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

Although there are no right or wrong answers to these questions, use this whole-class discussion stage to bring out the themes which run through this unit: different styles of houses and other forms of accommodation.

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.
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

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  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.

c  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.

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  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

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.

VOCABULARY SUPPORT

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

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.)
Focus 7A on SB p.158. Individually, students do to check their answers. Put students into pairs to do class. Tell students to turn to SB p.81.

Answers (Vocabulary Focus 7A SB p.158)

- You must be right.
- I could/may/might want to sell their flat.
- I can't be speaking Russian.
- I could/may/might be the perfect person for the job.
- It may/might not know the answer.
- I can't need that coat today.
- I could/may/might be building a new shopping centre.

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: Has anyone heard of or used Airbnb?

Answers

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

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?

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.

Individually, students read the email and choose the correct words. They then compare answers in pairs. You move house 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
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’

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**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.)

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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.

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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

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**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.

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**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.

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**ADDITIONAL MATERIAL**
Workbook 7A
Photocopiable activities: Grammar p.163, Vocabulary p.169, Pronunciation p.177
There are plenty of things to do

**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 ☐ 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.

**TIM** Ha-ha!

**KATE** What are you laughing at? Small towns are better than cities.

**TIM** Yes, if you want to have nothing to do and never meet anyone new.

**KATE** 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.

**TIM** 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.

**KATE** But there’s also more crime. Life’s more dangerous here.

**TIM** Actually, research has shown that it’s actually safer to live in the city.

**KATE** Really? I find that hard to believe.

**TIM** 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.

**KATE** That makes sense if you think about it. And hospitals are nearer, I suppose, so you get help quicker.

**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 ☐ 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 and audioscript**

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.

**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.
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.** 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

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

**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

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**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

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**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.

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**ADDITIONAL MATERIAL**

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

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**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)
7C Everyday English
Is there anything we can do to help?

OPTIONAL LEAD-IN
Write this word snake of adjectives on the board:

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.

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 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.

<table>
<thead>
<tr>
<th>Answers</th>
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<tr>
<td>Becky is meeting Tom’s parents for the first time. She’s feeling a bit nervous.</td>
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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, … Dac, 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 …
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.
M So, do you play golf?
B No.
B So Caroline, Tom tells me you’re an architect. That must be very interesting.
C Oh, er, yes, I really enjoy it. In fact, at the moment, I’m working on …
M Here we go.
B Oh, this looks delicious.
M It’s my own recipe.
B What’s it in?
M It’s chicken and mushroom.
B Oh, Um …
M Is something wrong?
T She’s a vegetarian!

And I’m allergic to mushrooms.

What? Tom, why didn’t you tell us?
T I sent you an email yesterday. Didn’t you see it?
M Oh no, we didn’t?
C I’m really sorry, Becky. Let me get you something else.
B Oh no, Caroline, it’s fine, really. Is it OK if I just have some bread and butter?
N No, we can do better than that. I’ll get you a green salad.
B Oh OK, that would be lovely. Thanks.
T Becky, my mum’s name is Charlotte, not Caroline.
B Oh no! How embarrassing!


d 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 /ˈælɪdʒɪk/ and allergy /ˈælədʒɪ/.

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.
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 video played

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.


c video played

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.

CONVERSATION SKILLS
Imagining people’s feelings

a video played
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 he’s 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!

Suggested answers
1 That must be really painful. You must be in a lot of pain.
2 That must be so annoying! You must be fed up!
3 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, etc.:– interesting (That must be interesting!)
– disappointing (That must be disappointing!)

Given 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  🎤 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.

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<td>1 b 2 a</td>
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b  🎤 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.

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<td>1 b 2 a 3</td>
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</tbody>
</table>

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 A: 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 B: 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:

- I’m hungry and I’ve got no food with me.
- I don’t know what to do this weekend.
- What film shall I watch this evening?
- Where shall I go on holiday?
- I’m bored but I’ve got no money.
- I need to look after two young children tomorrow and I don’t know what to do.

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 pairs 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**

a 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.

b 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

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**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

**c PREDICT**

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

**Audio script**

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 So you’re going to stay 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?
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 …
Play the recording again for students to complete the table. They then compare answers. Check answers as a class.

<table>
<thead>
<tr>
<th>Where does he/she want to go?</th>
<th>Why does he/she want to go there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue’s daughter</td>
<td>the Everglades</td>
</tr>
<tr>
<td>Sue’s son</td>
<td>Disney World</td>
</tr>
<tr>
<td>Sue’s husband</td>
<td>Cape Canaveral</td>
</tr>
<tr>
<td>Sue</td>
<td>by the pool</td>
</tr>
</tbody>
</table>

Discuss the question as a class.

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).

Individually, students decide what the bold words mean. Check answers as a class. You may wish to recommending one place more than another.

Give students up to 10 minutes to complete the task. Check answers as a class. Correct.

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.

1.

Offering choices

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.

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

1. Discuss the question as a class.

Reading

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

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

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

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 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

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 5 ±ª»® §±«® ½·¬§ 2 ±ª»® ¬¸» ©±®´¼ 3 ±ª»® ¬¸» ´¿­¬ º»© ¼¿§­ 4 ±ª»® ïê 5 ±ª»® ¿ ´·º»¬·³» 6 ±ª»® é ±ª»® ­±³»±²» 7 ±ª»® ¬¸» ²»¨¬ º»© ¼¿§­ 8 ±ª»® ¬¸®±«¹¸ ¬¸» «²·¬ô ¬¸·²µ ¿¾±«¬ ©¸¿¬ ¬¸»§Žª»­¬«¼·»¼ ¿²¼ ¼»½·¼» ¸±© ©»´´ ¬¸»§ ¼·¼ò 1 2 ±ª»® ¾§ «­·²¹ ¬¸» ¿°°®±°®·¿¬» ­»½¬·±²­ ±º ¬¸» л®­±²¿´·­»¼ ±²´·²» °®¿½¬·½»ò

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.