

Objectives

Listening

Listening for gist and specific information; guessing the meaning of unknown words

Grammar

Countable and uncountable nouns

Reading

Reading for specific information; guessing the meaning of unknown words

Critical thinking

Considering the advantages and disadvantages of artificial lighting

Functions

Making polite complaints

Writing

Writing an email of complaint

A cleaner world

UNIT 18

OBJECTIVES

Listening Listening for gist and specific information; guessing the meaning of unknown words
Grammar Countable and uncountable nouns
Reading Reading for specific information; guessing the meaning of unknown words
Critical thinking Considering the advantages and disadvantages of artificial lighting
Functions Making polite complaints
Writing Writing an email of complaint

Listening

- 1 **Before you listen, discuss these questions in pairs.**
 - a Which forms of noise do you find most annoying?
 - b What noises can you hear near to where you live?
- 2 **Listen to an interview with a scientist and answer these questions.**
 - a Can you circle the main subject of the interview?
neighbours/traffic/noise/music/airports
 - b What different problems does the scientist talk about?
- 3 **Guess the meaning of the highlighted words from the listening.**
 - a If a car **alarm** goes off every ten minutes, it can be very difficult to **put up with**.
 - b In really bad situations, it can **cause** hearing problems.
 - c It can **increase** levels of **stress** in society.
 - d **Burglar** alarms or car alarms often **go off** at night.
 - e People don't like hearing car **horns** late at night.
 - f It may be possible to complain to the **authorities**.
- 4 **Listen again and choose the correct answer.**
 - a How does the speaker describe noise pollution?
A a very loud noise
B noise we don't want to hear
C the noise of neighbours
 - b Which of the following are important to people?
A Who or what is making the noise.
B When they hear the noise.
C Where someone is when they hear the noise.
 - c What bad effect does the scientist say that noise pollution can have?
A It can be stressful.
B It can make people angry.
C It can cause problems with neighbours.
 - d What part of a car does the scientist say can be very annoying?
A the horn
B the brakes
C the engine
 - e What do some airports do to reduce noise pollution?
A Stop all night flights.
B Reduce the number of night flights.
C Make quieter plane engines.
- 5 **Discuss these questions in pairs.**
 - a What do you do about noises that you find annoying?
 - b What can be done to reduce noise pollution in society?

CHECK YOUR DICTIONARY



WORKBOOK PAGE 101

LESSON 1

SB page 111

WB page 101

Before using the book:

- Ask the students what kinds of sounds they like to hear and what kinds they dislike. What kinds of sounds can they hear in a city? What can they hear in the countryside? Do they or someone they know have headaches or other health problems because of too much noise?

Listening

1 Before you listen, discuss these questions in pairs.

- 1 Read out the first question and invite initial ideas from the whole class. The picture at the bottom of the page might give them some ideas.
- 2 Students discuss the questions in pairs. Go round and monitor.
- 3 Invite three or four pairs to share their ideas with the class.

Students' own answers**2 Listen to an interview with a scientist and answer these questions.**

- 1 Tell the students they are going to hear a scientist talking about noise.
- 2 Ask them to read the questions first. Then tell them to listen while you play the recording or read the script.
- 3 Allow time for them to discuss the answers in pairs.
- 4 Invite volunteers to share their ideas with the class.

Answers:

- a noise (the other subjects are mentioned, but they are not the main subject)
- b The problems of traffic, loud noises from neighbours, loud music at night, car alarms, people shouting, children playing noisily, car horns, burglar and alarms, people talking on mobile phones, and planes landing and taking off at night

TAPESCRIPT

Presenter: Welcome to Science for Life. With us in the studio today is a scientist, Dr Nihal Hany. Thank you for joining us, Dr Hany.

Dr Nihal Hany: Thank you for having me.

Presenter: The two forms of pollution we usually hear about are air and water pollution, but you're going to talk about a very different kind of pollution, aren't you?

Dr Nihal Hany: Yes, that's right. I'm going to talk about noise pollution.

Presenter: So how do you define noise pollution?

Dr Nihal Hany: Noise pollution is simply a sound that we do not want to hear. This can be the sound of traffic in the street when we're trying to sleep, or loud

noises coming from a neighbour's house when we're watching TV.

Presenter: Is noise pollution always loud?

Dr Nihal Hany: It isn't always very loud, but it's always louder than we want to hear. We all like music, but if it's very loud late at night, it can be extremely annoying. Often it isn't only the noise itself that is the problem, it's the time of day when we hear it or how long we hear the noise for. Nobody minds a car alarm going off for a few seconds, but if a car alarm goes off every ten minutes, it can be very difficult to put up with.

Presenter: And is noise pollution a problem?

Dr Nihal Hany: It can be. In really bad situations, it can cause hearing problems. But more often, it can increase levels of stress in society.

Presenter: What forms of noise pollution do most people complain about?

Dr Nihal Hany: Probably the most common examples are noises from neighbours – people shouting or children playing noisily – and traffic in the street. People don't like hearing car horns late at night. Burglar alarms or car alarms often go off at night. And we don't like hearing voices talking loudly on mobile phones.

Presenter: But what can we do about unwanted noise?

Dr Nihal Hany: That's a difficult question. If the noise comes from a neighbour's house, people should ask their neighbour politely to reduce the level of noise.

Presenter: And what about the noise of traffic and planes?

Dr Nihal Hany: There isn't much anyone can do about this. In some countries, there are laws to stop people using their car horns late at night, but noise laws are difficult to enforce. And at some airports, they sometimes reduce the number of planes landing and taking off at night.

Presenter: So, if people can't put up with this kind of noise, what should they do?

Dr Nihal Hany: It may be possible to complain to the authorities, but this doesn't always succeed.

Presenter: So do you think they should live somewhere else?

Dr Nihal Hany: Sometimes this is the only answer.

3 Guess the meaning of the highlighted words from the listening.

- 1 Ask the students to read the sentences and guess the meaning of the highlighted words, using the context as a clue. Go round and help if necessary.
- 2 Tell them to check in their dictionaries.
- 3 Go through the exercise with the whole class.

Answers: _____

- alarm:** something such as a bell, loud noise, or light that warns people of danger
- put up with:** accept a bad situation without complaining
- cause:** make something happen
- increase:** to become larger or to make something larger
- stress:** continuous feelings of worry about your work or personal life that prevent you from relaxing
- burglar:** someone who goes into buildings in order to steal things
- burglar alarm:** a piece of equipment that makes a loud noise when a burglar gets into a building
- go off:** make a loud noise; start working
- horns:** the things in a car that you push to make a sound as a warning
- authorities:** organisations that make official decisions and control public services

4 Listen again and choose the correct answer.

- 1 First, ask the students to read all the questions.
- 2 Then tell them to listen while you play the recording or read the script again.
- 3 Allow time for them to choose the correct answers, then check with the whole class.

Answers: _____

- b B c A d A e B

5 Discuss these questions in pairs.

- 1 Tell the students to discuss each question with a partner. Go round and listen, offering prompts if necessary.

1 Complete these sentences with the correct words.

alarm authorities **burglars** cause horns increase stress

- a The **burglars** took the jewels from that shop because the _____ was not on that night.
- b He thinks the _____ should put more lights in the park because it is dangerous at night.
- c Cars _____ both air and noise pollution.
- d I think that cars should not press their _____ at night or people cannot sleep.
- e The teacher is very happy because there has been an _____ in the number of students who have passed the test.
- f Students often feel _____ when they have exams.

2 Complete the sentences with the correct verbs.

get rid of **get up** goes off put up with

- a It is important that Ali **get up** early in the morning because of his job.
- b Ali does not usually sleep very well because his neighbour's car alarm often _____ in the middle of the night.
- c His neighbour has asked him to _____ the problem until his car alarm is mended.
- d The neighbour also promised to _____ the car if the problem continues.



3 Answer these questions.

- a What do you think is the worst cause of noise pollution?

- b What vehicles or buildings often have an alarm?

- c What do you find difficult to put up with in your town?

4 Write a paragraph about the noises that you hear around you every day.

- 2 Ask volunteers to share ideas with the class. Encourage a class discussion.

Suggested answers: _____

- a Students' own answer
- b You could bring in laws to control noise in public places, use technology to stop the sounds from machines, have quieter planes, etc.

1 Complete these sentences with the correct words.

- 1 Ask the students to write the missing words, using words from the box. Remind them to read each complete sentence first.
- 2 Go round and offer help where necessary.

Grammar Countable and uncountable nouns

GRAMMAR REVIEW PAGE 135

1 Underline the countable nouns and circle the uncountable nouns in these sentences from the reading text.

- a The two forms of pollution we usually hear about are air and water pollution.
- b We all like music.
- c We don't like hearing voices talking loudly on mobile phones.
- d At some airports, they sometimes reduce the number of planes landing and taking off at night.

2 Complete the table with the singular nouns from Exercise 1.

Use a, a number, a few, a lot of, (how) many with countable nouns:

form,

Use some, a little, a lot of, (how) much with uncountable nouns:

pollution,

3 Choose the correct word or phrase.

- a How many/How much money have you got?
- b There are too many/much cars on the roads today.
- c I want to write a letter. Can I borrow a/some paper, please?
- d I've got a few/a little money left, but not enough for a taxi home.
- e We have so many/so much things to do and so few/so little time.



FOCUS ON GRAMMAR

Countable nouns

Countable nouns have singular and plural forms: one person, two people; a cup, two cups.

- Use the following words and phrases with countable nouns: a/an, a number, How many?, so/not many, few.

Uncountable nouns

Uncountable nouns have only one form: air, water, light, equipment, advice, information, scenery, furniture, homework.

- Use the following words and phrases with uncountable nouns: some, How much?, so/not much, a little.

4 Make sentences with a countable noun and the correct uncountable noun.

Countable:

bottle cup jar piece tin

Uncountable:

advice soup milk honey tea

example:

I went to the shop and bought a bottle of milk.

WORKBOOK PAGE 102

3 Check answers with the class.

Answers:

- a alarm b authorities c cause d horns
- e increase f stress

2 Complete the sentences with the correct verbs.

- 1 Read out the first sentence and check that students agree that *get up* is the correct answer.
- 2 Allow time for them to complete the task and then compare answers in pairs.
- 3 Check answers; invite different students to read out the completed sentences.

Answers:

- b goes off c put up with
- d get rid of

3 Answer these questions.

- 1 Read out the first question and invite some suggestions from the class.
- 2 Put them in pairs to discuss the question further, and then to discuss the two remaining questions.
- 3 Invite volunteers to share their ideas with the class.

Suggested answers:

- a Student's own answers.
- b Cars, houses, factories, shops, banks, etc.
- c Student's own answers.

4 Write a paragraph about the noises that you hear around you every day.

- 1 Allow time for the students to discuss ideas in pairs or small groups. Go round and offer ideas if necessary.
- 2 Students then plan and write their paragraphs. Go round and check their work.
- 3 Choose different students to read their work out to the class.

Students' own answers

LESSON 2

SB page 112 WB page 102

Grammar

Countable and uncountable nouns

1 Underline the countable nouns and circle the uncountable nouns in these sentences from the listening text.

- 1 Read out the instructions and then allow time for the students to study the example.
- 2 Tell the students to complete the task alone or in pairs. Go round and help if necessary.

- 3 Check answers with the whole class. Refer students to the Focus on Grammar box if necessary.

Answers: _____

- b We all like music
 c We don't like hearing voices talking loudly on mobile phones.
 d At some airports, they sometimes reduce the number of planes landing and taking off at night.

2 Complete the table with the singular nouns from Exercise 1.

- Tell the students to read the instructions.
- Ask for one or two more words (from Exercise 1) for the first category, then put them in pairs to complete the task.
- Check answers as a class. If students need more help, they can refer to the Grammar Review on page 135. You could then ask the students to suggest more words for each list.

Answers: _____

Countable nouns:

form, voice, mobile phone, airport, number, plane, night

Uncountable nouns:

pollution, music

3 Choose the correct word or phrase.

- Tell the students to read the example sentence.
- Students continue with the rest of the exercise, working in pairs or alone.
- Check answers as a class.

Answers: _____

- b many c some
 d a little e so many, so little

4 Make sentences with a countable noun and the correct uncountable noun.

- Allow time for the students to study the instructions and the example.
- Tell them to complete the task in pairs; go round and offer help if necessary.
- Check answers; ask different students to read out their sentences to the class.

Answers and suggested answers: _____

cup of tea	I have a cup of tea for breakfast every day.
jar of honey	My family eats two jars of honey every week.
piece of advice	Let me give you a piece of advice.
tin of soup	We shared a tin of tomato soup for our lunch.

1 Find and correct the mistakes in these sentences.

- a The two forms of pollution people worry about is air and water pollution.
The two forms of pollution people worry about are air and water pollution.
- b Plants need lights from the sun to grow.

- c He looks different because he has had his hairs cut.

- d How many money have you got at the moment?

- e How much noises does that machine make?



2 Choose the correct words to complete the sentences.

- a I'd like two cups of **A** coffee **B** coffees, please.
- b There's **A** a little **B** a few sugar left, but not very much. Can you get some more?
- c There was **A** so much **B** so many noise that they could not hear each other.
- d Be careful that you don't cut your feet, there's some **A** glasses **B** glass on the floor.
- e The air in the mountains **A** is **B** are always so fresh.
- f Please can you pass me **A** a **B** some paper?

3 Complete with the correct words.

bottle cup jar piece tins some

- a His grandmother always drinks a cup of tea with her food.
- b Would you like _____ sugar with your coffee?
- c How many _____ of vegetables do you have in your cupboard?
- d Can you pass me the _____ of honey, please?
- e I'm not very hungry because I've just eaten a _____ of cake.
- f Don't forget to buy a _____ of cola from the shops.

4 Complete these sentences for yourself.

- a Hassan does not really like music, but he's got a few CDs at home.
- b His little sister has got so many _____
- c In my opinion, there is too much _____
- d She does not like sweets, but she likes a little _____

2 Choose the correct words to complete the sentences.

- 1 Read out the first sentence and check that students agree that *coffee* is the correct answer.
- 2 Allow time for them to complete the task and then compare answers in pairs.
- 3 Check answers; invite different students to read out the completed sentences.

Answers: _____
b A c A d B e A f B

3 Complete with the correct words.

- 1 Read out the first sentence, completed as the example.
- 2 Allow time for the students to complete the task, alone or in pairs. Remind them to read whole sentences before they write the missing words. Go round and offer help where needed.
- 3 Go through the exercise with the whole class.

Answers: _____
b some c tins d jar
e piece f bottle

4 Complete these sentences for yourself.

- 1 Tell the students to read the first sentence, completed as the example.
- 2 Allow time for them to complete the remaining sentences with their own ideas. Go round and help if necessary.
- 3 Put them in pairs to compare sentences.
- 4 Ask different students to read out their completed sentences to the class.

Suggested answers: _____
b His little sister has got so many toys that she does not have time to play with them all.
c In my opinion, there is too much pollution in our city centres.
d She does not like sweets, but she likes a little sugar on her fruit.

1 Find and correct the mistakes in these sentences.

- 1 Allow time for the students to read the instructions and the example.
- 2 Have the students complete the task, alone or in pairs. Point out that there is one mistake in each line. Go round and offer help where needed.
- 3 Go through the exercise with the whole class.

Answers: _____
b Plants need light from the sun to grow.
c He looks different because he has had his hair cut.
d How much money have you got at the moment?
e How much noise does that machine make?

LESSON 3 SB page 113

Reading

1 Discuss these questions in pairs.

- 1 Allow time for the students to study the pictures on the page; ask them to describe them and write relevant vocabulary on the board (for example, pollution, traffic, fumes, exhaust, waste, chemicals, lights).
- 2 Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report back to the class and encourage a short class discussion.

Answers: _____
 Air, water and light pollution.
 Students' own answers

2 Guess the meanings of the highlighted words and answer the questions.

- 1 Tell the students to guess the meaning of each highlighted word, using the context to help them. Do this as a class activity or in pairs.
- 2 Now tell the students to look up the words in their dictionary.
- 3 Ask the students to answer the questions alone or in pairs. Go round and check.
- 4 Check answers as a class.

Answers: _____
 b It gets smaller.
 c We make it lighter.
 d During our free time.
 e It is made by people.
 f They study the stars.
 g They come out at night.

3 Read the text and answer these questions.

- 1 Allow time for the students to read the questions first, then for them to read the text. Go round and help them if necessary.
- 2 Tell the students to compare answers in pairs.
- 3 Go through the answers with the whole class.

Reading

1 Discuss these questions in pairs.

Which forms of pollution can you see in the pictures? Which should we worry about most?

2 Guess the meanings of the highlighted words and answer the questions.

CHECK IN YOUR DICTIONARY

- a If we **prevent** something, do we stop it or make it happen? *We stop it.*
- b If you **reduce** something, does it get bigger or smaller?
- c If we **illuminate** something, do we make it darker or lighter?
- d Do we use **leisure facilities** while we are at work or during our free time?
- e If something is **artificial**, is it made by people or made by nature?
- f Do **astronomers** study the stars or the sea?
- g Do **nocturnal** birds and animals come out at night or during the day?

3 Read the text and answer these questions.

- a How does the writer define light pollution?
When artificial light shines on areas that we do not want to illuminate.
- b What examples of light pollution does the writer give?
- c What is the problem with the orange light over towns and cities?
- d How do you think light pollution affects nocturnal birds and animals?
- e What suggestions does the writer make for ways of reducing light pollution?



LIGHT POLLUTION

The two forms of pollution that we hear about most often are air and water pollution. We know that these damage the environment and should be prevented or at least reduced. But there is another kind of pollution which is getting worse and which we do not hear much about. This is light pollution.

We use artificial lights in our homes, in our cities to keep us safe at night, and to illuminate shops, offices and leisure facilities. Light pollution is when artificial light shines on areas that we do not want to illuminate. A street light which shines into someone's bedroom window and stops them from sleeping is a good example.

Another form of light pollution is the orange light which can be seen over towns and cities at night. Because of this, it never gets dark in some places. This makes it impossible for us to see the night sky and for astronomers to study the stars. What is more important, this orange light can affect the lives of nocturnal birds and animals.

So what can we do to prevent or reduce light pollution? In our homes and work places, we should turn off lights that we do not need and make sure that our lights are only as powerful as they need to be. In some modern buildings, lights come on only when there are people in a room. We should also make sure that outside lights shine only on places that need to be illuminated and that street lights shine down and not up into the sky.

Answers: _____
 b Light shining into someone's bedroom and stopping them from sleeping; the orange light over towns and cities at night.
 c The light stops us seeing the night sky and stops astronomers from studying the stars.
 d It affects their normal natural routines; sometimes they do not know if it is night time or not.
 e Switching off lights we do not need; making sure we only illuminate areas that need to be illuminated; making street lights shine down not up.

LESSON 4 SB page 114 WB page 103

UNIT 18

Critical thinking

1 Read the text and discuss the questions in pairs.

When birds fly through an area which is very brightly lit at night, they can easily lose their way. They sometimes crash into towers and other buildings, or fly round them until they are exhausted.

- a Why do you think birds lose their way when buildings are brightly lit?
- b What can we do to protect nocturnal birds and animals from light pollution?



2 Discuss this question in pairs.

What parts of towns and cities should be illuminated at night and which should not? Think about the following:

- streets in the city centre
- streets outside the city centre
- parks and gardens
- car parks
- schools

3 Answer the following questions.

- a Do you think that people should worry about light pollution? Why/Why not?
- b How would your life be different if there were no lights at night? Think about some of the following.
 - travelling
 - home life
 - sport
 - entertainment
 - your city or village
- c Are there any things in your life that might be better without lights?
- d If you could choose to keep one kind of light on at night, which kind would you choose?

4 FOCUS ON THE VERB GET

1 Get has many different meanings:

- **become:** Light pollution is *getting* worse.
- **arrive:** What time did you *get* home?
- **buy:** I'm going to the shop to *get* some bread.
- **catch:** I'm going to *get* the 11.30 train to Cairo.

2 What meaning does get have in these sentences?

- a We got to school at eight o'clock this morning. *arrived at.*
- b My parents got me a DVD for my birthday.
- c I need to get a bus into town this evening.
- d It was warm all day, but it got very cold in the evening.

Suggested answers: _____

- a They may think a bright building is the sun or a bright area of land. They may be attracted to bright lights and not realise they are buildings until it's too late.
- b We could attach flags etc. to brightly lit buildings to warn and scare them away.

2 Discuss this question in pairs.

- 1 Read out the question and invite initial ideas from the whole class.
- 2 Students discuss the question in pairs. Go round and monitor.
- 3 Invite three or four pairs to share their ideas with the class.

Suggested answers: _____

Schools, parks and gardens do not need to be illuminated at night if they are not used at night. The other places should be illuminated because people use them at night.

3 Answer the following questions.

- 1 Read out the first question and invite some initial ideas from the class.
- 2 Put the students in pairs to discuss all the questions. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report back to the class and encourage a short class discussion.

Answers: _____

SKILLS FOR LIFE

To find out more information about a topic, look at websites and online newspapers as well as at books from the library.

WORKBOOK PAGE 103

114

Critical thinking

1 Read the text and answer the questions in pairs.

- 1 Ask the students what they can remember about the text "Light pollution" from the previous lesson.
- 2 Allow time for the students to read the text.
- 3 Read out question a and ask the class for some suggestions.
- 4 Then tell the students to discuss the question in pairs.
- 5 Invite different students to report back to the class, and allow a brief class discussion.

a Students' own answers

b *travelling:* Without lights, people would probably travel less and maybe only in the day time. People walking might carry torches to see where they were going.

home life: People would probably go to bed earlier and get up earlier. Lives would coincide with the rising and setting of the sun.

sport: All sport would have to take place in daylight, i.e. no floodlit football matches.

entertainment: All leisure facilities would be open only during the day.

your city or village: Students' own answers
c and d Students' own answers

4 Focus on the verb get

- 1 Allow time for the students to read part 1 carefully.
- 2 Students complete part 2 in pairs.
- 3 Check answers as a class.

Answers: _____

- b bought c catch d became

Skills for life

- 1 Ask a student to read the Skills for life box.
- 2 Ask students for the name of any useful websites or online newspapers that they use or know.



1 Rewrite the sentences using the words in brackets to give the same meaning.

- 1 Read out the first sentence and the example answer; check the students understand the task.
- 2 Allow time for them to complete the task alone or in pairs.
- 3 Check answers as a class.

Answers: _____

- b The police prevented the men from going into the building.
 c They plan to reduce the number of cars going into the city centre each day.
 d That school needs some lights to illuminate the playground at night.
 e This is a bird that is nocturnal.

2 Match to make sentences and complete with the correct form of get.

- 1 Remind the students about the different meanings of the verb *get* (Student's Book page 114, Exercise 4).
- 2 Tell them to complete the task alone, then check in pairs.
- 3 Check answers with the whole class.

Answers: _____

- 1 e got 2 d to get 3 a get
 4 b gets 5 c got

1 Rewrite the sentences using the words in brackets to give the same meaning.

- a The lake is very pretty, but it was made by people. (*artificial*)
The lake is very pretty, but it is artificial.
- b The police stopped the men from going into the building. (*prevent*)

- c They plan to make smaller the number of cars going into the city centre each day. (*reduce*)

- d That school needs some lights to make the playground lighter at night. (*illuminate*)

- e This is a bird that only comes out at night. (*nocturnal*)



2 Match to make sentences and complete with the correct form of get.

- a What time does it 1 _____ your cousin for her birthday?
 b His father usually 2 _____ tomorrow?
 c She went to the shops and 3 a *get* _____ dark in the winter?
 d Which bus are you going 4 _____ home at about six o'clock.
 e What have you 5 _____ some bread and milk.

3 Write a paragraph about a place without any lights.

3 Write a paragraph about a place without any lights.

- 1 Tell the students to discuss ideas in pairs or small groups. Go round and offer some suggestions if necessary.
- 2 Allow time for them to write their paragraphs. Go round and check, offering help where needed.
- 3 Invite volunteers to read their work out to the class, and invite comments.

Students' own answers

LESSON 5

SB page 115 WB page 104

Communication skills Making polite complaints

- 1 Work in pairs. Discuss why you might make complaints:
- to your neighbour
 - to a friend
 - in a shop
 - to a mobile telephone company
 - in a hotel or restaurant
 - to a plane, bus or train company



UNIT 18

- to a friend: forgetting something; not helping you
- in a shop: faulty goods; poor service
- to a mobile telephone company: wrong bills; high charges for certain conversations; phone not working
- in a hotel or restaurant: poor service; uncomfortable rooms; poor food
- to a plane, bus or train company: delays (late service); overcrowding

- 2 Listen to two conversations and answer the questions.
- a What is the subject of the complaint?
..1 loud music.
- b Who are the two people taking part in the conversations?
- c Are the conversations formal or informal?

- 4 Work in pairs. Make conversations using the expressions from Focus on functions
- a Student A: Your neighbours are putting up some new cupboards in their kitchen. The work they are doing is so noisy that you cannot do your homework.
Student B: Some members of your family are coming to stay with you and you need to put up some new cupboards in your kitchen very quickly.
- b Student B: You bought a new pair of shoes two weeks ago. You have only worn them twice, but one of them already has a hole in it.
Student A: You are an assistant in a shoe shop. You started working in the shop a week ago and do not know about the problem.

- 3 Listen again and complete these expressions of complaint.

FOCUS ON FUNCTIONS

Making complaints

I'm sorry to *bother you*, but ...
I'd like to
..... speak to the manager.

Polite responses

I I'll make sure ...
..... you had to come round.
..... he's out at the moment.

5 Research the following about making complaints

RESEARCH Conduct a survey to find out how many people in your class or their families have made complaints recently. Find out:

- what the complaint was
- if they were happy with the result of the complaint

WORKBOOK PAGE 104

115

2 Listen to two conversations and answer the questions.

- 1 Read the questions so that students know which information to listen out for. Then ask the students to listen while you play the two conversations or read the script.
- 2 Tell pairs to complete the answer to question a and then discuss questions b and c.
- 3 Check answers; play or read the conversations again if necessary.

Answers:

Conversation 1	Conversation 2
a (loud music)	radio has stopped working
b neighbours	a customer and a shop assistant
c quite informal	quite formal

Communication skills

Making polite complaints

1 Work in pairs. Discuss why you might make complaints:

- 1 Put the students in pairs to discuss the situations. Go round and listen, offering prompts if necessary.
- 2 Ask volunteers to report back to the class; do the others agree?

Suggested answers: _____
to your neighbour: noise late at night (arguments; children playing; babies crying; loud music; car alarm)

TAPESCRIPT

Narrator: 1
Mr Zaher: Good evening, Mr Latif. I'm sorry to bother you, but my wife and I are watching television and we can hear your music very clearly. It's quite late and it's very loud.
Mr Latif: It's my son. He enjoys listening to loud music. I do apologise. I'll make sure he turns it down.
Mr Zaher: That's very good of you.
Mr Latif: That's no problem. I'm sorry you had to come round.
Narrator: 2
Assistant: Good morning. Can I help you, madam?

Customer: Yes, I'd like to make a complaint. I bought this radio here yesterday and it's stopped working already.

Assistant: Perhaps you dropped it.

Customer: No, I didn't. I tried to turn it on this morning and nothing happened.

Assistant: Have you tried changing the batteries?

Customer: There's nothing wrong with the batteries.

Assistant: Are you sure?

Customer: Yes, I am. Look, perhaps I could speak to the manager about this.

Assistant: I'm afraid he's out at the moment.

Customer: Then I'll wait until he comes back.

3 Listen again and complete these expressions of complaint.

- 1 Play the recording or read the script again, pausing for the students to complete each expression.
- 2 Tell the students to compare answers with a partner.
- 3 Check answers as a class. If necessary, play or read it again.

Answers: _____

Making complaints

I'd like to make a complaint.

Perhaps I could speak to the manager.

Polite responses

I do apologise.

I'm sorry you had to come round.

I'm afraid he's out at the moment.

4 Work in pairs. Make conversations using the expressions from Focus on Functions.

- 1 Put the students in pairs for this task.
- 2 Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

Example:

Student: Good morning. I'm sorry to bother you, but I'm trying to do my homework and it's very difficult because of the noise.

Teacher: I do apologise. We have to do this quickly because I have some visitors coming soon. But we've nearly finished. We'll be as quick as we can.

Student: That's very good of you.

- 4 Go round and listen to their conversations, making suggestions where necessary.
- 5 Invite two or three pairs to repeat their conversations for the class.

5 Research the following about making complaints.

- 1 Allow time for the students to carry out this research in the lesson.
- 2 Put them in small groups and tell them to tell each other about complaints they have made, and what happened. Tell them to make notes.
- 3 Ask someone from each group to report back to the class. Again, tell them to make notes.
- 4 For homework, ask the students to prepare a report which summarises what they have found out. Remember to check their work.

Students' own answers

1 Put the conversation in the correct order.

- a Shop assistant What's the problem, sir?
- b Shop assistant I do apologise, but he isn't here today.
- c Hatem I'm sorry to bother you, but I bought this shirt here last week.
- d Hatem Well, I'd like to make a complaint. I'll come back again tomorrow.
- e Hatem That's not possible. Look, I'd like to speak to the manager.
- f Shop assistant Our new shirts don't have holes in them, sir. Perhaps it happened after you took it home.
- g Hatem When I put it on, I found that there was a hole in it.

2 Write what you would say in the following situations.

- a Your neighbour's car alarm is going off. You visit their flat to tell them.
I'm sorry to bother you, but your car alarm is going off.
- b You bought a CD from a shop and it is damaged. You want to complain to the shop assistant.

- c Your forgot to return a book that you borrowed from a friend. He/She comes round to your house to get it.

- d You are in a shop and you knock over a glass and it breaks. You see the shop assistant.



3 Write an email of complaint.

- a Think of a situation when you may complain, for example in a shop, a restaurant or a hotel.
 - b Explain your cause for complaint. Use some of the expressions from *Focus on functions*.
 - c Write your email in about 100 words. Remember to use formal language.
- _____
- _____
- _____
- _____
- _____

2 Write what you would say in the following situations.

- 1 Allow time for the students to read the first situation and the example answer. Invite other suggestions.
- 2 Remind them to use some of the expressions from Focus on Functions and Exercise 1, above.
- 3 Allow time for them to write their sentences and then compare them in pairs. Go round and check their work, making suggestions where necessary.
- 4 Ask three or four students to read their work out to the class.

Suggested answers: _____

- b I'd like to make a complaint. I bought this CD here yesterday and it is damaged.
- c I'm sorry you had to come round.
- d I do apologise. I've broken this glass.

3 Write an email of complaint.

- 1 Before students start writing, make sure students remember how to use formal English, for example, using full forms and longer, polite expressions.
- 2 Allow time for the students to decide what to write about. Put them in pairs to discuss ideas.
- 3 Ask several students to share their ideas with the class.



1 Put the conversation in the correct order.

- 1 Allow time for the students to read the lines of the conversation and then number them.
- 2 Tell them to compare answers with a partner.
- 3 Check answers. Ask two students to read out the completed conversation.

Answers: _____

- a 2 b 6
- c 1 d 7
- e 5 f 4
- g 3

- 4 Tell them to plan their emails; remind them to refer to Focus on Functions, and to use formal language.
- 5 Go round and check while they write; make suggestions and corrections as necessary.
- 6 Ask volunteers to read their work out to the class.

Students' own answers

Assessment

Listening Task

Target element: Vocabulary from the unit

Write the following prompts on the board:

air pollution, light pollution, noise pollution, water pollution

Now read the following phrases based on SB pages 111–113. Students decide which type of pollution each phrase describes. The answers are given below in brackets.

- 1 *Exhaust fumes from cars* (air)
- 2 *The sound of traffic in the streets* (noise)
- 3 *A street light that shines in someone's bedroom window* (light)
- 4 *A loud radio at night* (noise)
- 5 *Oil from ships and boats* (water)
- 6 *Burglar alarms going off at night* (noise)

Speaking Task

Target element: Countable and uncountable nouns

Write on the board **I'm going to the shops to buy ...**

Students can work in groups of five or six. Tell each group that they are going to play a memory game. The first student completes the sentence on the board with any item of food or drink, for example a bottle of lemonade. The second student repeats the first student's sentence and adds another item, for example: I'm going to the shops to buy a bottle of lemonade and some chicken. The third student repeats the second student's sentence and adds another item, for example: I'm going to the shops to buy a bottle of lemonade, some chicken and a piece of cake. Students continue for as long as possible. If a student cannot remember the previous students' items, they are out.

Make sure that the students use countable and uncountable nouns correctly.

Reading Task

Target element: Vocabulary from the unit

Use SB page 113 text, "Light pollution". Give students time to read the text again and write the following sentences on the board. Students say if they are true or false (answers in brackets below).

- 1 **The form of pollution you hear most about is light pollution.** (False. You do not hear much about it.)
- 2 **Light pollution is when artificial light shines on areas that we do not want to illuminate.** (True)
- 3 **You can often see orange light over towns and cities at night.** (True)
- 4 **The orange light helps nocturnal birds and animals because they can see better.** (False. It affects their lives and can be a threat to their survival.)
- 5 **To reduce light pollution, buildings should have more powerful lights.** (False. They should only be as powerful as they need to be.)
- 6 **It is best if street lights shine down and not up into the sky.** (True)

Writing Task

Target element: Vocabulary from the unit, countable and uncountable nouns

Use SB page 111, Ex. 3 and SB page 113, Ex 2. Students write a sentence for each of the words highlighted in yellow. The sentence should show the meaning of the word in context (not the same as the examples in the book). They can use their dictionaries if necessary. Make sure they use countable and uncountable nouns correctly.

Example: *Hassan's uncle lives in a big house and he always puts on the alarm when he goes on holiday.*