

SMALL THINGS MATTER

8

UNIT OBJECTIVES

- talk about neatness and messiness
- talk about side projects
- suggest and show interest in ideas
- write a complaint letter
- make a podcast on ways to reduce stress



START SPEAKING

- A** What can you tell about the person who works here? What objects were used to make the work area more practical and personalized?
- B** How do you make your work area more practical? How do you personalize it?
- C** In what other areas of your life can you use small things to make them more pleasant or personal (e.g., wallpaper on your phone)? How do these items make a difference? How do they make you feel? Tell your partner. For ideas, watch Jacqueline's video.



**EXPERT
SPEAKER**

Are any of Jacqueline's examples similar to yours?



- talk about neatness and messiness

1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Think about the best thing about growing up in your family home. Tell your partner what your family does that you love and appreciate. What little things do they do that annoy you?
- B **2.10** In an episode of a TV show called *You Should Talk!*, family members talk about living with each other. Read and listen. What annoying habits do Nicole and Paul have?

2.10 Audio script

Host So, Nicole and Paul, who's more **disorganized**?

Paul Definitely Nicole. Like, the other night, we were supposed to meet some friends at seven, and Nicole was going to drive us. We were about to leave the house, but she couldn't find her keys – *as usual*. We normally **hang them up** on the wall by the front door.

Nicole Yeah, Paul likes to **line up** all the keys from the biggest to the smallest. He also **puts his books in alphabetical order**, and his desk is always **organized** with all his office stuff ...

Paul OK, OK, but we're talking about you right now. Her keys were bound to be in the house somewhere, so we were forced to go room by room looking for them. Eventually she found them. They were **tangled up** with some earphones in the pocket of some jeans. Unbelievable!

Nicole You should talk! At least my jeans were in the closet – unlike your shoes!

Host Wait. A minute ago, you were saying how Paul **arranges keys and books neatly**. And now I'm hearing he **leaves his shoes all over the place**?

Nicole Yes! I mean, they're not all **jumbled up**. They're sure to be neatly placed side by side on the floor, but they're everywhere!

Paul At least I don't **throw** my clothes **on** the floor, like some people I know. I **fold them** neatly and **put them in a pile** on the chair by my bed.

Nicole Yeah. Even when he doesn't **put things away**, he does it neatly!



- C **2.10 PAIR WORK THINK CRITICALLY** Read and listen again. Who would you find more annoying to live with? Why do you think people get annoyed over small, silly things? What compromises do we need to make when living with other people?

INSIDER ENGLISH

Say *You should talk* to mean "You are guilty of the same behavior you have just criticized."

2 VOCABULARY: Describing neatness and messiness

- A **2.11** Look at the expressions in **bold** in the text. Which do we use to talk about things that are neat, messy, or both? Copy the chart and complete it. Then listen and check your work.

Neat	Messy	Both

- B **Now go to page 147. Do the vocabulary exercises for 8.1.**
- C **PAIR WORK** What expressions from the box can you use to describe yourself? Which ones can you use to describe the person or people you live with? Can you give some example situations to illustrate?

3 GRAMMAR: Modal-like expressions with *be*

A Read the sentences in the grammar box. Match the expressions (1–4) to the descriptions (a–d).

Modal-like expressions with *be*

We **were supposed to** meet some friends at seven.

We **were about to** leave the house, but she couldn't find her keys.

Her keys **were bound to** be in the house somewhere.

We **were forced to** go room by room looking for them.

They're **sure to** be neatly placed side by side on the floor.

- | | |
|--------------------------------|---|
| 1 be supposed to ___ | a be made to do something we don't want to |
| 2 be about to ___ | b be certain to do something or to happen |
| 3 be bound to / be sure to ___ | c be expected to happen because it was arranged |
| 4 be forced to ___ | d be going to do something very soon |

B **Now go to page 136. Look at the grammar chart and do the grammar exercise for 8.1.**

C Imagine you have a terrible roommate who is messy and disorganized. Make a list of complaints about him or her using modal-like expressions with *be*, the prompts, and some ideas of your own. Then compare with a partner. Whose roommate is more annoying?

- not wiping feet when it rains
He's sure to walk in without wiping his feet, so I'm forced to clean up the muddy floor.
- putting away clean dishes
- cleaning up after a party
- throwing towels on the floor
- losing keys to the apartment

4 SPEAKING

A **PAIR WORK** Imagine the terrible roommate you described in exercise 3C is gone, and you are looking for a new one. With a partner, try to agree on some house rules for your future roommate.

*OK, first, pay your rent on time.
Second, hang up your clothes.
Don't leave them all over the place.*

*Yeah, and don't just throw the
dishes in the sink. Wash them right
away, or they're bound to smell bad.*




- talk about side projects

1 LANGUAGE IN CONTEXT

- A Look at the title of Max's blog. What do you think it means? Then read the blog. What's (1) a side project, (2) Kyle's side project, (3) Max's side project?


HOME
ABOUT
BLOG
CONTACT US



LIVING YOUR DREAMS

(On the side)

by FilmGuyMax




Do you have a side project? You know, the thing you do that isn't your real job but you do it because you love it? Side projects are often creative, but they're more than a hobby. My friend Kyle, for example, is a mechanic, and in his free time he repairs old bikes for a kids' charity. It's work, but not work. He does it because he **thoroughly** enjoys it. And that's the great thing about a side project. It *won't* cause you stress but *will* give you a real sense of satisfaction. And unlike a job, you can usually do things **at your own pace** and **on your own time**.


I'm a film studies student, and my side project is making a documentary about college. I'm filming it **little by little**, and eventually I'm going to edit it into an hour-long show. It'll be a surprise for my friends because I'm not showing it to them until it's done. But this side project has another purpose. In a couple of years, I'll be looking for a job, and this video is going to be a useful example of my skills as a filmmaker. If things go **smoothly**, I might start my own video production business one day. So, as I work on my video, I'll also be moving **steadily** toward that goal. But if things don't go **as expected**, at least I'll have a nice souvenir of my college years.

- B Read the blog again. What are the benefits of a side project? How will Max's side project be useful to him?
- C **PAIR WORK** What side projects do you or the people you know have? Do you think they will help you to achieve your dreams?

2 VOCABULARY: Talking about progress

- A  2.12 **PAIR WORK** Look at the expressions in the box. What do they mean? Use a dictionary, your phone, or the context in the blog to help you. Which were used in the blog post? Which ones have a similar meaning? Then listen to the definitions and check your work.

as expected	at my own pace	effectively	efficiently
little by little	on my own time	smoothly	steadily
successfully	thoroughly	with difficulty	with ease

- B  Now go to page 148. Do the vocabulary exercises for 8.2.
- C **PAIR WORK** **THINK CRITICALLY** Compare main occupations with side projects. What are their pros and cons? What are the differences in (a) how we work on them and (b) how we feel about them?



3 GRAMMAR: Future forms

A Read the sentences in the grammar box. Circle the correct options to complete the rules.

Future forms

It **won't** cause you stress but **will** give you a real sense of satisfaction.

Eventually I'm **going to** edit it.

I'm **not showing** it to them until it's done.

In a couple of years, I'll **be looking for** a job.

This video **is going to be** a useful example of my skills as a filmmaker.

If things go smoothly, I **might start** my own video production business one day.

- 1 Use *be going to*, *will*, or *don't / won't* for predictions, expectations, or guesses about the future.
- 2 Use *be going to* or the **present continuous / simple present** for future plans and intentions.
- 3 Use *will + be + verb + -ing* for **an action in progress / a finished action** at a time in the future.
- 4 Use *might*, *may*, or *could* when you're **certain / uncertain** about the future.

B Now go to page 136. Look at the grammar chart and do the grammar exercise for 8.2.

C Write six sentences on plans and predictions about your work, studies, or side projects. Use a different future form from exercise 3A in each sentence. Check your accuracy. Then compare with a partner. Are any of your predictions similar?



ACCURACY CHECK

Use the future continuous, not the present continuous, for an action in progress in the future.

In a couple of years, ~~I'm~~ looking for a job. X
In a couple of years, I'll be looking for a job. ✓

4 SPEAKING

A **PAIR WORK** Choose a side project from the list below or your own idea. Think about how it will fit with your short-term and long-term plans, ambitions, or goals. Is it linked to your career in any way? Then tell each other about your side project. Ask questions to find out more. For ideas, watch Jacqueline's video.

create an app
improve your cooking skills
start an English speaking group

do a podcast
make jewelry or furniture
write a blog

grow plants
play in a band
write a children's book

I'm studying to become a teacher, but my side project is learning to play the guitar. Right now, I'm practicing the basics little by little, but in several months, I'll be successfully playing songs. Maybe I could even be a guitar teacher someday. It's going to be fun!



EXPERT SPEAKER

Is Jacqueline's side project something you'd ever do? Why or why not?



8.3

THE LITTLE TOUCHES

LESSON OBJECTIVE

- suggest and show interest in ideas



1 LISTENING

- A** **2.13 PAIR WORK** Look at the pictures. What kind of event do you think the items in picture A would be good for? What can you see in picture B? Are you sure? Then listen to a podcast about event planning and check your answers.
- B** **2.13 RECOGNIZE EMPHASIS** Listen again. The speakers emphasize the following words. Does the emphasis for each word (a) show a contrasting idea or (b) mean very?
- | | | |
|-----------------|-------------------------|--------------|
| 1 and small ___ | 3 complex ___ | 5 such ___ |
| 2 awesome ___ | 4 the birthday girl ___ | 6 really ___ |
- C** **2.13 PAIR WORK THINK CRITICALLY** Listen again. What ideas do the speakers have for “little touches”? Do you like the ideas? What kind of things, do you think, make events special and memorable? What kind of things are not worth the trouble? Why?

2 PRONUNCIATION: Listening for emphasis

- A** **2.14** Listen to the emphasis on the underlined words.
Plan all types of events – big and small That’s an awesome idea. Or it can be a complex theme like travel.
- B** **2.15** Listen and underline the words that are emphasized.
- | | |
|--|---|
| 1 Well, the birthday girl loved it, but not everyone likes strawberries. | 3 And it really is the little things they remember. |
| 2 That’s such a terrific idea. | |
- C** **Circle** the correct options to complete the sentences.
When we want to show emphasis, we put the main stress on the word we want to emphasize. We usually do this by using a *higher / lower* pitch on this word. The main stress *can / cannot* include functional words like determiners.

8.4

A SMILE GOES A LONG WAY

LESSON OBJECTIVE

- write a complaint letter

1 READING

- A** Have you ever made a formal complaint? What was the problem? Was your complaint effective?
- B** **IDENTIFY WRITER'S PURPOSE** Read the article. What's its purpose? What specific examples of customer problems does the writer mention? Which are valid reasons for complaints?



Do you have a problem with a product, service, or company? It might be time to make a formal complaint. Anna Tims, a writer who focuses on consumer affairs, offers a list of tips for successful complaining. The secret is getting a lot of small things right.



HOW TO COMPLAIN EFFECTIVELY



Most large companies get hundreds of complaints – some silly and some serious. No matter how important your complaint is to you, it will just be added to a pile of complaints that a stressed-out customer service worker needs to read. So to be sure it makes the biggest impact, you must know how to state your complaint effectively. Follow these steps, and you're bound to get your problems solved.

✓ MAKE SURE YOUR COMPLAINT IS VALID

Your concern needs to be realistic. For example, if fees for ending a cell phone service contract early stop you from going to a cheaper cell phone service provider, that's too bad. You should have understood the contract. If, however, you have received poor service, you have the right to end your contract early. Or if you dropped your product and then stepped on it accidentally, it's your fault. But if a product breaks when you set it down gently, it's sure to be faulty.

✓ FIGURE OUT WHAT YOU WANT TO ACHIEVE

Do you want a refund, a replacement, or simply an apology? If you want a refund, you have to act quickly or you might lose your right to one. If you complain by phone, make a note of who you spoke to and when, and follow up the call with a letter restating your complaint and the response you got on the phone. Do the same if you sent the complaint through the company's website, so you have a record of it.

✓ ALWAYS ADDRESS A LETTER TO A SPECIFIC PERSON

It is best to start with the customer service manager. (If you aim too high – for example, the company president – you will be waiting while your letter is passed around until it reaches the right person.) Find out the manager's name and use their full title – Dr., Mr., Mrs., or Ms. A little thing like using someone's name can make a big impression.

✓ INCLUDE YOUR DETAILS

Remember to include your full name, address, and any order or reference numbers near the top of the letter. If a company can't easily find you in their system, they may not respond.

✓ KEEP COPIES

Make copies of all relevant documents – such as receipts, bank statements, order forms, and advertisements – and include them to support your complaint. If you want a new but stained couch replaced, include a photo of the damage.

✓ CHECK YOUR SPELLING

Carelessly written letters suggest you are as sloppy as the company you are complaining about.

✓ BE POLITE AND REASONABLE

Whether you are writing or calling, stay calm. Anger will give companies an excuse to refuse to deal with you.

✓ NAME NAMES

If you mention the unhelpful attitude of, for example, a store manager or customer service representative, try to include their names.

✓ SET A DEADLINE

Give the company a deadline for sending a useful response – 14 days is fair. Make a note of the date so you can increase the pressure if it is missed.

✓ MAKE SURE YOUR COMPLAINT ARRIVES

Send all letters by certified mail or special delivery so the company can't deny receiving them. If you use email, ask the person to confirm once they get it.

Adapted from an article by Anna Tims in The Guardian

GLOSSARY

consumer affairs (*n*) a system related to protecting people who buy products and services

faulty (*adj*) not perfectly made or does not work correctly

sloppy (*adj*) not being careful or making an effort

- C** Read the article again. Which points apply to (1) both a complaint letter and a phone call and (2) only a complaint letter?
- D** **PAIR WORK** **THINK CRITICALLY** Which three points in the article do you think would be the most effective? Why? Are there any points that won't have an effect? Why not?

2 WRITING

- A Read Karen's letter to the customer service manager of Markus Appliances. What's the problem? Why is she not happy with the sales manager's response? What does she want?

To: Mr. Edwards
From: Karen Rebecca Mason
Subject: RE: Faulty SUPERWASH Washing Machine, model number RGM205

Dear Mr. Edwards,

I am writing to complain about the above washing machine, which I bought during your Summer Sale on July 15. I purchased it for \$175.99 at the Main Street branch of Markus Appliances and include a copy of the receipt as proof of purchase.

After the machine was delivered, I tried to use it, but it wouldn't turn on. I checked the connection, which was fine, but the machine had no power. I immediately returned to the store and explained the problem to the sales manager, Rob Clark. At first, he suggested there was something wrong with the power in my house. When I insisted that the machine was faulty, he said, "Sorry, but you bought it during the half-price sale. We don't accept the return of sale items."

I find this unacceptable. First, the item is obviously faulty. Second, your company advertisement (copy included) states that you accept all returns without question. I believe that includes sale items. Third, I feel Mr. Clark should be friendlier. It's a small thing, but a smile goes a long way.

I would like your company to pick up the washing machine from my house and send me a refund of \$175.99. I look forward to hearing from you within the next ten days.

Sincerely,
Karen Rebecca Mason

REGISTER CHECK

In formal written complaints, we often use expressions like *I find*, *I feel*, *I believe*, or *I think* to make statements less direct and more polite.

Direct

This is unacceptable.
Mr. Clark should be friendlier.

Less direct

I find this unacceptable.
I feel Mr. Clark should be friendlier.



- B **PAIR WORK** **THINK CRITICALLY** Which of the tips in the article in exercise 1A on page 82 did Karen follow?
- C **AVOID RUN-ON SENTENCES AND SENTENCE FRAGMENTS** Read about two kinds of sentences to avoid in more formal writing. Look at the examples below. How could the sentences be improved? Then find good versions of each in Karen's letter in exercise 2A.

Run-on sentences (They go on and on.)

- I am writing to complain about the above washing machine, which I bought during your Summer Sale on July 15 for \$175.99 at the Main Street branch of Markus Appliances and for which I include a copy of the receipt as proof of purchase.

Sentence fragments (Incomplete sentences)

- Went back to the store. Explained problem to sales manager Rob Clark.
- Unacceptable. First, obviously faulty.



WRITE IT

- D **PLAN** You're going to write a complaint letter. Choose an idea in the box or something you experienced yourself. With a partner, describe the problem and how you want the company to solve it. Then look at the letter in exercise 2A. What type of information should each paragraph contain in a complaint letter? How will you start and end the letter?

a bad restaurant meal
poor customer service

a broken or faulty item or package
an item that's different from the advertisement

- E Write your complaint letter.
- F **PAIR WORK** Exchange your letters of complaint. How effective is your partner's letter?



TIME TO SPEAK

The key to less stress

LESSON OBJECTIVE

- make a podcast on ways to reduce stress



NOT STRESSED AT ALL



VERY STRESSED

A DISCUSS How stressed are you? Where would you put yourself on the scale above? Would you say most of your stress is caused by one or two big things or a number of small things? In pairs, discuss examples of big and small things that can make you feel stressed. For ideas look at the pictures. Add four ideas of your own.

B Compare your ideas with other pairs. Find out common causes of stress.

C DECIDE Which of the causes of stress from part B can be reduced by taking simple actions? What actions can be taken? With your partner from part A, discuss the ideas in the box and your own ideas. Then choose your top three effective and simple actions.

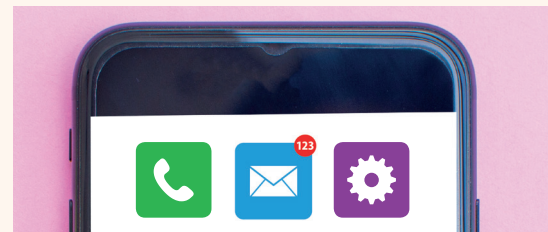
SIMPLE ACTIONS TO REDUCE STRESS:

Delete it.	Don't read it.	Don't reply.
Make "to-do" lists.	Do it right away.	Get up earlier.
Go to bed later.	Say "No!"	Discuss the problem.

D PREPARE You're going to present your actions in a short podcast. Plan: (1) the introduction, (2) your actions and the reasons why you think they're simple and effective (give some examples), and (3) the conclusion. You can take notes.

E PRESENT Present your podcast to the class. Answer any questions about it.

F AGREE The class compares the podcasts and chooses two that have the best ideas and are well presented.



To check your progress, go to page 155.

USEFUL PHRASES

DECIDE

One/Another thing you could do is ...
 It never hurts to ...
 ... is always worth considering.
 ... is a good way to approach it.

PREPARE

If you do this, you're bound to / sure to ...
 You're going to ...
 You might ...
 You'll be + verb + -ing ...