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## IN THE PICTURE In a store

Talk about shopping

Pages 60–61

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Talk about something you've bought recently.
<b>WORK WITH WORDS</b>		Recycle vocabulary for stores and phrases related to shopping. Listen to two conversations in a store. Match phrases from the conversations to definitions. Pronounce words with the /æ/ and /e/ sounds. Watch a video about shopping.
<b>SPEAK</b>		Do a questionnaire about shopping habits.

### Get started

Write these question prompts on the board: *What? Who? Where? Why? How much? Like it?* Ask students to think about something they've bought recently, either for themselves or for someone else. Divide the class into pairs to ask and answer questions about the item they are thinking of. Set a time limit of three minutes. Before they start, indicate the prompts on the board and elicit complete questions.

### WORK WITH WORDS

#### 1a and 1b **RECALL**

- Elicit from students what you buy at a bakery (e.g., *bread, cakes*).
- Ask students to make a list of at least eight more kinds of stores. Set a time limit of one minute for them to do this.
- Invite students to call out their answers, writing any unusual ones on the board.
- If students are unsure of the meaning of any of the words, ask others to say what you can buy there; for example:  
*Student A: What's a butcher shop?*  
*Teacher (to class): What can you buy at a butcher shop?*  
*Student B: Meat.*  
*Student C: Sausages.*  
*Student A: Oh ... OK.*
- Focus students on the phrases in Exercise 1b and ask them to complete them with the words in the box. Allow two minutes for this.
- As students finish, ask them to compare their answers in pairs before you check them as a class. Encourage students to explain the meaning of the phrases and how they differ (e.g., *save money* means you keep it, but *spend money* means you use it to buy things).
- Ask students to do the **Work with Words** task on page 135.

### ANSWERS

#### Exercise 1b

- 1 ask the price    2 be cheap / expensive  
3 buy / pay for / sell an item    4 cost / save / spend money

#### 2

- Focus students on the store in the big picture and ask them what kind of store it is and what it sells. Ask them if the store in the picture is like the ones they buy clothes in. Invite them to say which clothing stores they like and why they like them.

### ANSWER

It's a clothing store (or department store). It sells clothes, purses, sunglasses, and jewelry.

#### 3 2.12

- Ask students to listen to two conversations in the store to find out how much the two people pay.
- Play the track again and ask them to fill in the amounts mentioned.
- Elicit answers from different students around the class.

### ANSWERS / AUDIO SCRIPT

 2.12

1 \$31.97    2 \$18  
See Student's Book, page 60, for audio script.

#### 4 2.13

- Play the track for students to listen and repeat the phrases in orange in Exercise 3.
- Ask them to match the phrases to the definitions, drawing their attention to the example before they start. Set a time limit of four minutes for this.
- Encourage students to compare their answers in pairs before you choose different pairs to each give an answer that they are confident of.

**ANSWERS / AUDIO SCRIPT**

▶ 2.13

2 exchange an item 3 try on clothes 4 keep the receipt  
 5 pay in cash 6 return an item 7 on clearance  
 8 on sale 9 get a discount 10 get a refund

on clearance on sale try on clothes  
 keep the receipt exchange an item return an item  
 get a refund get a discount pay in cash pay by credit card

**Fast finishers**

Ask students to test each other by taking turns reading some of the definitions aloud for their partner (with books closed) to say the phrase.

**5a** ▶ 2.14 **PRONOUNCE**

- Play the track for students to listen to the sounds /æ/ and /e/ in the words.
- Play the track again for students to listen and repeat.

**AUDIO SCRIPT**

▶ 2.14

See Student's Book, page 60, for audio script.

**5b** ▶ 2.15

- Focus students on the pairs of words and ask them to circle the one they hear in each pair. Play the track for students to listen and choose.
- Encourage students to compare their answers in pairs.
- Take a poll on each pair of words before giving the answer.
- Play the second part of the track for students to listen and repeat both words.

**ANSWERS / AUDIO SCRIPT**

▶ 2.15

1 and 2 said 3 had 4 dad 5 gem  
 1 and / end 2 sad / said 3 had / head 4 dad / dead  
 5 jam / gem

**6** **THE MOVING PICTURE** ▶

- Introduce the video by explaining to students that they are going to watch three people talking about shopping. Focus their attention on the questions and tell them to listen for the answers.
- Ask students to write each person's name in their notebooks and leave space under each one to make notes to answer the questions.
- Play the video for students to note their answers as they watch.
- Encourage students to compare their answers in pairs and ask if they would like to watch the video a second time.
- Play the video again if necessary and then check answers as a class.

**ANSWERS / VIDEO SCRIPT**

Olivia likes shopping.

**Advantage of shopping online:** You can try on stuff at home and send it back if you don't like it.

**Disadvantages of shopping online:** You don't know how something feels or looks on you. You have to wait if you send it back and order something else.

**Crystal:** I get really stressed out when I go shopping, you know. Especially when I don't know what to pick and my mom gets tired of waiting for me to make a decision. Sometimes she tries to pick out clothes for me. Trust me, it gets stressful.

**Ron:** Shopping's not that bad, but I don't like crowds. I just want to go to one store, get what I need, and leave.

**Crystal:** Yeah, I'm like that. Most of the time, I like to get in and out. I'm not a window shopper.

**Ron:** Olivia, do you prefer to shop online or go to a store?

**Olivia:** Maybe ... go to a store. I don't know, when you shop online you don't know how something feels on you, how it looks when you actually put it on.

**Ron:** But you can try stuff on at home when you order it, and then just send it back if you don't like it.

**Olivia:** But then you have to order something else and wait for that to arrive. It's faster to go to a store.

**Ron:** If you can find what you want.

**Crystal:** Sometimes when the store doesn't have your size, the salesperson says, "Oh, just order online."

**Olivia:** Well, I'm a true shopper. My mom and I look for sales, coupons, specials, whatever, when we know what we want to buy. That's why if you ever go shopping with me you'll go home with a bargain.

**Crystal:** I never find things I want on sale. Maybe I just don't know where to look. I won't buy something just because it's on sale. I have to really like the clothes, or I won't get anything at all.

**Ron:** Sometimes shopping isn't about buying stuff - it's about hanging out. When I go shopping with my friends, we usually go somewhere to eat, so it's not really just shopping, it's eating, hanging out ...

**Olivia:** Yeah. We might meet up with some friends from school at the mall. We have a good time.

**SPEAK**

7

- Write the word *shopaholic* on the board and elicit its meaning (*someone who is addicted to or can't stop shopping*).
- Underline the suffix *-aholic* and tell students that this suffix means "addicted to." Ask them if they know any other words with this suffix. Elicit or teach *workaholic* and *chocoholic*.
- Ask students to read the shopaholic questionnaire and think about their answers. Set a time limit of two minutes.
- Divide the class into pairs to ask and answer the questions. Encourage them to give reasons or examples with their answers.
- Circulate and monitor to make corrections and keep students on task.

**MOVE BEYOND**

Ask students to do the **Move Beyond** task on page 135.

**Extra activity**

Ask students to fill in the blanks in these sentences with a preposition:

Where can I pay ..... this scarf, please? (for)

Excuse me, is this jacket ..... sale? (on)

These socks are ..... clearance - you can get two pairs for the price of one. (on)

Is there somewhere I could try this top ....., please? (on)

I don't have a credit card, so I'll have to pay ..... cash. (in)

I'm going to ask ..... a discount on these shoes - there's a dirty mark on them. (for)

I hate shopping ..... clothes ... it's so boring! (for)

I think it's dangerous to pay ..... credit card all the time - you forget how much you're spending! (by)

**Homework**

Ask students to choose five of the questions from the shopaholic questionnaire and to write their answers, giving reasons or examples.

## READING What's it for?

### Identify the tone of written comments

Page 62

STAGE	TIME	FOCUS
GET STARTED		Talk about an ad you've seen recently. Select adjectives to describe your feelings about advertising.
SPEAK AND READ		Read a website challenge and the comments people have made about the challenge. Identify the tone of written comments (reading subskill).
REACT		Talk about your favorite ads and whether ads affect your buying habits. Invent an advertising slogan.

### Get started

Ask students to think about an ad they can remember seeing or hearing in the last 24 hours. Ask them to recall:

- where they saw or heard the ad,
- what product was advertised,
- what the ad was like (e.g., funny, serious, annoying),
- what music was used (if any), and
- whether they liked or disliked the ad.

Divide the class into pairs. Explain that each student has one minute to describe the ad he or she is thinking of without mentioning the product being advertised. The partner must try to guess what the product is.

While students are talking, write these adjectives on the board: *interesting, creative, annoying, entertaining, necessary, fun, boring, useful, funny*. Ask students which adjectives they would use to describe advertising in general. Encourage them to justify their answers and to say whether they feel positive or negative about advertising. This discussion could be started in pairs and continued as a class if you feel students have a lot to say.

### SPEAK AND READ

#### 1

- Refer students to the photos. Divide the class into pairs to discuss and answer the questions. Allow four minutes for this.
- Elicit some ideas as a class about what the photos might be advertising.

#### 2 2.16

- Tell students that guessing what the photos might be advertising was a challenge that an internet blogger named Zac set for his readers. Check the meaning of *challenge* (a difficult test of skill or knowledge).
- Ask students to read the blog and the comments and see if the people agree with any of the predictions and comments they made in Exercise 1. Set a time limit of five minutes for students to read the blog and discuss it in pairs. Don't play the audio at this point. It is an extra feature, and a suggestion for using it in class is included at the end of the lesson.

#### 3a

- Refer students to the tips in the **HOW TO** box and ask what is meant by *the tone of a comment* (the attitude that the person who wrote the comment wants to convey, e.g., positive, negative, joking, serious, critical).
- Invite volunteers to read the tips aloud.
- Ask students to cover the **HOW TO** box and ask them what punctuation was mentioned and what tone it could suggest (question marks for uncertainty, exclamation points for emphasis).
- Ask students if they remember what exclamations were mentioned in the box (*oh, wow, ugh*). Check the pronunciation of these exclamations (i.e., /'ou/, /'waʊ/, /'æg/).

#### 3b

- Invite students to read the website comments again and answer the questions. Set a time limit of two minutes for this.
- Encourage students to compare their answers in pairs and say why they chose the comments they did.
- Choose different students to share their answers with the class, giving their reasons for choosing them.

#### ANSWERS

- LNQ (positive comments about the challenge, e.g., use of *wow*; positive language, i.e., *great idea for a challenge*; use of smiley face)  
OMG (positive comments about the second ad, e.g., positive language, i.e., *I totally love, Good choice*)
- PT199 (use of *ugh!*; negative language, i.e., *totally uncool, awful*; use of exclamation points)  
TC (negative language, i.e., *Duh!*)
- angel15 (a little negative: use of question mark)

#### 4

- Ask students which tips in the **HOW TO** box they used to help them in Exercise 3b and encourage them to check them.

#### Extra activity

Ask students to find words in the text to match these definitions: *means the same as funny* – one word (*amusing*); *look at something interesting (informal)* – two words (*check out*); *the metal or plastic around the lenses in a pair of glasses* – one word (*frames*); *not fashionable* – one word (*uncool*); *a series of activities to support a social goal (e.g., healthy eating)* – one word (*campaign*).

### REACT

#### 5

- Divide the class into pairs to discuss the questions.
- Invite different students to share and explain their points of view. Try to develop a class discussion.

#### Alternative procedure: less confident classes

Ask students to read the questions and make some notes for their answers. Set a time limit of five minutes for this. Check that students have thought about the language they will need to answer the questions well. Help students with vocabulary if necessary.

Divide the class into pairs to answer the questions.

Change pairs and repeat the task if time allows.

**MOVE BEYOND**

Ask students to work individually or in pairs to write slogans for each of the photos. You may wish to give them an example; for example, *Funky frames for the whole family! Stop chasing those extra fruits and vegetables ... you'll find them all in 5 FG Juice! Come in for our winter sale ... as fast as you can!*

**Extra activity**

Ask students to write one or two comments about the ads or in response to the comments in Exercise 2. Encourage them to communicate the tone of their comment(s) using tips from the **HOW TO** box; for example:

*I don't think that ice desert is a good place for a vacation!!!  
Ugh! I think Ad 3 could be for a freezer or fridge. It looks INCREDIBLY cold.*

**Recorded reading text** 2.16

The reading text is recorded as an extra audio track that can be exploited for various purposes.

In this lesson, play the first paragraph as a lead-in to Exercise 2. Ask students what the website is for in general and what today's challenge is.

**Homework**

Ask students to write about an ad that they like. Encourage them to write two paragraphs, one to describe the ad and say what the product is and the second to say why they like it. Set a word limit of 120 words.

**GRAMMAR Possibility and impossibility**

**Make logical guesses**

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Look at comments people made about photos in the last lesson and recall the photos.
<b>READ AND LISTEN</b>		Read and listen to a conversation where people are looking at close-up photos of objects and making guesses about what the objects are.
<b>STUDY</b>		Complete grammar explanations about the use of <i>can't</i> , <i>could</i> , <i>may</i> , <i>might</i> , and <i>must</i> to make guesses, using the conversation as a reference.
<b>PRACTICE</b>		Practice using <i>can't</i> , <i>could</i> , <i>may</i> , <i>might</i> , and <i>must</i> to make guesses in written exercises.
<b>SPEAK</b>		Look at photos of objects from unusual angles and make guesses about what the objects are.

**Get started**

Write these sentences from the blog comments in the last lesson on the board:

- Ad 1 must be for glasses.*
- No, it can't be glasses – that would be too obvious. It could be toothpaste.*
- Those awful clothes must be from the 1970s.*
- It must be for healthy eating.*
- It might have something to do with the campaign to eat five servings of fruits and vegetables a day.*
- Ad 3 might be for a vacation.*

Remind students that these were some of the guesses that people made about the ad photos. Divide the class into pairs to recall what was in the photos and say why people made these guesses; for example, *Someone thought Ad 1 must be for glasses because the whole family was wearing big glasses with black frames.*

**READ AND LISTEN Grammar in context**

**1** 2.17

- Ask students on the photos of two products from ads. Ask them to read and listen to two people talking about the products.
- Ask students: *Do the people know what the products are? (They don't; they are making guesses.)*
- Divide the class into pairs to discuss what they think the objects might be. Set a time limit of two minutes for this and then ask for some ideas from the class.

**ANSWERS / AUDIO SCRIPT** 2.17

The objects in the pictures are a Lego (left) piece and a game console (right).  
See Student's Book, page 63, for audio script.

**STUDY**

**2**

- Refer students to the goal of the lesson, *Make logical guesses*, and explain that logical guesses are based on some evidence (e.g., the photos in Exercise 1).
- Ask them to complete the grammar explanations with the words in orange from Exercise 1. Allow three minutes for this.
- Encourage students to compare their answers in pairs before you go through the explanations and ask individual students to read the completed explanations aloud.
- Refer students back to the conversation by asking questions such as these: *What does Nate think the first photo is?* (the top of a stove); *What does Mindy think it can't be?* (the top of a stove); *Why?* (because of the color); *What does Mindy think they must be?* (buttons); *What does Mindy think it could be?* (a gadget); *What do Nate and Mindy think the second photo might be?* (a piece of kitchen equipment).
- Ask them what verb form is used after *can't*, *could*, *may*, *might*, and *must* (*be* – the base verb).

**ANSWERS**

might, may    must    can't

**Extra activity**

If students need help remembering which modals represent which level of possibility, draw a vertical line on the board and label the top *possible* and the bottom *impossible*.

Ask students where to place the modals *can't*, *could*, *may*, *might*, and *must* (*must* at the top, *could/may/might* in the middle, *can't* at the bottom).

Tell students that *could*, *may*, and *might* can all be used to say that you are not sure something is possible. It doesn't matter which one you use.

Point out that although all the examples in the conversation are with the verb *be*, modals are also used with other verbs. Prompt students to give some examples with other verbs for these situations:

- They see a man with a cart full of bananas at the supermarket. – *He must like bananas. He might want to make banana bread.*
- They meet a teenager who is a swimming champion. – *She must train a lot. She can't spend much time having fun with her friends.*

**PRACTICE****3a**

- Ask students to complete the sentences with the products from the box. Set a time limit of three minutes for this.
- Choose different students to say their answers.

**ANSWERS**

1 car    2 ring    3 shampoo    4 spaghetti    5 cell phone  
6 cheese

**3b**

- Divide the class into pairs. Ask them to think of two products and to write very short explanations of what the products are. Point out that they shouldn't give too much detail, as other students are going to try to guess what the products are. Set a time limit of five minutes for this. Before they start, invite volunteers to read the model conversation aloud and elicit a few suggestions as a class; for example, *It might be a wooden spoon. It could be a broom. It may be a ruler.*
- Circulate and help students as necessary.
- Ask pairs to form groups of four and encourage each pair to read their explanations aloud for the other pair to guess the products.
- Circulate and monitor, making a note of any language you want to focus on at the end of the activity.

**Alternative procedure: less confident classes**

Give students some language that they might find useful; for example, *It's long/round/blue/soft ... ; It looks like a ... ; It has ... ; It's made of ... .*

**4**

- Ask students to read through the two conversations quickly in order to get an idea of the situation.
- Encourage them to complete the conversations with the correct modals. Point out that these can be either affirmative or negative. Set a time limit of four minutes.
- Encourage students to compare their answers in pairs before you check them as a class. If there is any disagreement, ask students to justify their answers; for example, *I put can't because Anna looks outside to see if it's raining and it isn't.*
- Invite students to read the conversations aloud in pairs.

**ANSWERS**

1 might/may/could    2 can't    3 must    4 might/may/could  
5 can't    6 must

**SPEAK****5**

- Focus students' attention on the photos. Divide the class into pairs to discuss them and decide what the objects are.
- Encourage them to use the conversations in Exercises 1 and 4 to help them and to give reasons for their guesses, especially when they are sure that something is possible or impossible.
- Monitor and make corrections as necessary.
- When time is up or when students are confident they know what the items are, refer them to page 142 to confirm their ideas.

**Extra activity**

Tell students you found a wallet in the street and that you are going to show them some of the things in the wallet. Ask them to make some guesses about the owner of the wallet (e.g., *a businessman/woman, a student*). Prepare some "evidence" to use, such as a business card, a train or bus ticket, a receipt, a family photo, a gym membership card, or a telephone number written on a scrap of paper, and display it on your desk. Give students a couple of minutes to look at the evidence and then ask them to work in pairs to guess the owner of the wallet.

**Homework**

Ask students to write three conversations like the ones in Exercises 1 and 4 using some of the photos in Exercise 5. In the next class, have students work in pairs and practice reading each other's conversations together. You could then ask several pairs to act out one or more of their conversations for the class.

## LISTENING AND VOCABULARY Smart shopping

Page 64

### Understand the speaker's intention

STAGE	TIME	FOCUS
GET STARTED		Recycle phrases to use when talking about shopping.
SPEAK AND LISTEN		Talk about shopping centers. Listen to an interview with a shopping center designer. Learn how to understand the speaker's intention (listening subskill).
REACT		Talk about the tricks used by shopping center designers.
WORK WITH WORDS		Learn words for people and things in a store.
SPEAK		Design your dream store.

### Get started

Give students three minutes to make phrases of three or four words related to shopping, using one word or phrase from each of these groups:

- 1 *be, get, pay, keep, exchange, return, try*
- 2 *by, a/an, on, in*
- 3 *clothes, clearance, sale, refund, receipt, item, discount, cash, credit card*

Explain that they can use some of the verbs more than once. Invite them to check their phrases by looking back at page 60. Ask them to take turns testing each other using the definitions on page 60.

#### ANSWERS

be on sale    be on clearance    get a refund    get a discount  
 pay in cash    pay by credit card    keep the receipt  
 exchange an item    return an item    try on clothes

### SPEAK AND LISTEN

#### 1

- Read through the questions with the class. Elicit examples of services (e.g., *bank, post office, doctor's office, library*).
- Check the meaning of *couldn't really afford* (*didn't have enough money to be able to buy*).
- Give students an example answer for question 3; for example, *Last summer I was on vacation, and I went to a pharmacy to buy some sunscreen. While I was in the store, I started to look at sunglasses, trying them on just for fun. I usually don't buy expensive sunglasses because I lose them all the time, but I found a pair that I really liked, so I bought them. I didn't really want to spend that much money on a pair of sunglasses, so I felt a little silly when I left the store. I lost them the next day!*
- Divide the class into pairs to answer the questions. Set a time limit of five minutes for this.

#### 2a

- Explain to students that when they are listening, it is important to understand not only what a person is saying but also why he or she is saying it. Understanding the speaker's intention can help students make sense of a listening extract.
- Ask them to read the tips in the **HOW TO** box and underline key words.
- Ask students to share with the class which words they underlined.

#### 2b 2.18

- Ask students to read the options and underline the verbs.
- Play the track for students to listen to the interview, focusing on the speaker's intention, and choose the correct option: A, B, or C.
- Conduct a poll to see which option students chose and to confirm the correct answer.

#### ANSWER / AUDIO SCRIPT 2.18

C

**Interviewer:** I'm here at Towngreen Center with shopping center designer James Lewis. James, would you mind telling us what tricks the stores and shopping malls use to make us buy more?

**James:** Well, first, the more time you spend in a shopping center, the more you buy. Shopping centers are often designed as a circle like this one, so it's hard to find the exits.

**Interviewer:** Yes, I've already lost my sense of direction!

**James:** And there are no clocks, so you lose your sense of time too ... Did you notice that the elevators and escalators weren't at the entrance? That meant we had to walk past a lot of stores first. It's the same reason why popular items are always at the backs of stores.

**Interviewer:** So what's in the front?

**James:** Well, studies show that people almost always turn right when they go into a store. So that's where you find most sale and discount items – front right.

**Interviewer:** What about things at the cash register? Like the candy at that supermarket checkout.

**James:** Yes, easy to put in your basket or shopping cart while you're waiting to pay ... And look how products that children like are on lower shelves. That's so kids can take them and put them in the shopping cart. But for adults, the most expensive items are always on the shelves at eye level.

**Interviewer:** So the stores play on our sight. But could you tell us how they play on other senses?

**James:** Well, most stores use fragrances and smells – like the smell of fresh bread from the supermarket over there ... Air conditioning makes the smell stronger. Touch is important too – feeling products and trying them on. Teen fashion stores often have messy shelves – that suggests a lot of people have touched the clothes, so they must be popular.

**Interviewer:** James, your job is to make people buy more. But don't people buy too much?

**James:** Well, shoppers need to be smart too. You should never go shopping when you're upset, hungry, or bored – you buy more then. And always ask yourself: "Can I afford it, and do I need it?" If the answer is no, don't buy it.

3 2.18

**Exam-type task**

- Give students one minute to read the questions before you play the track again. Ask them to listen and choose the correct option for each question.
- Check the meaning of *trick* (an effective or skillful way of doing something).
- Encourage students to compare their answers in pairs. Ask if they would like to listen to the interview again and repeat it if necessary.
- Check answers as a class. Encourage students to explain their reasons for choosing each answer.

**ANSWERS**

1 B 2 C 3 A 4 C

**REACT**

- 4
- Ask students to recall James Lewis's advice to shoppers. (*Never go shopping when you're upset, hungry, or bored; always ask yourself, "Can I afford it, and do I need it?" If the answer is no, don't buy it.*) Check the meaning of *upset* (*sad, worried, or angry about something*).
  - Divide the class into pairs to discuss the questions. Set a time limit of three minutes for this.

**WORK WITH WORDS**

5 2.19

- Focus students on the photos and give them two minutes, in pairs, to say what they see. Encourage them to do this without looking at the words below the photos at this stage. This will give them a chance to recall vocabulary they already know.
- Ask students to match the words to the photos. Set a time limit of five minutes for this.
- Play the track for them to listen and check their answers.

**ANSWERS / AUDIO SCRIPT**



Photo a, 5 store window Photo b, 6 escalator  
 Photo c, 10 department Photo d, 8 cash register  
 Photo e, 3 checkout Photo f, 11 fitting room Photo g, 4 basket  
 Photo h, 1 cart Photo i, 2 shelf  
 Photo j, 7 exit Photo k, 12 customer Photo l, 9 store security

**SPEAK**

- 6
- Divide the class into pairs to design their dream store. Encourage students to be as creative as they like and to follow these steps. Set a time limit for each stage to keep the activity on track.
    - Decide what the store sells (e.g., *sports equipment, items relating to a favorite singer or actor, video games*). Suggest that they include their favorite products or invent products that they would like to have in their store. (five minutes)
    - Think of an interesting name for the store. (two minutes)
    - Make a floor plan of where things are. (10 minutes)
  - Encourage students to look at the store vocabulary in Exercise 5 and to consider how some of these items will be used (or not used) in their stores; for example, Will there be a store security officer? What will the baskets or carts look like? What will go in the store windows?
  - Ask pairs to form groups of four to take turns presenting their ideas.

**MOVE BEYOND**

Ask students to do the **Move Beyond** task on page 135.

**Extra activity**

Ask students to work in pairs and write a list of advice for people who go to shopping centers. Invite them to include an interesting title and then four or five points for consumers to consider, with advice on what to do. Give them an example and remind them to use the expressions of purpose; for example, *Decide how long you want to spend shopping before you go so that you don't waste your day.*

**Homework**

Ask students to think of a story about a shopping experience. It doesn't need to be true. Encourage them to include as many words from Exercise 5 as possible in their story and to write at least 120 words. At the beginning of the next class, divide the class into pairs or small groups and ask students to read their stories to each other. If they do this in groups, they could vote on the best story at the end of the activity.

**GRAMMAR Indirect questions**

Ask polite questions

STAGE	TIME	FOCUS
GET STARTED		Play a game to review question forms and introduce indirect questions.
READ AND LISTEN		Read and listen to a conversation at a shopping center information desk.
STUDY		Study explanations of how indirect questions are formed and when they are used. Use examples from the conversation to complete the example questions.
PRACTICE		Practice writing indirect questions. Ask and answer indirect questions using a map of a shopping center.
SPEAK		Role-play two situations and find out information by asking indirect questions.

## Get started

Play a game of *Double Your Bet* (see page 97). Write these questions on the board and explain the rules. Students have to decide whether the questions are correct or incorrect.

- 1 *Do you have any idea where can I find a bank near here?*
- 2 *Where can I find a bank near here?*
- 3 *Can you tell me where I can find a bank near here?*
- 4 *Do you know what time does the movie start?*
- 5 *Do you know what time the movie starts?*
- 6 *Do you know what time starts the movie?*
- 7 *Would you mind to tell me where I can try this jacket on?*
- 8 *Would you mind telling me where can I try this jacket on?*
- 9 *Would you mind telling me where I can try this jacket on?*

Set a time limit of four minutes for students to work in pairs and place their bets.

Check the answers at the end of the class, by which time students should be able to identify the correct questions.

### ANSWERS

Questions 2, 3, 5, and 9 are correct.

## READ AND LISTEN Grammar in context

### 1 2.20

- Ask students to look at the picture and say what's happening. (*The boy is confused and looking at a map of a shopping center.*)
- Play the track for students to read and listen to the conversation and answer the questions.
- Check answers as a class.

### ANSWERS / AUDIO SCRIPT



Electronic World, an electronics store.  
It's on level two, about five stores down after the elevator.  
It closes at 7 p.m.  
See Student's Book, page 65, for audio script.

## STUDY

### 2

- Ask students if they thought Stefano sounded polite in the conversation and why. Explain that in English we use indirect questions when we want to be polite or more formal.
- Focus students on the grammar explanation. Ask them to find examples in Exercise 1 to complete the questions.
- Check the questions by choosing individual students to read them aloud.
- Read through the section on word order with students. Point out the following additional points:
  - After *Would you mind ...*, we use the *-ing* form of the verb.
  - If the direct question uses *do/does*, this is omitted in the indirect question; for example, *Where does Holly live?* → *Do you know where Holly lives?*
  - If the direct question is a Yes/No question, we use *if* in an indirect question; for example, *Does the store close late today?* → *Do you know if the store closes late today?*

### ANSWERS

any idea where I can buy a computer mouse?  
tell me how I can find Electronic World, please?  
showing me where it is on the map?  
know if the store closes late today?

## PRACTICE

### 3

- Refer students to the direct question in the Study box in Exercise 2. Then ask them to write direct questions for the other three indirect questions from the conversation in Exercise 1. Set a time limit of five minutes for this.
- Encourage students to compare the questions in pairs before you invite different students to come to the board and write the questions. Ask other students if they agree with the solutions on the board and make corrections as necessary.

### ANSWERS

- 1 How can I find Electronic World?
- 2 Where is it on the map?
- 3 Does the store close late today?

### 4a

- Refer students back to the phrases in orange in Exercise 1. Encourage them to use these to make the questions in this exercise sound more polite. Allow seven minutes for this.
- Elicit and check answers as a class. Point out that there are several different possibilities for each question.

### Alternative procedure: less confident classes

Ask students to identify parts of the questions before starting; for example, have them underline verbs, circle subjects, and put a square around examples of *do/did*.

Remind students of the key changes they will have to make in this exercise (i.e., the order of the subject and verb and the removal of the auxiliary *do*).

### 4b

- Divide the class into pairs to role-play a conversation at the information desk in the shopping center. Encourage them to ask and answer the questions in Exercise 4a using the map. Remind them to be polite and to use indirect questions. Set a time limit of six minutes for this.

## SPEAK

### 5a

- Ask students to work in A/B pairs.
- Refer Student Bs to page 142, where they will find some movie theater information.
- Ask Student As to use the prompts to ask indirect questions to find out this information.

### 5b

- Ask students to switch roles. Refer Student As to the information about a fashion show on page 141.
- Ask Student Bs to use the prompts to ask indirect questions to find out this information.

**Extra activity**

Make some sets of cards with the following 20 questions and situations, one per card:

- What time is it?  
 What time does the concert start?  
 How long is the test?  
 How do I get to Main Street?  
 What is the teacher's name?  
 Where can I buy an English dictionary?  
 Who do I have to speak to about getting a discount?  
 Where are the items on sale?  
 Which bus goes downtown?  
 Where is the nearest train station?  
 Can you tell me where the library is?  
 Do you have any idea what I need to do to get a travel visa?  
 Would you mind telling me how to download this app?  
 Do you know how long this movie is?  
 Could you tell me how I can get to Penn Station?  
 SITUATION: In a clothing store  
 SITUATION: At a tourist information center  
 SITUATION: In the street, asking for directions  
 SITUATION: In a hotel  
 SITUATION: In an airport

Make separate sets of these indirect question starters:

- Do you have any idea ...  
 Could you tell me ...  
 Would you mind (+ -ing) me ...  
 Do you know ...  
 I wonder if you could tell me ...

Divide the class into pairs or groups of four. Give each pair or group one set of the 20 question/situation cards and one set of indirect question starters. Ask them to shuffle the 20 cards and place them facedown in a pile. Next to them, they should place the indirect question starters, also facedown. Students take turns picking up a question/situation card.

- If it is a direct question, they should pick up an indirect question starter and make an indirect question.
- If it is an indirect question, they should convert it to a direct question.
- If it is a situation card, they must think of an indirect question to ask in this situation.

**Homework**

Ask students to write a conversation between a customer and a store clerk that includes at least three indirect questions. In the next class, ask students to practice their conversations in pairs.

**LANGUAGE & BEYOND**

COMMUNICATE &amp; COOPERATE

Be assertive

Page 66

STAGE	TIME	FOCUS
GET STARTED		Talk about how you would react and how you would feel in three different situations.
SPEAK AND READ		Read and listen to three versions of a situation. Decide which version represents passive behavior, assertive behavior, and aggressive behavior. Select from a list actions that show assertive behavior.
DO		Role-play a situation in three different ways: aggressive, passive, and assertive. Discuss how each role-play felt.
REFLECT		Discuss the importance of knowing what you want and acting assertively to get it.
EXTEND		Talk about how to be assertive in four different situations.

**LIFE SKILLS BE ASSERTIVE**

As teenagers begin to interact more independently, they are certain to find themselves in situations where they have to clearly state what they want, even if this may clash with the wishes of other people. In this lesson, students will learn that there are times when it is important to know and value what they want and to be able to act assertively to get it. This is quite distinct from putting their own desires above the needs and wants of others, and the tips in this lesson make it clear that being assertive is about respecting others, as well as having a healthy respect for oneself. Assertive behavior is contrasted with the extremes of passive and aggressive behavior, and students are encouraged to explore these three ways of reacting to a variety of situations. Assertiveness is seen as an effective “middle way,” and students will learn that what we say and our body language can contribute to assertive behavior.

**Get started** 

Outline three situations to students and give them three minutes to talk about how they would react and how they would feel in each situation.

- *Imagine you have bought something in a store that was broken or damaged.*
- *Imagine that you have been waiting in a line to buy tickets for a concert and someone pushes in front of you.*
- *Imagine that you are trying to work in class and someone keeps trying to distract you.*

Invite students to share some of their ideas with the class.

**SPEAK AND READ****1**  2.21

- Focus students on the photos and the conversations. Ask them to read and listen to the situations and to think about how the people behave in each one.

- Refer them to the words and definitions and ask them to describe Joe, Sue, and Maria in each situation using one of the words.
- Check answers with the class.

### ANSWERS / AUDIO SCRIPT



1 Joe - B passive    2 Sue - C assertive    3 Maria - A aggressive  
See Student's Book, page 66, for audio script.

- 2
- Focus students' attention on the list and ask them to check the actions that are assertive.
  - Encourage them to compare their answers in pairs before you check them as a class.

### ANSWERS

be calm and not emotional    listen to other people  
say what you want    repeat your wishes    stand up straight  
make eye contact    speak slowly and clearly

## DO

- 3
- Read through the situation with students. Ask if anyone has ever experienced this kind of situation.
  - Explain that they are going to role-play this situation in three different ways: aggressive, passive, and assertive.
  - Ask students to look at the **PHRASE BYTES** box and decide which of the phrases could be used for the aggressive, the passive, and the assertive role-plays.
  - Model one of the role-play versions with a more confident student.

**Student:** *Uh, can you please get in line?*

**Teacher:** *But I have to get back to my car. It's parked in a no parking zone.*

**Student:** *I said, "Get in line," OK?*

- Divide the class into pairs to take turns playing both roles. If you have room in your classroom, it may help them to act out the role-play.
- Monitor and give positive feedback.

## 4

- Ask students to talk in the same pairs and say how they felt in each situation. Ask them if it was difficult to be assertive and invite them to give feedback as a class.

## REFLECT

### 5

- Work through the questions with the class, inviting different students to read each question aloud and giving students some prompts to help them formulate their ideas (see below). Vary the dynamic for each question; for example, questions 1 and 3 could be answered in pairs. Question 2 would make a good open-class discussion.
- After the discussions, invite students to read the **REFLECTION POINT** and say whether they agree or not and why.

### Suggested discussion prompts

- Think about your friends at school or people in your family. Who is the most assertive? What makes them assertive? Can you think of any situations where they behave assertively? Maybe you think you are assertive. When do you behave assertively? Can you give any examples?
- Ask the class to brainstorm some of the reasons why it is sometimes hard to be assertive; for example:
  - You worry that people won't like you if you say what you really want.
  - Some people might react aggressively if you disagree with them.
  - You don't want to hurt other people's feelings.

- Give students some different contexts to think about (e.g., at school, at home, with friends, with the sports team, in a shopping center, in a restaurant, on public transportation, with people you don't know).

### Alternative procedure for **REFLECTION POINT**

Copy the comments below onto strips of paper:

- For me, an important part of the reflection point is where it says, "Know what you want." It's much easier to be assertive in any situation when you are sure about what is important to you.*
- I think that acting assertively is something that gets easier the more you do it. At first it's really scary, especially if you feel a little shy, but you don't have to change your personality or anything like that. It's usually just a small change in the way you behave in situations. Give it a try!*
- When we did the role-play in a passive way, I felt really angry because the other person was being rude and I was waiting patiently in line, but they got what they wanted! So when it says, "This will help you feel better," I think that's what it means. It's about being fair, not just to other people, but also to yourself!*
- When you act assertively, you are giving a message to other people that you respect yourself and are confident in yourself. I think this is something that is attractive to other people.*
- I had a friend once who would never say what he wanted to do, and in the end it was really boring because I always had to decide what we were going to do. I got sick of it. It's much better for a friendship if both people contribute to deciding about things to do.*
- It's not just about being assertive all the time. Sometimes you have to decide when the moment to be assertive is. Sometimes, if something is not very important to you, you may prefer just to let things go. However, it is important to feel that you can be assertive when you want or need to be.*

Explain to students that you are going to give them some comments that other students have made about the **REFLECTION POINT** for today's lesson. Divide the class into groups of four and give one comment to each group. Invite them to discuss whether or not they agree with the comments.

Give the groups two minutes to discuss the comment and then ask them to pass their comment to the next group. Repeat until the groups have discussed all the comments.

## EXTEND

### 6

- Divide the class into pairs to look at the situations on page 142 and decide how to be assertive. Advise them to think about the different ways people might react in each situation and how to deal with these reactions, maintaining an assertive stance.
- Circulate and monitor, making a note of any language you would like to focus on at the end of the activity.

### Extra activity

Ask students to write a conversation for one of the situations in Exercise 6 demonstrating how to act assertively.

Invite them to read their conversations aloud to the class and encourage other students to comment on how successful the assertive behavior was.

**Homework**

Ask students to read the emails to a teen advice website (either write them on the board for students to copy or prepare them as handouts before the lesson). Encourage them to choose one and write an answer, including some ideas from today's life skills lesson.

Check the meaning of *get sick of* (*get bored or annoyed with something*).

Dear Amy,

I have a problem. I have a really nice group of friends, but when we're deciding about things to do, I feel too shy to make suggestions. I get a little sick of always following along, especially as we usually end up going to the shopping center – I'm so bored with that place! ☹ I end up feeling angry with myself and with my friends, but I don't know how to change things. Can you help?

Marie

Dear Amy,

Recently I have had a problem with some of the guys on my soccer team. We used to do fun stuff like go to the movies or go bowling, but lately a couple of the guys just like hanging out and doing nothing or doing dumb things like shouting silly comments to other kids in the street. I really enjoy doing things with the soccer guys, but I hate just wasting time like that. The thing is, I don't want them to think I'm not cool. What should I do?

Graham

**SPEAKING At the cash register****Return items and make a complaint**

Page 67

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Recycle indirect question forms.
<b>SPEAK</b>		Talk about different phrases used to return things to a store. Say what products the phrases could refer to.
<b>LISTEN</b>		Listen to four conversations where people are returning things to a store. Learn how to be polite (speaking subskill).
<b>ACT</b>		Practice being polite but assertive in a role-play about asking for an exchange or a refund in a store.

**Get started** 

Write these questions on the board. Ask students to work in pairs and rewrite them as indirect/polite questions.

- 1 *Where can I make a complaint?*
- 2 *What is the problem?*
- 3 *Where do I go to exchange this T-shirt?*

Ask different pairs for their answers and accept a variety of indirect question starters; for example, *Could you tell me ...*, *Do you have any idea ...*, *Do you know ...*, *Would you mind (+ verb -ing) ...*

**SPEAK**

1

- Focus students on the explanations people give when they take things back to a store.
- Invite different students to read the comments aloud and then ask what products the phrases could be about.

**LISTEN**2a  2.22

- Explain to students that they are going to listen to four conversations in which people are returning items to stores.
- Play the conversations for students to write down what each person is returning and why.
- Encourage students to compare their answers in pairs before you check them as a class.

**ANSWERS / AUDIO SCRIPT** 2.22

- 1 A sweater because it's the wrong size.
- 2 A DVD player because it doesn't work; the sound isn't right.
- 3 A T-shirt because the customer has changed his mind.
- 4 A shirt because there's a hole in it.

1

**Anita:** I'm afraid this sweater is the wrong size. I'd like to exchange it for a smaller one.

**Clerk:** OK. Do you have your receipt?

**Anita:** Yes, here you are.

**Clerk:** OK ... there you go.

**Anita:** Thank you very much.

2

**Clerk:** How can I help you?

**Olivia:** I'd like to return this DVD player. It doesn't work. The sound isn't right.

**Clerk:** Are you sure? Maybe you didn't read the instructions.

**Olivia:** I'm sure I did. I'd like a refund, please.

3

**Victor:** I'd like to return this T-shirt.

**Clerk:** Is there anything wrong with it?

**Victor:** No, I've changed my mind. It doesn't look good on me.

4

- Max:** I'd like to return this shirt. I'm afraid there's a hole in it.  
**Clerk:** Um ... I can give you a discount.  
**Max:** No, thank you. Here's my receipt. I'd like a refund.  
**Clerk:** Would you like to exchange it for something else?  
**Max:** No, thank you. I'd like a refund.

2b 2.22

- Focus students on the conversations in Exercise 2a and ask them to complete them using the phrases in Exercise 1 to help them.
- Play the track again for students to listen and check.

**ANSWERS**

See underlining in Exercise 2a.

3 2.23

- Ask students to look back at the phrases in Exercise 1 and to underline the words they think will be stressed.
- Play the track for them to listen and check.
- Play the track again for them to listen and repeat.

**ANSWERS / AUDIO SCRIPT**



- They're the wrong size. / They don't fit.
- It doesn't look good on me. / It doesn't look right.
- I've changed my mind.
- There's a stain on it. / There's a hole in it.
- It doesn't work. / It's broken.

4a

- Ask students if they thought the people in the conversations in Exercise 2 were polite, neutral, or rude.
- Elicit how you can tell if someone is being polite (e.g., *tone of voice, intonation, use of particular phrases, body language*).
- Ask students to read the tips in the **HOW TO** box. Invite a volunteer to read the tips aloud.
- Ask students to tell you a different meaning of the phrase *I'm afraid ... (I'm scared/frightened)* and explain that the two meanings are very different.

4b

- Refer students back to the conversations and ask them to underline the polite phrases in the conversations. Set a time limit of two minutes for this.
- Elicit examples of each of the phrases in the **HOW TO** box.

**ANSWERS**

- |                          |                                 |                    |
|--------------------------|---------------------------------|--------------------|
| 1 I'm afraid ...         | I'd like to exchange it for ... |                    |
|                          | Thank you very much.            |                    |
| 2 I'd like to return ... | I'd like a refund, please.      |                    |
| 3 I'd like to return ... |                                 |                    |
| 4 I'd like to return ... | I'm afraid ...                  | No, thank you.     |
| I'd like a refund.       | No, thank you.                  | I'd like a refund. |

**Extra activity**

Remind students that sometimes when we make complaints or return items to a store, it's important to be assertive, as well as polite.

Ask them if they can recall some of the suggestions for assertive behavior from the **Life Skills** lesson. Give them prompts if necessary.

**ACT**

5 2.24

- Divide the class into pairs to create and act out two conversations. Tell them that they can use the conversations in Exercise 2a as models. Explain that they should take turns being the store clerk and the customer.
- Before they act out their conversations, encourage them to decide what type of store it is, what they have bought, what the problem is, whether they want to exchange the item or get a refund, what options the store clerk will offer, and how the customer can be assertive and polite.
- Play the track with the phrases in the **PHRASEBOOK** box and encourage them to use these in their conversations.
- Invite some students to perform one of their conversations for the class.

**Extra activity**

Ask students to read the conversations below aloud in pairs. Ask them if the customers get what they want (*no*). Elicit why the customers didn't get what they wanted. (*In conversation 1, the customer is too passive; in conversation 2, the customer is too aggressive.*)

Ask students to rewrite the conversations making them more assertive and polite so that the customers get what they want.

**Conversation 1**

- Herman:** Uh ... sorry, but, um ... there seems to be a little hole in this shirt. Um ... is there anything ... anything you can do?  
**Clerk:** No, sir. We don't normally do exchanges or refunds.  
**Herman:** Oh. OK. Thanks anyway.

**Conversation 2**

- George:** Can I speak to the manager?  
**Clerk:** Can I ask what the problem is?  
**George:** I said I want to speak to the manager!  
**Clerk:** I'm afraid she's not here at the moment. Can I help?  
**George:** Give me a refund on this shirt. I took it home, but I don't like it.  
**Clerk:** I can offer you an exchange but not a refund, I'm afraid.  
**George:** If I wanted an exchange, I would ask for an exchange. Refund! Now!  
**Clerk:** I'm sorry, but I can't give you a refund. Maybe if you come again later when the manager is here?  
**George:** How rude! I'm never going to shop here again!

**Homework**

Ask students if they can remember phrases from the lesson to match the phrases and definitions below. Encourage them to write as many as they can without looking at page 67, and then to look at page 67 to find the rest.

- 1 Say that you're not happy about something.
- 2 A polite way to introduce a complaint
- 3 I did want it, but now I don't.
- 4 I'd like my money back.
- 5 A polite way of refusing something
- 6 Two ways to say they're too small/big
- 7 I can reduce the price.
- 8 Do you have the document that shows you paid?
- 9 Two ways to say it doesn't look good on you
- 10 It doesn't work.
- 11 A polite way to introduce a request
- 12 Would you like to take something else that has the same price?

**ANSWERS**

- 1 make a complaint    2 I'm afraid ...
- 3 I've changed my mind.    4 I'd like a refund.
- 5 No, thank you.    6 They're the wrong size. / They don't fit.
- 7 I can give you a discount.    8 Do you have the/your receipt?
- 9 It doesn't look good on me. / It doesn't look right.
- 10 It's broken.    11 I'd like ...
- 12 Would you like to exchange it for something else?

**WRITING We look forward to hearing from you**

Use polite phrases in formal emails and letters

Page 68

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Talk about famous brands.
<b>SPEAK AND READ</b>		Take a survey about brands. Read a letter and say who it was written by and to. Find polite phrases in the letter (writing subskill).
<b>PRACTICE</b>		Rewrite an email using polite phrases to make it sound more polite and formal.
<b>DISCUSS</b>		Discuss ads that you pay attention to and say why.
<b>WRITE</b>		Write a survey about advertising.
<b>SHARE</b>		Give the survey to other students to find out which ads the class likes and dislikes.

**Get started** 

Write these names on the board: *Coca-Cola, Microsoft, IBM, Google, Apple, Nokia, McDonald's, BMW, Disney, Nike.*

Elicit from students what they have in common. (*They are the 10 most famous brands in the world.*)

Check the meaning of *brand* (a product or group of products that is made by a particular company and widely recognized by its name). Ask students to say what products these brands sell and what the brand logo looks like.

Divide the class into groups to talk about any other brands that they think could be included in a list of the most famous brands in the world and any brands that are famous in their country but not as well known around the world.

**ANSWERS**

Coca-Cola - soft drinks    Microsoft - computers, software  
 IBM - information technology  
 Google - internet services, search engine, etc.  
 Apple - computers, iPods, cell phones, etc.  
 Nokia - cell phones    McDonald's - hamburgers  
 BMW - cars    Disney - entertainment  
 Nike - sneakers and clothes

**SPEAK AND READ****1**

- Focus students on the survey about brands and ask them to read through it quickly. Set a time limit of one minute.
- Focus on the two follow-up questions to question 1 in the survey. Ask students which of the questions asks the reader to choose between two options and which asks about a wide range of options. (*What are your favorite stores and why?* = wide range of options; *Which is most important: the product or the price?* = two options)
- Ask students to underline the corresponding question words in the survey. Remind them that we use *What* to ask about a wide range of options and *Which* to ask about just two or three options.
- Divide the class into pairs to take turns asking and answering the questions in the survey.

**2**

- Refer students to the letter. Ask them to read it and finish the sentences. Set a time limit of two minutes.
- Check answers as a class.

**ANSWERS**

The Midtown Mall (management)    Midtown Mall customers

### 3a

- Check the meaning of *formal* when we are talking about writing style (*suitable for official or serious tasks*). Elicit the opposite of *formal* (*informal*).
- Ask for some examples of the types of writing tasks where formal writing is necessary (e.g., *job application letters; letter/email of complaint; letter/email asking for information, such as about a course*).
- Ask students if they think the letter in Exercise 2 is formal or informal. (*It is formal.*) Explain that one of the ways we can make writing formal is by using certain polite phrases.
- Ask them to read the tips in the **HOW TO** box. Invite volunteers to read the tips aloud.
- Ask students if they know of similar polite phrases that are used in their own language(s).

### 3b

- Refer students back to the letter in Exercise 2 and ask them to underline the phrases from the **HOW TO** box.
- Elicit how the first two phrases finish.
- Point out that the phrase beginning *We would be grateful if you could tell us ...* is an example of an indirect question. Elicit that the direct question would be *What do you buy and where do you shop?*

#### ANSWERS

We are asking for your help with a survey about brands. We would be grateful if you could tell us what you buy and where you shop.

### PRACTICE

#### 4

- Focus students on the email and ask them to make it sound more polite and formal. Remind them to use phrases from the **HOW TO** box. Set a time limit of five minutes for this.
- Encourage students to compare their formal versions of the email in pairs while you write the model answer on the board.
- Invite students to say whether their versions were different in any way. Evaluate any differences as a class and say whether they are correct or not.

#### MODEL ANSWER

To our West City Mall shoppers / Dear shoppers:  
We are asking you / our shoppers to answer (a few questions on) our questionnaire. We would be grateful if you could help us. Thank you for your help, and please enjoy your shopping.  
Sincerely,  
Edith Jones, West City Mall

### DISCUSS

#### 5

- Give students a minute to think about the ads they pay attention to. Remind them that although we are attracted to ads we like, sometimes we pay attention to ads because we *don't* like them. Ask them to write down three ads that have attracted their attention and to think about why.
- Divide the class into pairs and ask them to say what ads they wrote down and why they think the ads caught their attention.
- After five minutes, have a class discussion and elicit some of the reasons students discussed.

### WRITE

#### 6

- Tell students you would like them to write a survey for teens about advertising.
- Explain that the structure of the survey will be the same as the survey in Exercise 2 (i.e., there will be three categories, each introduced with one indirect question and followed by two more detailed direct questions).
- Point out that the three steps in the box explain what the categories should be. Choose individual students to read the first sentences of each step aloud. This sentence indicates the category.
- Go over Step 1 with students and elicit an indirect question from them; for example, *Could you tell us where teens usually see ads?*
- Remind them to look at page 65 for more information on how to write indirect questions.
- Ask them to suggest some follow-up questions; for example, *Do they see more ads on the internet or on TV? Do they see ads on public transportation?*
- Set a time limit of 10 minutes for writing. This task would work well either as a collaborative task with students working in pairs or as individual work.

### SHARE

#### 7

- Ask students to stand up and move around the room, giving their surveys to classmates and noting their answers.
- Invite students to share their findings with the class.
- Make a list on the board of the ads that are mentioned most often to find out which ads most of the students like and which ones most dislike.

#### Homework

Ask students to write a short formal letter/email about something they have bought online that arrived in the mail damaged or broken. Give them an outline like this:

Paragraph 1: Say why you are writing.

Paragraph 2: Say what you bought and describe the problem.

Paragraph 3: Make a formal request about what action you would like the company to take.

Paragraph 4: Give polite thanks and say you expect a reply.

Remind students to use phrases from the **HOW TO** boxes on pages 67 and 68. In the next class, have the students exchange their letters with a partner. Ask them to read the letters and suggest any necessary corrections. You may want to collect the letters for grading.

**VOCABULARY Shopping**

1

- Divide the class into pairs to look at the words and phrases in the box and say what they mean. Encourage them to circle any items they don't remember.
- Ask students to work individually to complete the poster using the words in the box. Encourage them to compare their answers in pairs and say whether they now remember the meanings of any items they circled earlier.
- Check answers as a class.
- Ask students to identify four words in the list that have the stress pattern Oo (*discount, refund, credit, clearance*).

**ANSWERS**

- 1 clearance    2 on sale    3 in cash    4 by credit card  
 5 Try on    6 return    7 exchange    8 a refund  
 9 the receipt    10 a discount

**Things and people in a store**

2

- Write this phrase on the board: *The customer is always right*. Ask if students know a similar phrase in their language(s). Elicit why a store or business might say this (e.g., *because they believe that if someone is going to spend money in a store, that person can behave in any way he or she likes*).
- Explain that Sid's Superstore believes in this philosophy and read through the first two sentences of the text, inserting *customer* in the first blank as an example.
- Ask students to read and complete the store's ad, pointing out that the first letter of each missing word is given.
- Choose different students to read each of the ads aloud and check the spelling of their answers.

**ANSWERS**

- 1 customer    2 store window    3 cash register  
 4 escalator    5 basket    6 cart  
 7 store security    8 shelves    9 checkout  
 10 fitting room    11 department    12 exit

**Extra Resources**

Go to the Teacher's Resource Center at [www.macmillangobeyond.com](http://www.macmillangobeyond.com) for:

- the Speaking section of the Progress Check 5&6;
- a downloadable project linked to Units 5–6;
- downloadable audio and audio scripts for the Student's Book and Workbook;
- videos and video scripts;
- extra vocabulary at two levels of difficulty;
- extra grammar at two levels of difficulty;
- culture lessons, with full teacher's notes;
- a life skills lesson, with full teacher's notes;
- Speaking Database materials;
- the *Go Beyond Level 3* wordlist;
- Test Generator for Unit 6 testing materials (all skills);
- tips for using the Grammar Database;
- and more!

Go to the Workbook pages 64–75 for further practice material.

**GRAMMAR Possibility and impossibility**

3

- Write these modals on the board: *can't, could, may, might, must*.
- Ask students which modals we use when:
  - we are not sure about something (*could, may, might*).
  - we are sure something is true (*must*).
- Ask them when we use *can't* (*when we are sure something is impossible*).
- Explain that Lucy and Ben are having a conversation about the product in the picture. Ask them to complete the conversation by choosing the correct modals.
- Check answers as a class. Then divide the class into pairs to read the conversation aloud.

**ANSWERS**

- 1 might    2 may    3 can't    4 could    5 must  
 8 might    7 must    8 must

**Indirect questions**

4

- Ask students to put the words in order to make indirect questions.
- Suggest that fast finishers write direct questions to match one or two of the indirect questions (e.g., *Where is the shoe department?*)
- Choose different students to read their answers aloud.

**ANSWERS**

- 1 Do you know where the shoe department is?  
 2 Do you have any idea how much this shampoo costs?  
 3 Could you tell me what time the store closes?  
 4 Do you know which floor I need for the café?  
 5 Would you mind telling me when the sale starts?  
 6 Could you tell me who the store manager is?

# PROGRESS CHECK 5&6

## Preparing for the Progress Check

### Vocabulary review

- Draw a table on the board with these headings: *The senses, Color idioms, Shopping phrases, Things and people in a store.*
- Invite students to come to the board and write vocabulary items under each heading. For each item, check that everyone understands the meaning. The lists do not need to be complete.
- With several items in each column, refer students to the vocabulary in **Words & Beyond** on pages 134 and 135. Encourage them to call out any items that they missed. Students can then go through the Progress Check and see how many of the items they can find.

### Grammar review

- To remind the class of the grammar they have studied in the previous two units, start a “race,” where students check the book and tell you the main grammar points from each unit. Write these on the board, asking for example sentences as students call them out. The grammar for this Progress Check is as follows:
  - Unit 5: Passives (past, present, and future); *(In order) to ... , so (that) ...*
  - Unit 6: Possibility and impossibility; Indirect questions

### Optional warm-up activities

#### READ Exercise 1

- For students who are unfamiliar with this type of task, spend a few minutes reading through the questions and the options, pointing out that in this reading activity the texts are in the form of notes or notices.
- Direct students to the text in question 1 and ask the following questions:
  - What type of text is this?*
  - Where would you expect to find it?*
  - Who would read it?*
- Elicit that this is a sign in a public place and that people might read it if they were going into a store, for example.
- Then ask students to look at the question and the three answer options. Ask them to find references in the text; for example, *Option A says all animals can come in with their owners, but the text says no dogs or other animals are allowed, only guide dogs; Option B mentions dogs but not guide dogs; Option C mentions dogs and blind people, so C is the correct answer.*
- Go through the other texts, asking the questions above about the kind of text, where you might find them, and who might read them. Students will then tackle the remainder of the questions with more confidence.

#### LISTEN Exercise 2

- Listening to a conversation can be more difficult than listening to a monologue because students have to remember who says what. With that in mind, refer students back to page 54, where they learned how to follow a conversation.
- Ask the class to tell you what audio type they are going to listen to here (*a conversation between two people*) and what the subject of that conversation is (*the sense of smell*). Remind students to use the instructions and exercise items to help them predict what they are going to hear.

- Spend a few minutes looking at the true-false items and asking students to tell you what they are likely to hear. Prompt by asking: *If sentence 1 is false, what might be true?* (Ellen says she doesn't like / hates the smell of strong fragrances. / Ellen says she likes the smell of weak fragrances.)
- Repeat for the other sentences and elicit possibilities similar to the following:
  - Ellen wants to get something at the pharmacy so that Ken feels better.
  - Ken doesn't have a strong sense of smell. / Ellen has a strong sense of smell.
  - There's a faint smell of cheese.
  - Ken doesn't agree / doesn't think that the shopping center smells bad.

### WRITE Exercise 3

- Remind students that the blanks usually depend on the grammar that they have studied in the previous two units. Ask students to tell you what grammar they should expect to find in this Progress Check (passives; *[In order] to ...* and *so [that] ...*; possibility and impossibility; indirect questions).
- Ask the class to look at the items in Exercise 3 and, without answering them, to write down which of them tests each of the expected grammar items.

### WRITE Exercise 4

- Refer students back to the work they did on formal emails on page 68. Make sure they understand that writing for further information about a job should always be formal and polite.
- Ask students to look at the bullet points for the writing task and ask them to think about the structure of their email and which structures they will use for each bullet point. Elicit suggestions similar to the following:
  - First bullet point: opening sentence; *I am writing to ask ...*
  - Second bullet point: main body; indirect questions
  - Third bullet point: closing comment; *Thank you for your help. Sincerely, [name]*
- Ask students for suggestions for the indirect questions that will form the main body of their email. Elicit at least two different structures (e.g., *Could you tell me ... / Would you mind telling me ...*).

## Doing the Progress Check

### READ

1

- Remind students that these texts are notes or notices that we might find in everyday situations. If you have decided not to do the full warm-up, ask students to tell you what each type of text is (1 – *sign in a public place*; 2 – *email or message to a sports coach, perhaps from a player*; 3 – *sign in a store*; 4 – *text message*; 5 – *sign in a store*).
- Refer students back to the **HOW TO** box they studied on page 62 and encourage them to look for clues to the tone of the notes and signs in the Progress Check.
- Read through the **Test-Taking Tips** with the class and remind them to look for words and phrases in the text that correspond to those in the answer options.
- Allow 5–10 minutes for this section.

### ANSWERS

1 C 2 B 3 B 4 A 5 B

**LISTEN**

**2**  2.25

- If you have decided not to do the full warm-up, encourage students to spend a minute or two looking at the questions and predicting what they might hear.
- Read through the **Test-Taking Tips** for the listening task, answering any questions students have. Refer students back to the **HOW TO** boxes on pages 54, 57, and 64.
- Since students will hear the conversation twice, tell them to make sure they don't lose their place in the first listening. Explain that the answers usually appear in the same order as the exercise items, which makes it easier to know what to listen for. If they cannot understand the answer, they should move on to the next item so that they do not miss any answers. They can then use the second listening for checking and filling in any blanks.

**ANSWERS / AUDIO SCRIPT**



1 F 2 T 3 F 4 F 5 F

- Ellen:** Let's go to the clearance section. They have some jeans on sale.
- Ken:** There it is. On the other side of the perfume department. Come on.
- Ellen:** [Starts coughing]
- Ken:** What's wrong?
- Ellen:** Fragrances ... I'm very sensitive to strong smells. I just need to get away from the smell.
- Ken:** Let's go back into the mall. Are you OK?
- Ellen:** Sorry, strong perfume makes me cough and gives me a really bad headache.
- Ken:** There's a pharmacy over there ... we could go in to get some ... uh ... something for your headache ...
- Ellen:** No, it's OK, thanks. I'll be fine in a while ... I just have a really strong sense of smell.
- Ken:** I have a really good sense of hearing, but I don't notice smell that much.
- Ellen:** Can you smell that?
- Ken:** Smell what? I don't smell anything!
- Ellen:** You don't smell the fish? There's a sushi bar across from us.
- Ken:** What I smell is coffee from that café ...
- Ellen:** ... and the cake from the bakery ...
- Ken:** ... and the popcorn over there ... Mm, I feel really thirsty and hungry now.
- Ellen:** Me too!
- Ken:** Mm. This mall is a really smelly place. Let's go eat!

**WRITE**

**3**

- Remind students that this type of task is often grammar based. They should expect the grammar that they have studied in Units 5 and 6.
- Remind students that the meaning must be the same in both sentences and that they should check their spelling when they have finished.

**ANSWERS**

- 1 will probably be / may/might be
- 2 so that
- 3 must
- 4 mind telling

**4**

- If you have decided not to do the full warm-up, spend a few minutes going through the task with students and eliciting who they have to write to and what their message must include (the three bullet points).
- Remind them that this type of task calls for a polite and formal style. Refer students back to the work they did on this on page 68.
- Point out that it is best to begin with *Dear Ms. Smith* and end with *Sincerely, [name]*.
- Stress that they must use correctly formed indirect questions in this task.
- Finally, remind students of the word limit and the importance of checking their spelling, grammar, etc.

**MODEL ANSWER**

Dear Ms. Smith,  
 I'm writing to ask about the part-time job at Top Fashion. I'd be grateful if you could tell me what the working hours are. I'd also like to know what the hourly pay is.  
 Thank you for your help.  
 Sincerely,  
 [name]

**After the Progress Check**

**Optional game**

This game follows up on indirect questions, as well as the store vocabulary that students have been reviewing.

- Ask students to open their books and to remind themselves quickly of the conversations on page 67.
- Divide the class into pairs. Explain that they are going to write conversations together, as they did in the Progress Check optional game for Units 1 and 2 (see page 64). Each pair should write four lines of a conversation and try to include indirect questions within it. This time the conversations should be about shopping situations.

**Feedback and extension**

**READ**

- Review the questions one at a time and explain to students that they are going to focus on the wrong answers.
- Divide the class into pairs and ask them to find reasons why each of the wrong answers is inappropriate.
- After a few minutes, discuss as a class what students have found. They should mention some of the following answers.

**ANSWERS**

- 1 A It clearly says, "No entrance with dogs or other animals."  
 B Dogs with their owners are only permitted if the dogs are guide dogs and their owners are blind.
- 2 A It's possible that he wants to watch the game, but he says, "we're playing," suggesting that he is on the team.  
 C Not mentioned
- 3 A/C It says, "might be available" - so we cannot say they definitely will or definitely will not be available.
- 4 B Not mentioned  
 C The frowning face symbols don't suggest excitement.
- 5 A/C The sign clearly says there are to be no refunds or exchanges after 30 days or without a receipt.

# PROGRESS CHECK 5&6

## LISTEN

- Hand out photocopies of the audio script – one for each pair – and ask students to find where they made mistakes.
- Ask pairs to underline the sections of the conversation where they found the answers.
- Some students find listening tasks very hard. Try to encourage students who have had difficulty and stress that these tasks tend to get easier with practice.
- If the class made a lot of mistakes in the exercise, play the audio again, pausing at relevant points for students to process the information they have heard.

## WRITE

- Students who had difficulty with Exercise 3 need to focus on the grammar points from the units (see the grammar review above). Write one or two example sentences on the board and then divide the class into small groups to come up with more examples for each point. If necessary, ask students to write more sentences for homework.
- For students who had difficulty with Exercise 4, do a similar task, building up a model on the board. Write the following, asking different students for ways to fill in the blanks:

Dear Ms. Smith,

I am writing to \_\_\_\_\_.

I would like to know \_\_\_\_\_.

Could you also tell me \_\_\_\_\_?

Thank you for your help.

Sincerely,

- When the model is complete, ask other students to suggest alternatives. You could then erase the previous suggestions and fill in the blanks with new ones.

## MOVE BEYOND FOR TEACHERS

Read in English

Remind students that any kind of reading they do in English will help them, including signs, notes, invitations, and instructions wherever they can find them. Short texts like those in the Read section of the Progress Check are sometimes used in exams. Some sites have online tests that students can do for extra practice.