

- G** choosing between gerunds and infinitives
V work
P word stress

Lesson plan

The topic of this lesson is work. In the first half of the lesson, Sts learn words and phrases related to work through a video story, and these are recycled and practised orally in Pronunciation and Speaking. The grammar focuses on when Sts have to use a gerund (or *-ing* form) or an infinitive, and the context is a questionnaire which helps people to see what kind of job would most suit their personality. The grammar is practised in a speaking activity. The first half of the lesson ends with Sts writing a covering email to go with a job application.

In the second half of the lesson, Sts read about a British TV programme called *Dragons' Den*, in which contestants try to convince a panel of business people to invest in a product or service. In Listening, they hear a contestant talking about his experience on *Dragons' Den*. Finally, in Speaking, Sts take part in a role-play where they present a new product to the class, as if they were appearing on the programme.

Video material

Vocabulary – work

Speaking – A product presentation (full video, extracts)

More materials

For teachers

Photocopiables

Grammar choosing between gerunds and infinitives p.175

Communicative I think... p.204 (instructions p.186)

Vocabulary Work p.227 (instructions p.214)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Do a jobs quiz. Put Sts in pairs or small groups, then read out the following quiz questions or write them on the board.

Can you name two jobs...?

- which people do in a restaurant
- connected with transport
- that people do in a hospital
- where you spend a lot of time outside
- in entertainment

Elicit some answers, making sure Sts can spell and pronounce the words correctly.

POSSIBLE ANSWERS

- waiter, chef
- taxi driver, pilot, bus driver
- nurse, doctor
- police officer, farmer
- actor, singer, musician

1 VOCABULARY work

a Books open. Focus on the task and then put Sts in pairs to answer questions 1–3.

Elicit some ideas, but don't tell Sts if they are right or not.

EXTRA SUPPORT Do this as a whole-class activity.

b ▶ Play the video for Sts to check their answers in **a**. Check answers.

ANSWERS

1 She works in an office. 2 Her boss 3 No, she doesn't.

Now focus on sentences A–I and give Sts time to number them in the correct order. Point out that the first one (B 1) has been done for them.

Play the video again for Sts to check their answers.

Check answers. Make sure Sts understand the **bold** words and phrases, and model and drill the pronunciation where necessary.

ANSWERS

2 I 3 G 4 D 5 C 6 F 7 H 8 A 9 E



See sentences in Student Book on p.78 and answer key

Vocabulary notes

Point out that:

- *set up* = start (a business)
- *resign* /rɪ'zaɪn/ is a regular verb. If you *resign*, you officially tell somebody that you are leaving your job.
- we use *apply for* when sending a letter or a completed application form to a company to ask for a job (usually in response to an advertisement).
- CV stands for *Curriculum Vitae* (but we always use the abbreviated form) and means a document which shows your education / qualifications, experience, and interests.
- *overtime* = extra hours that you work over and above your normal working hours

c Focus on the instructions and get Sts to close their books. Play the video without the sound and pause on each picture to elicit the sentence from the class.

EXTRA SUPPORT Write the **bold** words on the board to help Sts. Put Sts in pairs and give them time to write a sentence for each picture.

d Now tell Sts to go to **Vocabulary Bank Work** on p.171.

Vocabulary notes

Job or work?

You could remind Sts of the difference between the nouns *job* and *work*:

- *job* is a countable noun, e.g. *There are several jobs available in this company. I'm looking for a job. Did they offer you the job?*
- *work* is an uncountable noun and has no plural, e.g. *I'm looking for work. I have a lot of work to do today. Looking after children is very hard work.*

Saying what you do

The work environment is constantly changing, so you might want to teach some more terms, e.g. *a gig worker* /'gɪg wɜːkə/ (= somebody who engages in short-term, flexible jobs, prioritizing flexible lifestyles over traditional employment benefits), *zero-hours contract* (= a contract of employment in which the employee is not guaranteed regular hours of work and is only paid for the hours they actually work), and *hybrid working* /haɪbrɪd 'wɜːkɪŋ/ (= a flexible working arrangement in which employees work partly at home and partly in the office).

Focus on **1 Verb phrases** and get Sts to do **a** individually or in pairs.

🔊 **8.1** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 8.1

Work, 1 Verb phrases

- 1 Dan has to **do overtime**.
He has to work extra hours.
- 2 Matt **got promoted** last week.
He was given a more important job.
- 3 Most nurses have to **work shifts**.
Sometimes they work during the day and sometimes at night.
- 4 A man in our department **was sacked** yesterday.
The boss told him to leave.
- 5 Paolo **was made redundant**.
He lost his job because the company didn't need him any more.
- 6 The director of the company is going to **resign**.
He has decided to leave his job.
- 7 Lilian is going to **retire** next month.
She's sixty-five and she's going to stop working.
- 8 Isobel has **set up** a business selling clothes online.
She had the idea and has started doing it.
- 9 Everyone in the office has to **do** a training course.
They need to learn how to use the new software.
- 10 Mandy **applied for** a job online.
She replied to an advert and sent in her CV.
- 11 My parents **run** a language school in Brighton.
They employ six teachers, who teach English to foreign students.

Now either use the audio to drill the pronunciation of the verb phrases, or model and drill them yourself. Point out the silent *g* in *resign*. Give further practice of any words your Sts find difficult to pronounce.

Finally, get Sts to cover the first sentence in each number and look at the second one. Can they remember the verb or verb phrase used in each one?

For **Activation**, either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback from various pairs.

Now focus on **2 Saying what you do** and get Sts to do **a** and **b** individually or in pairs.

🔊 **8.2** Now do **c**. Play the audio for Sts to listen and check.

Check answers.

🔊 8.2

2 Saying what you do

- a 1 I'm **unemployed**.
- 2 He's **self-employed**.
- 3 He's a **freelance** designer.
- 4 It's a **temporary** job.
- 5 It's a **part-time** job.

- b 1 I **work for** a multinational company.
- 2 I'm **in charge of** the Marketing Department.
- 3 I'm **responsible for** customer loans.
- 4 I'm **at** school.
- 5 I'm **in** my third year at university.

Now either use the audio to drill the pronunciation of the sentences in **a**, or model and drill them yourself. Highlight the silent syllable in British English in *temporary*. Give further practice of any words your Sts find difficult to pronounce.

Now focus on **3 Word building** and the typical endings for job words. In pairs or individually, give Sts time to do **a** and **b**.

🔊 **8.3** Now do **c**. Play the audio for Sts to listen and check.

Check answers by eliciting the words onto the board.

🔊 8.3

3 Word building

- a 1 promote, **promotion**
- 2 apply, **application**
- 3 retire, **retirement**
- 4 employ, **employment**
- 5 qualify, **qualification**
- 6 resign, **resignation**
- b 1 science, **scientist**
- 2 law, **lawyer**
- 3 music, **musician**
- 4 pharmacy, **pharmacist**
- 5 farm, **farmer**
- 6 translate, **translator**

Either get Sts to underline the stressed syllable in the new words before playing the audio again, or play the audio again, pausing after each word for Sts to underline the stressed syllable.

Elicit which syllables are stressed and underline them on the board.

ANSWERS

See script 8.3

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

For **Activation**, get Sts to cover the **Noun** columns and look at 1–6 in **a** and **b**. They can test each other or themselves on the nouns.

Now write the four endings on the board. Put Sts in pairs and get them to think of two more jobs for each ending. Elicit answers onto the board.

POSSIBLE ANSWERS

-er: hairdresser, banker
-or: actor, director
-ian: electrician, optician
-ist: pianist, receptionist

EXTRA IDEA If most of your Sts work, get them to tell you what they do.

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Vocabulary** photocopiable activity.

e Focus on the **Words with different meanings** box and go through it with the class.

Now put Sts in pairs and get them to discuss the difference between sentences **a** and **b** in 1–5.

Check answers.

ANSWERS

- 1 **a** **running** = in charge of, managing
b **running** = as a sport
 2 **a** **was fired** = lost her job
b **fired** = shot
 3 **a** **work** = it's my job
b **doesn't work** = is broken
 4 **a** **market** = the number of people who want to buy sth
b **market** = an open area for shopping
 5 **a** **company** = business
b **company** = a nice person to be with

2 PRONUNCIATION & SPEAKING word stress

- a** Focus on the words and phonetics and ask Sts if they can remember how the phonetics show them where the stress falls (the syllable after the stress mark (') is the one which is stressed).

Get Sts to underline the stressed syllable in each word.

- b** ④ **8.4** Play the audio, pausing after each word for Sts to listen and check. You could also ask Sts to tell you how each word is pronounced just before you play it.
 Check answers.

④ 8.4

- | | |
|---------------------|-------------------------|
| 1 apply | 6 permanent |
| 2 salary | 7 qualifications |
| 3 redundant | 8 resign |
| 4 experience | 9 responsible |
| 5 overtime | 10 temporary |

Now give Sts a few minutes to practise saying the words. You could get them to practise saying the words correctly by looking only at the phonetics and / or by repeating after the audio.

- c** Focus on the task and give Sts time to read the questions and prepare their answers for the person they are thinking of.
d Focus on the example.

Put Sts in pairs, **A** and **B**. Get Sts **B** to start by telling their partner who they are going to talk about. Then get Sts **A** to ask the questions in **c**. Encourage Sts to give, and ask for, as many details as they can.

Make sure Sts swap roles.

Get some feedback.

EXTRA SUPPORT To help Sts with the task, tell them about a real person you know for two or three of the questions.

3 GRAMMAR choosing between gerunds and infinitives

- a** Focus on the instructions and the questionnaire. Quickly go through the questionnaire with Sts and make sure they understand all the vocabulary, e.g. *instincts*, *improvise*, etc. Get Sts to complete the gaps individually or in pairs. Point out that the first one (*to work*) has been done for them. They should be able to do this reasonably well from what they already know and by instinct.

Check answers. If Sts ask for a reason why a particular verb has to be in the gerund or infinitive, tell them that they will see all the rules in the **Grammar Bank**.

ANSWERS

- 2 helping 3 not earning 4 listening 5 making 6 Taking
 7 to work 8 managing 9 expressing 10 to follow 11 to be
 12 improvising 13 Doing 14 solving 15 to understand
 16 to calculate

- b** Now tell Sts to read each sentence in the questionnaire individually, and tick the sentences that they strongly agree with.

When they have finished, get them to compare their answers with a partner, explaining why they have ticked certain statements.

- c** Focus on the instructions and tell Sts to go to **Communication Match your personality to the job** on p.118.

Get Sts to read the 'answer' paragraph corresponding to the section where they have most ticks. Some Sts may have an equal number of ticks in two sections, in which case they should read both answer sections.

Get feedback from some Sts to find out what kind of job, according to the questionnaire, would suit them, and if this is the kind of job that they would actually like to do. If some of your Sts already have jobs, ask them what they think of the results of the questionnaire.

Tell Sts to go back to the main lesson **8A**.

- d** Now focus on the rules and give Sts time to complete them individually or in pairs.

Check answers.

ANSWERS

- 1 the gerund 2 *to + infinitive* 3 *to + infinitive* 4 the gerund
 5 the gerund

- e** Tell Sts to go to **Grammar Bank 8A** on p.154.

Grammar notes

Sts who used *English File* Pre-intermediate have learned rules for using gerunds (or *-ing* forms) and the infinitive (with *to*) before, but separately. In this lesson, they are brought together.

Sts will see in this lesson that there are three common verb forms in English: *to go* (infinitive with *to*), *go* (infinitive without *to*), and *going* (gerund or *-ing* form).

! *Like* is listed as a verb which takes the gerund; however, Sts may hear or see it used with the infinitive with *to*, e.g. in American English, and they will be understood using either form. However, in British English there is a subtle difference in meaning, which you may want to point out to your Sts. Compare:

I like getting up early in the morning. = I enjoy it.

I like to get up early in the morning. = I think it is a good idea to do this (but I don't necessarily always enjoy doing it).

Verbs which can take either the gerund or infinitive, but with a different meaning, will be focused on in more detail in *English File* Upper-intermediate.

Emphasize the importance of learning which verb form to use after a particular verb or construction, and give Sts plenty of practice. In time, they will develop an instinctive feel for whether a gerund or infinitive is required.

Focus on the example sentences and play audio ⑧ 8.5, ⑧ 8.6, and ⑧ 8.7 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the three information boxes and go through them with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 to spend 2 Applying 3 to do 4 to open 5 not to ask
6 working 7 solving 8 not going 9 modelling 10 to learn
b 1 to retire 2 commuting 3 not to worry 4 to lock
5 not to buy 6 leave 7 wear 8 not to make 9 doing

Tell Sts to go back to the main lesson 8A.

EXTRA PRACTICE OPTION Use the 8A Grammar photocopiable activity.

- f Focus on the instructions and then give Sts time to choose five topics and to write a couple of words and think about what they are going to say. Demonstrate the activity by talking about a couple of the topics yourself.
- g Put Sts in small groups of three or four and get them to tell the other people in the group what they have written. The others should listen and ask for more information when possible. Monitor to check that Sts are using the correct forms of the verbs.
- Make sure Sts swap roles.
- Get feedback from various groups.

4 WRITING a covering email

In this writing lesson, Sts practise writing a formal 'covering' email, i.e. the email you include with your CV when you send it to a company or organization in response to a job advertisement. The layout and style applies to both letters and emails.

Tell Sts to go to **Writing Bank 8** on p.128.

- a Focus on the job advertisement and make sure Sts understand *vacancy* (= a job that is available for somebody to do) and (*job*) *requirement* (= something that you must have in order to get the job).
- Now focus on the questions and make sure Sts understand *recruit* (= to find new people to join a company).
- Give Sts time to read the advertisement and answer the questions.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 Four
2 Appropriate training, experience, and a B1 level of English
3 Send your CV and a covering email in English

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b Focus on the task and explain / elicit what a *covering email* (or *covering letter*) is (= an email / letter you send when you also attach / enclose something else, e.g. a CV or a form, where you explain what you are sending and why). Sts quickly read Ricardo's covering email to find out which area he wants to work in.
- Check the answer.

ANSWER

He's applying for a job in Medical support.

- c Tell Sts to read the email again and circle the expression that they think is better in each pair.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 Dear Sir or Madam
2 I am writing
3 I would like
4 I have been working
5 Regarding
6 I attach
7 I look forward to hearing from you.
8 Yours faithfully,

Now ask Sts whether the language is formal or informal.

ANSWER

The style is formal because he's writing to someone he doesn't know.

- d Focus on the **Including relevant information** box and go through it with the class.
- Now give Sts time to match the job requirements in the advertisement to the information in Ricardo's email.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

We are looking for hard-working, enthusiastic, and energetic people:

Last year, I was promoted to senior physiotherapist. I am hoping to open my own practice in the future.

All applicants must have appropriate training and experience:

I have a degree in Physiotherapy from the University of São Paulo. I have been working at a rehabilitation centre in Bristol since September 2024.

... a B1 level of English is a minimal requirement:

Regarding my level of English, I passed the B2 exam two years ago. I am currently attending classes and I hope to take the C1 exam in June this year.

- e Tell Sts they are going to apply for one of the jobs in the next World Athletics Championships, and they need to write a covering email.
- Sts should make notes, using Ricardo's email as their model to help them and the box **Including relevant information**. If Sts have not had any work experience, tell them to invent the details.
- f You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their covering email, e.g. 15–20 minutes. Remind them that the email is formal and encourage them to use some of the highlighted phrases.
- g Sts should check their work for mistakes before giving it in.
- Tell Sts to go back to the main lesson 8A.

5 READING & SPEAKING predicting from evidence

- a Focus on the instructions and the four questions.
- Point out the **Glossary** and give Sts time to read the first part of the article and answer the questions.
- Get Sts to compare with a partner, and then check answers to 1–3.

ANSWERS

- 1 They are five multi-millionaires who have made their fortunes through business.
- 2 In the 'Den', the room where the programme is filmed
- 3 The contestants present their product to the 'Dragons' in three minutes. The Dragons ask them questions and decide whether or not to invest in the contestants' businesses. If they decide not to invest, they say 'I'm out.'

Now elicit answers to 4 and find out if Sts like the programme.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b** Sts now look at the photos, read about three products that were presented on the show, and answer the three questions.

You may want to explain the names:

- *Oppo* derives from the phrase 'Opposites attract' – ice cream is sometimes thought of as unhealthy, but Oppo is healthy and environmentally-friendly.
- *Wonderbly* may come from a combination of 'impossibly wonderful'.
- *Eggxactly* is a combination of *egg* and *exactly*.

Put Sts in pairs or small groups and get them to discuss their ideas.

Elicit opinions from various groups, but don't tell them if they are right or not.

- c** Put Sts in groups of three, **A**, **B**, and **C**. Tell them to go to **Communication Dragons' Den**, **A** on p.111, **B** on p.116, and **C** on p.118.

Sts **A** read about Oppo ice cream, Sts **B** read about Wonderbly books, and Sts **C** read about Eggxactly. Go through the instructions and make sure Sts know what to do.

When they have finished reading, they must tell their group about their product.

Finally, check the answers to the three questions in **b** in the main lesson.

ANSWERS

- 1 Wonderbly
- 2 Eggxactly
- 3 Oppo ice cream

Tell Sts to go back to the main lesson **8A**.

- d** Do the questions as a whole-class activity.

6 LISTENING listening for note-taking

- a** Focus on the photo of two *Dragons' Den* contestants and their product. Elicit from Sts if they think the contestants were successful, but don't tell them yet if they are right or not. You could elicit opinions with a show of hands.

- b** **8.8** Focus on the task and give Sts time to read sentences 1–8.

Play **Part 1** of the interview.

Give Sts time to mark the sentences *T* (true) or *F* (false).

8.8

(script in Student Book on p.136)

I = interviewer, J = Joe Kenyon

Part 1

I Whose idea was it to go on the programme?

J It was my idea. I applied without telling my business partner, Jake. Of course, I never really expected to get on it. But then they phoned

me from the BBC and said, 'You're on the programme,' so that's when I told him.

I Did you spend a long time preparing your pitch?

J Yes. We worked really hard, and we practised a lot so that we knew the pitch word for word. The evening before the show, we actually went for a run – up in Manchester, where it's filmed – and we went running together, just repeating the pitch over and over again.

I How did you feel when you arrived at the Den?

J Erm, well, we were told to get to the set at about eleven o'clock, the night before, because you had to prepare everything in advance, like any furniture you need, things like that. It was freezing cold, and we were exhausted – we didn't get back to our hotel until the middle of the night – and a car came to pick us up a few hours later, at half five in the morning.

I What time did you actually do your pitch?

J Erm, half past eleven. So we were lucky because we were the first in that particular programme.

I Why lucky?

J Because we didn't have to wait too long. The other contestants spent ages just waiting around. Some of them – the ones who are on last – had to wait twelve hours!

I Did you meet the Dragons before you went in to do the pitch?

J No. You're not allowed to. Like, if you go to the toilet before you go on, someone has to escort you in case you meet a Dragon. So the first time you see them is when you go into the Den.

EXTRA SUPPORT You could check whether answers are true or false before Sts listen again and correct the false ones.

- c** Tell Sts they are going to listen to the interview again and this time they must correct the false sentences.

Play the audio again the whole way through.

Check answers.

ANSWERS

- 1 F (Joe applied without telling Jake.)
- 2 F (They worked very hard and practised a lot.)
- 3 T
- 4 F (They practised their pitch the night before and they prepared the furniture they needed.)
- 5 T
- 6 F (They were the first contestants.)
- 7 T
- 8 F (Contestants aren't allowed to meet the Dragons before they go on.)

- d** **8.9** Now tell Sts to listen to what happened in **Part 2** and answer the question.

Play the audio once the whole way through. Then play again if necessary.

Check the answer.

ANSWER

They were offered a job, not investment in their business.

8.9

(script in Student Book on p.136)

Part 2

I What were the Dragons like?

J Well, they're obviously told by the producers to be really unfriendly and aggressive. So I remember thinking, when the doors opened and we walked in, what I wanted to do was just to smile at one of them. That was my way of making myself relaxed. And I looked at Deborah Meaden because she was in the middle, and I smiled at her, but she just, you know, stared at me, stony-faced, to make me feel nervous. And it worked.

I Did you think you did a good presentation?

J Yeah, we did. But Jake, who usually never gets anything wrong, he forgot his first words, and he just never does that. So we both

thought, when he got the introduction wrong, that it was going to go badly, but it didn't.

I So what happened after you'd done your pitch?

J Yeah, well, four of the Dragons said, 'I'm out' – they said they weren't interested. So we were feeling pretty depressed – pretty negative.

I And then?

J The last Dragon was Peter. And he's quite scary – he's incredibly tall: over two metres. And at first he really criticized us. But then he told us he had a big chain of camera shops called Jessops and they were starting online printing and photo framing as part of their business. And then he said, 'I've got fifteen guys in Hong Kong (SAR) trying to do what you guys are doing, but you guys are doing it better. I'm going to offer you both a job.'

I Were you very surprised?

J Totally, because it had never happened on Dragons' Den before. In ten years they'd never offered someone a job.

I So he offered you jobs, just like that?

J Well, his offer was that he wanted to have our business, and for us to work with him at Jessops.

I With a good salary?

J Very.

I So what did you do?

e Tell Sts they are going to listen to **Part 2** again and they must make notes for questions 1–6.

Play the audio again. You could pause it each time Joe has answered the interviewer's question, to give Sts time to write.

Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 He smiled at her to help himself to relax, but she just stared at him to make him feel nervous.
- 2 Jake forgot his first words, which he never usually does.
- 3 Four of the Dragons said, 'I'm out,' to show that they weren't interested in investing.
- 4 Peter is incredibly tall – more than two metres – which makes him scary.
- 5 Peter owns a big chain of camera shops called Jessops.
- 6 Peter offered them a job, which has never happened on *Dragons' Den* before.

f **8.10** Focus on the task and elicit some opinions to the first question.

Now play the end of the interview once the whole way through.

Get Sts to compare with a partner, and then check answers.

ANSWERS

Joe and Jake decided not to accept the jobs, because it wasn't a good time and they were enjoying running their own business. Yes, they think it was the right decision, and they don't regret it.

8.10

(script in Student Book on p.136)

Part 3

J It was very stressful because we knew we had to make a decision immediately. So Jake said, 'Yes, let's take the jobs,' but I said, 'You don't want to work for Jessops.' And he stayed silent and I said, 'I don't want to work for Jessops.' I mean, neither of us were in a position where we could have dropped everything and gone and worked for Jessops full-time. It was completely...it was ridiculous.

I So you said no?

J That's right.

I Have you ever regretted saying no?

J No, not for a second. It was still early days for us then, so we were still kind of having fun and enjoying running our own business.

And things worked out well for us. Frame Again was successful, and eventually we sold the business.

I But not to one of the Dragons?

J No, but that would have been perfect!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.136, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

7 SPEAKING

a **▶** In this video Sts will see two people doing a pitch similar to the ones on *Dragons' Den*.

Focus on the photo and explain that these two people are pitching a new product which they have invented, as Sts will be doing themselves later.

Play the video for Sts to watch and answer the question.

Elicit answers and reasons from various Sts. You could see with a show of hands how many Sts would buy the product.



M = Max, J = Jasmine

M Hello and good morning! I'm Max, and this is Jasmine. We're here to tell you about our new product.

J The name of our new product is Forever Fresh. What is it for? Well, come up and have a look at these three vases of flowers. They all look the same: beautiful, fresh, the water is clean, they smell great. But one is a week old, one is two weeks old, and one is three weeks old. Yeah, three weeks old! And can you tell which one? You can't, because in the water is...Forever Fresh!

M Forever Fresh comes in capsules. They look like coffee machine capsules. But inside, there is a special powder. The recipe is a secret. It includes salt, sugar, bicarbonate of soda, and some other ingredients. You put it in the water when you first buy the flowers, or when you pick them from the garden.

J And who is Forever Fresh for? Well, it's for anyone who loves having flowers in their home. We think Forever Fresh is going to be very popular, because you don't need to change the water, you just need to add a bit more from time to time. With Forever Fresh, your flowers will last up to five weeks.

M Oh, you heard it right! Five weeks! And the price is very reasonable – for five pounds a pack, you get ten capsules. And our slogan is...

M & J Forever Fresh flowers last the longest!

b Tell Sts they need to number questions A–E in the order that Max and Jasmine answer them. Make sure they understand all the lexis, e.g. *slogan*.

Play the video again for Sts to watch and complete the task.

Get Sts to compare with a partner, and then check answers.

ANSWERS

1 C 2 B 3 E 4 A 5 D

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see what they understood / didn't understand. Translate / Explain any new words or phrases.

- c  Focus on the instructions and the **Presenting a product** box. Encourage Sts to try to remember what the missing words are.

Now play the video for Sts to watch and then complete the gaps.

Get Sts to compare with a partner, and then check answers.

ANSWERS

1 this 2 product 3 name 4 popular 5 price 6 slogan



See sentences in Student Book on p.81 and answer key

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d Focus on the instructions and put Sts in pairs.

Give Sts time to think about their product and answer questions A–E in **b**.

- e In their pairs, Sts prepare their pitch, deciding who will say what in their presentation.

- f Focus on the instructions and get Sts to ‘invest’ in the products or say ‘I’m out’ (and explain why).

Now get all the pairs to present their product to the class.

Finally, when all pairs have presented their products, work out which pair got the most votes.

8B

Service with a smile?

- G** reported speech: sentences and questions
- V** making nouns from verbs
- P** the letters *ai* and *air*

Lesson plan

Customer service is the main theme for this lesson, which revises and extends Sts' knowledge of reported speech.

The first half of the lesson focuses on jobs where people often spend a lot of time chatting to their clients or patients. Sts begin by reading an article about different customer-facing jobs and then discuss whether they normally chat to taxi drivers, shop assistants, etc. This article provides the context for the presentation of reported speech, which is later practised through a video of someone reporting a phone conversation.

The second half of the lesson focuses on good and bad customer service. Sts listen to a true story about bad service, and then talk about their own experiences. They then read five stories about good customer service. Vocabulary focuses on how to make nouns from verbs. This leads into a spot on the different pronunciations of the letters *ai* and *air*. Finally, Sts watch a video about complaining, and how to do it politely and successfully, and role-play making complaints.

Video material

Grammar – reported speech

Vocabulary – making nouns from verbs

Listening – *How to complain* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar reported speech: sentences and questions p.176

Communicative I want to speak to the manager p.205 (instructions p.186)

For students

Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

petrol

fruit and vegetables

electronic devices

Ask Sts to think about when they buy these things. Then ask if they prefer to be helped by an assistant or choose / serve themselves, and why.

1 READING & SPEAKING understanding the main point in a short text

- a** Books open. Focus on the instructions and make sure Sts know what a *personal trainer* is.
Give Sts time to mark 1–10 with the correct initials.

EXTRA SUPPORT Put Sts in pairs to do the activity. Then in **b**, put two pairs together.

- b** Get Sts to compare with a partner, and then check answers.

ANSWERS

1 TD 2 H / PT 3 PT 4 D 5 H 6 A 7 D 8 TD
9 PT 10 A

- c** Tell Sts to read the article quickly and complete the headings with the four jobs. Point out the **Glossary**.
Get Sts to compare with a partner, and then check answers.

ANSWERS

Sacha, taxi driver

Dorothy, doctor

Luke, hairdresser

Rachel, personal trainer

- d** Now give Sts time to read the article again and complete 1–4 with the right person.
Get Sts to compare with a partner, and then check answers. Make sure they understand all the lexis, e.g. *praise, share*, etc.

ANSWERS

1 L 2 S 3 R 4 D

- e** Focus on the instructions and give Sts time to find the words or phrases for definitions 1–8.
Get Sts to compare with a partner, and then check answers. Model and drill pronunciation of any new words.

ANSWERS

1 cope 2 pulled over 3 get to the root of 4 minor
5 try out 6 burst into tears 7 rapport 8 lifting

- Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.
- f** Either do this as a whole-class activity or put Sts in pairs or small groups.
If Sts worked in pairs or small groups, elicit some feedback.

2 GRAMMAR reported speech: sentences and questions

- a** Focus on the instructions and make sure Sts understand what they have to do.
Give Sts time to complete the direct speech.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 was your day 2 is going to, don't approve 3 'd like to

- b** Tell Sts to go to **Grammar Bank 8B** on p.155.

Grammar notes

Reported sentences

This is a structure which may be new for some Sts and not for others (it was introduced in *English File Pre-intermediate*, in File 12). The basic principle of reported speech is quite straightforward – when you report what someone else said, you move the tenses / forms 'backwards', i.e. present to past, *will* to *would*, etc.

❗ *Must* changes to *had to* BUT *mustn't* stays the same, e.g. 'You *mustn't* touch it.' She said I *mustn't* touch it.

Point out that *that* after *say* and *tell* is optional. You should point out that when direct speech is reported at a later time or in a different place from when / where it was originally said, some time / place words may change as well, e.g. *tomorrow* may change to *the next day*, *this* to *that*, etc.

❗ In conversation, people sometimes do not change the past to the past perfect, and when the reporting is very soon after the direct speech occurred, sometimes the tenses of the direct speech are not changed.

Some typical mistakes include:

- confusing *tell* and *say*, e.g. *He said me that he was ill.*
- forgetting to change the tenses, e.g. *The waiter said he will call the manager.*

Reported questions

These will probably be new to most Sts. The most important things to emphasize are the change in word order and the use of *if* / *whether* in *yes* / *no* questions.

Some typical mistakes include:

- forgetting to change the word order in reported questions, e.g. *She asked him what was his name.*
- using *did* in reported questions in the past, e.g. *They asked me where I did live.*

Focus on the example sentences and play audio 🎧 8.11 and 🎧 8.12 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes, and go through them with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 (that) he was selling all his books
2 (that) she had booked the flights
3 (that) my new dress didn't suit me
4 (that) he might not be able to go to the party
5 (that) she wouldn't wear those shoes again
6 (that) he hadn't bought me a present
7 (that) he couldn't find anywhere to park
- b 1 when I was leaving
2 if / whether he had ever been married
3 if / whether he would be home early
4 where I usually bought my clothes
5 if / whether he had worn a suit to the job interview
6 if / whether she ever went to the theatre
7 if / whether he could help her

Tell Sts to go back to the main lesson 8B.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopiable activity.

- c 🎧 Focus on the task and the photo. In this video Sts will see a man on the phone to an employee at the lost property office for black cabs. He's in a panic because he really needs his phone. His partner, who is standing near him, wants to know what the lost property officer is saying on the phone.

Tell Sts they will hear a question being asked by a man on the other end of the phone and they will also hear the answer

from the man in the photo. Then they will hear a woman ask *What did he ask / say?*, and they must answer either *He asked* or *He said* and put the question into reported speech. The answer will then appear on screen, and they will hear it. Now focus on the photo again and elicit what the question was that the employee asked (*Have you tried phoning it?*), and write it on the board, so that Sts can see how the direct speech changes with reported speech.

Play the first interaction, pausing the video after the 'ping', and elicit the reported speech, and then show Sts how it appears on screen.

Then play the rest of the video. Press pause each time the video pauses, and elicit the reported speech from individual Sts.



LP = lost property officer, M = man, W = woman

LP Lost property, how can I help you?

M Hello? Oh, thank goodness, at last! I left my phone in a black cab about an hour ago.

LP Have you tried phoning it?

M Yes, yes I have.

W What did he say?

M He asked me... (pause) if I'd tried phoning it.

LP Did you write down the driver's number?

M No, no, I didn't.

W What did he say?

M He asked me... (pause) if I'd written down the driver's number.

LP Where did you pick up the taxi?

M I don't know exactly, somewhere near London Bridge?

W What did he say?

M He asked me... (pause) where I'd picked up the taxi... So what should I do?

LP You should report it on our website.

M OK, yes, OK...

W What did he say?

M He said... (pause) I should report it on their website... And when will I know if you've found it?

LP You'll need to wait until tomorrow.

M Oh no!

W What did he say?

M He said... (pause) I'd need to wait until tomorrow.

LP Yes, because the driver probably won't bring the phone to the office until tomorrow.

M So do I need to call you tomorrow, or will you call me?

LP We'll contact you as soon as we receive the phone.

M Oh, OK.

W What did he say?

M He said... (pause) ...they'd contact me as soon as they received the phone... And then what happens?

LP You need to come to the lost property office to pick it up.

M Right.

W What did he say?

M He said... (pause) ...I needed to come to the lost property office to pick it up... Can't someone courier it to me?

LP Well they can, but we charge extra for that.

W What did he say?

M Here, why don't you talk to him yourself?

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

3 LISTENING understanding the order of events

- a Do the questions as a whole-class activity. If you have ever had a problem with luggage when travelling, tell Sts about it.

- b**  **8.13** Tell Sts they are going to listen to a story about bad customer service, but first they must listen to six extracts from the programme. Focus on the verbs in the list and make sure Sts know their meaning.

Play the audio once the whole way through for Sts to listen and complete the gaps.

Check answers.

** 8.13**

- 1 They're **throwing** guitars out there!
- 2 They immediately **complained** to United Airlines.
- 3 For nine months, he tried to **claim** compensation.
- 4 Dave wrote a song about his experience and **produced** a music video to go with it.
- 5 United Airlines **contacted** Dave and **offered** him a payment.
- 6 The BBC **reported** that United Airlines' share price had **dropped** by ten per cent.

- c**  **8.14** Give Sts time to read questions 1 and 2.

Now play the audio of the story the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

- 1 To complain about the experience he'd had with United Airlines
- 2 Because the video went viral on YouTube and was watched by millions of people, who found out about United Airlines' bad customer service

** 8.14**

(script in Student Book on p.136)

Hello and welcome to *How's Business?* Today, we're going to look at how social media can make a big difference for some businesses.

And I'd like to start with the story of Dave Carroll, a Canadian singer-songwriter, who had a very bad experience with United Airlines.

Dave and his band were flying with United Airlines from Halifax, in Nova Scotia, to Omaha, in Nebraska, with a stopover in Chicago.

As they were waiting to get off the plane in Chicago, they heard another passenger say, 'My God! They're throwing guitars out there!'

One of the band members looked out of the plane window, and saw that the baggage handlers, who were taking the luggage off the plane, weren't being careful with the band's guitars – they were throwing them. The band were very worried and they immediately complained to United Airlines, but nobody listened to them.

When they arrived in Omaha, Dave discovered that part of his very expensive Taylor guitar had been damaged. It cost him one thousand two hundred dollars to get it repaired. For nine months he tried to claim compensation from United Airlines. He phoned and emailed their offices in Halifax, Chicago, and New York without success. In the end, he even suggested that, instead of money, they could give him one thousand two hundred dollars of flight tickets. But after all his complaints and suggestions, United simply said, 'No'. So, what else could a singer-songwriter do? Dave wrote a song about his experience and produced a music video to go with it. The song was called 'United Breaks Guitars'. He posted the video on YouTube and it was a huge hit. The song reached number one on the iTunes music store within a week. Dave decided to produce two more videos, which he also posted on YouTube.

Four days later, after one million views of the first video, United Airlines contacted Dave and offered him a payment – they said he had one chance to accept, and he wouldn't get a better offer from them. He refused, and suggested they gave the money to charity. Of course, the impact of Dave's song went far beyond YouTube. Soon newspapers, websites, TV, and radio stations all over North America were doing stories about the song. Dave was interviewed on many radio and TV shows where, of course, he retold the story of how 'United Breaks Guitars'. He did over two hundred interviews in the first three months!

Dave Carroll's favourite guitar was damaged, but in the end United Airlines were the bigger losers. After the bad publicity, the BBC reported that United Airlines' share price had dropped by ten per

cent within four weeks, which means that the company lost an incredible one hundred and eighty million dollars. It would have been much cheaper to repair Dave's guitar. Since then, Dave's first music video has had over twenty-two million views.

- d** Tell Sts to read events 1–10 and then put them in the order in which they happened. Make sure they understand all the lexis, and point out that the first and last ones have been done for them.

Get Sts to compare with a partner.

Now play the audio again for Sts to listen and check.

Check answers.

ANSWERS

- 2 The baggage handlers were throwing their guitars, so they complained to airline staff.
- 3 They got their connecting flight to Omaha, Nebraska.
- 4 Dave discovered that his guitar was damaged.
- 5 He complained again to United Airlines by phone and email, but they didn't help him.
- 6 He wrote a song about his experience.
- 7 He put a video of the song on YouTube.
- 8 United Airlines contacted him and offered him money.
- 9 He did a lot of media interviews.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.136, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e** Do this as a whole-class activity. If you have any experience of very good or bad customer services, tell Sts about it.

4 VOCABULARY making nouns from verbs

- a** Focus on the instructions and the three nouns from the listening. Elicit the verbs from the class.

ANSWERS

compensate complain pay

- b** Tell Sts to go to **Vocabulary Bank Word building** on p.172.

Vocabulary notes

Making nouns from verbs

Sts have come across word building in English many times before, e.g. *study* / *student* and *teach* / *teacher*, and *English File* Pre-intermediate has focuses on *-ed* / *-ing* adjectives and noun formation (e.g. *decide* → *decision*, *invite* → *invitation*). The examples in this **Vocabulary Bank** are more advanced, and show two common patterns of word building that are useful for Sts to know, as well as nouns that are related to verbs, but that are not made by word building.

Point out to Sts that whenever they learn a new word, they should also see if there are related parts of speech that they could learn at the same time – this is a very good way of expanding their vocabulary at Intermediate level and beyond. To demonstrate this, you could look back at the **1 Verb phrases** section of **Vocabulary Bank Work** on p.171, and point out that the verb *apply* becomes the noun *application*, that *promote* becomes *promotion*, *resign* becomes *resignation*, and *retire* becomes *retirement*. One important thing for Sts to notice is that word stress very often changes when making nouns from verbs, so it's important that they note pronunciation as well as meaning.

Focus on **1 Making nouns from verbs** and get Sts to do **a** individually or in pairs. Before Sts start, check they know the meaning of all the verbs.

8.15 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

8.15

Word building, 1 Making nouns from verbs

+ **-ation** compensation, consideration, demonstration, explanation, temptation, valuation

+ **-ment** achievement, agreement, argument, attachment, improvement, management, payment, treatment

new word choice, complaint, delivery, failure, loss, response, sale, service, success

Now get Sts to underline the stressed syllable in the nouns.

EXTRA SUPPORT Play the audio again, pausing after each word, and get Sts to underline the stressed syllable. Then play it again and check answers.

Play the audio again for Sts to listen and check. Check answers.

ANSWERS

See underlining in script 8.15

Either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

For **Activation**, put Sts in pairs, **A** and **B**. Sts **A** (books open) tell Sts **B** (books closed) a verb. Sts **B** say the noun. Then they swap roles.

For **c**, tell Sts to complete each gap with a noun from **a**. Tell them to be careful with singular and plural nouns.

8.16 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

8.16

- 1 Have you ever been on a **demonstration**? What were you protesting about?
- 2 Have you ever opened an email **attachment** that contained a virus?
- 3 Do you often have **arguments** with your family? What about?
- 4 Do you prefer reading grammar **explanations** in your own language, or do you think it's better to read them in English?
- 5 Have you ever made a **complaint** to a company and got **compensation**?
- 6 Do you think that there's too much **choice** when you're shopping, for example for a new phone?
- 7 In a restaurant, what's more important for you, the food or the **service**?

Put Sts in pairs for **Activation** and get them to interview each other using the questions in **c**.

Get some feedback.

Tell Sts they will be doing **Part 2** in a later lesson (**9A**) and tell them to go back to the main lesson **8B**.

! The **Vocabulary** photocopiable activity for this **Vocabulary Bank** includes **Part 2**, so should be done in **9A**.

- c** **!** In this video Sts will see ten clips of people doing something and they need to choose a verb from the list on the right of the screen that describes the scene, and change it to a noun.

Focus on the instructions, photo, and example. Then tell Sts that for each clip they need to write down a noun made from one of the verbs on the list on the right.

Play the video once the whole way through. Pause it at the end when all ten images are on the screen.

Put Sts in pairs and tell them to try to remember the noun for each clip. Then play the video again, pausing after each clip and eliciting the answers. Make sure Sts stress the words on the right syllable.

ANSWERS

- 2 choice 3 temptation 4 treatment 5 argument
6 agreement 7 delivery 8 attachment 9 success
10 demonstration

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

5 PRONUNCIATION the letters *ai* and *air*

Pronunciation notes

The letters *ai* between consonants are usually pronounced /eɪ/ if they are stressed, e.g. *main*, *complain*. Remind Sts that this sound is a diphthong, which consists of two short vowel sounds which are combined to make one longer sound.

Said has an irregular pronunciation /sed/.

The letters *ai* between consonants are unstressed and are pronounced /ə/, e.g. *bargain* /'bɑːɡən/.

! The word *again* is pronounced by some native speakers as /ə'ɡen/ and by others /ə'geɪn/.

The letters *air* are always pronounced /eə/.

- a** **8.17** Focus on the words in the list and tell Sts to listen to the audio and underline the stressed syllable.

Play the audio, pausing after each word to give Sts time to complete the task.

EXTRA CHALLENGE Get Sts to underline the stressed syllable in each word before you play the audio.

8.17

See words in Student Book on p.84

Now focus on the three sound pictures and elicit the words and sounds: *train* /eɪ/, *chair* /eə/, and *computer* /ə/. Give Sts time to put the words in the list in the correct column. Remind them that this kind of activity is easier if they say the words aloud to themselves.

- b** **8.18** Play the audio for Sts to listen and check.

Check answers, eliciting the words onto the board in columns and getting Sts to tell you the stressed syllable in each word.

8.18

train /eɪ/ **claim**, **complain**, **contain**, **email**, **explain**, **paid**, **waiter**
chair /eə/ **airline**, **repair**
computer /ə/ **bargain**, **certain**

Now either elicit the answers to questions 1–3 as a class, or put Sts in pairs to answer them.

If Sts worked in pairs, check answers.

ANSWERS

- 1 a *ai* when stressed is usually /eɪ/
b *ai* when unstressed is usually /ə/
Email is the exception.
- 2 *air* is pronounced /eə/
- 3 *said* is pronounced /sed/

EXTRA SUPPORT Play the audio again for Sts to listen and repeat after each group of words. Then get them to practise individually or in pairs.

6 READING predicting the end of a story

- a Focus on the instructions and give Sts time to read the introduction to the article and answer the question.

EXTRA CHALLENGE Elicit some ideas before Sts read the introduction.

Check the answer.

ANSWER

Because people can use social media to tell millions of other people about good or bad service.

- b Before Sts read the five stories, focus on the title of the article, *Going the extra mile*, and elicit / explain what it means (= making a special effort to help somebody). Now tell Sts to read each story and try to complete the last sentence in each one. Tell Sts that the aim isn't to guess the exact words, but how the story ends. Get Sts to compare with a partner, and then elicit some ideas from Sts, but don't tell them if they are right or not.
- c Tell Sts to go to **Communication Going the extra mile** on p.118 to check their answers to b. When Sts have finished reading, find out with a show of hands how many Sts had guessed the endings correctly. Tell Sts to go back to the main lesson 8B.
- d Focus on the instructions and give Sts time to answer questions 1–3. Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 B, D, E 2 B, C, E 3 A, D

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- e Focus on the five questions and give Sts time to think of their choice for each one. Now ask each question to the whole class and elicit some opinions and answers.

7 LISTENING & SPEAKING understanding how to do something better

- a Tell Sts that they are going to watch a video which gives tips on how to complain effectively, but first, they will hear the top five things people complain about in hotels. Put Sts in pairs to discuss the question. Elicit some ideas, but don't tell Sts if they are right or not.
- b ▶ Play **Part 1** of the video once the whole way through for Sts to watch and check their answers to a. Check answers.

ANSWERS

- 1 Air conditioning (24% of complaints)
- 2 Wi-fi (14% of complaints)

- 3 Noise (11% of complaints)
- 4 Rooms not being clean (10% of complaints)
- 5 Slow or bad service (9% of complaints)



Hello, and welcome to *Ten-Minute Travel* for all your travel tips, news, and reviews. Many of us travel a lot, on holiday or for work, and that often means staying in a hotel. So today we're looking at hotel problems, and what we should do when things go wrong. The hotel industry is a competitive one, and hotels really do want you to enjoy your stay, especially in this digital age, where guests can leave good or bad reviews instantly. But sometimes things go wrong – let's start by looking at the top five complaints.

Air conditioning is top of the list, with nearly a quarter of all the complaints. At number two is wi-fi, with fourteen per cent of people complaining that the hotel wi-fi is too slow or that they can't connect. Eleven per cent of hotel guests have had problems with noise, either from the street outside or from neighbouring rooms. And a similar number have complained about their room not being clean enough. And finally, in fifth place – service. Nine per cent of guests have suffered from slow or bad service, especially with hotel breakfasts or room service. So, what should you do if you have one of these problems?

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see what they understood / didn't understand. Translate / Explain any new words or phrases.

- c ▶ Tell Sts that they are going to watch Phil, a hotel guest, complaining in three different situations. First, he complains in the wrong way, then he does it the right way. Play **Part 2** of the video and pause after Situation 1, when the screen says 'What did Phil do wrong?' Elicit ideas.

ANSWER

Situation 1: Phil complains to the wrong person, the chambermaid, but she can't fix it, and it isn't her job to ask somebody else to fix it.

Now play the rest of Situation 1, including the presenter's advice and Phil complaining the right way. Pause again and elicit how he complains better.

ANSWER

The second time Phil complains to the right person, the receptionist, who can arrange for the air conditioning to be fixed.

Then repeat for Situations 2 and 3 (including the presenter's final comments).

ANSWERS

Situation 2: The waiter brings Phil the wrong things for breakfast – he wanted brown toast and a cappuccino. Phil complains to the right person, the waiter, but he then accepts the white toast and the espresso.

There's no point complaining if you don't want a solution to the problem.

The second time Phil asks the waiter to bring the right toast and coffee, as soon as possible, so his problem is solved.

Situation 3: Phil's room was noisy and the wi-fi was slow. Phil complains when he's checking out at the end of his stay, so it's too late to do anything about it. He's also rude and aggressive. The second time he complains politely and at the right time, so the receptionist can give him a new room and investigate the problem with the wi-fi.



J = Joanne, C = chambermaid, P = Phil, R = receptionist, W = waiter

J So, what should you do if you have one of these problems? What's the best way to complain? Let's look at three examples of how not to do it. Here's Phil, a hotel guest who's on a work trip.

[text on screen: *Situation 1*]

C Oh, sorry, sir! I'll come back later.

P No, it's fine, go ahead. It's so hot in here, I couldn't sleep. I can't get the air conditioning to work. Can you see if you can fix it?

C I'm sorry, sir, I don't really know about the air conditioning.

P Well, I'm afraid I don't know about it either.

C I'll tell reception later.

[text on screen: *What did Phil do wrong?*]

J So, what did Phil do wrong? The first rule of complaining is to complain to the right person. The chambermaid can't fix Phil's air conditioning and it isn't her job to get it fixed. Phil needs to go down and complain to reception – it's always better to complain in person, rather than just phoning. So, let's take a look at how Phil should have complained.

[text on screen: *Complain to the right person*]

R Good morning, sir.

P Good morning. I think there's a problem with the air conditioning in my room – room forty-two. It's very hot and I can't get it cooler. Could you ask someone to have a look at it before this evening?

R Of course, sir. I'll do it right away.

[text on screen: *Situation 2*]

W Here you are, sir. Bacon and eggs, toast, and an espresso.

P I think I asked for brown toast. And a cappuccino, not an espresso.

W Brown toast and a cappuccino? I'm very sorry, sir. The order must have got mixed up.

P Never mind. I'm in a hurry. I'll have the espresso.

W And the toast? I can bring you some brown toast in a few minutes.

P OK then. Oh, it doesn't matter. White toast will be OK.

W Thank you, sir.

[text on screen: *What did Phil do wrong?*]

J Here Phil complains to the right person, but there's no point complaining if you don't want somebody to do something about it. If you want to complain successfully, you need to know what your ideal solution is and make it clear. So, let's take a look at how Phil should have complained.

[text on screen: *Make it clear what you want*]

W Bacon and eggs, toast, and an espresso.

P I think I asked for brown toast. And a cappuccino, not an espresso.

W Brown toast and a cappuccino? I'm very sorry, sir. The kitchen must have made a mistake.

P If you could change them, that would be great. And as quickly as you can please. I don't have much time.

W Of course, sir. I'll be right back.

[text on screen: *Situation 3*]

R Good morning, sir. Can I help you?

P Yes, I'd like to check out, please.

R Of course, sir. I hope you enjoyed your stay.

P No, I didn't enjoy it at all. My room was noisy and the wi-fi was slow – it was impossible to get any work done. I certainly won't be recommending this hotel; you can be sure of that.

R I'm very sorry to hear that, sir.

[text on screen: *What did Phil do wrong?*]

J Why complain about your room and the wi-fi when you're checking out? You should always complain as soon as you notice a problem. If you wait till later, the hotel might not have the chance to put the problem right. Above all – and this is probably the most important tip – never be rude or aggressive. If you complain politely, you're far more likely to be successful. A smile will always make people want to help you. So, let's take a look at how Phil should have complained.

[text on screen: *Complain at the right time. Be polite.*]

R Hello again, sir. Can I help you?

P Yes, I've been trying to do some work in my room and there's a lot of traffic noise from the street. Would it be possible to move to a different room, maybe at the back of the hotel?

R I'll see what we have. Yes, we do have a room free...overlooking the garden.

P That sounds perfect. I also noticed the wi-fi seems to be very slow. It's like being at home.

R I'll get someone to look at that right away, sir. Here's your new room key. Just let me know if you're still having problems with the wi-fi in ten minutes.

P Thanks very much.

J Finally, remember that if you're staying in a good hotel, they'll always want the chance to put things right. But they can't help you if they don't know there's a problem, so you should always complain. And now you know how!

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

d Put Sts in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication I want to speak to the manager**, **A** on p.111, **B** on p.116.

Go through the instructions for the first role-play situation. Remind Sts that in the first role-play, Sts **A** are the customer and Sts **B** are the shop assistant. Tell Sts **A** to start first, saying, *Excuse me. I bought...*

When they have finished role-playing the first situation, tell Sts to read the instructions for the second situation. This time Sts **A** are the restaurant manager and Sts **B** are the customer. **B** starts, *Good evening. Are you the manager?* Get feedback to see whether different customers achieved their objectives or not.

Tell Sts to go back to the main lesson **8B**.

e Focus on the questions and ask Sts to share their experiences of complaining. You could also ask if they usually complain about problems, and if they think they are good or bad at complaining.

For instructions on how to use these pages, see p.49.

Video material

Can you understand these people? 7&8

More materials

For teachers

Oxford English Hub

Quick Test 8

File 8 Test

GRAMMAR

ANSWERS

1 a 2 a 3 b 4 b 5 c 6 b 7 a 8 b 9 a 10 a 11 b
12 c 13 b 14 c 15 c

VOCABULARY

ANSWERS

a 1 terms 2 nursery 3 secondary 4 behave 5 boarding
b 1 on 2 ceiling 3 gate 4 on 5 fireplace
c 1 overtime 2 shifts 3 temporary 4 set 5 self-employed
d 1 choice 2 agreement 3 success 4 complaint
5 demonstration 6 improvement 7 qualifications
8 translator 9 scientists 10 explanation

PRONUNCIATION

ANSWERS

c 1 ceiling /s/ 2 email /eɪ/ 3 repair /eə/ 4 roof /uː/
5 spacious /f/
d 1 secondary 2 unemployed 3 delivery 4 apply
5 achievement

CAN YOU understand this text?

ANSWERS

a 2
b 1 c 2 a 3 c 4 b 5 b 6 a 7 c 8 b

▶ CAN YOU understand these people?

ANSWERS

1 c 2 a 3 c 4 a 5 a



1 Philomena

I = interviewer, P = Philomena

I What was your favourite subject when you were at school?

P History, predominantly modern history. That's the main reason, my history teacher is the reason why I became a teacher. She was really inspiring and she made the subject come alive.

I Were there any subjects you hated?

P Maths, again due to bad teachers, and predominantly I just don't have a mathematical brain, so I found it very difficult.

2 Adina

I = interviewer, A = Adina

I What kind of things do you often buy online?

A I buy online clothes, food to get delivered to home, um, and also a lot of beauty products as well.

I Is there anything you would never buy online?

A I don't think there is any more, I don't think there is anything any more that I wouldn't buy online.

3 Daniel

I = interviewer, D = Daniel

I Have you ever had really bad customer service?

D Yes, I have had very bad customer service before.

I What happened?

D Um, I've had a waiter be very rude to me and sort of drop the plate on the table when they served the dish.

I What did you do?

D I did not tip that waiter.

4 Scott

I = interviewer, S = Scott

I If you could change one thing about your flat, what would it be?

S Um, a bit more green. Green space. We have a garden, a little patio, which is great, but eh, yeah, a garden with some green space would be amazing, obviously for, now summer's coming, hopefully, um, that would be amazing, yeah.

5 Coleen

I = interviewer, C = Coleen

I What's more important to you about a job, having a good salary or doing something you really enjoy?

C When I first started work, I thought it was the salary, um, but later on in my working life, I decided it was actually more important to have really, a job that you really enjoyed, but I've come to the conclusion that they're both important. You can do a job that you really enjoy, but you know, at the end of the day we all need to live, so you do need the salary as well.