan said to her friends. _____
Susan said _____.

- 2 Report the first sentences in exercise 1 beginning as shown. Make sure you make all the changes necessary for each aspect of reported speech.





Recall

Formal emails are a polite message that we send for certain purposes such as requesting information, making a complaint, or applying to a job or programme. Often in formal emails we do not know the receiver.

- 1 Read the **Writing Task** and the student's answer. Do you think she has answered all the parts of the task?



Writing Task

Write a **formal email** to a software company asking to join their summer internship programme. Ask for more information about the internship, explain why you are a good candidate for the programme and outline any experience you have.



MAIL

Subject: Summer internship

Dear Sir or Madam,

I am writing to express my interest in the summer internship programme offered by your organization and to ask for some additional details.

I am currently in sixth form, studying A-levels in Computer Science, Mathematics, and History. I believe I would be a strong candidate for this programme, because I have already started developing some coding skills, for example with Java and Python. In addition, I recently worked on a school project where we created a simple web application. This experience helped me improve my teamwork and communication skills.

Could you please provide more information about the internship? I would like to know what the selection process would involve, for example, would I need to attend an interview? Also, is it a requirement to speak any other languages?

I am very enthusiastic about this opportunity as I am passionate about technology and I am keen to gain practical experience in the field.

Thank you for your time and consideration. I look forward to your response.

Yours faithfully,

Paloma

- 2 Read the **Exam Tips** box. Which techniques do you usually use? Put two ticks next to things you do.

EXAM Tips: formal and informal emails

- 1 **Start with an appropriate greeting.** In formal emails you might not know the addressee (person you are writing to).
- 2 **Consider your language and tone.** Formal emails should have full forms (not contractions) and language that is precise. Using modals can help with a polite tone.
- 3 **Use paragraphs.** In the main body of the email, use separate paragraphs for each main point or idea.
- 4 **Use appropriate linking words.** These help to make your writing flow.
- 5 **End with an appropriate closing.**

Watch out! In some regional exams you **must not** write your name or any identifying data in the email.

Useful language

Formal greetings	<i>Dear Sir / Madam To whom it may concern I hope this email finds you well.</i>	
Modals	<i>Would you be able to ... Could you explain ... Might it be possible to ...</i>	
Polite tone	<i>I would like to enquire about ... I am writing in relation to ...</i>	
Giving opinions	<i>I found the experience very valuable / rewarding / challenging / motivating</i>	
Linking words	<i>However Despite that In addition</i>	<i>in order to as a result of furthermore</i>
Formal closing	<i>Best regards Yours faithfully</i>	

- 3 Look back at the student's answer and underline examples of the **Exam Tips**.
- 4 Find the following:
 - 1 A linker of addition
 - 2 A polite request using modals
 - 3 A linker of cause

5 Read the **Writing Task** and then complete the student's answer with the phrases in the box.

you would enjoy is expected to last
 The event will feature Kind regards
 I believe it would be of great interest
 Following the presentations
 I hope this message finds you well

 **Writing Task**

Write a **formal e-mail** to a local journalist inviting them to your school where you will discuss fake news, the problems it causes and how to identify it.

Dear Ms Amos,

¹_____, I am a student at Oaks High School, and I am writing to invite you to participate in an event that is happening as part of Internet Awareness Week at my school. We are hosting a talk on fake news, and ²_____ to you.

³_____ presentations by both teachers and students, focusing on what fake news is, and the problems it causes. ⁴_____, there will also be a short interactive workshop where students can have a go at identifying fake news.

The event will begin at 5:00 p.m. and ⁵_____ approximately ninety minutes. It would be a pleasure to have you attend, and I hope ⁶_____ the experience and the opportunity to meet some of my classmates.

Please let me know if you are able to join us.

⁷_____

Yusuf Murga

6 Read the **Writing Strategy**. Then think about the statements. Which do you agree with?


- 1 There is no time to plan your writing in an exam.
- 2 Writing that is well planned is usually better organized, and easier to read.
- 3 You should choose a planning method depending on the type of writing task.
- 4 It's quicker to write an exam task when you have planned it already.

Writing Strategy: Planning and Checking

- 1 Before you start writing your answer, take a few minutes to write some quick notes with your ideas.
- 2 Use a template which suits the type of writing, for example, a chart, a spider diagram, or a flow-chart, or organise your notes with some simple headings, for example: *Intro, Paragraph 1, Paragraph 2, Closing.*
- 3 Keep it quick! Remember to leave enough time to write and check your answer.

Exam Practice Task 1

1 Read the question. Then spend five minutes completing the plan.

 Write a **formal email** to a professional athlete requesting an interview for your school magazine. In your email, explain why you are interested in their career, ask about how they improve their performance, and the techniques they use to stay motivated. Write between 125 and 150 words.

Greeting	
Paragraph 1 Introduce yourself and explain the purpose of the email	
Paragraph 2 and 3 Explain why you are interested in their career, ask about their skills and techniques	
Closing	


2 Write your answer, and check it afterwards using the **Writing Checklist**.

Writing Checklist

- Have you . . .
- answered all parts of the question?
 - organized your ideas into paragraphs?
 - used links accurately and appropriately?
 - included some of the Useful Language?
 - used formal language, with an appropriate greeting and sign off?
 - checked your spelling, punctuation and grammar?

Exam Practice Task 2

Read the question. Then spend five minutes completing a plan. Write your answer, and check it afterwards using the **Writing Checklist**.

 Your headteacher has invited students to submit a proposal for a school trip. It must be related to a school subject. Write a **formal email** to the headteacher with your suggestion. Explain in your email how the trip will help you in your studies and what the class expects to learn from it. Write between 125 and 150 words.

Part 1: Reading



Time travel: fact or fantasy?

Have you ever wondered what it would be like to be able to travel through time? Works of fantasy and fiction have long inspired us to believe that time travel is not only possible, but a reality. From HG Wells' short novel *The Time Machine* to popular TV shows like *Doctor Who* and *The Ministry of Time*, the concept of moving across time is highly popular in science-fiction. However, recent research suggests that time travel might actually be possible, not just in our imaginations.

So what does the science say? According to Einstein's theory of relativity, time can bend depending on two factors. The first is how fast you move through space, and the second is how close you are to massive objects, like stars or black holes. Einstein also believed that space and time are dimensions. They are part of the same giant, stretchy fabric, and if one part of the fabric becomes curved, the other part is affected.

But does that mean that time travel is possible? Physicist Brian Cox explains that we are all time travellers, but that time travels only in one direction: forward. He claims that most physicists agree that it's impossible to travel back in time because physics protects the past. In other words, the laws of nature will always prevent us from travelling backwards.

Lorenzo Gavassino, who is another modern-day physicist, seems to disagree with Cox. Gavassino's research shows that connected pathways make up the universe, and that these pathways could allow us to go back in time. His theory, which is based on Einstein's work, is that space could bend so far round that time would loop back on itself. This would allow us to travel through time – to the past and future.

However, Gavassino's theory raises a lot of questions. For instance, supposing we could travel to the past, could we be trusted just to observe it and not interfere with the course of history? If we did change things, what consequences would this bring for the universe and to humanity? The TV series *The Ministry of Time* touches on these ideas. Time travellers go back to the past in order to make sure that there are no changes to the course of history. Their goal is to ensure the present actually happens as it was meant to.

This series shows us an important paradox, or impossible situation that still puzzles physicists. Isn't history already changed by sending people to the past? According to Gavassino, however, these paradoxes are hypothetical and in reality don't exist. Faced with timeline changes, the universe would correct itself and restore order. Does that mean we will soon be able to pop back to the past without affecting the present or future? Only time will tell.

1 Choose the correct answers.

- 1 According to the text, what did Einstein believe?
 - A Time travel already happens.
 - B Space and time have an effect on each other.
 - C Black holes prevent time travel from happening.
- 2 What is the purpose of this text?
 - A to promote popular TV series
 - B to provide evidence against Einstein's theories
 - C to suggest that time travel might be possible

2 Are these statements true or false? Justify your false answers with the precise words or phrases from the text, or use your own words.

- 1 *Doctor Who* is based on the book *The Time Machine*.

- 2 The speed which we move at changes time.

- 3 Gavassino and Cox are physicists with different views on time travel.

- 4 Gavassino admits that the universe might not be able to deal with time travel.

3 Find synonyms in the text for:

- 1 brief (adj) _____
- 2 curve (v) _____
- 3 joined (adj) _____

4 Find antonyms in the text for:

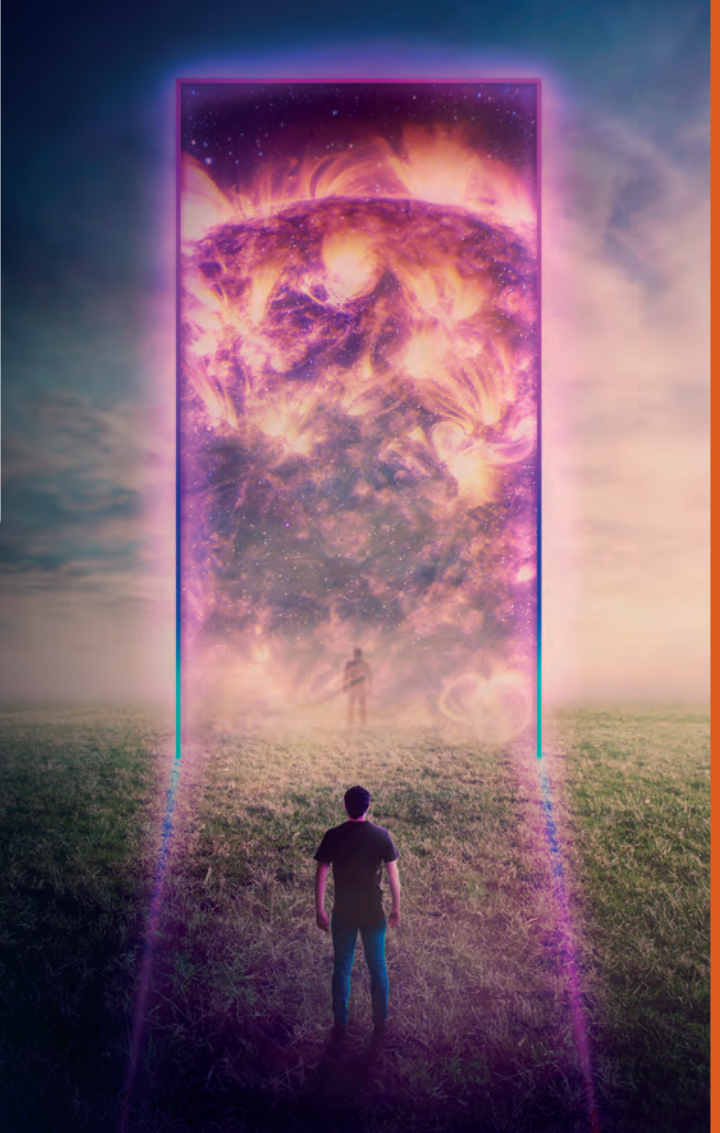
- 1 rigid (adj) _____
- 2 backward (adv) _____
- 3 to permit (v) _____

5 Find in the text:

- 1 one word meaning 'measurements in space' (n) _____
- 2 one word meaning 'form a shape like a curve or circle' (v) _____
- 3 one word meaning 'go somewhere quickly for a short time' (v) _____

Part 2: Writing

- 1 Imagine that the magazine that printed the article above has asked readers to write a short essay beginning with the sentence *If I could travel to any time, I'd choose ...*. Write an essay saying which period in time you would like to visit, why you would choose this time period and what you expect to find there. Your answer should be 125–150 words.
- 2 What are the pros and cons of time travel? Your answer should be 125–150 words.



Part 3: Use of English

- 1 Complete the text. Use one word in each gap.

BACK TO THE FUTURE

There's no denying that the idea of time travel
1 _____ complicated. If you were to go back
in time and change something in the past, what
2 _____ happen? What if, like Marty McFly in
the film *Back to the Future* (1985), you stopped your
parents³ _____ getting together? This kind
of impossible situation is known⁴ _____
a paradox and it's one of the biggest problems with
time travel. If your parents had never met, then you
would never have⁵ _____ born either. So if you
never existed, how could you have gone back
in⁶ _____? In fiction, of course, the heroes
7 _____ always find a way out of a paradox.
In *Doctor Who*, for example, there are fixed points in
time that can't be changed, while *The Avengers* create
alternative timelines to avoid changing the past. These
clever solutions get them out of the messy situations
8 _____ are created by paradoxes.

- 2 Finish *three* of the following sentences so that each sentence keeps the meaning of the sentence before it and includes a *clear change of linguistic structure*. Copy the complete sentences (including the beginnings already given to you) onto your answer sheet.
 - 1 *The Ministry of Time* is a TV series. It's very popular worldwide.
The Ministry of Time, _____.
 - 2 It was necessary for them to travel back in time.
They _____.
 - 3 Doctor Who is the most famous time traveller.
No other _____.
 - 4 The experiments will take place next week, not this week in the end.
The experiments got _____.
 - 5 I understand everything on our physics course apart from time travel.
The only thing _____.
 - 6 Few scientists believed the theory, so the research was stopped.
The research was stopped because not _____.
 - 7 You can't help wondering what the future will be like!
It's impossible _____.

- Excellent
- Satisfactory
- Requires improvement

Formal emails

Exam Practice Task 1 Formal email, page 59

• **Response to task: Excellent**

The student has fully answered the question, and the text is an appropriate length (153 words).

• **Structure: Excellent**

The student has used the typical parts of a formal email, including opening and closing, and the main body is separated into paragraphs each with a clear purpose.

Dear Mr Sanchez,

I am writing on behalf of my secondary school's monthly magazine. We are preparing an article about elite athletes and the skills required to become professional.

I greatly admire your career, and have been following your achievements since I was a child. I would love to hear your perspective on the topic of becoming a professional athlete. What would you say has been your biggest motivation?

Could you also share any tips for young people considering a career in athletics or aiming to improve their performance? And I wonder if you think any of these tips apply to other areas of life too, outside of sports.

If possible, we would appreciate the opportunity to arrange a short video call with you. Please let us know if this is an option and suggest convenient times.

Thank you for considering this request. I look forward to your response.

Best regards,
Alina

• **Tone: Excellent**

The language is the right level of formality for this type of purpose (request). Full forms have been used, and there is good use of modals for politeness.

• **Vocabulary and grammar: Excellent**

Various tenses and structures have been used correctly, and the vocabulary is rich and varied.

Exam Practice Task 2 Formal email, page 59

• **Response to task: Satisfactory**

The student has answered the question. The text is a sufficient length (155 words).

• **Structure: Satisfactory**

The student has made an attempt at following a formal email structure. The email includes a greeting and a closing. However, there is not proper use of paragraphs in the main body of the email.

To Mrs Gates,

I want to go on a trip for our Year 12 Art class to Tate Modern gallery in London. This visit will help us very much with our studies, specially the topics Materials and Objects and 20th century modernism. The museum have many interesting paintings and things that will make the artists we study more easy to understand. The exhibition about Nigerian Modernism is very interesting for us. As you know, we are learning about colonialism and artists in the world. This exhibition will give us a lot of informations and we can see the artworks in real life. It is possible to go to London and come back same day, and the travel is not costing too much. We can go to a café for lunch, and maybe shopping after. Lots of the students will like to go shopping.

Thank you for read my suggestion. I wait your answer.

From,
Jordi

• **Language: Requires improvement**

The tone of the email is too informal. The student has not used appropriate opening/closing expressions. The vocabulary is mostly basic, and misses opportunities for more precise language.

• **Grammar: Requires improvement**

There are several basic mistakes in the text, including noun + verb agreement, and formation of different tenses.