

Unit 9

Culture 2 know

Gadget: a small mechanical or electronic device which is highly specialised, e.g. mobile phone, device to count steps when running.

Appliance: a more general term for a larger mechanical or electronic device designed to perform a particular function, often in the kitchen or house (people talk of *household appliances*), e.g. toaster, vacuum cleaner, fridge.

Gadget is sometimes used to show the speaker's negative attitude to an electrical device – meaning it's something that's not really necessary, produced just to make money and ultimately 'disposable'.

The terms *gadget* and *appliance* can sometimes be used interchangeably.

Draw students' attention to the objectives box at the top of the page. Elicit how they can make use of this section.

LESSON 1

Warmer

Ask students what electrical and/or battery operated objects they use every day. Elicit them onto the board. Count up which is the most popular amongst the students (discount mobile phone as everyone will probably have one).

Vocabulary & Listening

Operating machines

1 (3.31) Words 2 know

Students look for the gadgets in the photos. Check understanding of the *Words2know* when doing feedback and elicit what they think 'gadget' means. Use the definitions in *Culture2know* to clarify. Play the CD for students to listen and repeat. Ask which of these gadgets they have/would like to have.



Vocabulary & Listening

Operating machines

1 Check you understand the *Words2know*. Match the gadgets with the photos.

Words 2 know (3.31)

an MP3 player an answering machine a games console
an alarm clock a hairdryer a digital camera a mobile phone
a flat screen TV

2 **WORD RACE** Work in pairs. How many more gadgets can you add to the list in exercise 1 in two minutes?

3 **Words 2 know (3.32)** Check the meaning of the words in blue. Match the gadgets in exercise 1 to the descriptions, 1–8.

- 1 You have to **put batteries in**. *alarm clock, mobile phone*
- 2 You have to **plug it in**.
- 3 You **charge the battery** using a **charger**.
- 4 You **switch it on** and **off** with a **remote control**.
- 5 You **press a button** to **turn** the volume **up** or **down**.
- 6 You **select from the menu**.
- 7 It can **record messages**.
- 8 You have to **set the time**.

4 Read *Active Study*. Then find other two-word verbs in exercise 3. Learn the verbs and test your partner.

Notice two-word verbs

Notice the prepositions in two-word verbs:
switch the TV on *switch it on*
plug the phone in *plug it in*



5 (3.33) Use the *Words2know* in exercise 3 to complete the explanations of how two gadgets work. What are they? Listen and check.

First of all, you need to plug it ¹ in and press this button to switch it ² on. Then you need to ³ set the time. If you have any messages, you ⁴ press this button to listen to them.

Before you use it for the first time, ⁵ charge the battery for about twelve hours. You just ⁶ plug the charger in. Then you put the game ⁷ in here and follow the instructions on the screen. Don't forget to switch it ⁸ off if you're not using it.

6 Think of a machine you often use. Describe how to use it but do not say what it is. Use the *Phrases2know*. Can other students guess what it is?

Phrases 2 know (3.34)

Giving instructions

First of all, you switch it on.
Then you select from the menu.
You have to charge the battery/it.
Just follow the instructions.
Don't forget to switch it off.

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Answers: 1 a games console
2 a mobile phone 3 a flat screen TV
4 a digital camera 5 an MP3 player
6 a hairdryer 7 an answering machine
8 an alarm clock

2 Students can use the objects listed on the board from the warmer as a starting point. When checking use the class to decide if items listed are gadgets or not.

3 (3.32) Words 2 know

Students try and do the matching activity first in pairs. When checking answers, elicit/check understanding of *Words2know*. Technology develops quickly, so listen carefully to students' answers: they may be right! Play the CD for students to listen and repeat.

Answers: 1 alarm clock, mobile phone, digital camera 2 answering machine, games console, hairdryer, flat screen TV 3 MP3 player, digital camera, mobile phone 4 flat screen TV 5 MP3 player, answering machine, flat screen TV 6 games console, mobile phone, MP3 player 7 answering machine, mobile phone 8 alarm clock, mobile phone, answering machine.

4 Active Study

When testing each other, students should provide full sentences, not only verb + particle.

Answers: put in, plug in, switch on/off, turn up/down

Grammar Focus

Relative clauses

- 7** Read the brochure and discuss these questions.
- What two advantages of GoGreen! products are mentioned in the introduction?
 - One of the gadgets does not belong in the GoGreen! brochure. Which one is it?
 - Would you like to own any of these gadgets? Why?

- 8** Read *Grammar2know*. Find more examples of relative clauses with *which*, *that*, *who* and *where* in the article.

Grammar 2 know

Relative clauses

Use a relative pronoun to add extra information:
The latest gadget is a fridge. The fridge can throw you a drink.
The latest gadget is a fridge which can throw you a drink.

which, that, who, where

- Use *which* or *that* for things:
It's a fridge which/that serves lazy drinkers.
- Use *who* or *that* for people:
John Cornwall is the student who invented the fridge.
- Use *where* for places:
He had a few accidents in the college room where he keeps the fridge.

- 9** **3.35** Complete the quiz with *where*, *which*, *that* or *who*. Then choose the correct definition, a or b, for each word. Listen and check.

vocabulary quiz

- 1 Photocopiers are**
 a) machines that make copies of documents.
 b) people who do the photocopying in an office.
- 2 Drycleaners are**
 a) people who clean schools and offices.
 b) shops where they clean your clothes for you.
- 3 Cookers are**
 a) people who cook professionally.
 b) kitchen appliances that cook food.
- 4 Stationers are**
 a) shops where you buy paper, pens, etc.
 b) people who work at a railway station.

- 10** What gadget would you like to invent? Think of three ideas and compare answers with the class.

I'd like to invent a robot that tidies my bedroom for me.

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GoGreen! **3.36**

GoGreen! is a company which sells green alternatives of everyday gadgets. We interviewed Mike Rogers who started GoGreen! five years ago. 'Gadgets are part of our lives now,' he explains in the office in his garden where he runs the company. 'But we want to help the environment and save money, too.'

A THE BICYCLE THAT CHARGES YOUR PHONE!

Save money, get healthy AND charge your mobile! The Pedalcharger is a small gadget which you attach to your bike. Then you plug in your phone and start cycling. After thirty minutes, your phone is fully charged ... and it costs nothing!



B THE ALARM CLOCK THAT USES WATER!

The new H₂O Multi-clock is unique. It has an amazing water battery which produces electricity. You don't plug it in, you just fill it with water! It has a thermometer and a radio, too!



C THE FRIDGE THAT SERVES LAZY DRINKERS!

The latest must-have gadget is a fridge which throws you a drink! Press the remote control and the drink flies across the room to you. John Cornwall, the student who invented the fridge, explains. 'One day, I thought, "I'm tired of going to the fridge for a drink ... why don't the drinks come to me!"' He had a few accidents in the college room where he keeps his fridge but he says, 'The fridge is 99% safe ... there's only a small danger that a drink will hit you!'

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- 5** **3.33** Students complete the texts individually and then check in pairs. Play the CD for them to check their answers. Play it again for them to check/write in their notebooks what the gadgets are.

Answers: answering machine, a hand-held games console

Note: accept brand names of games consoles, e.g. Nintendo, PlayStation, Xbox, Wii and provide students with the generic term: 'games console'.

6 **3.34** Phrases 2 know

Use one of the gadgets from the warmer to demonstrate this activity. Play the CD for students to repeat. Students write a set of instructions for one of the gadgets from the previous lesson, or another one that has been mentioned in class. Students take turns to read out their instructions for others to guess. This can be done as a whole class, as a team game or in groups.

MINI WORKBOOK exercises 5–6

LESSON 2

Warmer

Mime using different gadgets for students to guess what they are. Students can also mime using some for the class to guess.

Grammar Focus

Relative clauses

- 7** Students discuss their answers in pairs before the discussion/feedback as a class. Elicit any other environmentally-friendly gadgets that students know/have.

Answer: C

8 Grammar 2 know

Students read *Grammar2know*. Individually they find and underline other examples in the text.

TR Board Plan 9.1

Answers: on student page

- 9** **3.35** Students work individually to complete the quiz. Students then swap books with a partner and listen/check each other's answers. Play the CD twice: students need to listen for whether a) or b) is correct as well as for the correct relative pronoun. Check again with the whole class.

Answers: on student page

- 10** Students brainstorm ideas in groups. If they can't think of any ideas, do the activity as a whole class.

MINI WORKBOOK exercise 1

EXTRA DISCUSSION

Are we too dependent now on gadgets? Could we live without them?

Now your students can:

- talk about different gadgets and how they work
- use defining relative clauses correctly
- discuss others' and their own ideas for inventions.

Culture **2** know

Phone-ins are very popular on radio stations in the UK. All radio stations have phone-in programmes: people can phone in and ask questions of politicians, people can give their views on music or local issues, people can vote for their favourite bands, etc.

Most teenagers in the UK have their own mobile phones. As discussed in the article, many schools ban students from having phones switched on in lessons. They are banned from examinations because they can be used to cheat.

LESSON 3

Warmer

Tell students to imagine they have to do without one of their gadgets for a day. They share ideas in groups. Elicit choices and reasons from the class.

Listening & Speaking

1a Strategies for general skills. Listening: Predicting (back cover)

Students describe and comment on what/who they can see in the photo as well as reading the caption. Review with them how prediction can help with listening. In this prediction task, students try and guess which gadgets are going to be mentioned. This makes their listening more focused. If appropriate, elicit their predictions onto the board before listening.

b (3.37) Students listen to confirm or not their predictions.

Answers: Can't live without: TV remote control, iPod, pencil **Hate:** mobiles, alarm clock, all gadgets when they break down

Note: Podcasts are also mentioned as *can't live without* but these are not gadgets.

2 (3.37) Students read the sentences through before they listen.

Answers: on student page

Listening & Speaking



The question on this morning's phone-in radio breakfast show is: 'Which gadgets can't you live without, and which do you hate?'

- a** PREDICTING Read the caption for the photo. Guess which gadgets the radio listeners mention.

b (3.37) Listen and write down the gadgets you hear. Is your list the same?
- (3.37) Read the statements a–f. Then listen again and match them with the speakers.

 - Dan a I've thrown them both away now and my life is much better.
 - Cathy b They smell nice and if you're hungry, you can even eat them.
 - Tim c You realise how important it is when you can't find it.
 - Alice d I hate all gadgets when they break down.
 - Lucy e It wakes me up and makes me go to school.
 - Nick f I don't get bored at all but people probably think I'm mad.

- Answer the questions.

 - Which gadget is each speaker talking about? Do they love it or hate it?
 - Do you agree with them or not?

- Write down your three most important possessions. In pairs, explain why they are important to you.

I can't live without my CD player. It's really important to me because it was a present. I use it when ...

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3 If students can't remember, play the CD again. Discuss as a class students' opinions of the gadgets and of what the people said. Remind them to use *Phrases2know* from previous units for expressing opinions.

Answers: Dan – TV remote control, loves it; Cathy – iPod, loves it; Tim – mobiles, hates them; Alice – alarm clock, hates it; Lucy – loves her laptop and MP3 player but hates all gadgets when they break down; Nick – pencils, loves them

Grammar Focus

First conditional and future time clauses

- Look at the photo on page 71 and answer the questions.

 - What are the rules about using mobile phones in your school?
 - Do you agree with them? Why? Why not?
- Read the internet article and the debate. Answer the questions.

 - Who wants to ban mobile phones from the school and why?
 - Who agrees or disagrees with Mr Langley, and why?
 - Who do you agree or disagree with?
- Underline three sentences starting with *if* in the article and answer the questions. Then read *Grammar2know* to check.

 - Are these sentences about the present or the future?
 - Which tense comes after *if*?

Grammar **2** know

First conditional

Use the first conditional to talk about a possible future situation:

We won't be able to contact our families if we don't have our mobiles at school.

Form: If + present simple, future simple

If they ban mobile phones, people will be very angry.

Future time clauses

Use the present tense after time words like *when*, *after* and *before*:

After school finishes, people will be able to use their phones. Parents will discuss the situation when they meet next week.

- Read some more opinions about Mr Langley's ban on mobile phones. Put the verbs in the correct tense. Which sentences do you agree with?

- If the school (ban) mobiles, pupils (concentrate) better in lessons.
- There (not be) so much crime in the school if pupils (not take) mobiles to school.
- If pupils (not have) mobiles with them, their parents (worry) about them more.
- If the school (ban) mobiles, a lot of pupils (break) the rules.
- Life (be) easier for teachers if there (not be) any mobiles in school.

4 Take a vote at the end of the activity to find out which, of all the gadgets discussed, is the one that most students in the class can't live without. After listening to what people said, are their opinions different from those expressed in the warmer?

LESSON 4

Warmer

Call out the names of some of the gadgets from exercises 1–4. Students write 'can't live without' or 'hate it' in their notebooks for each one. Discuss their answers as a class.



Should we ban mobile phones from our schools? 3.39

Robert Langley, Head Teacher of King George V School in Egham wants schools to become 'mobile phone free zones' after an incident at his secondary school. 'A student used his mobile phone to film part of a lesson in which several students fell asleep.'

'We also have students who text their friends and family during lessons or even play games. I have no problem with mobile phones but people need to use them in a sensible way. From now on, the school will have a new policy. If we see a student with a mobile during school hours, we will take the phone away.' Parents will discuss the situation when they meet the Head Teacher next week.

→ What do you think? Join the debate!

9 3.38 Put the verbs in the correct forms in a–e. Then match 1–5 with a–e to make dialogues. Listen and check.

- 1 Are you coming out tonight?
 - 2 Sam, are you going to do the washing-up?
 - 3 What time will you be home?
 - 4 Are you going to tidy your room, Katie?
 - 5 So we're meeting at six o'clock outside the café?
- a Yeah, hopefully, but I will text (text) you when my train _____ (arrive).
 - b I hope so. When I _____ (finish) my essay, I _____ (call) you, okay?
 - c Yeah, Mum, I _____ (do) it before I _____ (go) to bed. I promise!
 - d I don't know, I _____ (phone) you when I _____ (come) out of the cinema. Okay?
 - e I _____ (do) it after this programme _____ (finish).

If they ban mobiles, people will get very angry. They'll bring them to school anyway but they'll just hide them.

By Laura 4.26 P.M. 04 Feb

We won't be able to contact our family in an emergency if we don't have our mobiles at school. It might be something really important.

By Andy K 9.32 A.M. on 05 Feb

At the King George V School, the problem was not the phone but the rude students or the boring teacher! Why are they punishing everyone?

By Bella 3.22 P.M. on Feb 05

I don't see why people have a problem. After school finishes, they'll be able to use their phones the same as usual.

By Greg B 6.24 P.M. on 06 Feb

I am a college student and I have seen students use their mobile phones to cheat during exams. If we ban them, a lot of cheating will stop.

By Derek 11.02 P.M. 06 Feb

As a teacher, I often have to tell my students to stop playing games, texting, etc. during valuable lesson time. I find it really annoying.

By Liz Bailey 7.49 P.M. 09 Feb

10 Complete the sentences with your own ideas.

- 1 When I (get) home, I'll call you.
- 2 If I (have) enough time this evening, I ...
- 3 If it (be) sunny tomorrow, I ...
- 4 After this lesson (be) over, I ...
- 5 After I (leave) school, I ...
- 6 I (be able) to drive a car when ...

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Grammar Focus

First conditional and future time clauses

5 Use the photo to practise photo description with students, e.g. *in the centre, in the background*; where the people are, what they're doing, etc. Discussion of the second question will prepare students for the reading.

6 Check understanding of *ban* before students read the text. They read individually and make notes of their answers to the questions. Remind them to highlight/make a note of any words/phrases they're not sure of. Students check their answers in pairs before class discussion.

Answers: the Head Teacher because a student filmed part of a lesson in which students fell asleep, students text in class and play games in class; agrees: Greg, Derek, Liz; disagrees: Laura, Andy, Bella

7 Grammar 2 know

Students find the sentences and answer the questions as a class. Students read the *Grammar2know*.

TR Board Plan 9.2

Answers: the sentences are about the future; present tense comes after *if*

8 Students write the full sentences in their notebooks. They check in pairs before the class check (reading the sentences aloud) and the discussion.

Answers: 1 bans, will concentrate 2 won't be, don't take 3 don't have, will worry 4 bans, will break 5 will be, aren't

9 3.38

Answers: a arrives b finish, 'll call c 'll do, go d 'll phone, come e 'll do, finishes

1 b 2 e 3 d 4 c 5 a

10 Students write the sentences in their notebooks.

Answers: 2 If I have ... 3 If it is ... 4 After this lesson is ... 5 After I leave ... 6 I'll be able to ...

MINI WORKBOOK exercises 2–4

Grammar + Plus

Write the first half of each of the two examples from *Grammar Plus* on the board. Elicit ways to complete them (they don't have to be the same as in the Mini Workbook). Help students notice the difference in meaning between *if* and *when*.

Focus students on the Grammar Plus activity in the Mini Workbook. Read the rules through with the class. Students then complete the exercise. They check in pairs.

EXTRA DISCUSSION

Does your school have rules about mobile phones? What do you think of these rules?

Now your students can:

- express their opinions on gadgets
- use first conditional and future time clauses correctly
- use prediction skills to help with listening tasks.

Culture **2** know

Everybody with a television in the UK has to pay a Licence Fee to the government. This is what pays for the BBC channels (British Broadcasting Corporation). These channels do not carry advertisements. There are many other channels and companies and all their programmes are paid for by advertising: ITV and Sky are two examples. To watch Sky channels it's necessary to take out a subscription and pay for them on a monthly basis. The BBC is currently switching over to digital broadcasting, which means people need a digital box to decode the signal. This is a one-off payment and means other free channels are available as well. Television can be received either via cable or by satellite.

British TV companies have what is known as a 'nine o'clock watershed'. This means that programmes which are not suitable for children are not shown before nine in the evening. However, people disagree as to what is suitable for children or not, and there is often heated debate in the media about what should be shown and what should not be shown.

LESSON 5

Warmer

Give students instructions to write down six different numbers. Students then take turns to say each number to their partner who writes it down. They look and check, e.g. 1 Write a number between 50 and 70; 2 Write the year you were born; 3 Write the day and the month you were born, etc.

Listening & Speaking

1 (3.40) Give students time to work these out and to try and say them to each other in pairs before they listen and repeat.

Answers: on student page

Listening & Speaking

Numbers and dates

1 (3.40) Match the numbers to the way you say them. Listen and check. Then listen again and repeat.

- 1 a sixth $\frac{1}{6}$
- 2 sixteen sixty-six 1666
- 3 six thousand, six hundred and sixty-six 6,666
- 4 sixty thousand 60,000
- 5 six hundred and six 606
- 6 six billion 6,000,000,000
- 7 six hundred thousand 600,000
- 8 sixty-six percent 66%
- 9 six point six 6.6
- 10 six million 6,000,000

2 (3.41) Listen and underline the number or date that you hear. Listen again and repeat.

- | | | |
|-----------|-----------|---------------|
| 1 33% | 3.3 | 303 |
| 2 300,000 | 3,000,000 | 3,000,000,000 |
| 3 80,000 | 880,000 | 88,000 |
| 4 15 | 1.5 | $\frac{1}{5}$ |
| 5 78% | 87% | 88% |
| 6 1964 | 1946 | 1649 |
| 7 440 | 404 | 444 |
| 8 85 | 8.5 | 8.55 |
| 9 1958 | 1988 | 1588 |
| 10 992 | 229 | 292 |

3 Work in pairs. Write down a number for your partner to say. Take turns to test each other.

MINI WORKBOOK exercise 7 page 117

Reading & Vocabulary

- 4** Look at the photos on page 73 and answer the questions.
- What are the people doing in each photo?
 - Do you do lots of things at the same time? What things?
- 5** SCANNING Read the text and match the numbers to the explanations, 1–5.

[sixty two thousand three hundred five one to two billion four and a half]

- 1 The number of channels on American TV: _____
 - 2 The percentage of American children with their own TV: _____
 - 3 The number of computers IBM expected to sell in 1943: _____
 - 4 The number of people in the world who go online every day: _____
 - 5 The number of hours every day that most Americans watch TV: _____
- 6** Find and underline two predictions in the text about the first TVs and computers. Did they come true?
- 7** Read the article again. Tick (✓) true and cross (X) false. Correct the false statements.
- 1 In the past, most people listened to important radio news alone.
 - 2 Many people like watching TV alone so that they can choose the programme they want.
 - 3 Young people in Britain watch more TV than their parents.
 - 4 Young people often do other things while they are watching TV.
 - 5 TV executives think that everyone in the future will watch TV in the same way.

8 Find the missing word or phrase in the text.

- 1 searching: to be looking for (paragraph 3)
- 2 increased: to get bigger (paragraph 5)
- 3 chat: to talk about unimportant things (paragraph 5)
- 4 background noise: something you are not really listening to (paragraph 5)
- 5 generation: people born around the same time (paragraph 6)
- 6 devices: machines or tools that do a special job (paragraph 6)

9 Discuss these questions.

- Do you usually watch TV alone or with other people? Which do you prefer?
- Do you like the idea of watching TV on your mobile or a laptop? Why? Why not?

MINI WORKBOOK exercise 8 page 117

2 (3.41) Students read through the numbers before they do the listening task. They can take turns to say them to their partners in pairs. Play the CD more than once if necessary. Students practise the numbers again.

Answers: 1 3.3 2 3,000,000
3 88,000 4 1/5 5 78% 6 1964
7 404 8 8.5 9 1588 10 292

3 Monitor and help where necessary.

MINI WORKBOOK exercise 7

Reading & Vocabulary

4 In pairs, students practise describing the photos to their partner using the words and phrases from previous units. Discuss the answer to the second question as a class.

Example answers: Top right – a family are watching TV together. They are all sitting close to the screen and looking very interested. Left – three young women are listening to a radio. It looks like a very old photo, definitely taken before the days of television. Bottom right – a boy is playing a game and/or listening to music. It also looks as if he has an open laptop in front of him.

How screens took over our lives 3.42

1 'The problem with television is that people must sit with their eyes fixed on the screen and the average American just won't have time,' said the *New York Times* in 1939. In those days, TV sets were toys for rich Americans: the only screen that most people saw was in the cinema. When the President made an important speech, families and neighbours sat round a single radio set.



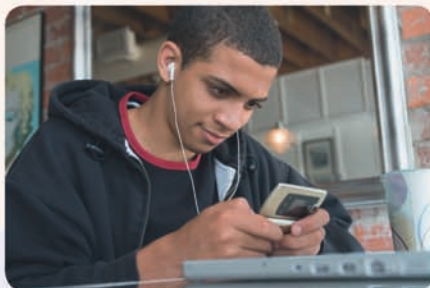
5 Actually, it's not that bad. The total time that young people spend in front of screens hasn't increased that much. But today's teenagers are very good at 'multitasking' or doing several things at the same time. They chat to friends while searching for information and they listen to the TV as background noise. British teenagers actually watch less TV than their parents: many prefer the internet. 'I spend much more time online than watching TV,' says Saqib Khan, aged sixteen. 'It's more useful – you can get a lot more information.'

2 Today, there are more TV sets than people in the US. Sixty percent of children have one in their bedroom and the average American finds time to watch for four and a half hours a day! But with over 2300 channels to choose from, many people prefer to watch alone, rather than in a family group.

3 And, of course, TVs are not the only screens in our lives. When the first computer appeared in 1943, the chairman of IBM was also pessimistic. 'Worldwide, I expect to sell maybe five computers,' he said. Today, between one and two billion people use the internet every day! The average young Briton spends three hours a day online: socialising through sites like MySpace, watching videos on YouTube or just searching for information. And then there are video games ...

4 When you add all this up, the average American child now consumes 8.5 hours of media every day! So how do people find the time?

6 However, there is a big difference between generations: many over-fifties have no interest in the internet. For the future, TV executives are planning two different services. One service will be for the 'iPod generation', who will select what they want to watch on different devices (TVs, mobiles, laptops). The other service will be for the older generation, who prefer traditional TV. Only one thing seems certain: our eyes will be fixed to screens!



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Answers: on student page;

- 1** Families and neighbours sat around a single radio set.
3 They watch less. **5** They are planning two services.

8

Answers: on student page

- 9** Students discuss in small groups first before the class feedback and sharing of opinions.

MINI WORKBOOK exercise 8

EXTRA DISCUSSION

Do you think you are good at multitasking? Do you think it's really possible to do anything properly while multitasking?

Now your students can:

- say numbers and years
- apply the sub-skills of Scanning and Reading for specific information appropriately
- give and exchange opinions in groups.

5 Strategies for general skills. Reading: Scanning (back cover)

Elicit the title of the text *How screens took over our lives* and ask for students' ideas on what they think the text is about.

Elicit what the purpose of scanning is. Students read the sentences and the options before they scan the text. After checking the answers (including their prediction of its content), discuss with students their reactions to the information.

Answers: **1** 2300 **2** 60% **3** 5
4 between one and two billion
5 four and a half

LESSON 6

Warmer

Write the numbers from exercise 5 on the board to review what information students can remember about the text (with books closed).

6

Answers: on student page

- 7** Students check their answers in pairs before the class check. Check understanding of any vocabulary students are not sure of, e.g. *multitasking*.

Real Time

Culture 2 know

The regulations for when refunds can be given on goods are reasonably standard across the European Union. However, shops will often try and avoid giving a refund and offer a credit note instead, which has to be spent in that shop or chain of shops.

LESSON 7

Warmer

Review with students what Zack did in Paris in the previous *Real Time*, e.g. *Where did Zack go? How did he travel there? Who did he write a postcard to? Who did he write a letter to? Did he have a good time? What were the coolest things he did?*

Complaining

1 Elicit/check understanding of complaining. Discuss the two questions as a class. Prompt use of language for describing photos and speculating about what's happening in the photos (*maybe, perhaps*, etc.).

Answers: Photo A: Zack and Grace are in the centre of London; Zack is filming Grace with his camcorder. **Photo B:** (Examples) his laptop isn't working; his video doesn't look very good; he's reading an email with bad news

2 (3.43) Students write the three problems in their notebooks.

Answers: Lily's definitely not coming to Europe in the summer; he's missing home (homesick); there's a battery problem with the camcorder

Students read the three options before they listen to the CD again.

Answers: on student page

REAL TIME

COMPLAINING

1 Look at the photos and answer the questions.

- What are Zack and Grace doing in the photos?
- Why do you think Zack is unhappy in Photo B? Think of three possible reasons.
Maybe ... he's had bad news.

2 (3.43) Listen to Zack and Grace's conversation.

- What three problems does Zack mention?
- Tick the best summary of the situation with the camcorder:
 - Zack wants to change it because it doesn't work properly.
 - It doesn't work properly and Zack has discovered that it is available more cheaply.
 - Zack has found a better model on the internet.

3 (3.44) Check the words in blue below and then listen to Zack's conversation at the shop. Tick (✓) true and cross (X) false.

- Zack hasn't got his receipt.
- The assistant refuses to exchange the camera.
- The manager refuses to give him a refund.
- The manager gives Zack the address of the manufacturer.

4 (3.45) Listen and complete the *Phrases2know* with the words below. Then listen again and practise the intonation.

[refund nothing exchange happy exactly receipt manager properly give]

Phrases 2 know

Complaints

What the customer says

It doesn't work *properly*.

Could I speak to the *manager*, please?

I'm really not *happy* about this.

I'd like a *refund*, please.

What the shop assistant says

Have you got the *receipt*?

What *exactly* is the problem?

We can *exchange* it if you like.

I'm afraid we can't *give* refunds.

I'm sorry, there's *nothing* I can do.



5 (3.46) Put the dialogue in order, then listen and check. In pairs, act out the dialogue.

I'm sorry, I didn't keep it. 4

Yes, I bought this CD here yesterday and it's scratched. I'd like a refund, please. 2

Can I help you? 1

Yes, just a moment. 3

I'm really not happy about this. Could I speak to the manager, please? 5

Have you got the receipt? 3

I'm afraid we can't give refunds if you don't have the receipt. We can exchange it if you like. 5

6 In pairs, take turns to act out the dialogues below. Follow the chart and use the *Phrases2know* in exercise 4.

CAN YOU DO IT IN ENGLISH?

Customer

You are complaining because:

- 1 the headphones for your new MP3 player don't work
- 2 you bought a printer and one of the wires is missing
- 3 you discovered a stain on your new jumper

Shop assistant

You can't give a refund because:

- the customer bought it three months ago
- the customer hasn't got a receipt
- the customer bought it in a sale

3 (3.44) Check students understand and can pronounce the words in blue before they listen. Tell students that because the camcorder is not working properly, Zack has gone to the shop to complain.

Answers: on student page

4 (3.45) **Phrases 2 know**

Students read the words and the *Phrases2know* before they listen and complete. They check in pairs. Play the CD for students to repeat. They take turns to practise the phrases in pairs.

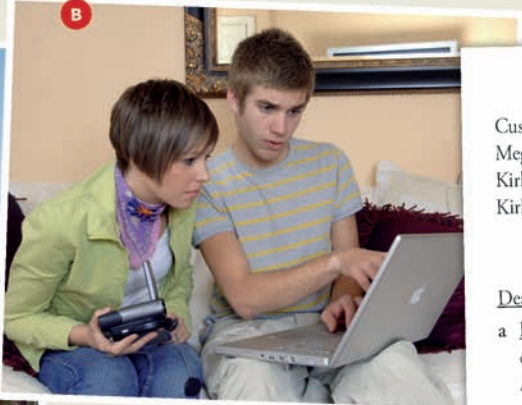
Answers: on student page

5 (3.46) Give students time to practise the dialogue in pairs. Remind them to show how they feel as well (angry, annoyed, detached, etc.).

Answers: on student page

6 Can you do it in English?

Pairs choose which dialogues to do, but make sure all three situations are covered in the class. Students don't write their dialogues. Choose pairs to perform their dialogues to the class and ask the class to vote on how successful their complaints were.



A LETTER OF COMPLAINT

- 7** Read Zack's letter to the manufacturer. Match what he says, 1–3 with paragraphs in the letter, a–c.
- 1 He says what he expects to happen.
 - 2 He explains the problem.
 - 3 He explains why he is writing.

- 8 a** Which addresses does Zack write at the beginning of the letter and where? Where does he write the date?
- b** Add the phrases underlined in the letter to the correct section of the *Phrases2know*.

Phrases 2 know

A letter of complaint

Opening

Dear Mr Benton,

a Dear Sir or Madam,

Reasons for writing

I am writing because I would like to make a complaint.

b I am writing to complain ...

Saying what you expect

Could you send me a replacement as soon as possible?

I think you should send me a refund.

c Could you please give me ...

Showing that you expect a reply

d I look forward to ...

Closing

Yours sincerely,

e Yours faithfully,

Customer Service,
Megatron Electronics,
Kirkdale Industrial Estate,
Kirkdale KD2 7TP

25 Manorgate Road
London NW10 2PQ

30 August 2010

Dear Sir or Madam,

- a I am writing to complain about an Ultrasonic 780X camcorder that I bought from Digital Superstore on 21 August.
- b There are two problems with the camcorder. Firstly, the battery does not work properly: I have to recharge it every time I use it. According to the instruction book, it only needs recharging after sixty minutes of recording time. Secondly, there is a problem with the volume: sometimes it is very loud and sometimes there is no volume. I returned the camcorder to Digital Superstore, but they refused to give me a refund and advised me to contact you.
- c I am enclosing the camcorder, together with the receipt. Could you please give me a refund as soon as possible?

I look forward to hearing from you.

Yours faithfully,

Zachery Garber

Zachery Garber

- 9** Write a letter of complaint about one of the items in exercise 6. In the letter:
- explain the reason for your complaint
 - give details of the problem
 - tell the company that you are returning it together with the receipt
 - say what you expect the company to do.

9 Ask a group to redo their roleplay from exercise 6 for the class.

Students plan their letters, using the prompts. Remind them to make use of *Phrases2know* and to use the correct letter layout. They write a draft of their letters then swap their draft with a partner and check each other's work. Students write a final version of their letter on letter paper.

Note: students who have had similar (real) problems with a gadget can write a letter with their own real complaint.

Now your students can:

- identify problems and complaints in a listening text
- make a complaint in a shop
- write a letter of complaint.

LESSON 8

Warmer

Review the writing students did in *Real Time* Unit 7 (postcards/informal letter). Elicit if they think a letter of complaint is similar to an informal letter or not.

A letter of complaint

7 Students look at the letter to identify the differences from Zack's letter to his gran (unit 7).

After reading the letter and matching the information, students check their answers in pairs. When checking as a class, elicit an example of what he says in the letter each time.

Answers: on student page

8a Make sure students notice these aspects of layout, especially if they are different from the conventions in their own country.

Answers: He writes the company address top left and his own address top right. He writes the date under his home address.

Phrases 2 know

Answers: on student page