

UNIT 7

House and home



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about buildings, travel accommodation and life in big cities and small towns
- talk about alternative places to stay when travelling
- talk about living in towns and cities
- make polite offers and ask for permission
- use appropriate phrases to show that you can imagine other people's feelings
- write a note with useful information

UNIT CONTENTS

G GRAMMAR

- Modals of deduction
- Quantifiers

V VOCABULARY

- Describing houses and buildings: *attic, balcony, basement, block of flats, doorbell, downstairs, (ground/first/second) floor, flat, front door, landing, location, lock, move house, move into, move out of, neighbourhood, rent, steps, terrace, upstairs, view*
- Verbs and prepositions: *apologise for, argue about/with, believe in, belong to, care about, complain to/about, cope with, depend on, pay for, rely on, succeed in, think about, wait for, worry about*
- Wordpower: *over* (= finished, across/from one side to the other, more than, during, the other way up, covering)

P PRONUNCIATION

- Modal verbs: sounding the final *t* or *d*
- Sentence stress: verbs and prepositions
- Sounding polite

C COMMUNICATION SKILLS

- Describing houses and buildings
- Describing a town or city
- Making polite offers and requests and asking for permission
- Using appropriate phrases to show that you can imagine other people's feelings
- Offering choices
- Writing a note with useful information



CULTURE NOTE

The photo shows guests having breakfast at *ICEHOTEL* in Jukkasjärvi, a village in northern Sweden. It was the first ice hotel in the world and was first built in the early 1990s. It is constructed from 20,000 tons of snow and 3,000 tons of ice each year, including the tables, chairs and glasses. Artists from around the world apply every year to design the hotel's famous suites.

- b** Give students time to think about the questions. Put them into pairs to discuss their ideas. Take feedback by asking a few students to report back on their partner's ideal home and whether they would like to live there too.



EXTRA ACTIVITY

Write this question on the board: *Which room do you think is the most important in a house? Why?* Ask students to compare their choices in small groups. They should discuss their reasons and find out if their views about why this room is the most important have changed since they were children and why. Ask for their answers in feedback and see which room is the most popular.

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Put students into pairs and ask them to tell their partners about the different homes they have lived in during their lives. If they have lived in the same place all their life, they should describe changes that have been made to the home. They should also tell their partner about a memory they associate with each home. Ask for examples during feedback. Find out who has lived in the most unusual home and who has the most interesting memory.

- a** Ask students to look at the photo and the title of the unit, *House and home*. Put them into small groups and ask them to discuss the questions. Nominate a few groups to share their ideas with the rest of the class.

7A It might be a holiday home

OPTIONAL LEAD-IN

Books closed. Write this sentence on the board: *Home is where the heart is.*

You may wish to explain that this proverb means: 'Home isn't a building, but the place where the people you love are.'

Ask: *Do you have a similar expression in your own language? What does it mean? Do you agree with the expression?*

1 GRAMMAR Modals of deduction

a Tell students to look at the four photos of different homes. Put students into pairs or small groups to discuss the questions. Take feedback as a class by asking different groups to say something about each photo. Write their ideas on the board. Do the other groups agree? Add notes from what the other groups say, and leave them there for 1c.

b **2.38** Play the recording for students to listen and match the speakers with the photos. Check answers as a class.

Answers

1 c 2 d 3 b 4 a

Audioscript

SPEAKER 1 Well, it's very small so it can't belong to a big family, maybe a small family or an older couple who live on their own. Where is it? It's somewhere dry and sunny, so it could be Mexico, maybe, or Spain.

SPEAKER 2 There can't be much space in there, so I think it must belong to a single person or a couple. And where is it? It could be in any big city, but on the outskirts of the city, I think. It might be somewhere like Tokyo, where land's expensive so you can't build big houses. It might not be a house; it might be two separate flats. No, they can't be flats, the ground floor one is too small, so it must be a house.

SPEAKER 3 You can see tall buildings outside the window, so this flat must be somewhere like Dubai or some modern city. Whoever lives there can't have children; it's much too tidy. It might be someone who works a lot, or someone who doesn't spend much time there.

SPEAKER 4 It's a huge house, so a very big family must live there, or maybe two or three different families. Or it might be a holiday home because it's in the mountains somewhere. It could be Switzerland or Austria, or perhaps Slovenia. Somewhere in Europe.

VOCABULARY SUPPORT

outskirts (B2) – the areas that form the edge of a town or city

c **2.38** Refer students back to their suggestions on the board for 1a. Ask: *Did you hear the speakers talking about any of the ideas on the board?* Play the recording again for students to listen and check their ideas. Then check answers as a class.

You may wish to tell students that the buildings in the photos are in: a Switzerland, b Dubai, c Mexico, and d Japan.

At the end of this lesson, students will be able to:

- use modals of deduction appropriately
- use a lexical set to describe houses and buildings correctly
- understand an article about alternative places to stay when travelling
- discuss homes and places to stay

Answers

Photo a: Switzerland, Austria or Slovenia; a big family, or two or three different families; it might be a holiday home.

Photo b: Dubai or a modern city; someone without children, someone who works a lot; someone who doesn't spend much time there.

Photo c: Mexico or Spain; a small family or an older couple.

Photo d: Tokyo, a big city; a single person or a couple.

d Discuss the question as a class.

e Ask: *Why did the speakers use the words 'maybe' and 'perhaps' when they were talking about the four houses?* (Because they weren't sure; they were making guesses.) Tell students that they are going to look at other ways of making deductions (guesses based on limited information). Put students into pairs to complete the sentences. Elicit students' ideas but don't check answers at this point.

f **2.38** Play the recording again for students to check their answers.

Answers

- 1 can't
- 2 can't
- 3 must
- 4 could
- 5 might not
- 6 can't
- 7 might

g Students complete the task individually. Check answers as a class.

Answers

- 1 b 2 a 3 a 4 c

h Discuss the question as a class. You may wish to point out that we often use *be* after modals of deduction, but other verbs are possible (e.g. *have*, *get*, etc.).

Answers

the infinitive without *to*



LOA TIP ELICITING

Write these sentences on the board and elicit ways of rephrasing them using modals of deduction. Suggested answers are given below in brackets.

- 1 *I'm sure that's a noisy area.* (That must be a noisy area.)
- 2 *It's possible that it's cheaper to live in the country.* (It might/could be cheaper to live in the country.)
- 3 *I'm sure that isn't my phone.* (That can't be my phone.)
- 4 *Perhaps the teacher speaks French.* (The teacher might/could speak French.)

If you have a strong group, ask them to give you reasons for each deduction.

CAREFUL!

The most frequent error with modals of deduction is using other modals where *must* or *might* is required. Instead of *must*, students often use *have to* or *should*, e.g. *You have to be / should be tired* (Correct form = *You **must** be tired*). Instead of *might*, students often use *can*, e.g. *I think this can be the key* (Correct form = *I think this **might** be ...*).

- i ▶ 2.39 Students read the information in Grammar Focus 7A on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the most appropriate modals. Tell students to go back to SB p.80.

Answers (Grammar Focus 7A SB p.145)

- a 2 c 3 h 4 a 5 d 6 g 7 e 8 b
b 2 must be right.
3 could/may/might want to sell their flat.
4 can't be speaking Russian
5 could/may/might be the perfect person for the job.
6 may/might not know the answer.
7 can't need that coat today
8 could/may/might be building a new shopping centre.

FAST FINISHERS

To focus on deductions about things happening now, ask fast finishers to think of a few famous people and imagine what they might be doing right now.

- j ▶ 2.40 **Pronunciation** Give students time to read the sentences in 1g again. Then play the recording, pausing after each sentence. Take feedback as a class. Elicit that we don't pronounce the final *t* or *d* in a word when it's followed by a consonant sound. We do pronounce it when it's followed by a vowel sound.

Answers

don't pronounce

- k ▶ 2.41 Give students time to read the sentences. Then play the recording, pausing after each sentence. Check answers as a class, then put students into pairs to practise saying the sentences.

Answers

3, 5

- l Give students time to think about their answers, then put them into pairs to discuss the questions. Take feedback as a class.

2 VOCABULARY Buildings

- a Individually, students read the email and choose the correct words. They then compare answers in pairs. You may wish to point out that we also use the expression *move house* when we move to a flat or apartment, not only when we move to a house.

Answers

- 1 moving house
2 renting
3 floor
4 block
5 views
6 location
7 neighbourhood
8 balcony
9 of
10 into

- b ▶ 2.42–2.43 Students do the exercises in Vocabulary Focus 7A on SB p.158. Individually, students do Exercises a and b. Play the recordings for students to check their answers. Put students into pairs to do Exercise c. Monitor for Exercise d and take feedback as a class. Tell students to turn to SB p.81.

Answers (Vocabulary Focus 7A SB p.158)

- a 1 block of flats 2 balcony 3 first floor 4 flat
5 ground floor 6 steps 7 doorbell 8 terrace 9 landing
10 basement 11 front door 12 attic 13 lock
b 1 rent 2 moved 3 neighbourhood 4 balcony 5 location
6 attic 7 floor 8 view

EXTRA ACTIVITY

Ask students some questions about the building you are in at the moment:

- Which floor are we on?
- What's upstairs from here?
- What's downstairs from here?
- Does this building have a balcony?
- Does it have a basement?
- What's in the neighbourhood?

3 READING

- a Tell students to imagine they're travelling on their own to a city they don't know. They'll be staying there for three nights. Where would they prefer to stay? Give students time to look at the three options then put them into pairs or small groups to compare their choices, giving reasons and referring to the advantages and disadvantages of each one. Take feedback as a class. Ask for a show of hands for who'd rather stay in a hotel and ask those students to explain why. Repeat for the other two options.
- b Pre-teach the word *host* (someone who has guests). Give students one minute to read the introduction and choose the best summary. They then compare their choice with a partner. Check answers with the class. Ask: *Has anyone heard of or used Airbnb?*

Answers

- 2 Airbnb is a website for travellers and people who have rooms to rent.

CULTURE NOTE

Airbnb is a website that helps people who want to rent out rooms in their own homes for other people to stay in (for short stays or longer). It was founded in 2008. It has more than 600,000 listings worldwide in nearly 200 countries. Most of the places listed are rooms in houses and flats, but there are also hosts offering rooms in castles, tree houses and on boats. The website has user reviews for every listing.

- c Before students read the next part, ask them to imagine the good and bad points of paying to stay in someone else's home. Put them into pairs or small groups to discuss their ideas, then take feedback as a class.

Suggested answers

Good points: it's cheaper and more personal than other forms of accommodation.
Bad points: it could feel too personal, or it might not be as clean or well organised as a hotel.

- d** Students look at the photos. Ask: *What kind of buildings can you see?* Tell students that they are going to read what two guests, Antonia and Kumi, say about their experiences as guests in these places. Individually, students read the article and do the task. They then compare answers in pairs. Check answers as a class. Ask students to justify their answers by using information quoted from the article.

Answers

- 1 A 'It had ... a pool'
- 2 K 'I felt like a local by the end of the week!'
- 3 K 'the rent included a bicycle too'
- 4 K 'They let me use the kitchen'
- 5 A 'he's going to come and stay in my house when he comes to Italy next year'



EXTRA ACTIVITY

If you think your students need to spend more time processing the article before doing 3e, write these comprehension questions on the board. Give students time to read the article again and answer the questions.

- 1 *How do you use a website like Airbnb if you want to find a place to stay?* (You browse the profiles of places to rent.)
- 2 *How much do most places cost per night?* (between about £25 and £100)
- 3 *Where is the villa?* (California)
- 4 *Who cooked Antonia's breakfast?* (Jeff, the host)
- 5 *Where is the old house?* (Berlin)
- 6 *Which part of the house did Kumi have?* (the whole of the top floor)
- 7 *What happened at mealtimes?* (She ate and chatted with the hosts.)
- 8 *Why was Kumi glad she could use the kitchen?* (The restaurants nearby were quite expensive.)

- e** Put students into small groups to discuss which of the two places they'd rather stay in and why. Take feedback as a class.
- f** Before students read the next part of the article, ask them to imagine the advantages and disadvantages of being an Airbnb host. Put them into pairs or small groups to discuss their ideas, then take feedback as a class and write some of their ideas on the board. Leave them there for 3g.
- g** Give students one or two minutes to read the texts quickly to see if any of the ideas on the board are mentioned. They then compare answers in pairs. Ask: *Would you like to be an Airbnb host? Why/Why not?*

Answers

Advantages: you meet wonderful people, from all over the world; most people are charming and friendly.
Disadvantage: you have to do a lot of washing and cleaning; you have to trust people to treat your property as if it was their own home.

- h** Give students one minute to read the texts again and match the words with the definitions. Check answers as a class by reading out the definitions and asking students to say the words. Make sure they can pronounce the words correctly.

Answers

- 1 property 2 accommodation 3 cottage 4 pleasure
- 5 theft 6 reservation

4 SPEAKING

- a** Ask students to look at the photos. Explain that they are going to guess things about each building. You may wish to remind them to use modals of deduction, or wait and see whether they produce them naturally as they speak. Put students into pairs or small groups to discuss the questions. Monitor to check how well they are using modals of deduction and vocabulary from the lesson.

Take feedback as a class and find out if students have the same or different ideas about each building.

- b** Put students into pairs for this speaking activity, in which they imagine that they can stay in one of the buildings for a few days. (If possible, mix students up so they are talking to someone they haven't just been speaking to.) Give them one or two minutes to try and agree on which house or flat they like best. Nominate a few pairs to share their final decisions with the rest of the class, and to say whether it was easy or difficult to agree.



FAST FINISHERS

Ask fast finishers to think about the best area to live for the following people:

- a young couple who have just got married
- a university student
- a pensioner living alone

Check their ideas during feedback.

ADDITIONAL MATERIAL

- ▶ Workbook 7A
- ▶ Photocopiable activities: Grammar p.163, Vocabulary p.169, Pronunciation p.177

7B There are plenty of things to do

OPTIONAL LEAD-IN

Books closed. Write these words on the board: *lighthouse, skyscraper, tree house, museum, cottage, hospital, chalet.*

Put students into small groups to discuss whether you usually find each building in a city or in the countryside.

Take feedback as a class. Ask: *Which of the buildings have you been in? When? Why?*

1 LISTENING

- a** Put students into pairs or small groups to discuss the questions. Nominate a few students to share their answers with the class.
- b** Give students a few minutes to read the list and answer the questions. Put them into pairs to discuss their answers. Take feedback as a class and find out if students have more reasons for why small towns are better than cities. Possible reasons might include: there's less crime; it's quieter; property prices are cheaper; the air is cleaner; you can see the stars at night.
- c** Put students into pairs to make a list of reasons why cities are better places to live than small towns. After a few minutes, take feedback by writing a list of students' reasons on the board. Leave the list on the board for 1d.
- d** **2.44** Tell students that they are going to hear two people, Tim and Kate, talking about the same topic. Does Tim mention any of the reasons on the board? Play the recording for students to listen and check. Take feedback as a class. Ask: *Did any of Tim's reasons surprise you?*

Answers

Tim thinks cities are better places to live than small towns because: there is so much going on; it's safer to live in a big city; it's better for the environment.

Audioscript

- TIM** What are you reading?
- KATE** Fran just sent me the link to this list of five reasons why small towns are better than cities.
- T** Ha-ha!
- K** What are you laughing at? Small towns are better than cities.
- T** Yes, if you want to have nothing to do and never meet anyone new!
- K** Well, I loved growing up in a small town. There's a real sense of community. People care about you. It's like you belong to one big family.
- T** Yes, I know you liked it. But I've always been a city boy. I love being in the centre of things – there's so much going on here. Cinemas, restaurants, museums. And there are lots more work opportunities in big cities than in a small town.
- K** But there's also more crime. Life's more dangerous here.
- T** Actually, research has shown that it's actually safer to live in the city.
- K** Really? I find that hard to believe.
- T** Yes, they did a study in the US that compared the number of accidents in country and city areas. And in the country there was a much higher number of accidents than in the city. Car crashes mainly, because people drive more in the countryside.
- K** That makes sense if you think about it. And hospitals are nearer, I suppose, so you get help quicker.

At the end of this lesson, students will be able to:

- understand an informal discussion about living in towns and cities
- use a lexical set of verbs and their dependent prepositions correctly
- use quantifiers appropriately
- talk about the area where they live

- T** Exactly. So it's actually safer to live in the city. And it's better for the environment.
- K** Really? How do you work that out?
- T** Well, you can't rely on public transport in the countryside like you can in the city, so you have to drive more. It's been proved that if you live in the city, you actually have a smaller carbon footprint, especially if you live somewhere with good public transport.
- K** I've definitely noticed that I walk more now I live in the city. Everything's closer, I guess. And it is nice not to have to get into the car just to go to a supermarket.
- T** You see! There are a lot of advantages to living in a city. You can't argue with that.
- K** No, I can't – there are definitely advantages. But I still miss my little home town.

- e** **2.44** Give students time to read the statements. You may wish to pre-teach the phrase *carbon footprint* (a measurement of the amount of carbon dioxide that someone's activities produce). Play the recording again. Students compare answers in pairs. Encourage students to justify their answers as far as possible.

Answers

- 1 T
- 2 T
- 3 T
- 4 F A study in the US showed that there were more accidents in the country than the city.
- 5 F People who live in the country generally drive more and so have a bigger carbon footprint.

- f** Give students time to read through the questions. Put them into pairs to discuss their ideas. After a few minutes, put pairs with other pairs to extend the discussion. Take feedback as a class. Nominate a few students to talk about the question that their group discussed the most.

2 VOCABULARY Verbs and prepositions

- a** Write this extract from the recording on the board with the preposition gapped: *You can't argue that.* Focus on the verb *argue* and ask: *What's the missing preposition? (with).*

Tell the class that they are going to learn more verb and preposition combinations. Individually, students complete the sentences then compare answers in pairs. Elicit their ideas but don't check answers at this point.

- b** **2.45** **Pronunciation** Play the recording for students to listen and check their answers.

Answers and audioscript

- 1 People care about you.
- 2 It's like you belong to one big family.
- 3 That makes sense if you think about it.
- 4 You can't rely on public transport in the countryside like you can in the city.



LOA TIP CONCEPT CHECKING

Check that students understand the meaning of the verbs plus their dependent prepositions by asking these questions:

Who do people usually 'care about' most? (friends and family – or perhaps just themselves!)

If something 'belongs to' you, is it yours? (yes)

If you can 'rely on' someone, do you trust them or worry about them? (trust them)

Give students time to read through the pronunciation rule. Then play the recording again for students to complete the rule.

Answers

usually, don't stress

- c** **2.45** Play the recording again for students to listen and practise saying the sentences in 2a.

- d** Students work in pairs to match the verbs with the prepositions. Check answers as a class.

Answers

- 1 argue
- 2 cope
- 3–5 care, complain, worry
- 6 apologise
- 7 believe
- 8 succeed
- 9 depend
- 10 belong/apologise



EXTRA ACTIVITY

Write these symbols on the board:

o

oO

Oo

oOoo

Tell students that the patterns represent syllables and stress. Say each verb from exercise 2d clearly, and ask different students to come to the board and write the verbs next to the correct stress pattern. Ask the other students to help.

o care, cope, pay, think, wait

oO complain, believe, belong, depend, rely, succeed

Oo argue, worry

oOoo apologise

Put students into pairs to practise saying the verbs with their prepositions. Remind students not to stress the prepositions.

- e** Give students five minutes to complete the sentences with the verbs and prepositions from 2d. They then compare answers in pairs. Check answers as a class.

Answers

- 1 depends on
- 2 cope with
- 3 succeeded in
- 4 apologise for
- 5 argued with
- 6 complain about
- 7 believe in
- 8 belongs to

f

Give students time to look quickly through the instructions, then ask them to add the missing prepositions. They shouldn't discuss the game topics at this point. Check the correct prepositions as a class.

Answers

- b about
- c for
- d for
- e about
- f in

Divide the class into teams to play the game. Make sure they understand that they'll win more points by writing down things that the other teams might not think of. Create a competitive atmosphere by asking the teams to give themselves a name. Set a time limit of three minutes and encourage students to think carefully before they write down their answers. Remind them to keep their voices quiet so that other teams don't hear their ideas.

Stop the teams when the time limit is up. Check answers and award points by reading each question and asking each team to give their answers. Teams win points for answers that no one else has. The team with the most points at the end wins.

Suggested answers

- a in cash, by cheque, online, with a credit card, on the phone
- b noise, the food, a lack of hot water
- c I'm sorry I'm late; Sorry I'm late; Please forgive me for being late.
- d check their phones, listen to music, read
- e health, money, work
- f fairies, magic, Father Christmas

3 GRAMMAR Quantifiers

a

Put students into pairs or small groups to discuss the questions. Take feedback as a class.

b

Tell students to look at the photo of the High Line, New York. Invite a few students to describe what they can see in the photo. Ask: *What's unusual about it?* Then give students one or two minutes to read the article and check. Check the answer as a class. Find out if anyone in the class has been to or heard of the High Line or would like to go there.

Answer

It's on an old railway bridge, 10 metres above the street.



CULTURE NOTE

The High Line project was started in 1999, when two local residents, Joshua David and Robert Hammond, had the idea of transforming a 2.3km-long stretch of disused railway track into a park.

Six years before work on the High Line began, Paris already had its own elevated park created on reclaimed urban space. The Promenade Plantée, built in 1993, stretches for almost 5km across the city on a railway line which closed in 1969.


- c Give students a few minutes to read the article again and underline the correct words. They then compare answers in pairs.

Answers

- 1 lots of
- 2 many
- 3 very little
- 4 too many
- 5 lots of
- 6 not much

CAREFUL!

Students are likely to omit *some* and *any* before plurals and general nouns, e.g. *I'd like to ask you questions.* (Correct form = ... ask you **some** questions) or *We got there without trouble.* (Correct form = ... without **any** trouble.)

 **2.46–2.49** Students read the information in Grammar Focus 7B on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct quantifiers. Tell students to go back to SB p.85.


Answers (Grammar Focus 7B SB p.145)

- a** 2 a lot of 3 enough 4 much 5 enough 6 a lot of
7 a lot 8 none 9 a few 10 too
- b** 2 few chairs for everyone. 3 none left. 4 lot of money.
5 give us enough information. 6 few people.
7 no money. 8 lot of time tomorrow.


EXTRA ACTIVITY

Write these sentences on the board and put students into pairs to find and correct the mistakes in the underlined phrases.



- 1 There are a lot bookshops here. (a lot of/lots of)
- 2 I didn't bring plenty bags. We need more. (enough)
- 3 Nina gave me plenty advice about what to do. (plenty of)
- 4 We saw many butterflies. (a lot of/lots of)
- 5 The station is too much far to walk. (too far)
- 6 Few of people know about this place, so it's usually very quiet. (Few)
- 7 They aren't building the new school enough fast. (fast enough)
- 8 I'd like to ask you any questions, if you have time. (some)

- e** Ask students to read through the task. Demonstrate the activity by describing a place that all the students should know. Can they guess the place you're talking about? Give students five minutes to prepare what they're going to say individually. Monitor and check that they are using quantifiers correctly. Encourage them to add some details at the end of their descriptions that will help the other students guess.
- f**  Put students into pairs to read out their sentences. Monitor and point out any errors for students to self-correct. Take feedback as a class and ask students which descriptions they found easier/harder to guess.

4 SPEAKING

- a** Tell students that they are going to talk for one or two minutes about the place where they live. Give students up to five minutes to read the task and prepare what they're going to say. Monitor and help with any vocabulary that they need.
- b**  Put students into small groups. Before they begin talking, make sure they know what they need to listen for and think about. Tell students not to rush this speaking activity. Encourage each student to talk about their place for at least a minute. When everyone has spoken, the group should discuss which places would suit the teenager, the family with young children, etc. Monitor and listen for correct usage of the target language from the lesson. Take feedback as a class.

ADDITIONAL MATERIAL

-  Workbook 7B
-  Photocopiable activities: Grammar p.163, Vocabulary p.169

7C Everyday English

Is there anything we can do to help?

OPTIONAL LEAD-IN

Write this word snake of adjectives on the board:

annoying stressful worried annoyed embarrassing painful embarrassed

Put students into pairs and ask them to find adjectives in the word snake. Tell them to use the words to finish these sentences.

– People can feel ...

– Situations can be ...

Check answers as a class (people can feel worried, annoyed, and embarrassed; situations can be annoying, stressful, embarrassing, and painful).

Tell the class that they will need some of the adjectives later on in the lesson.

1 LISTENING

- a** Put students into small groups and give them a few minutes to discuss the questions about visiting people's houses. Nominate a few students to share their group's answers with the rest of the class.
- b** In the same groups, students discuss what they think is happening in the photos and how they think the people feel. Take feedback as a class.
- c** **2.50** Pre-teach the word *allergic* (having a condition that makes a person sick or develop skin or breathing problems because they have eaten certain foods). Play Part 1 of the video or audio recording for students to see if their guesses were correct. Check answers as a class.

Answers

Becky is meeting Tom's parents for the first time. She's feeling a bit nervous.

Video/Audioscript (Part 1)

- BECKY** Do I look OK, Tom?
- TOM** You look great! You've got nothing to worry about.
- B** Oh, I really hope your parents like me.
- T** Of course they will. You'll be fine! After you, go on. ... Dad, this is Becky.
- MICHAEL** Hello, Becky. I'm Michael. It's very nice to meet you.
- B** Nice to meet you.
- T** And this is my mum, Charlotte.
- CHARLOTTE** Hello! It's lovely to meet you at last!
- B** Oh, you too!
- C** Thank you. They're lovely.
- M** Take a seat, Becky.
- B** Oh, thank you.
- C** Would you excuse me for a moment? I just need to check on the food.
- B** Of course. Is there anything we can do to help?
- C** Oh no, it's all under control!
- B** So, Martin ...
- T** Michael!
- B** Er, Michael. I expect you're excited about the match this afternoon.
- M** I'm not really a football fan, to be honest. I prefer golf.
- B** Oh, I see.
- C** Tom, do you think you could give me a hand in here?

At the end of this lesson, students will be able to:

- understand informal conversations in which people visit other people's homes
- use appropriate phrases for making offers, requests and asking for permission
- use phrases to show that you are trying to imagine how someone else is feeling
- use intonation to sound polite

- | | |
|--|---|
| T Sure. | B And I'm allergic to mushrooms. |
| M So, do you play golf? | C What? Tom, why didn't you tell us? |
| B No. | T I sent you an email yesterday. Didn't you see it? |
| B So Caroline, Tom tells me you're an architect. That must be very interesting. | M Oh no, we didn't! |
| C Oh, er, yes, I really enjoy it. In fact, at the moment, I'm working on... | C I'm really sorry, Becky. Let me get you something else. |
| M Here we go. | B Oh no, Caroline, it's fine, really. Is it OK if I just have some bread and butter? |
| B Oh, this looks delicious. | C No, we can do better than that. I'll get you a green salad. |
| M It's my own recipe. | B Oh OK, that would be lovely. Thanks. |
| B What's in it? | T Becky, my mum's name is Charlotte, not Caroline. |
| M It's chicken and mushroom. | B Oh no! How embarrassing! |
| B Oh. Um ... | |
| M Is something wrong? | |
| T She's a vegetarian! | |

- d** **2.50** Give students time to read through the sentences. Play Part 1 of the video or audio recording again. Students compare their answers in pairs. Check answers as a class. Ask: *Why can't Becky eat mushrooms?* (because she's allergic to them). To check understanding, ask: *What else are some people allergic to?* (e.g. eggs, nuts, seafood, pollen from plants in summer). You may wish to contrast the pronunciation of the adjective *allergic* /ə'li:dzɪk/ and *allergy* /'ælədʒi/.

Answers

- 1 T
- 2 F Becky thinks that Michael will watch the football match, but he isn't interested in football.
- 3 T
- 4 F She's an architect.
- 5 T

- e** Discuss the questions as a class. You may wish to mention that Becky hasn't been a bad guest, but she has been a bit awkward and made a few mistakes. She probably hasn't made a very good impression, but she has tried to be friendly and interested in Michael and Charlotte. She is also very polite when she is offered food that she can't eat.

EXTRA ACTIVITY

Ask students to think of a time when they were hoping to make a good impression and made some mistakes. If they can't think of one, they can recall a time when they were worried about meeting someone and how the meeting went. Put students into pairs to tell their partners about the event. Ask for examples during feedback. Find out whose experience was the most embarrassing or most successful.

2 USEFUL LANGUAGE

Offers, requests and asking for permission

- a** Put students into pairs to match the questions and responses.

Answers

2 b 3 a 4 e 5 d

- b** Discuss the phrases in **bold** as a class.

Answers

- 1 Is there anything we can do to help?; Let me ...; I'll ...
- 2 Do you think you could ...?
- 3 Is it OK if I ...?

- c** Put students into pairs to match the requests and responses, then check answers as a class. You may wish to point out that *Do you mind?* means *Is it a problem?*. So we reply with *Not at all* or *No, that's fine* if we are happy about the request, e.g. *Do you mind if I leave now?* *No, that's fine.*

Answers

1 b 2 e 3 a 4 c 5 d

3 LISTENING

- a** Ask the class to guess what Tom and Michael are talking about.
- b** **2.51** Play Part 2 of the video or audio recording for students to see if their guesses were correct.

Answer

They're talking about Becky.

Video/Audioscript (Part 1)

- TOM** Listen, I know today hasn't gone very well.
- MICHAEL** What do you mean?
- T** Well, Becky kept getting your names wrong. And she didn't eat the food you made.
- M** Oh, don't worry about that. It wasn't her fault. Becky seems really great.
- T** You really think so?
- M** Yes, of course.
- T** Well, I'm really happy to hear that, because, well, I'm thinking of asking her to marry me.
- M** Really? But that's great!

- c** **2.52** Give students time to read the sentences. Play Part 2 of the video or audio recording again. Check the correct answers as a class. Ask: *How do you think Tom feels about his dad's reaction?* (happy).

Answers

- 1 T
- 2 F Michael likes Becky.

4 CONVERSATION SKILLS Imagining people's feelings

- a** **2.52** Put students into pairs to complete the sentences. Play the recording for students to listen and check. Ask: *Does Becky know how Tom's dad feels about football and how Tom's mum feels about being an architect, or is she guessing?* (She's guessing.)

Answers and audioscript

- 1 I expect you're excited about the match this afternoon.
- 2 Tom tells me you're an architect. That must be very interesting.

- b** Give students one minute to read the exchanges and underline phrases for imagining how someone else is feeling. Check answers as a class.

Answers

- 1 You must be very tired!
- 2 I imagine you're a bit nervous!

- c** Tell students to look at the example and ask for some other possible responses, e.g. *You must be very busy!* Remind students of the silent *ts* in *That must be* /ðə'mʌsbɪ/. Put students into pairs to think of good responses to sentences 2–4. They then practise short conversations. Encourage them to sound like they can really imagine the other person's feelings.

Suggested answers

- 2 That must be really painful. You must be in a lot of pain.
- 3 That must be so annoying! You must be fed up!
- 4 That must be interesting. That must be quite difficult.

LANGUAGE NOTES

We follow *I expect/imagine you're/You must be* with adjectives that describe feelings (*excited, stressed, annoyed, nervous, etc.*), e.g. *You must be really annoyed (about that)!*

We follow *That must be* with adjectives that describe things or situations (*exciting, stressful, annoying, nerve-wracking, etc.*), e.g. *That must be really annoying!*

When imagining other people's feelings, we often use adverbs like *rather, quite, so, very, really* and *extremely* before gradable adjectives and *absolutely* before extreme adjectives, e.g. *You must be really angry. You must be absolutely furious!*

LOA TIP DRILLING

Give students intonation practice with a substitution drill. Say the following sentence with the correct intonation:


That must be exciting!

Use these different adjectives one at a time for students to substitute: *interesting, disappointing, fun, difficult, frightening, easy, dangerous, enjoyable, e.g.:*

- *interesting* (That must be interesting!)
- *disappointing* (That must be disappointing!)

- d** Give students time to prepare the plan, hobby and problem they're going to talk about. Then put students into pairs to practise listening to each other and show empathy by imagining each other's feelings.


5 PRONUNCIATION Sounding polite

- a  **2.53** Tell students that they are going to hear two sentences. Each sentence will be said in two different ways. They need to listen and decide which version sounds more polite. Play the recording for students to listen and decide. Check answers as a class.

Ask: *What makes one question sound more polite than the other?* Establish that the difference lies in the intonation. In the polite versions, the voice moves up and down on the key words, whereas in the other versions, the voice doesn't move much. Play the recording again for students to listen and notice.


Answers

1 b 2 a


- b  **2.54** This task gives students more practice in noticing the difference in intonation. Play the recording for students to listen and check. They then compare answers in pairs.

Answers

1 b 2 a 3 a

- c  Put students into pairs to practise saying the sentences in 5b with polite intonation. Encourage them to use appropriate facial expressions to look and sound more interested.

6 SPEAKING

- a  Divide the class into pairs and assign A and B roles. Student B looks at the instructions on p.131. Give students about five minutes to read through their instructions and prepare what they are going to say. Then put them in pairs to role-play the two conversations. Monitor but don't interrupt fluency unless students make mistakes in their choice of language when asking for and giving permission.

Nominate a few pairs to perform their conversations for the class. Ask Student As: *How helpful was your partner? Can you do all the things you want to do in his/her home? And how polite was he/she? Did he/she sound interested in your new job?* Ask Student Bs: *How polite was your partner? Did you get permission for everything you want to do in the office?*

FAST FINISHERS

Ask fast finishers to write a short email to the friend or the colleague to thank them for their hospitality or their help. Students can read these out during feedback.

ADDITIONAL MATERIAL

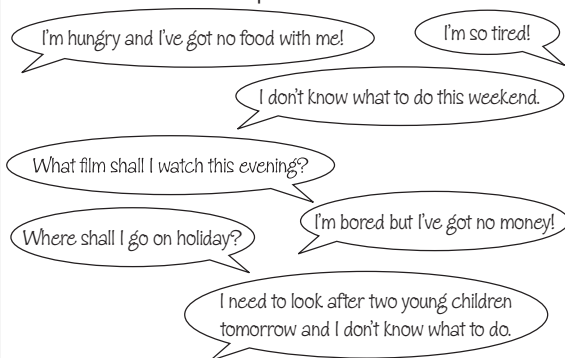
- ▶ Workbook 7C
- ▶ Photocopiable activity p.178
- ▶ Unit Progress Test
- ▶ Personalised online practice

7D Skills for Writing

Make yourselves at home

OPTIONAL LEAD-IN

Books closed. Draw these speech bubbles on the board:



Choose one statement and say it to the class, as though you really mean it. Ask for suggestions about what to do. Encourage students to use *You could ...* in their suggestions. Listen to students' suggestions and choose the best one. Then put students into groups to repeat the activity with the other statements on the board.

Take feedback as a class. Ask: *Who made the most suggestions?*

1 SPEAKING

Put students into pairs to discuss the questions for a few minutes. Take feedback as a class.

2 READING AND LISTENING

Put students into small groups to discuss the questions. Take feedback as a class.

CULTURE NOTE

Miami is a city on the Atlantic coast of south-eastern Florida, US. The area has a tropical monsoon climate, so it's always warm there, but with a lot of rain. The area also suffers from hurricanes and tropical storms.

Miami Beach is a smaller city near Miami. It is a popular holiday destination for American and international tourists. Its architecture is a mix of modern business blocks, art-deco houses and old Spanish-style buildings.

Give students time to read the information. Then put them into small groups to compare and discuss their answers. Take feedback as a class. Ask: *Did you all want to do similar or very different things?*

VOCABULARY SUPPORT

wander (B2) – walk slowly

endless (B2) – never seeming to finish

swamp – (an area of) very wet, soft land

At the end of this lesson, students will be able to:

- talk about a recent holiday
- understand information about a place to go to on holiday
- understand an informal conversation about holiday plans
- understand a note in which useful information is given
- use phrases for offering choices
- write a note with useful information

2.55 Tell students that they are going to hear a woman called Sue talking to her friend Jon about a trip she and her family are going to make to Miami. Give them time to read through the questions. Play the recording for students to listen and check. Put students into pairs to compare answers. Check answers as a class.

Answers

- 1 four
- 2 In Sue's cousin's apartment near Miami Beach
- 3 go to the beach, visit the Everglades, spend a day at Disney World, take a trip to Cape Canaveral

Audioscript

JON So you're going to Florida, Sue. Lucky you! It must be nice and warm – not like here.

SUE Yes, it's about 30°C, I think.

J I'm so jealous! Where are you staying? In a hotel?

S No, we've got an apartment near Miami Beach, with a swimming pool. It actually belongs to my cousin, but she's going to New York so she said we can use it while she's away. And her car.

J And her car? Wow, she must like you a lot!

S Well, yes, it's really generous of her. It means we're just paying for the flight. We couldn't afford it otherwise, not with the four of us.

J So, what are you going to do? Are you going to travel around?

S Well, it depends on the weather. It's hurricane season so it might be quite windy. But we'll probably go to the beach for a start – we all like swimming. Then Mia, my daughter, she's really into wildlife, so she wants to go to the Everglades and see the alligators, so we'll definitely do that. And of course we're going to have to go to Disney World for a day. I don't really want to, but Mark – that's my son – he wants to go there, and he wants to go on all the rides.

J Oh, come on, it might be fun. You'll enjoy it.

S Yes, I might.

J Sounds like you're going to be busy, anyway.


S Yeah. Oh, and my husband says we've got to go to Cape Canaveral – he wants to see the Apollo space rockets, so I guess we'll spend a couple of days doing that. I don't really want to go there. It's so far away, I'm not sure I can cope with so much driving. But there's no point in arguing with him about it. Once he gets an idea in his head.

J So, you're doing everything your family wants. What about you? What do you want to do?

S Me? Oh, I'd just like to relax and do nothing – sit by the pool and read a few books.

J Well, it sounds like you're going to be too busy. You won't have time for that.

S No ...

- d  **2.55** Play the recording again for students to complete the table. They then compare answers. Check answers as a class.


	Where does he/she want to go?	Why does he/she want to go there?
Sue's daughter	the Everglades	She's really into wildlife.
Sue's son	Disney World	He wants to go on all the rides.
Sue's husband	Cape Canaveral	He wants to see the Apollo space rockets.
Sue	by the pool	She'd like to relax and do nothing.

EXTRA ACTIVITY

Write the following sentences on the board:

- 1 Sue thinks it's about 20°C in Miami.
- 2 Jon wouldn't like to go to Miami.
- 3 Sue can use her cousin's car while they're there.
- 4 Sue and her family are paying for the flight.
- 5 Sue doesn't think the weather will be windy.
- 6 They plan to spend about two days at Cape Canaveral.
- 7 Sue thinks she'll have time to read.

Ask students to decide which sentences are true or false. Play the recording again for them to listen and check. Put students into pairs to compare answers, then check the correct answers as a class (1 F 2 F 3 T 4 T 5 F 6 T 7 F).

- e  Discuss the question as a class.

3 READING

- a Give students a few minutes to read the note and choose the correct words. They then compare answers in pairs. Check answers as a class. Ask students to say which section contains each answer. You may wish to teach the word *fortnight* (two weeks).

Answers

- 1 in the daytime (section 4)
- 2 just outside (section 5)
- 3 far from (section 5)
- 4 more than a week (section 6)

- b Put students into pairs to discuss the questions. Check answers as a class.

Suggested answers

The note is friendly and practical.

Friendly phrases: Welcome; Hope you have a nice stay; Please make yourselves at home; Enjoy your stay and see you in a fortnight!

Practical phrases: Here are a few things you need to know; There's some chicken in the fridge (and all of section 2); You'll need to go shopping; if you do go out in the evening; don't walk around late at night; the car's in the parking lot; You'll also need the car to go to the beach; it can be difficult to park

- c Give students time to read the note again and do the matching task. They then compare answers in pairs. Check answers as a class.

Answers

- a 3 b 5 c 6 d 1 e 4 f 2

- d Ask: *How is the whole note organised – 1, 2 or 3?* Check the answer as a class. Point out that all the information is important, but Jutka thinks Sue will need to know about food before she starts planning trips to the beach.

Answer

1

4 WRITING SKILLS Offering choices

- a Individually, students decide what the **bold** words mean. Check answers as a class. You may wish to point out that Jutka is offering different choices, not recommending one place more than another.

Answers

1 a 2 b

- b Put students into pairs to find the other words or phrases for offering choices in the note. Check answers as a class.

Answers

Apart from that
another possibility is
Alternatively

- c Give students up to 10 minutes to complete the task. Monitor and point out any errors for students to self-correct.

Answers

- 2 There are lots of good restaurants at Miami Beach. Alternatively, / Otherwise, / Apart from that, you can try the restaurants at South Beach.
or Another option/possibility is the restaurants at South Beach.
- 3 To go to the West Coast you can get an inter-city bus.
Alternatively, / Otherwise, / Apart from that, you can hire a car for a few days.
or Another option/possibility is to hire a car for a few days.
- 4 You can drive through the Everglades and stop to look at the birds and alligators. Alternatively, / Otherwise, / Apart from that, you can also go round them by boat.
or Another option/possibility is to go round them by boat.

5 WRITING


A note with useful information

- a** Tell students that they are going to write a note like Jutka's. Give them time to read the task and make notes before they start writing. Give students up to 20 minutes to write their notes.



LOA TIP MONITORING

It is a good idea to have a particular focus when you monitor. As you monitor this activity, look in particular at the way the students have structured their notes and the order of the information. Encourage them to write notes that are neither too short and sharp, nor too long and detailed, and to use linking words in their sentence construction.

- b**  Put students into pairs to compare their ideas.
- c** In different pairs, students read and check each other's work.
- d** Tell students to imagine they have just arrived at their partner's home and seen the note. Ask them to write a short email in reply, thanking them for the information and responding to anything else in the note they want to. Give students up to 10 minutes for this stage.

Give the class feedback on their written work, focusing on the structure of their notes and the expressions they used for offering choices.

ADDITIONAL MATERIAL

► Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

- a** Give students one or two minutes to choose the correct answers. Check answers as a class. Put students into pairs to discuss whether each sentence is true or false about the building you're in at the moment.

Answers

- 1 too many 2 enough light 3 much 4 lots of 5 few
6 many



EXTRA ACTIVITY

Write the following quantifiers and nouns on the board:

plenty of, no, a few, lots of, very little, a couple of, some money, pens, in my bag, really good friends, in this building, beautiful parks, in this town, free time, things to worry about

Put students into pairs or small groups. Tell them to make true sentences about themselves with the words/phrases and *I've got* and *There is/are*.

- b** Put students into pairs or small groups to make deductions about the pictures. Monitor and check that students are using modals of deduction appropriately. Take feedback as a class.

Suggested answers

- a**
- 1 It must be a woman. / It can't be a man.
 - 2 She might be in her 30s or 40s.
 - 3 She could be at work.
- b**
- 1 It could be a man.
 - 2 He might be older than 70.
 - 3 He could be at home.

2 VOCABULARY

- a** Write *home swapping* on the board and elicit the meaning of *swap* (exchange). Ask students to read the text quickly to find the nationalities of the two families who swapped homes for a holiday (Welsh or British and Portuguese). Give students one or two minutes to read the text again and complete the sentences. Check answers as a class. In pairs, students tell each other which of the two homes they would rather stay in for a week and why.

Answers

- 1 location 2 views 3 floor 4 block 5 neighbourhood

- b** Put students into pairs to add the missing prepositions. Check answers as a class.

Answers

- 1 about 2 to 3 for 4 with 5 on 6 in 7 about

3 WORDPOWER *over*

- a** Write this gapped sentence on the board: *You can enjoy views ___ Paris from the top of the Eiffel Tower.* Ask the class what the missing preposition is (there are three possible answers: *of, over, across*). Tell the class that they are going to look at more meanings of *over*. Individually, they match the questions with the responses. They then compare answers. Check answers as a class.

Answers

- 1 b 2 d 3 f 4 c 5 e 6 a

- b** In the same pairs, students match the meanings of *over* with the example sentences in 3a. Check answers as a class.

Answers

- 1 f 2 a 3 d 4 b 5 c 6 e

- c** Pre-teach *lifetime* (the period of time during which someone is alive). Give students one or two minutes to complete the sentences. Check answers as a class.

Answers

- 1 over your city
- 2 over the world
- 3 over the last few days
- 4 over 16
- 5 over a lifetime
- 6 over
- 7 over someone
- 8 over the next few days

- d** Put students into pairs or small groups to ask and answer the questions.



FAST FINISHERS

Ask fast finishers to write three more questions with different uses of *over*. During feedback, they can ask the rest of the class their questions.

► Photocopiable activities: Wordpower p.172



REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.