

2

Problems and Solutions

▲ Look at the photo. Discuss the questions.

- What can you see in this photo?
- Where do you think this is?
- What problem and solution can you see.

▲ Work with a partner. Discuss the questions.

- What kinds of problems do you often have in everyday life?
- How do you try to find a solution?



In this Unit

■ SYSTEMS

problems with products
definite and zero article
solutions to problems with products
sounds: /ɪ/ and /i/
indirect questions

● SKILLS

reading for the main idea
listening for detail
introducing a contrast
disagreeing politely

▲ THEMES

solving the waste problem
a customer service complaint
agreeing on a class trip
group presentations

An online
ARTICLE

- **A** Read the article quickly, focusing on the beginnings and endings of the paragraphs. What is the main idea of the text?
 - a Companies will solve the waste problem in the near future.
 - b Companies and consumers need to solve the problem together.

READING FOR THE MAIN IDEA

Finding the main idea of a text or a paragraph helps you understand what the writer is trying to say. You can often find the main idea by reading the beginnings and endings of paragraphs.

Solving the Waste Problem



People often complain that new products, for example, cars, computers, washing machines, or clothes, don't last as long as they did in the past. As a result, the world creates huge amounts of trash. In recent years, the world has produced more than 68 million tons of electronic waste and over 100 million tons of textile waste. It has also created an incredible 500 million tons of plastic waste. In fact, the amount of different types of trash grows every year.

There are some solutions to our waste problem. People can use fewer paper and plastic products and recycle more. They can repair clothing and other items or donate the items they no longer want. They can also buy more used items instead of new.

But it's not all bad news. There are also ways for companies to make the situation better. They can provide a service for customers to repair products. They can also make products that last longer. Lastly, businesses can develop better recycling technology.

Products that don't last are expensive for consumers. But not only that, they are terrible for the environment. Businesses, consumers, and governments need to work together to solve the world's waste problem.

LOST FOR WORDS?

- consumer (n)* a person who buys or uses something
- donate (v)* to give something to help someone else
- textile (n)* clothing material
- waste (n)* trash

- **B** Read the article again. What is the main idea of each paragraph?

Paragraph 1	The world creates huge amounts of trash because products don't last as long as they did in the past.
Paragraph 2	
Paragraph 3	
Paragraph 4	

- **C** Are these statements T (true) or F (false) according to the article?
 - 1 Many new products don't last very long. T / F
 - 2 The world's waste problem is getting worse. T / F
 - 3 There are several things that consumers can do to help. T / F
 - 4 Governments should develop better recycling technology. T / F
- ▲ **D** Work in groups. What do you think about the solutions mentioned in the article?

Problems with PRODUCTS

A Match the sentence beginnings to the endings.

- | | |
|--|---------------------------------------|
| 1 The screen on my phone | a look, it's broken . |
| 2 I need to restart my tablet; | b but it's defective . |
| 3 That's the style in this shop; | c because it's damaged . |
| 4 I didn't charge my phone and now | d the screen is frozen . |
| 5 I don't know what's wrong with it | e the battery is dead . |
| 6 We put the puzzle together and found | f all the new jeans are torn . |
| 7 We're returning the dented washer | g a piece was missing . |
| 8 We need to throw this glass away; | h is cracked . |

PLAY WITH WORDS

Many adjectives end in *-ed* (*cracked*) and *-ing* (*missing*). Can you think of more examples?

Game



B Choose the correct adjective for each photo.



- 1 Oh no! My assignment is **defective** / **torn**. I can't print it again before class.



- 2 Mom is going to be angry; her favorite vase fell and now it is **torn** / **broken**.



- 3 I need to go to the mechanic's; my car's windshield is **cracked** / **frozen**.



- 4 I had to return the package because it was **damaged** / **defective** during delivery.

C Choose the word that doesn't belong.

- | | |
|------------------|--------------------------------------|
| 1 broken | assignment / coffee machine / window |
| 2 cracked | jeans / mirror / vase |
| 3 dead | battery / cup / motor |
| 4 frozen | app / package / laptop screen |
| 5 missing | item / piece / problem |
| 6 torn | bank note / fridge / shirt |

D Work in groups. Talk about any problems with products that you have all experienced. Say what you did to solve each problem.

I ordered a table, but when I took it out of the box, a leg was missing! I emailed the company and asked them to send me another one.

There was a small crack in my windshield. I went to the mechanic's to get it fixed.

I don't have a car, but my bedroom mirror was cracked. I had to buy a new one.

Adaptive Practice



The definite and zero ARTICLE

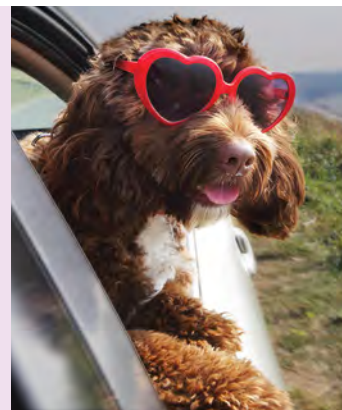
- ▲ **A** Read the article. Which two ways do famous people help advertise products?

Do You Buy It?

Did you know that most people see hundreds of advertisements every day? Ads are in videos, on websites, on buses, in store windows—they are almost everywhere we look. This can be a problem for advertisers because they want us to notice *their* ads and not someone else's. How do they solve the problem? Here are some of their favorite ways:

- They make you laugh. When an ad is funny, you want to share it with your friends.
- They use cute animals. Most people like to look at cute animals!
- They do social media challenges. For example, a shoe company pays a famous person to perform a special dance in their shoes and share the video. Pretty soon lots of people are wearing the shoes and making dance videos.
- They pay famous people to make videos or write about their brand on social media. The people you follow online may talk about a product, and then you may want to buy it.

Many people say they don't notice ads, but they are all around us. And when we buy things, we may not even know that an advertiser gave us the idea.



- ▲ **B** Have you ever bought something because of an ad?

- **C** 📺 Watch the grammar video and read the explanation. Do we use *the* to talk about things in general?

THE DEFINITE AND ZERO ARTICLE

We use the definite article *the* to refer to one specific thing or place, something that the other person knows about, something that was mentioned before, or something that is defined in the text.

*I'm going to get **the** mail.*

*I saw some cute rabbits. **The** rabbits were in a garden.*

*I want **the** shoes in **the** shop window.*

We do not use *the* when we talk about things in general. Compare these sentences:

*Clothes are expensive **these** days.*

***The** clothes in **this** shop are expensive.*

I love coffee.

***The** coffee is on **the** table.*

D Read the reviews. Choose *ø* or *the*.



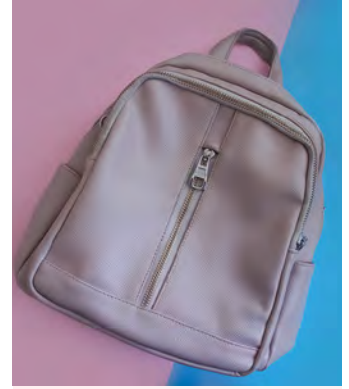
Everyone knows that ¹ *the / ø* plastic bottles are terrible for the planet, but which reusable water bottle should you buy? We tried ² *the / ø* new H2 bottles and they're our favorites!



I went to a new restaurant yesterday called Green Garden. They serve ³ *the / ø* soup and ⁴ *the / ø* salads. It was a great place for lunch. In fact, ⁵ *the / ø* soup I had was delicious.



I hate to buy ⁶ *the / ø* shoes. They're so expensive and they never fit me well. But recently I discovered Sim's Footwear, and ⁷ *the / ø* shoes there are so comfortable!



You can find backpacks at ⁸ *the / ø* university bookstore for a good price. But go quickly because a lot of people buy ⁹ *the / ø* backpacks at this time of year.

E Find and correct one error in each sentence.

- 1 When I moved into my new apartment, furniture was in terrible condition.
- 2 My sister spends a lot of money on the clothes.
- 3 Would you like some juice? Apple juice here is really delicious.
- 4 Did you see money I left on the table? I can't find it.
- 5 Sara wants to study the music after she graduates.
- 6 He's having the problems at his new job.
- 7 We enjoyed that class but homework was very difficult.
- 8 Have you been outside today? Weather is very nice.

F Complete the sentences with the noun in parentheses. Use *the* in one blank only.

- 1 The flowers in the park are really nice this year. Everyone loves flowers. (*flowers*)
- 2 _____ is good for you, but don't buy _____ at this market. (*fruit*)
- 3 _____ in this store is really beautiful, but I don't wear _____ very often. (*jewelry*)
- 4 _____ are an important part of our education, but _____ at my school are very old. (*computers*)
- 5 There are a lot of songs about _____, but there aren't many about _____ between a parent and child. (*love*)
- 6 _____ have very busy lives. _____ in my class work hard every day. (*students*)

G Discuss your opinions about each topic with a partner.

- advertisements on TV vs. advertisements on social media
- buying new items vs. buying used items
- buying clothes online vs. buying clothes in stores

Adaptive Practice



PLAY WITH WORDS

Work with a partner. Can you think of other verbs that start with re-?



Game



Adaptive Practice



PRONUNCIATION

Solutions to problems with PRODUCTS

A Choose the correct option to complete the definitions.

- 1 When you **repair** something that is broken, you *fix / lose* it.
- 2 When stores **refund** your money, they *take it from / give it back* to you.
- 3 If you **recycle** paper, a company *burns / makes something new* with it.
- 4 When you **donate** food to food banks, you *give / sell* it to them.
- 5 When you **upgrade** your computer, you get *an older / a newer* one.
- 6 If you **exchange** a product, you *get a new one / get your money back*.
- 7 When you **update** an app, you get *the same app with changes / a different app*.
- 8 When you **alter** a clothing item, you *throw it away / change* it.

B Complete the sentences with verbs in bold from Exercise A.

- 1 A: My phone is getting really old.
B: Do you want to it? I can show you our new ones.
- 2 A: I'd like to these jeans for a larger size.
B: I'm sorry, I can't do that, but I can your money.
- 3 A: My washing machine door is broken. Can you it?
B: I'm not sure, but I'll try!
- 4 A: My texts don't look right today.
B: Oh, you need to your app. They changed it yesterday.
- 5 A: Should I throw this old bottle away?
B: No, that's made of glass. You should it.

C Work in groups. What kinds of problems have you had with products? What did you do?

I bought a T-shirt but I didn't like the color, so I donated it to a second-hand store.

Sounds:

/ɪ/ AND /i/

A 2.1 Listen and repeat the words with /ɪ/ and /i/.

/ɪ/	/i/
sit	seat
fill	feel
his	he's

B 2.2 Listen and choose the words you hear.

- | | | | |
|---------|-------|--------|-------|
| 1 hit | heat | 5 it | eat |
| 2 chip | cheap | 6 fit | feet |
| 3 still | steal | 7 live | leave |
| 4 slip | sleep | 8 sick | seek |

C Work with a partner. Say one word from each pair in Exercise B. Your partner points to the word they hear.

*A customer service***COMPLAINT**

- **A**  **2.3** Listen to Alan's conversation with a customer service agent. What did he buy? How does he feel about it?
- **B**  Listen again. Complete the complaint form.

LISTENING FOR DETAIL

When you listen for detail, pay close attention to specific information. It is important to know what you need to focus on and then listen carefully for important details like names, numbers, times, etc.

Customer Complaint Form

Customer name:

Item:

Order number:

Purchase date:

Customer complaint:

1

2

3

Customer wants:

- ▲ **C** Work with a partner. Talk about a time you made a complaint.

*A complaint***EMAIL****INTRODUCING A CONTRAST**

We can use *however* or *unfortunately* to describe a contrast to the previous clause. They are followed by a comma.

- I like the color of these pants. *Unfortunately*, I can't find them in my size.
- I wanted to return those pens. *However*, they won't refund my money.

- **A** Read the complaint email. Why is the writer complaining?

MJ

To the manager,

I bought a new phone at your store. However, it appears to be defective. I tried to return the phone; however, the sales assistant told me that a refund was not possible.



I was not pleased with the service I received in the store. Unfortunately, this has led me to question whether I will shop at your store again. I would like a full refund as soon as possible.



Sincerely,



Martin Jones



- **B** Write your own complaint email. Use contrast words.

LOST FOR WORDS?

complaint (n) a statement that you are not happy about something

screw (n) a metal pin used to join pieces of wood

**WRITING**

Indirect QUESTIONS

A  2.4 Listen to the conversation. Then answer the questions.

- 1 Where is Kara?
- 2 What does she want to buy?
- 3 What is the problem?
- 4 Has something like this ever happened to you?



Kara: Excuse me, can you tell me where the coffee makers are?

Clerk 1: They're in our Home section on the third floor.

Kara: Do you know if the Klip coffee makers are still on sale?

Clerk 1: I'm sorry, I don't know. You'll have to ask the clerk in the Home department.

Kara: OK. Thanks.

Clerk 2: How can I help you?

Kara: I was wondering how much this coffee maker costs. I can't find a price.

Clerk 2: Let's see ... that one is \$320.

Kara: Oh! I thought they were on sale.

Clerk 2: We had some lower-priced ones, but there aren't any left. Do you want to take this one?

Kara: No, thanks. I'll keep looking.

B  Watch the grammar video and read the explanation. What is a very polite way to introduce an indirect question?

INDIRECT QUESTIONS



We often use indirect questions because they sound more polite than direct questions. Indirect questions usually begin with phrases like *Do you know ...* or *Can you tell me ...*.

Indirect questions use the same word order as statements. They do not use *do/does* after question words:

Do you know where I can buy a jacket?

Can you tell me who I should talk to?

Indirect yes/no questions use *if*:

Do you know if there are any TVs on sale?

Can you tell me if this dress is the right size?

The past progressive form *I was wondering* is a very polite way to introduce an indirect question.

I was wondering if I can get a refund on this watch.

If indirect questions are part of a statement, they do not have a question mark at the end.

I wonder when the new phones will arrive.



C Choose the correct option to complete the indirect questions.

- | | |
|------------------------------------|-----------------------------|
| 1 Can you tell me where? | 4 Do you know if? |
| a the electronics department is | a the tickets are expensive |
| b is the electronics department | b are the tickets expensive |
| 2 Do you know when? | 5 Do you know who? |
| a did you order the book | a I can talk to |
| b you ordered the book | b can I talk to |
| 3 I was wondering what time? | 6 I wonder what? |
| a does the office open | a are those people doing |
| b the office opens | b those people are doing |

D Unscramble the indirect questions.

- Can you tell me (last night / was working / who)?
.....
- Do you know (costs / how much / that game)?
.....
- I was wondering (they / where / went).
.....
- Can you tell me (Maria / if / at home / is)?
.....
- Can you tell me (starts / what time / the concert)?
.....
- Do you know (the doors / why / closed / are)?
.....

E Convert the direct questions to indirect questions.

- When did you buy that chair?
Can you tell me?
- Can I exchange this sweater?
I was wondering
- Where is the show?
Do you know?
- How old is he?
Do you know?
- Where should I put my bag?
I was wondering
- Is this shop open on Saturday?
Can you tell me?

F Work in groups. Ask and answer indirect questions about your plans for the weekend.

Do you know what you're doing this weekend?

My friends and I are going to a music festival downtown.

That sounds fun. Can you tell me how much it costs?

Adaptive Practice



Discussing options for a CLASS TRIP

A Look at the activities. Which do you like better? Why?



LOST FOR WORDS?

sci-fi (*n*) science fiction, a genre about the future, often about space and other planets

B Watch and listen. Amy and Bruno are planning a birthday surprise for their friend. What do they decide to do?

Amy: I think we should go to a roller disco! It would be fun and it's original.

Bruno: I'm not sure about that. I'm not fond of skating. And I don't know whether David is either.

Amy: David can skate quite well! I think he would love it, and we can go for pizza after.

Bruno: Hmm, what about going to the movies? That new sci-fi movie is coming out and you know how much he enjoys sci-fi.

Amy: That's a good point, but it's kind of boring ...

Bruno: Maybe we should do something else.

Amy: How about a surprise party at my house? We could have food, music, and even watch movies.

Bruno: Good idea! Let's do that. Should I order a cake?

C Watch and listen again. Complete the chart with language from the conversation in bold.

SUGGESTING AN IDEA	DISAGREEING POLITELY

D Work in groups. You need to choose an activity for a class trip. Discuss the pros and cons of each idea on page 25. Choose one of the activities or agree on one of your own ideas.

Use these phrases.

PHRASES TO DISAGREE POLITELY

That's a good point, but ...

I see what you're saying, but ...

I'm not sure about that.

I'm sorry, but I don't think ...

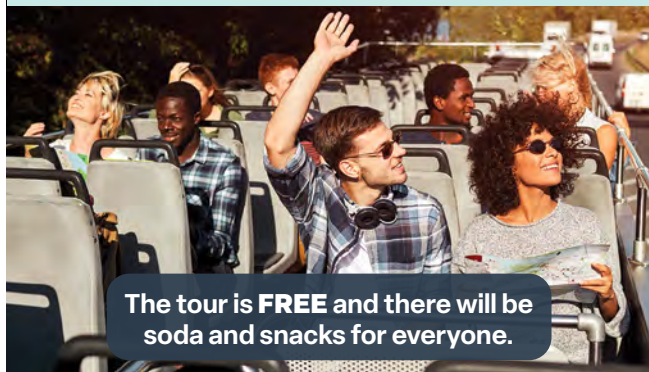


Class Trip Ideas

1

BUS TOUR

Let's go on a two-hour tour of our own city!
We'll learn about its history.



The tour is **FREE** and there will be soda and snacks for everyone.

2

Picnic in the Park!



We'll reserve park tables for three hours.
We can all bring food and drinks to share.
After we eat, we can play games.

3

AMUSEMENT PARK



A bus will take us in the morning and bring us back 6 hours later.

We'll need to pay for the park admission fee, as well as food and drinks.

4

Let's spend two hours at the aquarium!



THE AQUARIUM

There are outdoor and indoor fish tanks.
The entrance is free and we can get a low-priced lunch at the café.

5

LET'S GO TO THE LAKE!



We'll take a two-hour bus ride to the lake and stay for five hours.

While we're there, we can rent boats, walk around, or just sit by the water and enjoy nature!

There are some places to buy food or you can bring a packed lunch.

▲ **E** Compare your ideas with the other groups in your class.

▲ **F** Share your group's decision with the class. As a class, talk about the pros and cons of each group's choice.

A What are the advantages and disadvantages of planning and giving a presentation in a group?

B Read the article. What issues with group presentations does the author mention?



3 GROUP PRESENTATION PITFALLS

AND HOW TO AVOID THEM

by Allison Shapira © 2021 Harvard Business Review

My colleagues and I have been coaching our clients on their group presentations for nearly 20 years. Based on this experience, here are some of the common mistakes we see in group presentations, followed by a few best practices.

THREE COMMON MISSTEPS

1 Each slide looks like it was designed by a different person.

When no single person is in charge of a presentation, you tend to see a disjointed slide deck of different fonts, text styles, and images. You also see people put their entire script on the slide and read from it word-for-word. This distracts your audience and loses their attention.

2 Presenters talk over one another.

When we don't take the time to decide who is covering what — and how we will transition from one person to the next — we start to interrupt one another, which reduces our professionalism.

3 Forgetting that you are “on.”

Once someone finishes their part of a group presentation, they are so relieved to be done speaking that they forget they are still “on stage” or on camera. They start checking their phone or zoning out instead of actively listening to the person speaking next.

Luckily, each of those missteps can be prevented with the right preparation.

THREE BEST PRACTICES

1 Strategize in advance.

Block off time to prepare as a group. Use this time to agree on your audience's level of knowledge about the topic, your specific goal for the presentation, the main message, the general outline and who will present each section before each of you starts writing your individual components.

2 Practice as a group.

Make time for a complete run-through, with slides. Specifically, practice your transitions from one person to the next. Use a timer. Evaluate the slides together so that the language, font, and use of graphics are consistent.

3 Deliver with confidence and authenticity.

Lead with the speaker who best represents your organization. This ensures a strong first impression and takes some of the pressure off newer speakers. Bring your own personality to the presentation; you could say something like, if you're from California like I am, then you'll know...

Done well, a group presentation demonstrates the strength of your team and the quality of your work. Take advantage of this powerful opportunity to build trust with your audience and, as a result, help your organization succeed.

LOST FOR WORDS?

consistent (adj) happening in the same way
disjointed (adj) not well connected
pitfall (n) something that may go wrong or cause problems
run-through (phr) practice for an event or show
slide deck (n) collection of slides used in a presentation
zone out (phr) to stop paying attention

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Teamwork

C Read the article again. Complete the sentences with one word from the article.

- 1 If you read from a script word for word, you can lose your audience's _____.
- 2 When your team members interrupt each other, it reduces your _____.
- 3 After you finish speaking, don't immediately start checking your _____.
- 4 Agree on a general outline before each of you prepares your individual _____.
- 5 It's good to be consistent in your language, font, and use of _____.
- 6 If you start with the best speaker in your group, it creates a strong first _____.

D Work in pairs. Discuss the questions.

- When was the last time you did a group project or presentation? What was it about?
- How can you resolve disagreements in group projects or presentations?
- Is it important for college students to work in groups on projects or presentations? Why or why not?
- Which of the tips in the article did you find most useful?

E Work in small groups. Plan a five-minute presentation on the topic: *The best way to learn English*. Organize your presentation with the following outline.

Introduction
Briefly introduce the topic.
There are many ways to learn English, such as:
Suggestions: best ways to learn English 1, 2, and 3
For each suggestion, say why it is a good way to learn English.
Suggestion 1: Suggestion 2: Suggestion 3:
Conclusion
Briefly summarize ideas and give a final recommendation.
The best way to learn English is to:

F In your group, decide who will say what and practice your presentation.

USEFUL LANGUAGE

Giving reasons or examples

For example ...

One reason for this is ...

This is because ...

Introducing the next speaker

And now I'll pass it over to (name).

And now (name) will tell us about ...

(Name), would you like to continue?

G Work with another group. Follow the steps. Listen to presentations and rate the factors 1–3 using the feedback form.

- 1 Give your presentation to the other group.
- 2 Read the Peer feedback form.
- 3 Watch the presentation by the other group.
- 4 Rate the performance of the other group using the feedback form.
- 5 Share your feedback with the other group.

Peer feedback form

3 = great **2** = satisfactory

1 = in need of improvement

Confident delivery <i>Did the speakers present confidently and clearly?</i>			
Transitions between speakers <i>Did they change speakers smoothly?</i>			
Organization <i>Was the summary clear?</i>			
Timing <i>Did each person speak for the same amount of time?</i>			

H Reflect on your presentation. Did you avoid the pitfalls mentioned in the article?

- A** Complete the conversations with words from the box. There are two extra words.

broken	cracked	damaged	dead
defective	frozen	missing	torn

- A: What happened to this mug? It's completely!
B: I dropped it when I took it out of the box.
- A: I need to get a new phone. This one is getting old.
B: What's wrong with it?
A: I didn't use it very much today, but the battery is already
- A: My computer is completely No matter how much I move the mouse, nothing happens.
B: Isn't that a new computer?
- A: Why are you throwing that pretty mirror away?
B: I don't want to throw it away, but it's
- A: Oh, no! Your sweater is And one of the buttons is

- B** Match the sentences to the replies.

- I'm going to throw away my old phone.
 - These pants are too long for me.
 - I've read all of these books.
 - My laptop is broken.
 - This dress is too small for me.
 - The desk I bought is defective.
- a Why don't you donate them to the local library?
b You could exchange it for a bigger size.
c Don't do that! Recycle it; it's better for the environment.
d Yes, one of the legs is too short. Get a refund!
e I have a friend who can repair it.
f My mom can alter them for you.

- C** Choose the correct option to complete the sentences.

- The chicken soup / Chicken soup is my favorite food.
- I came to class early today and the students / students weren't there yet.
- It's very important that we have the hope / hope.
- Can you tell me what is the answer / the answer is?
- I was wondering if could we talk / we could talk.

≡ Wordlist ≡

broken (adj)	missing (adj)	refund (v)
cracked (adj)	torn (adj)	repair (v)
damaged (adj)	alter (v)	update (v)
dead (adj)	donate (v)	upgrade (v)
defective (adj)	exchange (v)	
frozen (adj)	recycle (v)	

PLAY WITH WORDS

Test your partner. Describe a word from the Wordlist for your partner to guess.

Work in groups. Role-play conversations between a customer and a clerk using all of the words in the Wordlist.

Level-up challenge. Do you know which verbs are the same as their noun form?