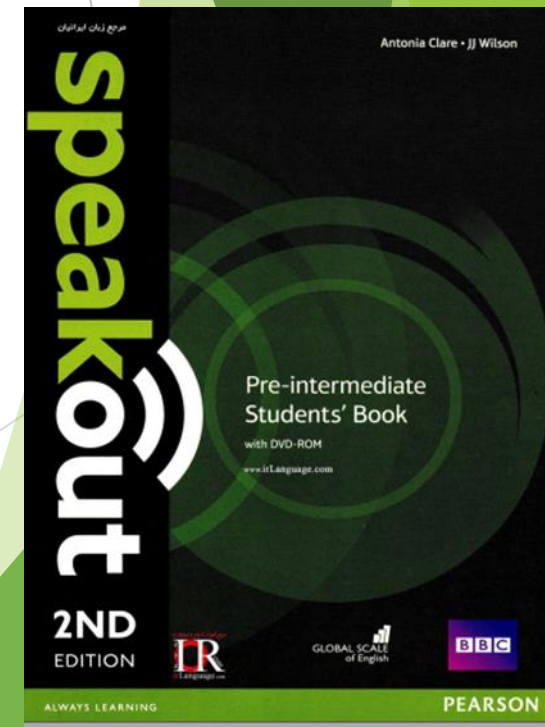




Speak out Pre-Intermediate

Unit 10

Teacher: Zahra Khayyambashi





TOP CITIES p98



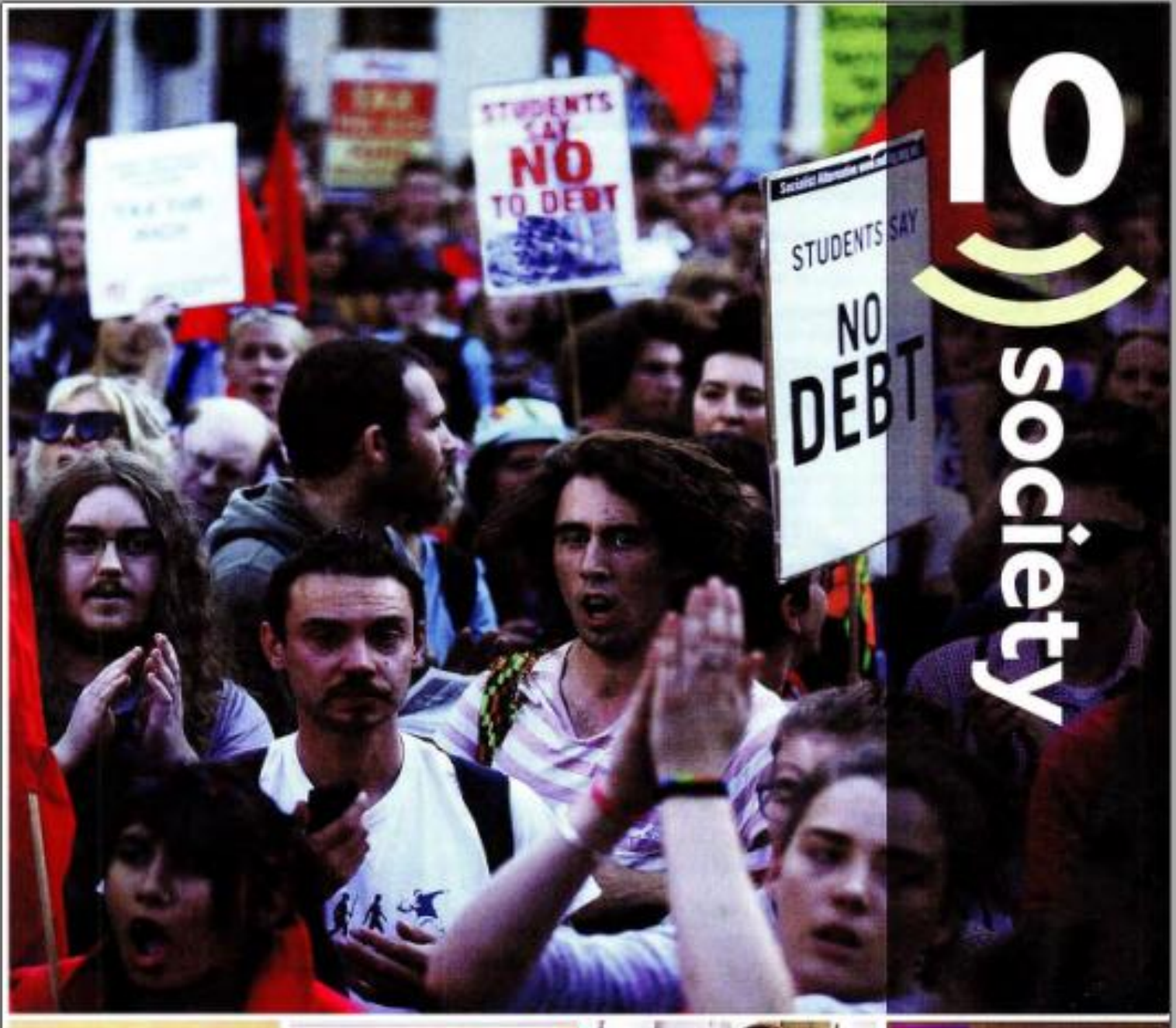
CRIME AND PUNISHMENT p100



THERE'S A PROBLEM p102



MARY'S MEALS p104



10 society

SPEAKING

1 A Work in pairs. Discuss. What do young people want in a city? Which do you think are the world's best cities for young people to live in? Why?

B Read the text. Which cities do you think will be on the list? Look at page 165 to find out.

Best cities for young people

The world's biggest and most important cities are not necessarily the best cities to live in, especially for young people. Many of them are really expensive, have traffic problems, poor public transport systems and high crime rates. Young people looking for somewhere to study or to live are carefree and want to explore new lifestyles. Have a look at our list of the top ten cities for young people to live in.

Lesson 10.1

1 B Survey results

The world's best cities for young people to live in


- 
- 1** Vienna Austria
 - 2** New York America
 - 3** Helsinki Finland
 - 4** Melbourne Australia
 - 5** Salvador Brazil
 - 6** Dubai Emirates
 - 7** Vancouver Canada
 - 8** Prague Czech Republic
 - 9** Edinburgh United Kingdom
 - 10** Paris France

VOCABULARY

DESCRIBING A CITY

2 A Read sentences 1–12 below. Are they positive (+) or negative (-)?

- 1 It has clean, safe streets.
- 2 The public transport system is terrible.
- 3 There's a lot of traffic.
- 4 It has beautiful buildings.
- 5 The people are friendly and polite.
- 6 There's a lot of crime.
- 7 It's very polluted.
- 8 There are nice parks and green spaces.
- 9 It has good shopping/nightlife.
- 10 There are lots of things to see and do.
- 11 It's expensive to live there.
- 12 It's very crowded.

B  **10.1 SENTENCE STRESS** Listen to the sentences. Underline the words or syllables which are stressed.

1 It has clean, safe streets.

2 The public transport system is terrible.

C Listen and repeat the sentences paying attention to the stressed words or syllables.

D Discuss. Which three factors are the most/least important for you?

Public transport: /ˌpʌblɪk 'trænsɒɹt/
the system of buses, trains, etc. provided by the government or by companies, which people use to travel from one place to Another.



Polite: /pə'laɪt/
having or showing good manners and respect for the feelings of others.


Crime: /kraɪm/
activities that involve breaking the law



Crowded: /'kraʊdɪd/
having a lot of people or too many people



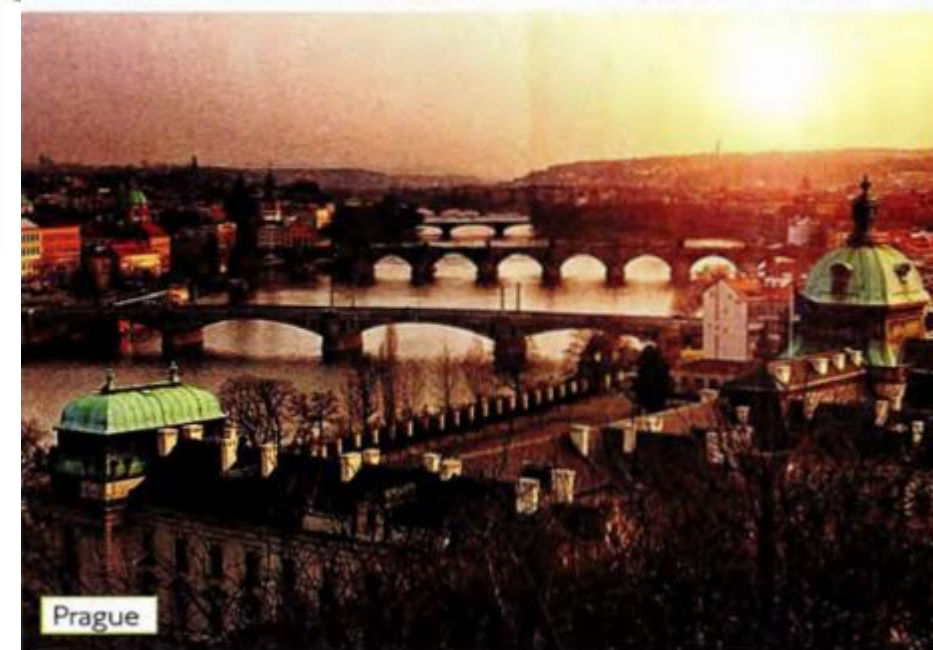
LISTENING

3 A  10.2 Listen to the conversations and look at the photos. Which city does each speaker talk about? What do they think about it?

B Listen again. Which city has these things?

- 1 free trams *Melbourne*
- 2 beautiful buildings and squares
- 3 lots of bars and clubs
- 4 cafés and street art
- 5 cheap taxis
- 6 a castle

4 Read audioscript 10.2 on page 174. Underline the phrases from Exercise 2 which the speakers use to describe the cities.



Lesson 10.1 Recording 10.2

Conversation 1

I = Interviewer D = Daniela

I: Daniela, so you live in Melbourne, right?

D: Yeah, that's right.

I: Well, Melbourne has been voted one of the best cities to live in for young people. So what do you think? Do you like living in Melbourne?

D: I love it! Melbourne is a really great city. It's very friendly and fun. Umm ... there're lots of things to see and do.

I: OK, so you can go out a lot?

D: Yeah, it's very arty, there are lots of cafés and street art, music ... and the nightlife is really good. People like to enjoy themselves in Melbourne.

I: That's great. And what about getting around? What's the public transport like?

D: Public transport is really good, actually. It's quite cheap, and it's efficient. You can go everywhere by tram, and sometimes it's even free.

I: So, what do you like best about living in Melbourne?

D: I think it's probably the atmosphere. Also, it's a great location. It's really close to some fantastic beaches, so there's surfing. It's got everything really. It's a great city.

Conversation 2

I = Interviewer R = Rick

I: Rick, you've lived in Dubai for ... what, four years, right?

R: Yeah, four years.

I: So what's it like, living in Dubai?

R: Well, I read that Dubai is one of the world's fastest growing cities, so there are a lot of people, and it's very crowded. It's a great city for shopping, and going out. And it has a really good nightlife, with lots of bars and clubs.

I: Is it a safe city?

R: Yes, there isn't a lot of crime. The streets are very safe. But one of the biggest problems is the traffic. Everyone drives a car here – petrol is still cheap, so the traffic's terrible. One good thing is the taxis though. There are lots of them, and they're cheap, so you don't have to drive.

Conversation 3

I = Interviewer M = Matt

I: What about Prague? What's Prague like, Matt?

M: I've always loved Prague. I think it's definitely one of the best cities in the world.

I: What do you like best about living in Prague?

M: I think it has to be the city itself. It's so beautiful. It's like the city of your dreams, with beautiful buildings and squares. The old streets are wonderful to walk along. It is full of culture, music, bars, restaurants ...

I: What about the weather? What's the weather like in Prague?

M: Yeah. OK, when I arrived in Prague, it was minus seven degrees. So, obviously, it gets very cold in the winter, and there is a lot of snow. But, in the summer, the sun shines, and you can sit outside in the cafés or walk up to the castle. It's a very special city and the people are so friendly.

Grammar:

Different usages of “Like”:

“like” as a verb:

We use *like* to talk about things or people which we enjoy or feel positive about:

like + noun phrase

*I **like** Sarah but I don't **like** her brother much.*

*Do you **like** pasta?*

*She really **likes** the singing of Luciano Pavarotti.*

like + -ing

*I **like** swimming before breakfast.*

*He **likes** telling jokes.*

“like” as a preposition:

Like means ‘similar to’. We often use it with verbs of the senses such as *look, sound, feel, taste, seem*:

*My sister is **like** my mother. (My sister and my mother are similar)*

*I think this tastes **like** coconut.*

*That looks **like** Marco's car.*

Uses of like in questions

The word **like** is used in different ways to ask questions. Such questions with **like** may have different meanings. **Like** may be used to ask questions about:

1) Personality or the characteristics of something.

- What's your friend like? → He's nice.
- What's the house like? → It's huge.

Like in the above examples is used as a **preposition**.

2) Preferences.

- What would you like to eat? → Fish, please.
- What would you like to do next weekend? → Go sightseeing.

Like is used in these questions as a **verb**.

3) Physical appearance.

- What does he look like? → He is tall and has got black long hair.
- Who do you look like? → I look just like my father.

Like in the above questions is used as a **preposition**.

4) Hobbies.

- What does he like doing? → He likes singing.
- What do you like doing? → I like reading.

Like in these examples is used as a **verb**.

Use *like* (verb) to talk about things you like

Use *be like* (preposition) to ask for a description

Exercises:

- 1)** What ____? B: It's beautiful in summer and there are a lot of famous beaches.
is Rio like does Rio like would Rio like
- 2)** What ____? B: I like English. It's an amazing language.
language would you like language do you like does the language look like
- 3)** What ____? B: He's tall and a little fat. I think he's handsome.
is your husband like would your husband like does your husband look like
- 4)** What ____? B: It's very spicy and strong
is curry like do you like curry would you like some curry
- 5)** I _____. B: Yes you do, you could be twins!
am like my sister like my sister look like my sister
- 6)** What ____? B: She's very friendly and sweet.
is she like does she look like does she like

PRACTICE

10.1 **A** Put the words in the correct order to make questions.

- 1 like / job / your / what's / new ?
- 2 new / do / my / dress / like / you ?
- 3 like / what / is / tapas ?
- 4 there / the / what's / like / weather ?
- 5 like / in / you / living / the / do / country ?

B Match questions 1–5 with answers a)–e).

- a) I love it. It's so peaceful.
- b) Yes. It really suits you.
- c) It is delicious. It is small dishes of vegetables, fish and meat. You can eat them as a starter.
- d) It's great. I really like the people I'm working with.
- e) It's terrible. It's windy and wet.

C Find and correct the mistakes. There is a mistake in each line.

- 1 I like listen to music. My favourite band is Jamiroquai.
- 2 How is the flat like? Is it modern?
- 3 Have you seen *Terminator 4*? Did you like?
- 4 So, you've got a new boss. What's like he?
- 5 What's like the weather? Is it raining?
- 6 Are you like speaking English?

USES OF LIKE

5 A Match questions 1–5 with answers a)–e).

- 1 What's Prague like?
- 2 What's the weather like?
- 3 Do you like living in Melbourne?
- 4 What's the public transport like?
- 5 And what do you like best about living in Melbourne?

- a) I love it! Melbourne is a really great city.
- b) It's a very beautiful city.
- c) It's very cold in the winter.
- d) I think it's probably the atmosphere.
- e) Public transport is really good, actually.


B Match questions 1–5 above with the rules below.

RULES

- 1 Use *like* (verb) to talk about something you enjoy/think is nice. _____
- 2 Use *be like* to describe or give your opinion about something. Question 1

6 A Complete the conversations using questions with *like*.

- 1 **A:** I've never been to **Madrid**. What's _____?
B: It's a lovely city. There's a great atmosphere and the people are really friendly.
- 2 **A:** Do _____ living in **Moscow**?
B: I love it! It's one of the best cities in the world.
- 3 **A:** _____ your **new flat** _____?
B: It's very small, but it's near the city centre.
- 4 **A:** What _____ best about living in **Rome**?
B: The food. I love Italian food!

B  **10.3** Listen to check. Then listen again and repeat the questions.

C Rewrite the questions by changing or removing the words in bold.

D Work in pairs and take turns. Ask and answer the questions.

A: *I've never been to Torun. What's it like?*

B: *It's a small city, so there isn't a lot of traffic.*

SPEAKING

7 A Choose two cities you know well. Write down three positive things and one negative thing for each city.

B Work in groups and take turns. Describe the cities and say why you like/don't like them. Which of the cities should be in the top ten places to live? Why?



WRITING

USING FORMAL EXPRESSIONS

- 8 A** Read the email. Why is Kristina writing? What information does she want to know?

Dear Sir/Madam,

I am writing to ask for some more information about your Bed and Breakfast. I am planning to stay in Malta for one month to study English and I am interested in booking a room. However, before I do that, I would like to check some information. Firstly, is it possible to travel easily into the centre of town by public transport? How much does it cost? Secondly, my course finishes in the evening, so I would need to walk home alone. Are the streets around the area where you are located safe at night? Finally, as I plan to stay for the whole month, I would like to know if it is possible to have a discount on the price. I look forward to hearing from you.

Yours faithfully,
Kristina Paoli

- B** Is the language in the email formal or informal? How can you tell?

- C** Find formal expressions in the email which have similar meanings to the informal expressions in the table below.

informal	formal
Hi ...	<i>Dear</i>
This is just a quick note to say ...	
I want to ... I want to know if ... Can I	
Speak to you soon.	
Best wishes	

- D** Imagine you are going to spend a month in another city studying English. Where would you go? You need some information. Write a formal email to the school. Include these things:

- the reason for your letter
- a question about the language course
- a question about the accommodation
- a request for information about the city

SPEAKING

- 1 **A** Match photos A–D with the crimes in the box.

graffiti murder drink driving
speeding

- B** Discuss. Are any of these crimes a problem in your town/city?



READING

2 A Read the introduction to an article and answer the questions.

- 1 What did the man do wrong?
- 2 What was his punishment?
- 3 What is 'alternative sentencing'?

B Work in pairs. Discuss. What alternative punishments can you think of for the crimes in Exercise 1?

For graffiti, you should spend a month painting the walls of hospitals and libraries, etc., with no pay. For speeding, you should ...

C Read the rest of the article. Does it mention any of your ideas?

D Work in pairs. Discuss the advantages and disadvantages of the alternative sentencing programme.

Alternative: a thing that you can choose to do or have out of two or more possibilities

Sentencing: to say officially in court that somebody is to receive a particular punishment

Make the punishment

FIT THE CRIME

A man is caught stealing books from a bookshop. The judge asks why he did it, and the **thief** says he loves books. What is the man's punishment? A **prison sentence**? A big fine? No. The man is sent to read stories and books to hospital patients. He enjoys the job and continues to do it for many years!

Welcome to alternative sentencing programmes. Instead of traditional punishments, criminals get the punishments that fit their crimes.

What other examples of alternative sentencing are there? Two boys were caught **writing graffiti** on a wall. The normal punishment for this is a fine, but in this case the boys were told to do **community service**. They cleaned seventy walls in three weeks.

A **shoplifter** was caught **shoplifting** three times in one year in a small town in the United States. What was her punishment? She was sent to speak to shop owners. She gave advice on how to stop shoplifters. In one month she spoke to the owners of forty shops, and told them all about the techniques that shoplifters use. It was a great service to the community because after that, shoplifting almost disappeared from the town.

What about more serious crimes? Is alternative sentencing possible for crimes like **theft** or credit card **fraud**? It depends on many things. Who are the criminals? Are they young? Is this their first crime? Can they change their way of life? One recent story suggests it is possible.

A thief stole seventeen cans of paint. Instead of going to prison, he was told to spend several weeks painting local schools, a library, and other public buildings. He enjoyed the work, and now it's his job.

VOCABULARY

CRIME AND PUNISHMENT

3 A Match the words in bold from the text in Exercise 2 with definitions 1–9 below.

- 1 a person who steals things *thief*
- 2 time that is spent in prison
- 3 writing or drawing on public walls, doors, etc.
- 4 doing unpaid work to help your town/city
- 5 stealing things
- 6 a person who steals things from shops
- 7 cheating someone to make money from them
- 8 stealing things from a shop
- 9 an amount of money that you have to pay

B Put the words in the correct place in the table.

criminal	crime	punishment
<i>thief</i>		

speakut TIP

Sometimes words have the same stem, e.g. *shoplifter/ shoplifting*. It is a good idea to write these words together. Write them in your vocabulary notebook.

Thief

Prison Sentence

Fine

Writing graffiti

Community Service

Shoplifting

Shoplifter

Theft

Fraud

Lesson 10.2 CRIME AND PUNISHMENT

1 Which words can you see in the pictures?

People:

- 1 criminal
- 2 police officer
- 3 judge
- 4 victim

Verbs:

- 5 steal
- 6 break in
- 7 shoot
- 8 arrest
- 9 investigate

2 Can you match any of the people to the verbs?

Criminals steal things.



Grammar:

Passive voice:

English has two voices: active and passive.

Active: The active voice is used when the subject of the sentence does the action. In the example, A is the subject and B is the object.

I drank two cups of coffee

A

B

An **active** sentence like this has the subject first (the person or thing that does the verb), followed by the verb, and finally the object (the person or thing that the action happens to).

Passive: The passive voice is used when we focus on the object of the sentence. In the example, B becomes the subject.

Two cups of coffee were drunk (by me)

When it is important to know who does the action, we use **by**. The noun that follows by is called the “**agent**.”

Sometimes, when the agent is unknown, or unimportant to the meaning of the sentence, we do not use by.

When do we use passive voice?

- when we prefer not to mention who or what, does the action (for example, it's not known, it's obvious or we don't want to say)
- so that we can start a sentence with the most important or most logical information
- in more formal or scientific writing.

Every tense has an Active and Passive voice.

How to form Passive voice?

We form the passive with **be + past participle** (3rd form of the verb).

In the present simple, the passive is: am / is / are + past participle (3rd form of the verb).

In the past simple, the passive is: was/were + past participle

	Subject	Verb	Object
Active	The teachers	help	the new student.
Passive	The new student	is helped	by the teacher.
Active	The teachers	help	the new students.
Passive	The new students	are helped	by the teachers.

	Active	Passive
Affirmative	Ben walks the dog. They make cookies here.	The dog is walked by Ben. Cookies are made here.
Negative	Ben doesn't walk the cat. They don't make sandwiches here.	The cat isn't walked by Ben. Sandwiches aren't made here.
Question	Does Ben walk the rabbit? How do they make the cookies?	Is the rabbit walked (by Ben)? How are the cookies made ?

the past tense is a tense while the past participle is a specific verb form used in the past and present perfect tenses.

The past participle is not a tense. It's a form of a verb and can't be used on its own.

Past Passive:

Active : The teacher corrected the mistakes.

Passive: The mistakes **were corrected** by the teacher.

Active : Did the little boy sell all the candy bars?

Passive: **Were** all the candy bars **sold** by the little boy?

Active : Lauren didn't eat any apples.

Passive: No apples **were eaten** by Lauran.

Active : He didn't give the wallet.

Passive: The wallet **wasn't given** by him.

English verbs have three main forms:

Infinitive	1. Base Form	2. Simple Past	3. Past Participle (3rd form)
to cook	cook	cooked	cooked
to do	do	did	done
to eat	eat	ate	eaten

Past participles for regular verbs are also the same as the past tense (add **-ed**).

Base Form	Simple Past	Past Participle (3rd form)	Passive Sentence
solve	solved	solved	The problem is solved .
carry	carried	carried	The heavy boxes are carried by Moby.

Many past participles for irregular verbs are the same as the past tense.

Base Form	Simple Past	Past Participle (3rd form)	Passive Sentence
make	made	made	The pizza is made by Moby.
cut put	cut put	cut put	The sandwich is cut in two pieces. Apples are put in the bowl.
build	built	built	The houses are built very fast.
buy catch	bought caught	bought caught	The food is bought by my mom. The thieves are caught by the police.

Base Form	Simple Past	Past Participle (3rd form)
Past Participle ends in <i>-en</i>		
bite	bit	bitten
eat	ate	eaten
forget	forgot	forgotten
get	got	gotten
give	gave	given
ride	rode	ridden
speak	spoke	spoken
take	took	taken
write	wrote	written

Past Participle vowel changes from *a* to *u*

drink	drank	drunk
sing	sang	sung
swim	swam	swum

Past Participle changes from *ew* to *own*

blow	blew	blown
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown

Past Participle changes from *ore* to *orn*

wear	wore	worn
------	------	------

10.2 present/past passive

Use subject + be + past participle to form the passive.

present passive				
	subject	be	past participle	
+	I/you/he/she/it/we/they	am/are/is	told	that he is the best player.
-	Rugby	isn't	played	here.
?	Is this dish		made	with potatoes?

past passive				
	subject	be	past participle	
+	I/you/he/she/it/we/they	was/were	stopped	by a policeman.
-	The photo	wasn't	taken	here.
?	Was the dog		killed?	

Use the active voice to talk about the things people do:

John **stole** the camera.

Liz **ate** the bread.

Use the passive voice:

- to talk about what happens to things or people:

The camera **was stolen** by John.

The bread **was eaten** by Liz.

- when the cause of the action is unknown:

Thousands of people **are killed** on the roads every year. (We don't know who kills them.)

- when the cause of the action is not important:

The cakes **are made** in France. (It is not important who makes them.)

If we want to say who does/did the action, we use **by**:

The criminal **was caught by** the police.

Penicillin **was discovered by** Sir Alexander Fleming.

10.2**A Underline the correct alternative.**

- 1 Only fresh fish *is serve/is served/is to serve* in this restaurant.
- 2 Yesterday she *has given/was given/is given* a ten-year prison sentence.
- 3 Shoplifters *aren't caught/not caught/aren't catch* very often.
- 4 This book *was written/is written/was wrote* by a Frenchman in 1886.
- 5 At the moment, films *are show/were shown/are shown* only on Wednesday evenings.
- 6 Hundreds of people *arrested/were arrest/are arrested* for drink-driving every day.
- 7 I made the mistake because I *am not telling/wasn't told/haven't told* what to do.
- 8 The prisoners *are sent/were send/were sent* home last night.

B Rewrite the sentences in the passive. Add *by* where necessary.

- 1 The French eat snails.
Snails _____.
- 2 Dostoyevsky wrote *Crime and Punishment*.
Crime and Punishment _____.
- 3 A journalist asked me some questions.
I _____.
- 4 Alejandro Ledesma produces all of our programmes.
All of our programmes _____.
- 5 Alec Guinness played most of the roles in that film.
Most of the roles in that film
_____.
- 6 Swiss companies make the best chocolate.
The best chocolate _____.

GRAMMAR

PRESENT/PAST PASSIVE

4 A Complete the tables with the passive form.


present	
active	passive
The police catch a man stealing books from a bookshop.	A man _____ caught stealing books from a bookshop.

past	
active	passive
The judge sent the man to read stories.	The man _____ sent to read stories.

B Read the sentences in Exercise 4A again. Which sentences say who does the actions: the active or the passive? Complete the rule below.

RULES	Use the passive to talk about what happens to things/people when we don't know who/what caused the action (or it's not important). Form the passive with: subject + verb _____ (in the present, past or other tense) + past participle.
--------------	--

C Find five more examples of the passive in the article.

5 A  **10.4** **WEAK FORMS:** *was/were* How are *was* and *were* pronounced in the passive? Listen to the sentences below.

- 1 He was sent home.
- 2 It was eaten.
- 3 They were caught.
- 4 They were stopped.

B Listen again and repeat the sentences. Make sure you use a short, unstressed pronunciation for *was* /wəz/ and *were* /wə/.

 page 146 **LANGUAGEBANK**

6 A Make passive sentences with the prompts and the verbs in brackets. Use the present simple or the past simple.

- 1 When I was a child I / many stories (tell)
When I was a child, I was told many stories.
- 2 My real name is James, but I / Jim by my friends (call)
- 3 On my tenth birthday, I / to Disneyland (take)
- 4 These days, people in my company / a bonus every December (pay)
- 5 When I was younger, I / by many teachers (help)
- 6 On our first day, all the new students / around the school (show)
- 7 Even now, I / that I look like my mother (tell)
- 8 When we were young, all the children in my family / to become doctors (expect)

B Change four of the sentences so they are true for you. Use passives. Then work in pairs and compare your sentences.

My real name is Nicholas, but I am called Nico by my friends.

SPEAKING

7 A Work in pairs. Read about some crimes and think of alternative punishments.

- 1 Two boys were caught writing large graffiti on the wall of a private house.
- 2 A couple went sailing illegally in dangerous waters. A search team had to spend hours looking for them.
- 3 A man was arrested for playing loud music late at night for several days, ignoring his neighbours' requests to turn it down.
- 4 A girl was caught stealing eggs from a farm close to her home.

B Compare your ideas with other students' ideas. Which alternative sentences do you think (a) would work the best? (b) are the most imaginative?

C Turn to page 161 to find out what alternative sentences were given.

Lesson 10.2

7 C Here are the alternative sentences:

- 1 Over a period of two years, the boys had to clean the walls of every house in the street three times a year.
- 2 They had to spend a day at a festival standing in a small swimming pool and handing out water-safety leaflets.
- 3 He was made to listen to classical music for six hours a day.
- 4 She had to work on the farm for free for one month.

VOCABULARY

PROBLEMS

1 A Work in pairs. Look at phrases 1–8 below. What do the words in bold mean? Which things can you see in photos A–E?

- 1 public transport **delays**
- 2 **litter** on the streets
- 3 bad **service** in a restaurant or shop
- 4 **faulty** equipment
- 5 someone speaking **loudly** on their phone
- 6 computers **crashing**
- 7 getting **stuck** in a **traffic jam**
- 8 receiving **spam** in your inbox

B Discuss. Which of the things in Exercise 1A annoy you the most? What other things annoy you (at home/at work/in shops, etc.)?

I can't stand people eating in the street.

Spam: advertising material sent by email to people who have not asked for it;

Delay: a situation in which something does not happen when it should;

Litter: small pieces of garbage such as paper, cans, and bottles, that people have left lying in a public place

Service: providing something

Faulty: not perfect; not working or made correctly

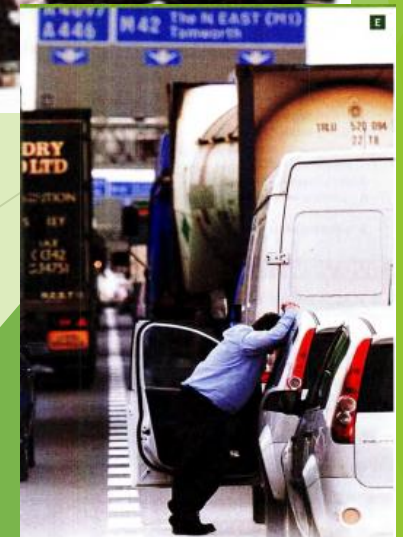
Crashing: suddenly stops operating

Traffic jam:

Jam: put into small space a situation in which there is too much traffic and movement is difficult.




Train	Time	Status
New Cross Gate	08:22	Delayed
New Cross Gate	08:52	Delayed
New Eltham	09:41	Delayed
Arbury	09:48	Delayed
North Datch	09:50	Delayed
Bromley Junction	09:50	Delayed
Stratford	09:54	Delayed
Redhill	10:08	Delayed
Falbrook Road	10:13	Delayed
Peckham Rye	09:48	Delayed
Peckham Road	09:48	Delayed
Parry	09:27	Delayed
Green Hill Peckham	09:28	Delayed



FUNCTION

COMPLAINING

2 A  **10.5** Listen to three people complaining and answer the questions.

- 1 Where are they?
- 2 What problems do they describe?

B Listen again and answer the questions.

Conversation 1

- 1 What does the receptionist offer to do?
- 2 Does she sound rude or polite?

Conversation 2

- 3 How long did the man wait for a table?
- 4 How long did he wait for his meal?
- 5 What reason did the manager give?

Conversation 3

- 6 How long has the woman waited?
- 7 Why is she surprised?

3 A Complete sentences 1–6 below with a suitable word from the box.

sorry look nothing over work problem

- 1 There's a _____ with the air conditioning. **C**
- 2 It doesn't _____.
- 3 We'll _____ into it right away.
- 4 I'm really _____ about that.
- 5 I'm sorry, but there's _____ we can do at the moment.
- 6 I've been here for _____ an hour.

B Are the sentences complaints (**C**) or responses (**R**)?

C Read audio script 10.5 on pages 174–175 to check your answers.

 page 146 **LANGUAGEBANK**

complaining

before making a complaint	complaint	response
Could you help me? I'm afraid I have a complaint.	There's a problem with ... It doesn't work.	We'll look into it right away. I'm sorry, but there's nothing we can do at the moment.
Excuse me, could I speak to the manager?	I've been here for over an hour.	I'm really sorry about that.

4 Match complaints 1–4 with responses a)–d).

- 1 I bought this camera here last week, but there's a problem with it.
 - 2 I had an appointment with Doctor Clarke at 3.00p.m., but I've been here for over two hours.
 - 3 Excuse me, the lights in my room don't work.
 - 4 We were told there's a flight delay of over six hours. Is this right?
- a) I'm really sorry about that. He's very busy at the moment.
 - b) I'm sorry, but there's nothing we can do at the moment. There's a problem with the electricity.
 - c) I'm afraid that's right. The plane has a faulty engine.
 - d) OK, can you leave it here? I'll look into it right away.

10.3

A Put the words in the correct order to make conversations.

Conversation 1

A: me / excuse / complaint / have / afraid / a / I'm / I

B: what's / problem / the ?

A: doesn't / shower / work / the

B: look / away / it / into / we'll / right

Conversation 2

A: me / excuse / you / me / help / could ?

B: Yes

A: a / the / with / problem / internet / connection / there's

B: nothing / sorry / can / but / I'm / the / we / at / moment / there's / do

Conversation 3

A: excuse / to / speak / me / could / manager / I / the ?

B: Yes

A: an / I've / been / hour / here / over / for

B: sorry / really / I'm / that / about

LEARN TO

SOUND FIRM, BUT POLITE

5 A Read 1–3 below. In what situations could you use these expressions?

- 1 Could you help me?
- 2 I'm afraid I have a complaint.
- 3 Excuse me, could I speak to the manager?

speakout TIP

When we want to criticise or complain, we usually use a phrase to introduce the complaint. This helps the listener to prepare for what we are going to say. Is this the same in your language? How do you say the phrases in Exercise 5A in your language?

B  **10.6 SENTENCE STRESS** Listen to the pronunciation of the sentences. Underline the stressed words. Then listen and repeat.

Could you help me?

6 There are words missing from conversations 1–3. Complete the conversations with the words in the box.

could into doesn't speak ago afraid problem

Conversation 1

A: Excuse me, could I to the manager?

B: Yes, one moment, please.

A: There's a with the TV in my room. It work.

C: OK, I'll send someone up to have a look at it.

Conversation 2

A: Excuse me, I ordered room service over an hour.
Can you look it, please?

B: Yes, of course.

A: Thank you.

Conversation 3

A: You help me? I'm I have a complaint.

B: What's the problem?

A: This soup is cold.

B: I'm sorry, sir. I'll take it back to the kitchen.

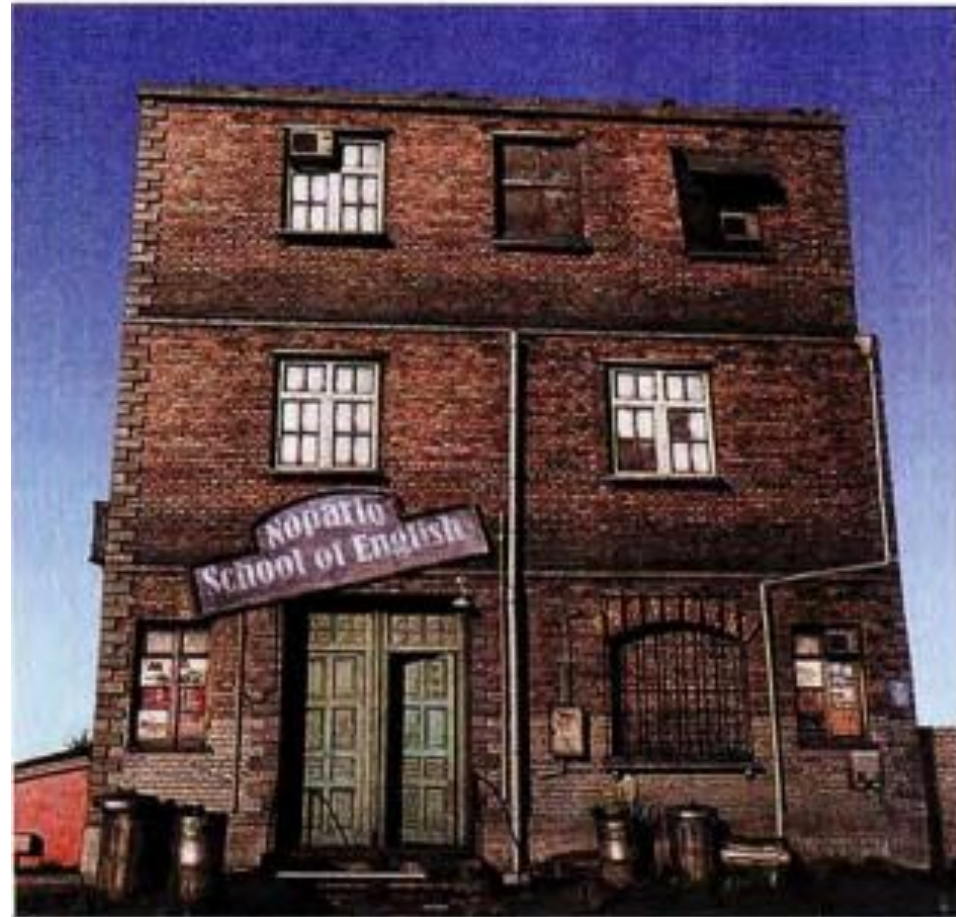
7 Work in pairs. Student A: turn to page 165. Student B: turn to page 166. Role-play the situations.

SPEAKING

8 A Read sentences 1–6 about the Noparlo School of English. Which problems are the most annoying?

- 1 Lessons are delayed because the teacher is always late.
- 2 The equipment in the Self-Access Centre is faulty.
- 3 The classrooms are full of litter.
- 4 Students use their phones in class.
- 5 The heating doesn't work and it is winter.
- 6 The school food is terrible.

B Work in pairs. Student A: you are a student at the Noparlo School of English. Turn to page 166. Student B: you are the director at the Noparlo School of English. Turn to page 161.



Lesson 10.3

- 8 B** Student A: you are a student at the Noparlo School of English. You are going to complain to the director of the school. Choose four of the problems in Exercise 8A on page 103. Think about what you are going to say. Use these expressions:

I'm afraid I have a complaint.

There's (also) a problem with ...

Can you look into it?

Lesson 10.3

- 8 B** Student B: you are the director at the Noparlo School of English. A student is going to complain about some of the problems in Exercise 8A on page 103. Apologise to the student and think of reasons for the problems. Use these expressions:

I'm really sorry about that.

We had a problem with ...

I'll look into it.

DVD PREVIEW

1 Work in pairs. Discuss. Do children in your country get free school meals? What do you think of the food that they eat? How could it be improved?

2 A Read the programme information and answer the questions.

- 1 Why did Martha start her blog? What was the problem?
- 2 Why did she decide to raise money?

B Match the words/phrases in bold in Exercise 2A with meanings 1–5.

- 1 collect money
- 2 an organisation that gives money or help to people who need it
- 3 not allowed to do something
- 4 someone who becomes famous quickly on the internet
- 5 a number of points

-Students book.pdf

Mary's Meals

BBC

Martha Payne, from Argyll in Scotland, became an **internet sensation** when she started posting photos of her school meals on her blog NeverSeconds. Sometimes she wasn't happy with the meals that she was given and would give them a **score** out of ten. The local council **banned** her from taking photographs and posting them on the website, but Martha received support from around the world and soon was allowed to continue her blog. However, when she heard about how children in some parts of the world went to school hungry, she decided to use the blog to **raise money** for hungry children. She managed to raise over £100,000 to help feed school children in Malawi through a project called Mary's Meals. In this programme she visits the **charity** to see what they have done with the money.



DVD VIEW

3 A Watch the DVD. What did the charity Mary's Meals do with the money that Martha Payne raised?


B In the story, what is the significance of the words and numbers in the box?

grow vegetables/raise sheep school dinners
£100,000 100,000 people 2,000 children
kitchen Hollywood

C Watch the DVD again to check your answers.

4 Work in pairs. Discuss the questions.

- 1 Do you think it was a good idea for Martha Payne to start a blog about her school meals? Why/Why not?
- 2 What do you think of the project Mary's Meals?
- 3 The presenter says, 'What an achievement for nine-year-old Martha Payne.' Do you agree/disagree? Why?

5 A  **10.7** Listen to two people talking about issues that concern them. Tick the issues that they talk about.

smoking drugs/alcohol crime green issues technology
 activities for teenagers traffic buildings in your town/city litter
 imported food cost of living fast food public transport

B What is the problem? Listen again and complete the summaries

- 1 He doesn't think that countries should import ¹ _____ from from around the world when they can ² _____ it in their own country. He thinks that people should buy their food locally.
- 2 She thinks that there are not enough things for ³ _____ to do and this causes problems. She would like to see more ⁴ _____ and youth clubs.

C Read audio script 10.7 on page 175 to check. Underline the key phrases in the audio script.

KEY PHRASES

One thing that really annoys me ...
 I don't understand why [we need to/there's] ...
 I get fed up with [the fact that/the way that] ...
 I just think [it's really difficult/it's unfair] ...
 And another thing is ...
 I think ... should ... / it should be ...

Lesson 10.4 Recording 10.7

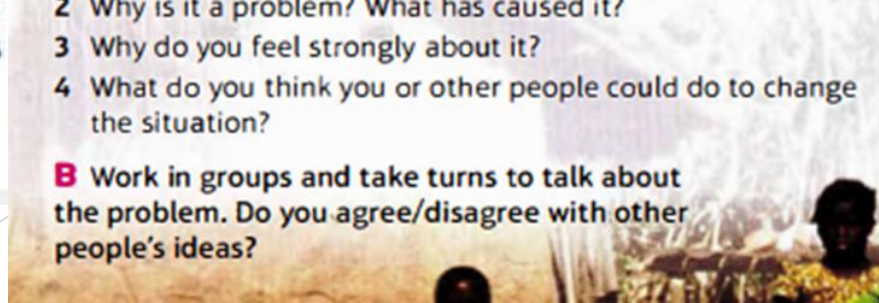
- 1 One thing that really annoys me is the fact that we import so much food from overseas, rather than growing our own food here in this country. So you go to the supermarket and you can buy strawberries in the middle of winter, and I suppose that's OK. But then you try to buy an apple, and the apples are from New Zealand, and you think, 'Well, that's just crazy.' I mean I don't understand why we need to fly apples all over the world when we could just grow them here in this country? It really makes me angry. It would be so much better for the environment if people bought food locally. So, I'd like to start a campaign to encourage people to buy and eat local food. Perhaps I could start a website or publish articles in newspapers to try to get people to stop buying food that comes from all over the world.
- 2 I get really fed up with the fact that there's nothing for teenagers to do in this town. I just think it's really difficult because people complain that teenagers are just on the streets, causing problems. But actually, there isn't really anywhere else for them to go. There are no sports facilities, or clubs where they can spend time together and have some fun. And another thing is we get a lot

of crime, because there're too many bored teenagers around. I'd like to raise money to build sports centres and youth clubs where teenagers can go to enjoy themselves, or do sports or learn something. I think there should be more things for teenagers to do, and they should be better and cheaper.

6 A Work in pairs. Choose an issue you feel strongly about from box in Exercise 5A (or choose another one). Answer the questions

- 1 What is the problem?
- 2 Why is it a problem? What has caused it?
- 3 Why do you feel strongly about it?
- 4 What do you think you or other people could do to change the situation?

B Work in groups and take turns to talk about the problem. Do you agree/disagree with other people's ideas?



writeback a web comment

7 A Read the website comment below and answer the questions.

- 1 What is the problem?
- 2 How does the writer feel about the problem?
- 3 How do you feel about it?

COMMENT

One thing that makes me really angry is when people throw rubbish on the streets and on the beaches. The problem is that nobody comes to clear it away. I go out every morning and collect litter that has been left on the beach. Nobody pays me for this. I do it because I love the beaches here. Every year there is more and more litter, and the beaches get dirtier and dirtier. I just don't understand it. I think people who drop litter should pay a fine, and the police should make them come with me in the mornings, and clear all the litter away.

Sabrina, UK

B Write about an issue you feel strongly about. Use the prompts below.

One thing that makes me really angry is _____.

The problem is _____.

I don't understand _____.

I think _____ should _____.

V DESCRIBING A CITY

1 A Complete the phrases.

- 1 a lot of tr_____
- 2 beautiful bu_____
- 3 friendly, po_____ people
- 4 a good public tr_____ system
- 5 a lot of cr_____
- 6 clean, safe st_____
- 7 good ni_____
- 8 it's ex_____ to live there

B Work in pairs and take turns to describe a place you know. Use the phrases above to describe it.

G USES OF LIKE

2 A There is one extra word in questions 1–6 below. Find the word and cross it out.

- 1 What's do the weather like today?
- 2 What food do you to like most?
- 3 What's your capital city it like?
- 4 What do you like about where do you live?
- 5 What's about the food in your country like?
- 6 What like are the people like where you live?

B Work in pairs. Ask and answer the questions.

V CRIME AND PUNISHMENT

3 Reorder the letters in the underlined words to complete the sentences.

- 1 He was given a ironps teenecs for committing the crime.
- 2 The graffiti artist had to do icymountm viceers.
- 3 The filterposh was caught in a shop.
- 4 Unfortunately fehht is very common in my city.
- 5 Credit card dufar is a modern crime.
- 6 He received a nife for parking his car in the wrong place.
- 7 How did they catch the heftt?
- 8 She was found wingrit raigftti on a wall.

G PRESENT/PAST PASSIVE

4 A Match 1–6 with a)–f) to make sentences.

- 1 The television was
- 2 The American Constitution
- 3 Penicillin was discovered
- 4 The first aeroplanes
- 5 Surfing was first
- 6 The Statue of Liberty and the Eiffel Tower were

- a) built by French architects.
- b) invented by John Logie Baird.
- c) practised by Australian sportsmen.
- d) was written in 1787.
- e) were built by the Wright brothers and Alberto Santos Dumont.
- f) by Ian Fleming.

B Work in pairs. Discuss. Do you think the sentences are true (T) or false (F)?

A: *I don't think that penicillin was discovered by Ian Fleming.*

B: *No, he wrote ...*

F COMPLAINING

5 A Underline the correct alternative to complete the conversations.

Conversation 1

A: Hello. Could I speak to Mike Jones?

B: Yes, I'll get him.

A: Hi, Mike. I'm ¹*afraid/frightened* there's a problem with the computer. It's crashed.

B: OK, just bring it over and we'll look ²*up to/into it* right away.

Conversation 2

A: Excuse me. I'm afraid I ³*have/make* a complaint.

B: Oh really. What's the matter?

A: It's this remote control I bought from you. It ⁴*doesn't/isn't* work.

B: Oh yes, this part's faulty. Would you like another one?

B Work in pairs. Practise the conversations.

- 6** Work in pairs and role-play the situations. Student A: you are a customer. Read the situation and make complaints. Student B: you are the manager. Try to help the customer.

Situation 1

You are in Yumi Yumi, Europe's most expensive noodle bar. You have just found a hair in your noodles.



Situation 2

You are in the reception of the five-star La Plaza Mayor Hotel. An hour ago you saw a mouse in your room. You called reception, but nobody came.




Situation 3

You are in a first class seat on a flight from New York to Paris. Your personal TV doesn't work, there's a strange smell in the cabin and you are cold.



Fill in the blanks with the correct word:

- 1) There's no greater than forgetting your anniversary.
- 2) It was of him to hold the door for them.
- 3) The museum is easily accessible by
- 4) The train wasto its full capacity.
- 5) Any company found to be breaking these rules will be heavily
- 6) Tom was arrested for
- 7) was scribbled all over the walls.
- 8) The.....sentenced the murderer to life in prison
- 9) Tom gave Mary a list of all the
- 10) We had tothe house as we had lost the key
- 11) The accident was thoroughly
- 12) The policehim on drug charges.
- 13) Tom couldn't imagine himselfanyone
- 14) A gang terrorized the neighborhood.



Shoot - investigate - fine - break into -
crowded - polite - public transport - graffiti -
victim - theft - judge - arrest - criminal -
crime

Like exercises:

1. to / go / out / often / how / to / ? / like / do / eat / you

.....

2. looks / like / a / sister / Marilyn / your / lot / Monroe / !

.....

3. seems / , / it / ? / it / doesn't / Swiss / like / Alps / the / here / are

.....

4. paying / room / before / you / would / your / see / like / ? / to

.....

5. town / what / is / tell / home / your / me / like / please / ?

.....

6. in / mother / . / ways / many / is / you / your / like

.....

7. like / use / chili / and / pepper / . / many / , / I / spices

.....

2) Turn the Active sentences into Passive, and the Passive sentences into Active:

This house was built in 1943 by my grandfather

.....

The police arrested the thieves.

.....

He wrote three books before 1867

.....

The 200 metres were swum.

.....

People speak Portuguese in Brazil.

.....

The princess was eaten by the wolf.

.....

My aunt bakes the best cakes.

.....

Mr Jones watches films

.....

We play volleyball

.....

The song is sung.

.....

She bought four apples.

.....

The police arrested the thieves.

.....

The dog bit the old lady.

.....

Victoria rode the brown horse.

.....