

UNIT 10

Values



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about moral issues and complaining
- discuss moral dilemmas, including attitudes to criminal behaviour
- describe problems with goods and services
- return goods and make complaints
- write an (informal) apology email

UNIT CONTENTS

G GRAMMAR

- Second conditional
- Quantifiers; *too / not enough*

V VOCABULARY

- Multi-word verbs: *carry on*, *look after*, *put sth off* (=postpone), *hand sth in* (to the authorities), *feel like* (=want), *come round* (visit), *break up* (end relationship), *turn sth down* (refuse), *join in*, *pass on* (a message, information, etc.)
- Noun formation: *complain – complaint*, *decide – decision*, *deliver – delivery*, *describe – description*, *enjoy – enjoyment*, *explain – explanation*, *queue – queue*
- Wordpower: multi-word verbs with *on*: *carry on*, *get on with*, *go on*, *keep on*, *put on*, *try on*

P PRONUNCIATION

- Sentence stress: vowel sounds
- Word stress
- Sound and spelling: verbs and nouns
- Sentence stress

C COMMUNICATION SKILLS

- Talking about moral dilemmas
- Describing problems with goods and services
- Returning goods and making complaints
- Writing an apology email
- Formal and informal language



CULTURE NOTES

This picture is from a book by Professor Joseph Giacomini called *Thermal – Seeing the World Through 21st Century Eyes*. It contains thermal images, i.e. images produced by recording the temperature of people and things, using an infra-red camera. People can be seen in complete darkness as the thermal camera picks up their body temperature. The book includes pictures that show the effects of global warming, pollution, and how houses lose energy. It also gives an interesting picture of everyday events around us. This particular picture is of someone breaking into a car at night and shows how, with modern technology and recording devices, no one is protected by darkness.

- b** Students speculate what happens next. Write some expressions for making predictions on the board they can use to help them express their ideas. e.g. *I think he'll...*, *I think someone will ...*, *He'll probably run away ...*, *He might ...*
- c** Students discuss the questions in pairs. The questions use the second conditional, which students will look at in this unit. Don't spend time explaining the language point at this stage, but encourage students to express their ideas, using the structure *I'd ...*, and justifying their answers as far as possible. Monitor but don't interrupt fluency unless students make mistakes in their choice of vocabulary. Take feedback and see if the class agree on their answers. Ask for reasons and examples.



EXTRA ACTIVITY

Ask students to tell their partners about a recent news story about a crime. They should try to say what happened, when and where. Circulate and give help where necessary. Ask some students to share their stories with the class.

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write the words *crime* and *criminal* on the board and ask for an example of each. Put students in pairs to brainstorm as many words related to the two words as they can in two minutes. Collate their ideas and put them on the board. Suggested words: *to steal*, *to rob*, *to break into*, *to burgle*, *to vandalise*, *to shoplift*, *thief*, *robber*, *burglar*, *vandal*, *shoplifter*, *police*, *prison*, *detective*, *killer*, *to kill*.

- a** Ask students to tell you what is happening in the picture. Write some phrases for speculation on the board which they can use to help them express their ideas, e.g. *It looks like ...*, *It/He might be ...*, *It seems as if ...*. If you wish, give students information from the Culture notes below.

10A Would you do the right thing?

At the end of this lesson, students will be able to:

- talk about a moral dilemma
- use the second conditional correctly
- understand people talking about illegal downloading
- understand and use multi-word verbs

OPTIONAL LEAD-IN

Books closed. Put students in pairs. Give them a few minutes to write down as many rules that they have followed so far today as they can. e.g. keeping to the speed limit, not playing loud music on public transport, not smoking in the corridor, etc. Ask them to say which rule on their list is the most and least important.

1 SPEAKING

- a** Write the words *legal* versus *illegal* (B2) on the board and elicit from the students or explain that when something is *legal* it is allowed or permitted by the law; *illegal* means the opposite. Ask students to look at the pictures and match the activities a–e with the pictures 1–5. Check answers as a class.

Answers

a 2 b 5 c 1 d 4 e 3

- b** In pairs, students put the activities in order from worst to least bad. Take a vote on which activity the group thinks is the worst.
- c** Discuss the question as a class. Ask students under what circumstances doing some of these things might be justified. Ask: *Is it ever OK to park illegally / drive too fast on the motorway / download a film from the internet, etc.?* (For example in a medical emergency; if you have already bought the film, etc.)

2 LISTENING

- a** Elicit from the class what kinds of things people download illegally (songs, films, books, etc.). Students read the text about illegal downloading individually and discuss their opinions as a class. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Philip Pullman wrote a famous trilogy of fantasy books for children called *His Dark Materials*. *Northern Lights*, the first book in the trilogy, was made into a popular film called *The Golden Compass*, starring Nicole Kidman and Daniel Craig, in 2007.

- b** Tell students that they are going to hear five people being asked about downloading. For each speaker, students need to establish the person's attitude towards downloading from the Internet (tell students to write 'yes', 'no' or 'maybe') and what kind of things they would download. Play the recording. Students make notes as they are listening or at the end. Check answers as a class.

Answers

Speaker 1: yes, TV programme; Speaker 2: maybe, TV programme (not if small company); Speaker 3: no, it's illegal; Speaker 4: yes, TV programme, music (not if charity album); Speaker 5: no, can't, may ask granddaughter

- c** Play the recording again for students to note down the reasons the speakers give for their answers. If necessary, pause the recording after each piece of information is given. Check answers together.

Answers

- 1 doesn't hurt anyone 2 big companies, actors are rich enough
3 it's illegal 4 everyone does it
5 doesn't know how, worried about police

Audioscript

PRESENTER Downloading is in the news again, with the news that more people downloaded the hit show *Game of Thrones* than actually watched it on TV. We're often told that downloading illegally from the Internet is the same as stealing from a shop. But do people really believe this? We asked the people of Camden Town: *If you wanted to watch a TV programme but it wasn't available in your country, would you download it illegally?*

- 1** Ah ... maybe. I don't know ... Yeah, if the programme wasn't available, I'd download it!
- P** What if it **was** on TV in your country, but not for another month?
- 1** Yeah, I would still download it. What's the difference? Downloading doesn't hurt anyone and no one ever gets into trouble. It would just mean I didn't need to wait a month!
- 2** Maybe it depends who made the programme. I don't think the big companies that make these TV programmes are poor. All the actors are rich enough ... But if it was a film made by a small company, it would be a bit different. I'd prefer to pay a company like that because they need the money.
- 3** No, I wouldn't. I just watch what's on TV. No need to download things.
- P** And how about a book? Would you download a book?
- 3** Well, no. It would be illegal, I think.
- P** But what if it was a book that you knew was in your local library. But you didn't have time to go to the library.
- 3** Well ... I suppose ... if it was in the library ... but, no. It's illegal. I wouldn't do it.
- 4** A TV programme? Of course, why not? It's easy. Everyone does it!
- P** And what about music? Would you download an album?
- 4** An album ...? Yeah, maybe. But I'm one of those strange people who still buys CDs. So if I liked the album I'd buy it afterwards – because I like to own something I can hold in my hands.
- P** And what if it was a charity album? Would you download that?
- 4** No, I wouldn't download an album if it was for charity. That wouldn't be right.
- 5** I'd have no idea how to download a TV programme! But I'd ask my granddaughter to download it for me if I really wanted to see it, although I'd probably be worried about the police knocking at my door the next day.

LANGUAGE NOTES

Some students confuse the word *library* and *bookshop*. Make sure they are clear about the difference: *library* – a place where you borrow books; *bookshop* – a place where you can buy books.

- d** Discuss the questions briefly as a class. Encourage students to give reasons for their opinions.

3 GRAMMAR Second conditional

- a** **3.21** Play the recording for students to complete the sentences. Check answers as a class and elicit that the pattern of verb forms exemplified in all these sentences (*if* + *would* + verb in one clause + simple past tense in the other clause) is called the second conditional.

Answers

1 wanted 2 wasn't 3 liked 4 was 5 wanted

- b** Individually, students choose the correct options to complete the sentences about the form and usage of the second conditional. They compare their ideas with a partner before you check the answers as a class.

Answers

1 b 2 b 3 a



LOA TIP CONCEPT CHECKING

- Ask: *If your friend stole something from a shop, would you tell someone?* and write it on the board. Ask these questions to reinforce the idea of an imaginary situation.
Are we asking about a real situation? (no)
Are we asking about an unreal or imagined situation? (yes)
Are we asking about an imagined past action? (no)
Are we asking about imagined present or future action? (yes)

- c** **3.22** Students read the information in Grammar Focus 10A on SB p.160. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 10A on SB p.161. Check answers as a class. Tell students to go back to SB p.99.

Answers (Grammar Focus 10A SB p.161)

- a** 1 e 2 h 3 a 4 g 5 f 6 b 7 c 8 d
b 1 were; I'd give 2 would be; wasn't 3 I had; I'd read
4 would; you saw 5 didn't smoke; you'd save
6 wouldn't; didn't like 7 found; would you
c 1 I were/was you 2 I wouldn't eat 3 I didn't eat them
4 they would throw 5 would you do 6 a shop assistant saw
7 I would promise 8 they didn't believe 9 they called
10 You would go 11 the police came
12 they wouldn't send 13 it would be



LANGUAGE NOTES

As with the first conditional, the clauses can be in either order but when the *if*-clause comes first, we use a comma.



CAREFUL!

Though mixed conditional sentences are possible, students sometimes use *will* when *would* is more appropriate, e.g. ~~*If I were you, I'll download it.*~~ (Correct form = *If I were you, I'd download it.*)

- d** **3.21** **Pronunciation** Play the recording for students to listen and notice the two different possible pronunciations of the vowel sound in *would*: /wʊd/ (when stressed) and /wəd/ (when unstressed). Point out that the *l* is always silent. Model the sentences again for students to repeat.
- e** **3.23** Play the recording again for students to work out the rules. Check answers as a class.

Answers

1 silent 2 questions 3 /wʊd/

- f** Read the sentence parts with the class (the first has an example) and elicit some answers. Students complete the sentences individually with two different ideas.

- g** Students compare their sentences with a partner. Encourage them to expand on their answers and ask their partner questions as in the examples in the speech bubbles. Take feedback and ask students to tell you the most surprising or interesting thing they learned about their partner.

4 VOCABULARY Multi-word verbs

- a** Ask students to look at the pictures and say what is happening in each one. Ask: *What's the best thing to do next?* for each situation. You may wish to help them with the words in the Vocabulary support box.



VOCABULARY SUPPORT

crash (B1) – to have an accident with another vehicle

damage (B1) – the result of hitting a car

notes (B1) – paper money

pavement (B1) – place beside the road that we walk on

- b** Remind students that in English there are a lot of verbs composed of a main verb and a preposition (or sometimes two prepositions) and the meaning is sometimes quite literal and easy to guess, e.g. *put on* (clothes) or sometimes more abstract, e.g. *put off* (meaning to postpone or cancel). Students match the multi-word verbs in bold with the definitions. Check answers as a class.

Answers

1 look after 2 put off 3 carry on 4 hand in

- c** Students complete the exercises in Vocabulary Focus 10A on SB p.140. Check answers to the exercises and go through the Tip with the class to check understanding. Tell students to go back to SB p.99.

Answers (Vocabulary Focus 10A SB p.140)

- a** 1 carried on 2 felt like 3 came round 4 looked after
5 broke up 6 turned down 7 joined in 8 put off
9 handed in 10 passed on
b 1 came round 2 put off 3 pass on 4 broke up 5 joined in
6 handed in 7 turned down 8 feel like 9 looking after
10 carry on

5 SPEAKING

- a** In pairs, students discuss the questions. Take feedback as a class and ask students what they learned about their partner.
- b** Tell students that they are going to do a quiz to find out how honest their partner is. Divide the class into pairs and assign A and B roles. Student As read the surveys on SB p.129 and Student Bs read the surveys on SB p.131. They take turns to ask each other the quiz questions. When they have finished, ask students to look at the results on SB p.127 to find out how honest they are.

ADDITIONAL MATERIAL

- Workbook 10A
- Photocopiable activities: Grammar p.222, Vocabulary p.246, Pronunciation p.283

10B I'm too embarrassed to complain

At the end of this lesson, students will be able to:

- read and understand a text about a shopping survey
- use quantifiers and *too* / *not enough* correctly
- understand people talking about a shopping survey
- understand an expert talking about complaining
- make nouns from different verbs
- talk about complaining in general

OPTIONAL LEAD-IN

Books closed. Tell students about somebody you know who complains a lot, e.g. *My father always complains about other people's driving (it's too fast, dangerous); he complains about the treatment the doctor gives him (it doesn't work, makes him sleepy)*. Ask students if they can think of a person among their family or friends (not in the class) who enjoys complaining. Students share their ideas with the class. (If students come from a culture where describing somebody they know as a complainer would be disrespectful, you could ask them about characters in comedies/dramas who complain a lot.)

1 READING AND SPEAKING

- a** Point out the title of the lesson *I'm too embarrassed to complain* and teach or elicit from the class the meaning of *embarrassed* (B1) – feeling shy or ashamed about something. Ask: *Is it OK to complain about things in your country or are most people usually too embarrassed to complain?* Elicit examples of the kind of things people complain about.

LOA TIP ELICITING

Say: *I went shopping yesterday and when I got to the checkout, I found I didn't have enough money. How did I feel?* (embarrassed) Ask: *When have you felt embarrassed?* Ask one or two students to give you an example.

- b** In pairs students match the complaints and what people are complaining about. Check answers as a class. Elicit or explain the meaning of *rug* (B1) – a small carpet. Each time a student gives you the right answer, ask them to explain the meaning of the word – e.g. *the price is how much something costs, the quality is how good it is*, etc.

Answers

- 1 price 2 quality 3 delivery 4 service

- c** In pairs, students discuss their recent experience of the situations in 1b. Take feedback as a class. Encourage students to expand their answers by saying where, why and when.
- d** Before students look at the title of the article, ask them if they think the British complain a lot or not. Then ask them to look at the title. Ask: *Are you surprised by this? Why / Why not?*
- e** Individually, students scan the article and underline the key information the task asks them to locate. Encourage them to compare their answers with a partner then check as a class.

Answers

- 1 Britain (the British), Germany (the Germans), Italy (the Italians), Sweden (the Swedish).
- 2 What do the British complain about? Why do some choose not to complain?
- 3 the service is not good enough
- 4 five minutes
- 5 don't have time

LANGUAGE NOTES

verb: *complain* noun: *complaint* person: *complainer*

- f** Ask students read the text again and list all the things that the British complain about. Take feedback from the class and write the things mentioned on the board (poor service, not enough shop assistants, slow queues, bad quality products, rude staff, delivery problems). Ask if there any things in this list which people wouldn't complain about in students' home countries and why.

2 GRAMMAR Quantifiers; *too* / *not enough*

- a** Books closed. Tell students you are not having a very good day and they are going to guess your complaints. Think of three complaints about your day, using *too*, *too much* or *too many*, e.g. *It's too hot in here. There are too many chairs. There was too much sugar in my coffee*. Say the beginning of each complaint and clues to the rest of the sentences by miming, e.g. *It's too ...* (mime *hot*). *There are too many ...* (point to chairs). *There was too much ...* (pretend to drink coffee and make face). Can they guess what your complaints are? Write the words up they give you (*hot, chairs, sugar in my coffee*). Now try to elicit the rest of the complaint from the students and write the full sentences on the board. Elicit or correct mistakes with forms with *too* / *not enough*. Books open. Students look at the complaints in 2a and answer the questions. Remind them about countable and uncountable nouns by eliciting examples, or putting *person/salt* on the board and asking which is countable (person) and which is uncountable (salt). Check answers as a class.

Answers

- 1 a too b not enough 2 a after, b after, c before 3 a many, b much

LANGUAGE NOTES

Students may have a problem with pronunciation and spelling of *enough* /ɪˈnʌf/.

- b** **3.24–3.25** Students read the information in Grammar Focus 10B on SB p.160. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 10B on SB p.161. Check answers as a class, making sure students are checking for countable and uncountable nouns and negative and positive sentences. Point out that in Exercise d, 1–3 can be past or present. Tell students to go back to SB p.100.

Answers (Grammar Focus 10B on SB p.161)

- a** 1 c 2 a 3 d 4 a 5 c 6 d
b Correct: 2, 3, 5, 7
c 1 There aren't many 4 A few of 6 I love hot / very hot
8 too difficult
d 1 There were too many people on the beach.
2 The soup was too hot.
3 She wasn't tall enough to reach the top shelf.
4 The waiter spoke too quickly.
5 The service here is too slow.
6 Sorry, I don't have enough money.

- c** Students choose the correct options individually.
Check answers as a class.

Answers

- 1 too 2 too many 3 warm enough 4 too much
5 enough seats 6 long enough

- d** In pairs, students talk about possible situations for each complaint in 2c. Take feedback as a class. How many possible different contexts can students find for each complaint?

Suggested answers

- 1 swimming pool/holiday 2 restaurant/hotel
3 hotel/school/work 4 cinema/theatre/lecture
5 restaurant/classroom/lecture 6 holiday tour

3 LISTENING

- a** Ask students to cover the *TOP TEN* and *BOTTOM TEN* lists and to read the title and introduction to the survey. Ask students to guess where their country would be on the list of the most complaining countries. Then they look at the survey results to check if their country is named and if they were right. Ask: *What is the difference between this survey and the survey on p.100?* (This survey is international, not just Europe. The survey question was different: *Have you made a complaint in the last 12 months?*) Have a brief discussion about why students think the countries at the top complain a lot and why the countries at the bottom of the list don't. After reading about the survey, ask students to cover the text. Ask them what these numbers refer to: 30,000 (the number of people asked), 30 (the number of different countries), 12 (months: the period of time the survey was for).
- b** **3.26** Tell students that they are going to listen to a radio programme about the survey. Read through the two questions and play the recording for students to listen and answer. Check answers as a class.

Answers

- 1 Brazil, China 2 yes (Clara); no (Feng)

Audioscript

PRESENTER Now, a new survey has shown the countries in the world where people complain the most. And to discuss the results we've got two guests – Clara Gomes from Brazil, which is in the top ten of countries that like to complain, and Zhang Feng, from China, from the bottom ten on the list.

CLARA Good morning.

FENG Good morning.

P So let's start with you, Clara – what do you think of the survey results?

c Well, I'm surprised we're in the top ten, but I'm not shocked because things are slowly changing in Brazil. Many Brazilians have got more money these days. So they buy more and also expect better quality – if something's not good enough, they'll complain.

And another thing is education. I think people know more now about the law than they used to. They know what the companies have to do, like replace things if they break easily, or giving customers their money back if the bill is wrong ... so they're asking companies to play by the rules.

P OK, and what about China, Feng? You're very low down the list. Do you think that's surprising?

F Not really, not these days. In China, people don't really believe everything a company says. Because of this they always like to check the products carefully before they pay for them. When you buy something online in China, you can contact the company first to check all the details of the product – it's very quick and easy to do. And then, you don't have to pay when you order, you don't even have to pay when the product arrives – you **only** pay if **you** think the product is the same as the product that the company promised. So in the end, there isn't much to complain about.

LANGUAGE NOTES

The phrase *play by the rules* may be unfamiliar to your students. It means *to follow the rules, to not break the rules*. It comes from sport and games where the rules must be followed.

- c** **3.26** Read through the questions with the class. Play the recording again for students to answer the questions. If necessary, play the recording twice and/or pause after the information to give students time to answer. Check answers together. Ask students: *Do you think what companies do in China is a good thing? Should companies in other countries do the same? Why / Why not?*

Answers

- 1 Brazilians have got more money these days and expect better quality. People know more now about the law than they used to.
2 You can contact the company first to check all the details of the product. You don't have to pay when you order or when the product arrives. You only pay if you think the product is the same as the product that the company promised.

- d** Discuss the question as a class. Ask students if they are surprised by where their country is on the list. If their country is not on the list, ask where they think it might appear – between 11 and 29 – and why.
- e** In pairs, students complete the advice about complaining. Give them a few minutes to try and fill the gaps, then the answers on the board in jumbled order for them to choose from. Check answers as a class. Accept any alternative answers offered by the students as long as they are grammatically correct and make sense.

Answers

- 1 the same day 2 shout 3 description 4 decision
5 manager, director 6 explain, angry 7 felt, enjoyment

- f** **3.27** Tell students that in the next part of the programme, an expert on complaining joins the discussion. Play the recording for students to compare their advice from 3e with the expert's.

Audioscript

- PRESENTER** Right, well we're also joined by John Sutherland, a journalist from the magazine *What Product*. Let's talk about the UK, then. It seems like it's quite important to know how to complain in the UK, since we're top of the list.
- JOHN** Yes, I think so!
- P** So, what advice do you have for someone who has to make a complaint?
- J** Well, the first thing is that you should be quick. Complain as soon as the problem happens – the same day if possible. And also, be polite, so choose your words carefully and don't shout.
- P** OK.
- J** Another thing is to be clear – give a good description of the problem. And ... you should also always give a date – tell the company *when* you want them to do something by. So, you can say you want a decision in no more than ten days, something like that.
- P** Right.
- J** Also – don't be afraid to go to the top. Ask to speak to the manager or write to the director of the company. It can be the best way to get things done.
- P** And what's best – a phone call or a letter?
- J** I think letters are usually the best way to complain. You can explain the problem in detail and avoid getting too angry. But remember though, you should always tell them how you felt. Say how the problem spoiled your enjoyment or made your life difficult. This makes your complaint stronger.
- P** OK, well we have to leave it there. Thanks very much to all our guests.

VOCABULARY SUPPORT

choose your words – be careful when you decide what to say
go to the top – ask to speak to a superior
in detail (B1) – with all the facts
spoil (B1) – to make something bad

- g** Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Take feedback as a class. Ask students if their partners had any interesting or original advice on how to complain.

4 VOCABULARY Noun formation

- a** Tell students that in the last activity you asked them to discuss a question. Write the word *discuss* on the board. Then say: *You had interesting discussions about the question* and write *discussion* on the board, too. Ask students to say which word is a verb (*discuss*) and which is a noun (*discussion*). Ask if they know any other common noun endings, e.g. *-ation*, *-er*, *-ist*, and write them on the board.

Students complete the table with a partner. Check answers as a class. Ask students if they can remember the contexts in which the words appeared in the lesson.

Answers

Verb: choose, explain, queue
 Noun: complaint, delivery, decision, description, enjoyment

- b** **3.28** Before you play the recording, ask students to take turns saying the verb/noun pairs aloud and to underline the stressed syllables. Then play the recording for them to compare. Check answers as a class.

Answers

Verb	Noun
choose	choice
complain	complaint
deliver	delivery
explain	explanation
decide	decision
describe	description
enjoy	enjoyment
queue	queue

- c** **3.28** Tell students that although there are distinguishable patterns in verb to noun changes, there are lots of exceptions. For instance, sometimes the vowel sound changes, as in the example *choose/choice*. (The others which change are *explain/explanation*, *decide/decision*, *describe/description*.) Play the recording again for students to notice these changes. Play it again or model the words for students to repeat.

- d** Students complete the sentences with the correct words from the table. Check answers as a class.

Answers

1 choice 2 complaint 3 queue
 4 description 5 delivery 6 decision

- e** In pairs, students ask and answer the questions in 4d. Monitor and point out errors in pronunciation for students to self-correct. You can do this by echoing the incorrect pronunciation a student has given. Ask for examples during group feedback. Take feedback as a class on the most interesting item their partners talked about.

5 SPEAKING

- In pairs, students discuss if they would complain in the situations, how they would complain, and what they would say. Take feedback and ask for examples. Write the best ones up on the board (or nominate a student to do so). Find the biggest complainer in the class.

EXTRA ACTIVITY

In pairs, students write an email making a complaint. First, they must decide what they are complaining about and who they are writing to. Remind them to be polite, but they are allowed to complain about as many things as they wish. When they have finished, they can read their complaints to the class. Take a vote on the best, funniest and the one most likely / least likely to get a good response.

ADDITIONAL MATERIAL

- Workbook 10B
- Photocopiable activities: Grammar p.223, Vocabulary p.247, Pronunciation p.284

10C Everyday English

Can I exchange it for something else?

OPTIONAL LEAD-IN

Books closed. In pairs, students write down one or two things they have returned to shops. Put the items on the board and see which is the most common item to be returned.

1 LISTENING

- a** In pairs, students discuss the possible reasons for complaining about the different items. Take feedback as a class and write students' ideas on the board. Check ideas in group feedback.

Suggested answers

jeans – wrong size, wrong colour, have got a hole in them
sandwich – past its sell-by date, tastes odd, not fresh, has got something in it you can't eat
DVD – poor picture, sound quality, wrong DVD in box
present – you've already got one, doesn't work, don't like it, wrong colour, shape, size etc.

- b** Ask students what a shop can do if a customer complains about an item. Elicit the idea that the shop can either give the customer's money back or give the customer a different item in exchange. Then ask students to read the notice and do the matching. Check answers as a class.

Answers

1 receipt 2 exchange 3 refund 4 goods, products

LANGUAGE NOTES

Students may have problems with pronunciation and spelling of *receipt* /rɪ'si:t/. Model the word for them to repeat, and point out the silent *p*.

- c** Discuss the any differences between the rules in students' home countries and in Britain as a class. If you wish, give students information from the Culture notes below.
- d** **3.29** Ask students to look at the picture and tell you who the person is (Leo) and what they can remember about him from the story so far. Ask them where he is and what he's doing. *Leo is in a shop. He's talking to a shop assistant.* They might or might not realise that the object in Leo's hand is the football clock he got for his birthday and he's trying to return it. Play Part 1 of the video or play the audio recording for students to answer the questions. Check answers as a class.

Answers

the football clock
He doesn't like football.
He doesn't have the receipt.

At the end of this lesson, students will be able to:

- understand a conversation about returning something to a shop
- use phrases to return goods and make complaints
- use correct sentence stress
- use *not very* / *a bit* to sound polite

Video/audioscript (Part 1)

LEO Hi. Could you help me, please?
SALES ASSISTANT Yes, of course. How can I help?
L Er, I'd like to return this clock, please.
SA Would you like to exchange it for something?
L No. I'd like a refund, please.
SA Do you have a receipt?
L No, I don't. It was a present, you see.
SA Well, I'm terribly sorry, but we can't give you a refund without a receipt.
L But ... it came from this shop. Look – you've got the same clock there.
SA Yes, but without a receipt, I can't give you a refund. I'm very sorry. Is there anything wrong with it?
L No. It was a present, but I don't really like it.
SA Well, I'm sorry, but there's nothing I can do then.
L Right. Could I speak to the manager, please?
SA Of course.
MANAGER Hello. What seems to be the problem?
L Yes, I'd like to make a complaint.

2 USEFUL LANGUAGE

Returning goods and making complaints

- a** **3.29** Read through the phrases for returning goods and making complaints with the class. Ask students to choose which phrases they heard in Part 1. Play Part 1 of the video or play the audio recording again for them to check their answers. Model the phrases for students to repeat paying special attention to correct word stress and intonation.

Answers

Could you help me, please?
I'd like to return this clock, please.
Could I speak to the manager, please?
I'd like to make a complaint. (Please note that this final answer only applies to the audio-only version.)

- b** In pairs, students talk about the situations when the other phrases from 2a could be used.
- c** **3.30** Read through the gapped sentences and play the recording for students to complete. Check answers as a class.

Answers

1 exchange 2 receipt 3 sorry
4 right away 5 replace 6 refund

- d** Students work in pairs to complete the conversations. Check answers as a class.

Answers

1 phone/electronics shop: 1 a complaint 2 work
3 terribly 4 look at
2 clothes shop: 5 fit 6 receipt
3 café/restaurant: 7 here 8 manager

- e** Give students a few minutes to practise the conversations in their pairs. As a follow-up ask students to cover the conversations. Read alternate lines and ask students to give the next lines.

3 LISTENING

- a** **3.31** Ask students what they think will happen when Leo speaks to the manager. Play Part 2 of the video or play the audio recording for them to check their ideas.

Answer

Leo doesn't get a refund, but the manager offers him an exchange.

Video/audioscript (Part 2)

MANAGER What seems to be the problem?
LEO Yes, I'd like to make a complaint. I have this clock. It was bought in this shop. Your sales assistant hasn't been very helpful. She won't give me a refund.
SALES ASSISTANT He doesn't have a receipt.
L No, I don't have a receipt.
M Well, I'm sorry, but we don't do refunds without a receipt.
L Yes, that's what she said. OK, then. Can I exchange it for something else?
M Is there anything wrong with it?
L No, there's nothing wrong with it.
M Can I just ask – why do you want a refund if it works OK?
L Well, I just ... It was a present and I'm not a big football fan.
SA I have one. I love it!
M Look, as it was a present, I'll let you exchange it for something else in the shop. But normally we wouldn't do this.
L That's very kind.
SA So, what would you like to exchange it for?
L Actually, I've decided that I'll keep it. It might be useful.
M Well, OK then, if that's what you prefer.
L Yes, yes, it's fine. Thanks very much for your help.
M Thank you.
L Bye
M Goodbye.
SA Bye.

- b** **3.31** Play the recording again for students to answer the questions. Check answers as a class. Ask students: *Why do you think Leo has decided to keep the clock?*

Answers

- 1 seems to be the problem; wrong with it; want a refund
- 2 It was a present and he's not a big football fan; it's ugly; it's not very adult / more for children.
- 3 because it was a present
- 4 He decides to keep the clock.
- 5 He says, 'It might be useful'

- c** In pairs, students tell their partner about the last time they took something back to the shop, why and what happened. If they can't think of a time when they did this, ask them to talk about an article they wished they had returned (and why they didn't). Take feedback as a class. Nominate students to tell the class their own on their partner's story.

4 PRONUNCIATION Sentence stress

- a** **3.32** Play the recording for students to tell you which of the highlighted words are stressed. If students find this very challenging, pause the recording after each phrase and repeat it, exaggerating the stressed words. Check answers as a class.

Answers

- 1 have 2 help 3 speak 4 Why, want
- 5 What, like 6 How, help

- b** In pairs, students choose the correct options to describe the rules for sentence stress. Check answers as a class. Remind students that the words that are most important for getting the message across that are more heavily stressed.

Answers

auxiliary verbs, pronouns

- c** **3.32** Play the recording again for students to repeat the questions. Focus on sentence stress.

5 CONVERSATION SKILLS Sounding polite

- a** Ask students to choose the more polite options. Elicit or tell the class that the option a sentences 'soften' the negative impression of the b variant by using a modifying adverb (*a bit, not very*) and/or the opposite positive adjective.

Answers

- 1a 2a
- Leo used the more polite sentences.

- b** As a class, students choose the correct words to complete the rule. Explain that this kind of 'softening' is important in Anglophone culture if you want to sound polite.

Answers

- a bit* + negative adjective
- not very* + opposite positive adjective

- c** Students do the task in pairs. Check answers as a class.

Answers

- 1 dirty, clean 2 quick, slow 3 polite, rude 4 cold, hot/warm

- d** Ask students if they can remember the complaints they wrote in the last lesson. Put some of them on the board. Can they change these complaints to something more polite? e.g. *The water was too cold.* – *The water wasn't very hot.* Give students a minute or two to make four or five polite sentences and take feedback as a class.

6 SPEAKING

- a** Put students in pairs and tell them that they are going to role play a situation where one of them complains to the other. Read through the task and give students time to prepare and then a few minutes to role play the situation.
- b** Students swap roles and find a different thing to complain about. Monitor and correct students' pronunciation as appropriate.



LOA TIP MONITORING

Monitoring a role play gives you the chance to stretch the faster students and prompt slower ones. To stretch faster learners, you can enter the role play as a manager or another customer with the same complaint. With slower learners, you can prompt by supplying language items or by giving simple definitions to help elicit forgotten items.

ADDITIONAL MATERIAL

- ▶ Workbook 10C
- ▶ Unit Progress Test
- ▶ Personalised online practice



10D Skills for Writing

We're really sorry we missed it

OPTIONAL LEAD-IN

Books closed. Write some or all of the following on the board: *waiter, barista, shop assistant, railway booking clerk* (someone who sells train tickets), *bus driver, customer service advisor, salesperson*. In pairs, ask students to say which of these people they meet/talk to regularly and how they would describe the attitude of the people in these roles. Elicit useful adjectives, e.g. *very/really (un)helpful, (un)friendly, rude, polite, bored, kind*. Ask one or two students to share any interesting stories with the class.

1 LISTENING AND SPEAKING

- a** Read through the situations with the class. Individually, students think about how they would react. Encourage them to note down what they would say in each case.
- b**  Students tell their partner what they would do and say. Take feedback as a class. Elicit phrases that students could say to the shop assistants/people who hadn't replied to the invitation – e.g. *Excuse me, I'm waiting to be served, I sent you an invitation X weeks ago. Did you get it?*
- c**  **3.33** Tell the class that they are going to listen to three people talking about and their task is to match the speakers with situations in 1a. Point out that one talks about a different situation. Play the recording for students to do the matching and identify the third situation. Check answers as a class.

Answers

Tim: 2

Vicki: (complaining about) buying something online

Rebecca: 1

Audioscript

TIM I went to buy a new pair of jeans the other day. I was the only customer in the shop and there were two shop assistants. They were chatting about what they did at the weekend and, when I asked for assistance, they just carried on talking. It was so rude. All I wanted to know was the price of some jeans. In the end, I decided to just leave the shop. I don't think they even noticed I was there. I felt like writing an email to the shop manager to complain, but then I forgot to.

VICKI One thing that I think is rude is when shops or companies don't reply when someone makes a complaint. I remember once I bought an MP3 player online. It took ages to arrive – like, about a month. So, I wrote an email to complain, but I didn't hear anything from them. I mean, is it too hard just to send an email saying sorry? If I were the manager of a company, I'd make sure I replied to every customer. I know it's not easy to run a business. But if you want to keep your customers happy, you should answer their emails. Well, I won't use that company again. I'll go to a local shop instead.

REBECCA Look, if I invited you to my party, you'd let me know if you could come or not, wouldn't you? You'd think so. But last month I had a party and invited about 40 people and about half of them didn't say if they were coming or not. Most of them didn't come in the end and, in my invitation, I did ask them to let me know. I think that kind of behaviour is incredibly rude, don't you? I mean, I needed to know how many people were coming, so I had enough food and drink. But then I made too much food and it was embarrassing. All they needed to do was send a text or email – which is not very difficult. There are some people I invited to that party who I'll never get in touch with again.

At the end of this lesson, students will be able to:

- understand people talking about complaining
- read and understand apology emails
- use formal and informal language in apology emails
- write an apology email

LANGUAGE NOTES

There are several useful collocations in the script – you might wish to point these out to students:

chat about – talk about something that is not very serious

ask for assistance – ask for help (formal)


feel like – want to, e.g. *I felt like shouting*

run a business – organise everything for a business

make sure that – be certain that

let someone know – tell someone

Practise the collocations by asking questions, e.g. *What were you chatting about before the lesson started? When did you last ask for assistance in a shop? What do you feel like doing now? When did you last hear from an old friend? Do you know anyone who runs their own business? What must you make sure that you do this evening? Do you need to let anyone know something soon?* Ask students to answer with full sentences so they use the collocations.

- d**  **3.33** Read through the questions with the class. Play the recording again for students to answer. Encourage students to compare their ideas with a partner before checking answers as a class.

Answers

- 1 the price of some jeans
- 2 left the shop
- 3 reply to every customer
- 4 use the company again
- 5 so she'd have enough food and drink
- 6 she made too much food

- e** Ask students to think about an experience where someone was rude and make notes individually. They can use the questions to help them give details. Monitor and help with vocabulary as necessary.
- f** Students tell a partner about their experience. Take feedback as a class and find out whose situation was the worst.

2 READING

- a** Ask students how they would apologise if they arrived late for a class or an appointment. Write these examples on the board and ask which is more formal (the second).

I'm sorry I'm late. / I'm really sorry I'm late. I got held up.

Ask the class to read the salutation and the subject line of the three apology emails and elicit guesses from the class as to which topic they match with. Then give students some more time to read through in detail and see if they were right. Check answers with the class.

Answers

- 1 b 2 c 3 a

- b** Students read the emails again to answer the questions. Check answers as a class.

Answers

- 1 a leaving early b long delivery time
c rearranging tomorrow's meeting
- 2 a come round (to our house) for dinner
b offering 10% discount (on next book she buys)
c meet next Monday afternoon

- c** Discuss the questions as a class. Elicit that email b is the most formal and ask students to tell you what they think makes it formal than the others (writer doesn't use the first name of the person he's writing to, use of *apologise* for rather than *say sorry*, the ending is formal – *Yours sincerely*). Ask students if they think the apology emails would have the desired effect on the readers i.e. make them feel better, less angry, etc. and why / why not.

Suggested answers

- 1 friends 2 customer/company (customer services manager)
- 3 colleagues

The relationship in email b is the most formal.

3 WRITING SKILLS

Formal and informal language

- a** Individually, students look at the sentences from the emails and match them with their functions a–d. Check answers as a class.

Answers

- a 2 b 4 c 1 d 3

- b** Discuss the question as a class.

Answer

The third column (from email b) because not using contractions is a formal style.

- c** In pairs, students try to rewrite the email so that it is more informal. Monitor and give help as necessary. Encourage students to look at the other two emails to find examples of less formal expressions that they could use or adapt.

Suggested answer

Dear ~~Hi~~ Mark,
I hope you're well. I am writing you a **A quick message to say** we got the invitation to your party. ~~We apologise,~~ **I'm really sorry,** but we can't come. We're going to a wedding that day. We'll be in touch soon.
~~Yours sincerely~~ **All the best,**
Paul

- d** Give the students a few minutes to read through the emails again and look at how they are organised. Then take feedback as a class.

Answers

- 1 apologise then explain
They apologise in two separate sentences.



EXTRA ACTIVITY

Divide students into pairs. Read out one of the emails but leave out some of the words. Indicate where the missing words are by clapping your hands. You can use this activity to focus on in/formal language, grammar or vocabulary. The students complete the gaps with a suitable word. Check the answers as a class. Be prepared to accept answers which are different from the original email but which are correct and make sense. Which pair has the most correct answers?

4 WRITING

- a** Tell students that they are going to write an apology email to Rebecca in 1a. Read through her situation again with the class. and elicit ideas for possible explanations/excuses as to why students didn't respond to her invitation – e.g. they were away/ill/had lots of problems/lost the message, etc. Then give them some time to plan and structure their email using the notes to help them. Monitor and help as necessary.
- b** Students write their emails. Remind them to use informal language. Monitor and encourage self-correction by pointing out errors for students to self-correct.
- c** Students swap emails with other students in the class to read and evaluate by answering the questions. Ask students if they think their partner's apology would make Rebecca feel better. If not, what improvements they would suggest? Take feedback and ask for comments and opinions.



FAST FINISHERS

Fast finishers can write a reply to their apology email.



LOA TIP REVIEW AND REFLECT

Ask students to compare the emails they have just written with the writing task they did at the end of Unit 1 of this course. Can they see what they have improved on? Discuss ideas as a class.

ADDITIONAL MATERIAL

- ▶ Workbook 10D

UNIT 10


Review and extension

1 GRAMMAR

- a Students complete the conversation with the correct words individually. Check answers as a class.

Answers

1 would; do 2 were 3 was 4 'd keep 5 saw 6 'd get
7 handed 8 would give 9 'd expect 10 gave back

- b  Students practise the conversation in pairs. If appropriate, choose a pair to repeat their conversation for the class.

- c Students choose the correct options individually. Check answers as a class.

Answers

1 much 2 warm enough 3 a bit of 4 a lot of
5 enough money 6 many



EXTRA ACTIVITY

Write the following situations on the board: *I saw a classmate cheating in an exam.*

I heard someone opening the bathroom window in our house at night. I saw someone taking an old lady's handbag in the street. I saw someone shoplifting in the supermarket.


Ask students to write down what they would do in these situations. Then, in pairs, they cover what they've written and have to guess what their partner would do. In feedback, see how many students guessed correctly.

2 VOCABULARY

- a Students choose the correct answers individually. Check answers together.

Answers

1 choice 2 complain 3 decision 4 descriptions 5 enjoy

- b  Ask students which of the sentences in 2a are true for them.

- c Students complete the sentences with the correct form of the verbs in the box. Check the forms as a class.

Answers

1 look 2 broken 3 feel 4 turned
5 pass 6 join 7 carried 8 Come

3 WORDPOWER

multi-word verbs with *on*

- a Ask students to tell you any verbs they know that can be followed by *on*. Conduct feedback and write examples of different verbs they have thought of on the board. Only write one example of each use. Students decide which category the expressions in bold fall into. Check answers together.

Answers

continuing: 1, 2, 4, 6
wearing: 3, 5, 7

- b Read through the definitions with students and ask them to complete the sentences.

Answers

1 keeps on 2 get 3 went, carried, kept

- c Students do the task individually. Check answers as a class.


Answers

1 c 2 a 3 b

- d Students match the sentence halves individually. Check answers together.

Answers

1 c 2 a 3 e 4 b 5 d

- e  Students talk about which sentences in 3d are true for them.



EXTRA ACTIVITY

Ask students to write down five verbs with *on* from this section, but in a jumbled order. They should give each verb a number but not show their partner. In pairs, they take turns to choose a number from their partner's list. The partner then says this verb, and the first student must make up a sentence using this verb + *on*. In feedback, ask for example sentences from each pair.



FAST FINISHERS

Fast finishers can try to write a short text or story using as many of the verbs + *on* as they can. Check through these during feedback.

▶ Photocopiable activities: Wordpower p.261



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.