

10 Getting organised

10.1

Goal: book a room and check into a hotel

Core language:

VOCABULARY Hotel facilities
 Staying in a hotel

A place to stay

VOCABULARY Hotel facilities

- 1 To introduce the topic, ask the class what they think makes a hotel good or bad.
- To answer question 1, learners think of the best hotel they have ever stayed in and the worst hotel, and write down where it was. Then talk about this with the class or get learners to talk about it in pairs.

Note

If most of your class have never stayed in a hotel, leave this introduction out.

To answer question 2, learners imagine you are a visitor to their home town or the town they are studying in. Ask them to recommend a hotel, and ask them why it is good.

Alternative: Homework preparation

As homework before the lesson, ask learners to find a good hotel for a visitor (to their home town or where they are studying) on the Internet, and give a price range. In the lesson, ask them to recommend their hotel and say a few things about it.

- 2 *Reading for main idea.* Look at the web page and ask what kind of hotel it is and what country it is in (*Answer:* a business hotel, not too expensive (3-star); in Kuala Lumpur, the capital of Malaysia).
- Learners read the introduction and answer the questions.

*It's in the centre (heart) of Kuala Lumpur.
 It's close to banks, offices, embassies, a shopping mall
 and not too far from Kuala Lumpur International Airport.*

- 3 a  /  *Hotel facilities.* Learners complete the web page.

Discuss the answers together and present any new words, e.g.

- *double room* (= a room with a double bed)
- *twin room* (= a room with two single beds)
- *buffet breakfast* (= you serve yourself)
- *laundry* (= they wash your clothes)

1 *business centre* 2 *parking* 3 *air conditioning*
 4 *laundry* 5 *health club* 6 *single room* 7 *double room*
 8 *twin room* 9 *buffet breakfast*

- b Play recording 3.1 to check. Learners practise saying the words. Focus especially on the pronunciation of *double*, *health* and *buffet* (originally a French word).

- 4 *Discussion.* Ask which things are important, and see if everyone agrees. To make this more focused, you could ask learners to imagine they are on a two-day business trip to Kuala Lumpur. They choose three things they think are very important about the hotel and three things they think aren't important.

Booking a room, checking in

LISTENING

- 1 *Listening for main points: booking a room.* Learners read the short text below the photo and the words in 1 and question 2. Then play recording 3.2. Learners listen and answer the questions.

1 *internet access, late arrival, a swimming pool*
 2 *Yes.*

Optional pre-listening task

Before you play recording 3.2, ask learners to read the short text below the photo and to guess which things in 1 they think he will ask about. Then they listen to check.

- 2 *Listening for details.* Learners listen again and answer the questions.

1 *Nothing – it's included in the room rate.*
 2 *Around 10 pm.*
 3 *Single.*
 4 *10th November*
 5 *Three*

Play the recording again to check and go over the answers with the class.

Language note

We can *book* or *reserve* a room – these mean the same. We can also say *make a booking* or *make a reservation*.

- 3 *Listening for main points: checking in.* Ask what happens when you *check in* (= you arrive at the hotel, show your passport, fill in a form, get your key, etc.). Play recording 3.3 and ask which things Leonardo wants (*Answer:* 1 a map).
- 4 *Listening for details.* Read through the sentences, then play recording 3.3 again. Learners listen and choose the correct words.

1 *13th* 2 *passport* 3 *Leonardo* 4 *1406* 5 *11.00*

VOCABULARY Staying in a hotel

- 5 a  /  *Language focus.* Learners complete the sentences.

1 *says* 2 *included, charge* 3 *have* 4 *book*
 5 *reservation* 6 *is* 7 *check-out*

- b Play recording 3.4 to check, and go through the answers with the class. Learners then practise saying the questions.

- 6 a *Matching task.* Learners match the questions in 5a and the answers.

1 b 2 g 3 a 4 d 5 f 6 c 7 e

- b Learners cover 6a and try to remember the answers. Ask learners to cover 5a and try to remember what Leonardo said. Learners practise asking and answering the questions.

SPEAKING

- 7 a *Preparation for speaking activity.* Learners look at the web page on p82 and prepare for the two conversations, making brief notes on what to ask. Show them what to do by writing notes on the board and discussing what questions they might ask, e.g.
 – double – 3 May, 4 nights
 – breakfast? business centre? swimming pool?
- b Learners have conversations. They book a room and check in, then they change roles and repeat the activity. They could also form new pairs when they change roles.

10.2

Goal: talk about plans and arrangements

Core language:

GRAMMAR Future plans and arrangements
 PRONUNCIATION Intonation in questions

Remember me?

READING

- 1 In introducing the topic, check that learners understand what a social networking site is, and ask them to give examples. Then find out how many people in the class have used social networking sites, and how many regularly use them.
 / Learners read through the opinions and decide which they agree with and why. Then discuss opinions with the whole class.

Optional grouping

If only some people use social networking sites, you could divide the class so that each group has a mixture of 'users' and 'non-users'.

- 2 *Reading 1: reading for main points.* Learners read the message from Min to Leonardo and answer the questions.
- 1 They worked together in San Francisco.
 2 About six years ago.
 3 In Kuala Lumpur.
- 3 *Reading 2: reading for specific information (scanning).* Ask learners to read the emails quickly and find out what Leonardo's and Min's jobs are.

Leonardo: marketing manager, Rio Amazonia
 Min: advertising manager, MalayTech

- 4 *Reading for details.* Learners read the emails again, then discuss what Leonardo and Min have in common.

Possible answers:

They both moved back to their home countries.
 They both worked for GIG in San Francisco.
 They are both single.
 They both live near their families.
 They are both managers.

Plans and arrangements

LISTENING

- 1 *Listening for general information.* Play recording 3.5. Learners listen and choose the correct option.

b (They arrange to meet for lunch.)

- 2 *Listening for specific information.* Play recording 3.5 again. Learners answer the question.

Thursday, 1 o'clock, Petronas Towers (by the main entrance of Tower 2)

- 3 Tell the class that Min calls Leonardo. Ask what they think she will say.

Play recording 3.6, and ask what arrangement they make.

6.30, Friday evening (for dinner). Same place as above.

You could also ask other questions, e.g.

- Why isn't Min free? (Answer: She has meetings all day.)
 – When is Leonardo leaving? (Answer: Saturday morning at 11.15.)
 – What will Min do about her work? (Answer: She'll take some work home. She'll probably do it at the weekend.)

- 4 a *Pre-reading task.* Discuss what Min might write in her email. Get different ideas from the class.
 b *Reading to check.* Learners read Min's email on p129.

She thanks Leonardo for the dinner and the flowers.
 They will see each other in May.

Discuss what the class guessed correctly and what was different.

GRAMMAR Future plans and arrangements

- 5 *Focus on form.* Learners match a–d with examples 1–4. Ask them to identify the verb forms in the examples. Point out that time expressions are usually used with these forms.

a 3 b 1 c 2 d 4

Optional extra for presentation

Give other examples to show how the forms are used.

be going to ... (to talk about plans)

- *When I leave school, I'm going to travel.*
- *I'm going to write some emails this evening.*

Present simple (timetables, schedules)

- *The train arrives at 6.35.*
- *The concert starts at 7.30.*

Present progressive (for things we've arranged)

- *We're meeting at 6.30.*
- *I'm having a party on Saturday.*

Verb be + adjective

- *Are you free tomorrow?*
- *I'm at home on Thursday.*

Refer learners to the conversations between Min and Leonardo on p152 and ask them to find examples of the forms and the time expressions that the speakers use with them.

- 6 a  Learners complete the sentences. Find out what they decided on and the reasons for their decisions.

- 2 ... *does this class finish?*
- 3 *Are you going ...? / Are you going to go ...?*
- 4 ... *are you having ...? / ... are you going to have...?*
- 5 *Are you ... ?*
- 6 ... *do the shops close tonight?*
- 7 *Are you meeting ...? / Are you going to meet ...?*
- 8 *Are you working ...?*

- b Play recording 3.7 to check, and then go over the answers with the class. Learners repeat the questions.

Note: Grammar practice

You could do the grammar practice on p140 at this point.

PRONUNCIATION Intonation in questions

- 7 a *Focus on intonation.* Play recording 3.7. Learners listen and circle the correct options. (Play the recording again if necessary.)

a up b down

Let learners listen again.

- b Play each question and ask learners to repeat it. Focus learners' attention on the intonation.

SPEAKING

- 8 To show what to do, ask question 1 from 6a to a few learners in turn, and ask a few follow-up questions. They could then ask you the same question.

 Learners ask and answer the questions in 6a and ask further questions to find out more.

- 9 *Round-up.* Ask learners to describe the most interesting thing they found out about their partner's plans/arrangements.



You could use photocopiable activity 10A on the Teacher's DVD-ROM at this point.

10.3 Target activity: Arrange to meet up

Goals: talk about plans and arrangements 
 make and change arrangements

Core language:

TASK VOCABULARY Arranging to meet up
 10.2 GRAMMAR Future plans and arrangements

TASK LISTENING

- 1 To introduce the activity, write these expressions on the board and ask what they mean:
- *arrange a meeting* (= agree a time)
 - *cancel a meeting* (= it won't happen)
 - *postpone a meeting* (= have it at a later date)
- Discuss the questions with the class.

Alternative with books closed

Ask the class to imagine they want to meet a friend: ask what they might say. Then they imagine they have to cancel the meeting: ask what they might say. Try to get ideas from different learners and build up expressions on the board.

- 2 *Listening 1.* Write on the board:
Ladysmith Black Mambazo – Hana's Café
 Play recording 3.8 and ask what Jason and Akio arrange to do.

They arrange to go to a (music) festival.
They arrange to meet at Hana's Café on Saturday at 12.30, then see Ladysmith Black Mambazo at 3.30.

- 3 *Listening 2.* Play recording 3.9. Learners listen and answer the questions. Ask why they can't go together and when each person plans to go.

Akio has to work on Saturday. He plans to go on Sunday afternoon.
Jason is seeing his mother on Sunday. He plans to go on Saturday afternoon (as before).

TASK VOCABULARY Arranging to meet up

- 4 *Changing arrangements.* Play recordings 3.8 and 3.9 again, pausing from time to time. Learners listen and circle the correct expressions.

1 this week 2 going too 3 Saturday 4 3.30
5 on Saturday 6 Can we postpone?

Focus on these expressions:

- *Do you fancy -ing?* (= Do you want to ...?)
- *Can you make (Saturday)?* (= Can you come then?)
- *I can't make it (tomorrow)* (= I can't come then.)

TASK

- 5 a *Preparation for making arrangements.* Learners choose three things to do with friends (1) and write down four times when they are free (2), as shown in the handwritten note.

- b** *Making arrangements: mingling activity.* Learners move round the class and make arrangements with three people, ensuring that they find a different person for each arrangement. They should note down their names beside the times they have written down, and write what the arrangement is (e.g. 1 tomorrow, 12 pm – go for lunch with Ahmed).
- 6 a** *Preparation for changing arrangements.* Learners cancel two of their arrangements. They cross out the arrangement and make a note of why it won't work.
- b** *Changing arrangements: mingling activity.* Learners try to make new arrangements with the two people, agreeing on a different date and time.
- Round-up.* Ask a few learners what they have arranged.

Alternative: Learners remain seated

If learners can't move freely round the class, they could arrange to meet two people who are sitting near them. In the second phase, they could cancel one of the arrangements they made, and try to find a new time.



You could use photocopiable activity 10B on the Teacher's DVD-ROM at this point.

10 Explore

Keyword: *make*

Goal: use *make* in a range of expressions

Core language:

common expressions with *make* + noun
make + object + verb, e.g. *make people yawn*
make + object + adjective, e.g. *make people happy*

make + noun

- 1 a** **Optional lead-in with books closed**
- To introduce expressions A–C, give examples, e.g.
 – *I borrowed money to buy a car, and I need to make repayments every month.*
 – *After class, I'm going to go home and make dinner.*
 – *My son is having problems at school, so I've made arrangements to see his teacher.*
 Ask the class what you said, and write the expressions on the board.

Look at the expressions in **1a** and ask which group they go in.

A *make a profit, make repayments*
B *make a snack, make some salad*
C *make an appointment, make friends, make mistakes*

To check that learners understand the expressions, you could use them in questions to the class, e.g.

- *If you go to a new town, how do you make friends?*
- *If you want to make a snack, what do you need?*
- *What's the quickest way to make money?*

- b** Ask learners to suggest other expressions for each type, and write them on the board. You could prompt ideas (e.g. *You can make a salad – what else can you make? What about drinks?*).

Possible answers:

A *make a loss, make a fortune*
B *make breakfast, make a cup of coffee, make an omelette*
C *make the beds, make a fire, make notes*

- 2 a** *Questions with 'make'.* Check that learners know the forms of *make*, and write them on the board:

make – made – has made

Learners complete the sentences.

1 *made a phone call*
2 *make a list*
3 *made a meal*
4 *make presentations*

- b** Learners write two more questions, using expressions from **1a** and any others that you added.

Learners ask and answer the questions. Alternatively, do this with the whole class: learners ask a question and choose someone to answer it.

Patterns with *make*

- 3 a** *Books closed.* To introduce these uses of *make*, write on the board:

- a) It makes him feel better.*
- b) It makes people more relaxed.*

Point out the structure of the sentences: *make* + object + a) verb / b) adjective

Learners read the sentences and identify the meaning of *make* in the highlighted expressions (*Answer:* a).

- b** *Books open.* Learners read the sentences again and decide which form they contain.

a: 1, 2 **b:** 3, 4

Optional focus on meaning

To enable learners to better understand the differences in the meaning of *make* in the sentences, ask them to discuss in pairs or groups which of the following best describes the meaning of *make* in each case. (Sentence numbers are in brackets.)
 cause ... to ... (1, 2) cause to become ... (3, 4)

- 4** Learners tell each other what makes them furious, what makes them cry, etc.

Round-up. Take each adjective/verb in turn, and ask a few learners what they said about it.

Independent learning: Improve your listening

Goals: develop learners' awareness of approaches to listening (e.g. listening for general information, listening for detail)
 encourage learners to improve their listening skills and strategies

- 1  *Self-assessment activity.* Learners think about questions 1 and 2 and discuss them, noting down things they would like to understand better.
- Discuss question 1 with the class and build up items on the board. For each item, ask what makes it difficult to understand (e.g. it's too fast/complicated).

Alternative

Write two list headings on the board: *Easy* and *Difficult*. Elicit things that learners might listen to in English, and ask the class which list each one should go in. Ask them what makes each kind of thing difficult or easy. *Possible types:* instructions/directions, songs, the news, real-life conversations, radio/TV interviews, telephone conversations.

- 2 *Listening for general information.* Play recording 3.10 and answer the questions.

1 Alexei 2 Ae-Young 3 Martin

- 3 a  *Listening for main points.* Learners answer the questions.

- b Play recording 3.10 again to check, and go through the answers with the class.

1 Martin 2 Ae-Young 3 Martin 4 Alexei

- c As you go through the answers, ask whether learners think the idea/strategy is good or not, and whether they tend to do (or would consider doing) the same.

Alternative

Do the whole of 3 as a single stage with books closed. Focus on each speaker in turn and ask the class how much they understood of what he/she said. Get ideas from different learners. Then play recording 3.10 to check, and ask what they think of the speaker's ideas.

- 4 a  Learners make a list of ideas, one for each question.

- b Learners read out their ideas, then look at the lists on p126.

Explore speaking

Goal: use questions to preface invitations and requests

Core language:

General questions: *Are you free ...? Are you doing anything ...? What are you doing ...? Have you got a moment?*
 Invitations: *Would you like to ...? Do you want to ...?*
 Requests: *Could you ...? Can I ...?*

- 1 To introduce the topic, read the examples with the class and establish that:
- if we want to invite someone, we often start with a general question, e.g. *Are you free? Are you busy on Saturday?* This makes it easier for them to say 'No'.

- if we ask someone to do/for something, we often start with a question, e.g. *Do you have a pen? Are you busy?* This prepares them for what we'll say next.

Alternative introduction with books closed

Have conversations like those in 1, e.g.

- choose a learner and say *Are you free?*, then invite him/her for a coffee
- choose a learner and say *Do you have a pen?*, then ask to borrow it.

After each conversation, ask learners what your opening question was.

- 2 *Listening for main point.* Learners cover the conversations in 3. Play recording 3.11 and get learners to identify each of the three situations (1–3) by matching them with the pictures (A–C).

1 C (*inviting someone to the cinema*)
 2 A (*inviting someone for coffee*)
 3 B (*asking for help with a computer*)

- 3 *Language focus.* Learners read the conversations. They underline the opening questions and the invitation or request in conversations 2 and 3.

2 *What are you doing tomorrow?*
Do you want to meet up for a coffee in the morning?
 3 *Have you got a moment?*
Sorry, but could you help me with my computer?

- 4 a  *Discussion.* Learners read the conversations and decide how they might continue.

Possible answers:

1 A ... *come to a Chinese restaurant with us on Saturday?*
 2 A *Do you want to go out for lunch?*
 3 B *Yes, I am.*
A I'm going to the exhibition at the Arts Centre. Would you like to come?
 4 B *Yes, I have.*
A Could I use it for a moment?
 5 B *Yes, I am.*
A Shall we meet for a coffee first?
 6 B *Nothing special, no.*
A Would you like to go for a drive?

- b  Learners practise the conversations.
- 5 a Give learners numbers 1–4, going around the class, or let learners choose an activity. They read the instructions for their number and prepare what to say.
- b *Mingling activity.* Learners move freely round the class, finding people to join them in their activity.
- c *Round-up.* Ask learners which activity they had and who they found to join them in their activity.

Alternative

If it is difficult to move around the class, learners could stay in their seats and ask two or three people who are sitting near them.

10 Look again

Review

VOCABULARY Hotel collocations

- 1 a To show what to do, ask what word in B goes with *air* (Answer: conditioning).

 /  Learners match the other items.

<i>en-suite bathroom</i>	<i>double room</i>
<i>Internet access</i>	<i>private parking</i>
<i>business centre</i>	<i>health club</i>
<i>buffet breakfast</i>	

- b Ask learners to suggest other collocations. You could prompt them by giving the first word yourself, e.g. *single (room)*, *reception (desk)*, *dining (room)*, *twin (room)*, *swimming (pool)*, *fitness (centre)*, *car (park)*.
- c  /  Learners imagine a perfect hotel, and write a list of features. One learner from each group describes their perfect hotel, using their list to help them.

Writing option

Groups write a web page advertising the hotel and listing its features. Alternatively, learners could do this for homework.



You could use photocopiable activity 10C on the Teacher's DVD-ROM at this point.

GRAMMAR Future plans and arrangements

- 2 a Ask learners if they can remember different ways to talk about future plans. Ask them to give examples of each.

 /  Learners complete the conversation.

1 Can 2 are 3 going 4 have / 'm/am having
 5 're/are getting 6 is 7 can't 8 I'm taking 9 can
 10 leaves 11 get

- b  /  Learners think of changes they could make to the conversation and note them down.
 Then they role play the conversation.
Round-up. Ask pairs in turn to have their conversation. The others listen and say what details they have changed.

CAN YOU REMEMBER? Unit 9 – Reacting to news, thanking, apologising

- 3 a Learners circle the best responses.

1 Well done! 2 I'm sorry to hear that.
 3 That's very kind of you. 4 That's not good.

Alternative with books closed initially

- Say each of A's remarks in turn (e.g. *I passed my driving test yesterday*). Ask learners to give suitable responses (e.g. *Well done! Congratulations! That's great!*).
- Then learners open their books and do 3a as a check.

- b  /  Learners form A/B pairs and have the conversations. A reads sentences 1–4 and B responds from memory. Then learners change roles and repeat the activity.

Extension

SPELLING AND SOUNDS *au, aw* /ɔ:/

- 4 a Play recording 3.12, or say the words yourself. Learners repeat. Check that they pronounce the /ɔ:/ sound correctly. Point out that it is a long sound, said with lips rounded.
- b Learners write the words. Then write them on the board in two lists.

au: autumn, daughter, exhausted, sauce
aw: draw, lawyer, strawberry, yawn

- c Ask learners to try saying the words, then play recording 3.13 to check, or say them yourself. Learners repeat.
- d *Spellcheck: books closed.* Play recording 3.14 or say the words. Learners write them down.
- e *Books open.* Learners check the spellings in the script on p153.

NOTICE Work

- 5 a Read the sentences and match them with the definitions.

1 c 2 b 3 a 4 d

Point out that:

- *work* can be either a noun (= a job) or a verb
- we say *at work*, *after work*, *to work* without 'the'
- we often use *work* to talk about machines and appliances (= *go, run*):
 – *The dishwasher isn't working.*
 – *Is the light working?*
 – *This calculator doesn't work.*

- b  /  Learners discuss the questions.

Talk about the questions with the class. (For question 2, encourage learners to think of specific examples, e.g. a computer, a plug, a torch, a car, an iron. Focus on whether they try to mend it themselves or get help from someone else.)

Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle a number on each line.

11 Spaces

11.1

Goals: talk about homes and housing
 describe imaginary situations

Core language:

VOCABULARY Describing homes
 GRAMMAR *would*

Moving

VOCABULARY Describing homes

1

Optional lead-in with books closed

Write on the board *We've moved*, and ask what it means (= we now live in a new home). Tell the class that in this lesson, they will be talking about moving.

Read the postings with the class and ask a few questions, e.g.

- *Why do you think LaurenF was shocked?*
- *Why do you think TR moved so often?*
- *Why is moving bad for kids?*

 /  Learners talk about the questions.

Go through the questions. Find out who has moved the most, and how they felt about it. Then find out who has moved the least, and how they feel about it.

2 **Matching task.** Ask what learners know about Sydney, and check what an *estate agent* is (= a person who buys and sells houses and flats).

Learners read the descriptions and match them with the pictures.

1 C 2 B 3 A

3 a  /  **Describing features.** Learners read again and find the words.

2 swimming pool 3 garden 4 balcony 5 parking
 7 air conditioning 8 wooden floors
 10 spacious 11 modern 12 traditional 13 large
 14 warm 15 cool

Check the meaning of any new words, e.g. *fireplace* (= where you light a fire in a room), *wooden* (= made of wood), *spacious* (= big, with lots of space), *traditional* (= in an old style).

b Play recording 3.15 to check. Learners practise saying the words. Focus especially on the /ʃ/ sound in *conditioning*, *spacious*, *traditional*.

4  /  **Expressions for homes.** Learners match the sentence halves to make sentences about homes.

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

As you go through the answers, focus on these expressions:

- *close to* (= near)
- *has a view of (the mountains)* (= you can see them)
- *perfect for* (= exactly the right place)
- *two-storey apartment* (= it has two floors).

- You could ask a few questions round the class, e.g.
- *How many floors does your apartment block have?*
 - *Which floor do you live on?*
 - *Do you have a view?*
 - *What are you close to?*

Language note: storey or floor?

Floor and *storey* mean the same. We usually use *storey* in the expressions *one-storey*, *two-storey* etc., before a noun: – *a two-storey apartment*, *a ten-storey office block*. In other expressions, we normally use *floor*: – *We live on the 15th floor*. – *The building has ten floors*.

Optional practice

- Learners read the descriptions again. Then they cover them and tell you what they remember about the three homes.
- They could also do this in groups of three: learners each read one description, then tell the others what they remember.

SPEAKING

5 Learners think about how to describe their home, and make a few notes.

 Learners tell each other about their home and ask questions to find out more.

Round-up. Ask a few learners to describe their partner's home.

Optional homework task

Learners could find pictures of their home or take some with a mobile phone, and then show and describe them in the next lesson. They could include shots of the street and the view from the house/flat. This is given as an option since some learners may prefer not to show pictures of their home.

A dream home

LISTENING

1 To introduce the activity, look at the homes on p90 with the class. Ask learners which one they would prefer to live in, and why.

Listening for general idea. Play recording 3.16. Learners answer the questions.

1 *Donna likes the idea of moving. José doesn't like the idea.*
 2 1C and 3A

2 *Listening for main points.* See if learners can answer the questions. Then play recording 3.16 again to check.

1 *Possible answers: They don't have enough money. / It's too expensive. / It's too far from Sydney. / He doesn't want to change jobs. / He loves the city.*
 2 *They move and José changes his job.*

GRAMMAR *would*

- 3 *Focus on meaning.* Learners read the lines from the conversation and discuss the questions.

1 *the present or future*
 2 *a situation that is not real*

Point out that:

- they aren't really planning to do this in the future – it may never happen.
- they're just imagining what it would be like.
- for situations like this, we use *would*.

Show on the board how *would* becomes 'd:
we would come home → *we'd come home*

- 4 a *Focus on form.* Learners complete the table.

? What <i>would</i> I do ...	<i>Would</i> you change ...?
+ I bet you'd find ...	I think I <i>would</i> .
– I <i>wouldn't</i> want ...	No, I <i>wouldn't</i> .

- b Play recording 3.17 to check. Learners practise saying the sentences. Focus their attention on the pronunciation of /wʊd/ and /wʊdnt/ (no 'l' sound).

- 5 a Learners complete the descriptions.

1 *would be* 2 *would like ('d like)* 3 *would be*
 4 *would have* 5 *would have* 6 *would like ('d like)*
 7 *would be*

- b Play recording 3.18 to check, then go through the answers with the class.

Find out who:

- is happy where they are now
- would like their own home, but in a different place
- would like to live in a different home.

Optional text focus

Ask learners what tells them that Natalie is not living in Trinidad and Eduardo is not living in Brazil.
 – Natalie would be able to grow mangoes, etc. in Trinidad. (She is currently living in a colder place where she can only grow lettuce and spinach.)
 – Eduardo compares the apartment where he is living with his 'old home' in Brazil.

Note: Grammar practice

You could do the grammar practice on p140 at this point.

SPEAKING

- 6 a To help learners prepare, ask them to imagine their ideal home. Go through the features together, and give questions for them to think about, so they can develop a mental image of their ideal home, e.g.

Location: Where would it be? Is it in a city? In the country? By the sea? In the mountains? What about the view?

Size: Would it be a house or an apartment? How many rooms? On one floor or more than one floor?

Rooms: How many rooms? What style would they be in? Would they be modern? traditional? spacious?

When learners have a complete image of their ideal home, they make notes about it.

- b  Learners describe their ideal home to the others in the group, using *would* where appropriate. The others ask questions to find out more details.

Round-up. Ask each group to tell you about their most interesting home.

11.2

Goals: talk about homes and housing 
 discuss pros and cons

Core language:

VOCABULARY Talk about pros and cons
 PRONUNCIATION Groups of words 1

Le Corbusier

READING

- 1 To introduce the topic, look at the photos with the class and discuss the questions. To make question 4 more focused, you could ask learners to make a list of good and bad points, then see if they have the same answers.

Optional lead-in: books closed

Write *Le Corbusier* on the board (and if possible show a photo of him). Ask if anyone knows who he was or why he was famous. Then open books and discuss the questions.

- 2 *Reading for general idea (skimming).* Learners read the article quickly and answer the questions. They shouldn't try to understand details at this stage.

1 D 2 E 3 F 4 A 5 B 6 C

Go through the answers paragraph by paragraph, asking what each is about.

- 3 *Reading for inference.* Learners read again and answer the questions. Explain that the text will give them certain information and they need to draw further conclusions from it to arrive at their answers. Those who finish early could discuss their answers with the person next to them.

1 *Le Corbusier*
 2 *Ranjit Sehgal (and the people who live there)*
 3 *writers on urbanisation*
 4/5 *Laurent Bouvier*

SPEAKING

- 4 *Discussion.* Go through each opinion in 3 and ask learners whether they think they are good ideas or not.

Alternative

To focus on the main point of the article, ask: *What were Le Corbusier's basic ideas?*

Answers:

- to build concrete tower blocks
 - to provide inexpensive, quiet, spacious homes
 - for tower blocks to have all their own facilities
- Then ask: *What went wrong with the ideas?*

Answers:

- people built them too cheaply
- they built them far from city centres
- they didn't provide facilities

Use this as a basis for discussion. Ask the class if they think Le Corbusier's ideas themselves were good or bad, and why.

The thing is ...

VOCABULARY Talk about pros and cons

- 1 *Expressing opinions: reading.* Read what each person says in turn. Ask if the highlighted expressions indicate positive, negative or neutral opinions.

Randeep G: *negative*
 Sehar M: *positive*
 Devi R: *negative*
 Neena R: *neutral*

 Ask learners to read each text fully and decide whether the highlighted expressions are modified by other things the people say. For example, Randeep begins with something that indicates a negative opinion, but he goes on to say that it's good for his parents / retired people, but not for him.

To focus on the highlighted expressions, write on the board:

The problem is, ...

Ask learners to cover the page and remember what the other expressions were. Add the following on the board (they include the other expressions learners have remembered and prepare them for 2).

- *The bad/worst thing about ... is, ...*
- *The good/best thing about ... is ...*
- *The trouble is, ...*
- *The thing is, ...*

Point out that we often begin a sentence with these expressions when we give an opinion.

- 2  Learners choose one topic, and write four sentences about it. Don't ask them to read out their sentences yet – they will do this in 4.

PRONUNCIATION Groups of words 1

- 3 a Play recording 3.19, and point out that the speakers pause slightly between the two groups of words.
- b *Practice.* Play recording 3.19 again. Learners practise saying the sentences. Focus their attention on making the appropriate pause between the two parts.
- 4  Take each of the topics in 2 in turn and ask learners to read out their sentences. Ask the class if they agree.

SPEAKING

- 5 a Learners look at the topics and write two lists: good things (or the best things) and bad things (or the worst things). Go round and check, giving help where necessary.
- b *Describing an area.* Learners each describe their area. Others ask questions to find out more. If learners come from the same area, find out whether they agree.

Options: Monolingual and multilingual classes

Monolingual classes

If learners come from the same area, they could sit together in groups and see if they agree. As a round-up, ask a student from each group to summarise the group's opinion.

Multilingual classes

Learners could talk either about the place they come from or about the place where they are studying.



You could use photocopiable activity 11A on the Teacher's DVD-ROM at this point.

11.3 Target activity: Talk about a problem

Goals: describe imaginary situations 
 discuss pros and cons 
 talk about ways to solve problems

Core language:

TASK VOCABULARY Solving problems
 11.2 VOCABULARY Talk about pros and cons
 11.1 GRAMMAR *would*

TASK LISTENING

- 1 To introduce the activity, read the situation (the two sentences at the bottom of the picture). Ask what problems Marisa's daughter might have. Get a range of possible answers, e.g. *She doesn't like the family. The family make too much noise. The room is too small. She feels lonely.*

Listening for main point. Play recording 3.20, then ask what the problem is.

Eva (Marisa's daughter) doesn't get on with the family's daughter. She's always complaining about Eva. She says she doesn't clean enough and her music's too loud.

Make sure learners understand *complain* (= say things are wrong) and *get on with* (= like someone, have a good relationship).

- 2 *Listening for details.* Read the suggestions, then play recording 3.20 again. Learners listen and tick the suggestions that Marisa thinks are a good idea and put a cross by the others.

Possible answers:

- 1 x (*The daughter is there all the time.*)
- 2 ✓ (*But Eva did talk to her, and she wasn't interested.*)
- 3 ✓ (*But Eva would find it difficult. They're really nice.*)
- 4 x (*Eva wouldn't want to do that.*)
- 5 x (*It's not easy for her to move – she lives close to her college.*)

TASK VOCABULARY Solving problems

- 3 a *Matching task.* Learners match the sentence halves.
- b Go through the answers with the class. If necessary, learners check in the script on p154.

1 e 2 c 3 a 4 b 5 d

Ask learners to say the expressions used for introducing suggestions, and write these on the board:
Maybe she should ...
Could she ...?
Would it be possible to ...?
I'd (probably) ...

- c Learners cover 1–5 and try to remember the suggestions.
- 4 **Discussion.** Ask the class if they have any other ideas about what Eva should do (e.g. not play music; invite the daughter out for a drink; make new friends so she doesn't need to spend so much time at the flat).

TASK

- 5 **Listening.** Play recording 3.21, then ask what problems each person has.

Paula: *her housemate cooks a lot, but never does the washing up.*
Leonardo: *his neighbour sings in the morning (like an opera singer).*

Ask further questions, e.g.

- *What does her housemate leave?* (Answer: Pots, pans, knives, forks.)
- *What has she tried doing?* (Answer: Everything: she's left notes, sent texts, sent emails.)
- *Who leaves the house first?* (Answer: Her housemate – he leaves early.)
- *Why can't Leonardo leave his neighbour a note?* (Answer: He doesn't know him.)

Point out the expression *Have you tried ...-ing?* (= Do this – perhaps it will help), e.g.

– *Have you tried leaving a note in the kitchen?*

- 6 a **Discussion.** Learners think about each problem, and continue the two sentences.

Alternative

Ask some pairs to think about Paula's problem and other pairs to think about Leonardo's problem.

b **Round-up.** Ask for different ideas from the class.

- 7 a Learners think of a similar problem they have had or know of.

b / **Speaking activity.** In turn, learners tell their partner or others about their problem, and the others suggest ways to solve it.

Alternatives

1 Mingling activity

After 7a, learners move freely round the class. They tell other people about their problem and ask for suggestions.

Round-up. Learners say what their problem was, and what suggestions people made.

2 Problem cards

Think of four or five problems or adapt problems from magazine 'problem' pages, and write or type them out on cards. Give one to each group to discuss. Then they pass their problem on to the next group, and so on, until all groups have talked about all the problems.



You could use photocopiable activity 11B on the Teacher's DVD-ROM at this point.

11 Explore

Keyword: *there*

Goal: use *there* in a range of contexts

Core language:

there is/are/was/were to talk about places/things/situations

there will be to talk about situations

there to refer to a place/places that has/have been mentioned earlier

- 1 Learners put the words in order.

1 *There's a large living room with a balcony.*
 2 *There are some second-hand stalls just over there.*
 3 *There'll be less traffic on the roads in 2050.*

Go through the answers and, if necessary, write the sentences on the board.

Point out that:

- we can use *there + be* to describe places/things/situations
- it can be past, present or future.

Give examples to show this:

- *There is a lot of traffic.* (now)
- *There was a lot of traffic five years ago.* (past)
- *There will be a lot of traffic in 2050.* (future)

- 2 a **Focus on 'there', 'it' and 'they'.** Learners read the short description. Establish that:
- to introduce the idea of something in, e.g., a town, we say: *There's a café ...* (not *It's a café.*)
 - we use *it* or *they* to refer back to something we said: *There's a café. It opens at ten.* (*It* = the café)
There are ... parks. They're ... free. (*They* = the parks)
- b **Gap-fill activity.** Learners complete the description.

there There they It it

- c Play recording 3.22 to check and go over the answers with the class. Learners repeat the sentences. Point out that *there* and *they're* sound almost the same.
- d **Describing your home: writing.** Learners write a short description of their home. As they do this, go round and check that they are using *there*, *it* and *they* correctly.
- e Learners read out their descriptions in turn. After each one, check by asking other learners which room is the person's favourite, and why.
- 3 a **Focus on 'there' to avoid repetition.** Give examples to show how we use *there*:

– *I like London. I lived there for three years.*
 (*there* = in London)

– *I like London. I often go there.* (*there* = to London)

Learners say the sentences with *there*.

2 *We do everything there, ...* 3 *I usually get there ...*
 4 *I probably go there ...* 5 *I stay there ...*

- b **Writing: personalisation.** Learners write similar sentences to those in 3a, but about themselves.

Round-up. Learners read out their sentences to the class.



You could use photocopiable activity 11C on the Teacher's DVD-ROM at this point.

Across cultures: Neighbours

Goal: make learners aware of different attitudes to neighbours in different cultures

Core language:

Places to live: *village, suburb, town centre, student hall/dormitory, block of flats / apartment block*

- 1 *Focus on places to live.* Look at the words and present any new items, e.g. *a student hall/dormitory* (= a place where students live at a university or college). Learners tick the places they have lived in.
 /  Learners compare their answers. Alternatively, simply discuss this with the class. Find out who has lived (or still lives) in each place.

Multilingual classes

This could lead to a discussion of where most learners or their families, etc. live in different countries (e.g. *Do you live at home or on campus? Do most families live in houses or blocks of flats?*)

- 2 a  /  Learners discuss the questions. Then find out who likes their neighbours and who doesn't, and why.
 b Play recording 3.23. Learners answer the questions.

1 *in the UK; in an apartment block*
 2 *in Costa Rica; in a house*

- 3 Learners listen again to recording 3.23 and focus on what Megan says about her neighbours.

In the UK: *she doesn't know her neighbours.*
 In Costa Rica: *she got to know the neighbours; they all introduced themselves.*

- 4  /  *Discussion.* Learners discuss the questions. Discuss the questions together, and find out if all learners agree.

Multilingual classes

In multilingual classes, ask learners from the same country (or similar countries) to sit together to discuss the questions. As a round-up, find out if groups gave different answers.

- 5 *Discussion.* Find out if learners have lived in other countries (or, if from other countries, where they come from). Ask what differences they noticed in what neighbours were like.

Explore writing

Goal: write a letter or email of complaint

Core language:

Problems: *is broken; doesn't work properly*
 Introducing complaints: *I'm writing to complain about ...; unfortunately there are a number of problems; I'm very unhappy about ...*
 Listing problems: *First, ...; Another problem is ...; Also, ...; In addition, ...*

- 1 a  /  *Pre-reading task.* Learners cover the letter and make a list of possible problems. Go through these with the class and write them on the board.

Alternative: Language focus

Ask the class to imagine they are in an apartment where lots of things are wrong. Write these expressions on the board:
... is broken.
... doesn't work (properly).
I can't open/close ...
I can't find ...
... doesn't (open/close).
 Ask them to suggest possible problems using the expressions.

- b *Reading for main points.* Learners read José's letter. Check which are the same problems that learners thought of and which are different.

The air conditioning is broken.
They can't find the key for the balcony door.
The intercom doesn't work properly.

Check that learners understand *intercom* (= system for speaking to people outside the front door).

- 2 a *Summarising the letter.* Learners cover the letter and complete the sentences.

1 *... air conditioning ...*
 2 *... the key for the balcony door*
 3 *... intercom ...*
 4 *... come round and fix these things but no one has come*
 5 *... level of service*

- b Learners read the letter to check. Discuss the answers with the class.

Focus on the meaning of:
 – *come round* (= visit the flat)
 – *fix* (= mend, repair)
 – *the level of service* (= how well the agency has responded).

- 3 *Complaints and requests.* Learners find expressions in the email for each category. Write these on the board in three lists.

1 *I am writing to complain about ...*
Unfortunately there are a number of problems.
 2 *First, ... Another problem is ...*
Also, ... In addition, ...
 3 *Would you please (contact) ...?*

- 4 a *Preparation for writing task.* To start learners thinking, read through the situation with the class and suggest possible alternatives (e.g. *3 Do you want them to come round? When? Or do you want to pay less rent? Or do you want a different flat?*).

 Learners decide on the details.

- b Learners plan an email or letter and make brief notes. As they do this, go round and check.

- 5 *Writing.* Learners write an email or letter individually.

- 6 a  Learners form new pairs. They show each other their email or letter and consider questions 1–3.

- b Learners comment on each other's email or letter and suggest changes or improvements.

Round-up. Ask a few learners to tell you about the email or letter they looked at.

Alternative: Writing in pairs

- Learners write the email or letter together.
- They 'send' their email or letter to another pair, who read it and comment on it.
- As a round-up, ask pairs to tell you about the email or letter they received.

11 Look again

Review

VOCABULARY Discuss pros and cons

- 1 a Learners choose words from the box to go in the gaps.

1 *problem, thing, trouble* 2 *bad, worst* 3 *best, good*

- b / Learners make sentences about each topic. Alternatively they could choose four or five topics and write sentences.

Round-up. Take each topic in turn, and ask learners what they said.

GRAMMAR *would*

- 2 a Look at the first situation with the class, and ask them for suggestions. Use this activity to remind them of these forms: *I'd ...; I wouldn't.*

Possible answers:

- 1 *I'd remind him that he's trying to give up.*
I wouldn't do anything – it's his problem.
I'd ask people not to offer him cigarettes.
 2 *I'd knock on the wall.*
I'd put plugs in my ears.
 3 *I'd tell her and apologise.*
I wouldn't tell her.
 4 *I'd stop at a garage and ask the way.*
 5 *I'd take aspirin and go to work.*
I'd phone and postpone the meeting.

- b / Learners discuss the situations. Then discuss them with the class.

CAN YOU REMEMBER? Unit 10 – Hotel collocations

- 3 a **Optional lead-in with books closed**

- Ask the class what words they remember for talking about hotels. If necessary, prompt them, e.g. *What kinds of rooms are there? What about facilities?*
- Then learners open their books and do 3a. Learners can use this as a check and for further practice.

Give learners a letter, A or B. As look at the hotel expressions on p128, Bs look at the hotel expressions on p127. They each write down the expressions and a definition for each expression. Go round and check, giving help if necessary.

- b Learners read out their definitions. Their partner guesses the corresponding hotel expressions.

Alternative: Whole class activity

Learners form two teams, A and B. In turn, a learner from each team reads out a definition and chooses someone in the other team to guess the hotel expression.

- c / Learners write the sentences in the correct order.

- 1 *I'd like to book a double room for four nights.*
 2 *Is the buffet breakfast included?*
 3 *I have a reservation.*
 4 *What time is breakfast?*
 5 *What is the check-out time?*
 6 *Do you have wireless Internet access?*

- d Tell the class they are going to make a hotel reservation by telephone. Ask what they might say. Then ask what the receptionist might reply. In this way, build up a conversation with the class. If necessary, write key expressions on the board, and/or expressions that learners don't remember. Then ask the class to imagine they are checking in, and repeat the procedure.

Role play. Learners act out a conversation.

Extension

SPELLING AND SOUNDS *ck, k, ch, qu*

- 4 a Play recording 3.24, or say the words yourself. Learners repeat. Point out that in these words, *ck, k* and *ch* all have the sound /k/, and *qu* has the sound /kw/.
- b *Spellcheck: books closed.* Play recording 3.25 or say the words yourself. Learners listen and write them down.
- c Learners check the words in the script on p154. Alternatively, ask them to spell the words (with books closed) and write them on the board.

NOTICE Expressions with prepositions

- 5 a / Learners complete the expressions.

1 *in* 2 *of* 3 *around* 4 *at* 5 *from* 6 *to*

- b Learners check in the advertisements on p90, then check the answers together. (Point out that *Just around the corner from the beach.* means it's very close to the beach, maybe a few streets away.)
- c Learners write an advertisement for their own home or a home they know, using the prepositions from 5a. *Round-up.* Learners read out their advertisements. The others listen and ask any further questions.

Alternatives

- 1 *Writing in pairs*
 In pairs, learners imagine where the house in the photo is, and write an advertisement for it. Then ask different pairs to read out their advertisements.
- 2 *Writing in groups*
 Bring in pictures of five or six homes from different places, and give one to each group. Each group writes an advertisement. Then take the pictures and give them randomly to different groups. Groups read out their advertisement. The other groups listen and decide if they have the picture that goes with it.

Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle the numbers on each line.

Unit 11 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

11A Our town

Poundbury – urban perfection?

In the 1950s, a new small town – or village – was built in the county of Dorset in southwest England, near the ancient town of Dorchester, which has a population of about 16,000. However, Poundbury is unusual because it was planned in a different way from many new towns. It was designed to be an integrated community of houses, shops, businesses and social facilities, like traditional towns which have grown up over centuries. There is no 'zoning' in Poundbury, which means that residential buildings and commercial buildings (e.g. shops) can be built next to each other in the same area. The common areas of the town are managed by a management company to which all residents belong.

The design of the buildings is also traditional. Many buildings look like very old buildings in a mix of British and continental European styles and the streets are quite narrow and vary in width, look and texture, just like streets in old towns and cities. In fact, Poundbury was designed to encourage people to walk, cycle and use public transport rather than their cars. Some streets are open to pedestrians only. Most parking areas are in backstreets, which means that you don't see many parked cars in the main streets.

Poundbury has many small businesses, but it is also home to a cereal factory which produces a wide range of cereals for domestic use and export. The factory is a major employer in the town. Poundbury encourages small businesses and you don't find shopping facilities like the big shopping malls in towns and cities around the country.

But even though Poundbury is growing in size and population, some people ask, if a town that is built over a relatively short period of time can really function and feel like a traditional town which has grown up over centuries. And, of course, people mention that many residents have to travel away from Poundbury and to other towns for work, major shopping and entertainment (the cinema, the theatre, etc.).

Advantages of Poundbury	Disadvantages of Poundbury

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11A Our town

Activity type: Reading / Speaking – Planning an ideal living environment – Pairs / Whole class / Groups

Aim: To plan an ideal town to live in

Language: *would* for unreal situations / Vocabulary relating to buildings and towns – Use any time after 11.2.

Preparation: Make one copy of the worksheet for every two learners.

Time: 25–35 minutes

11B The situation game

You are thinking about going to Australia next summer, but you haven't got enough money for the fare.	You want to change your job, but you haven't got time to look at job ads.
Your son/daughter wants to go to stage school, but you are not keen on the idea.	You want to get fit so you're planning to take up running, but you can't find a nice place to run near your home.
You are thinking about moving back to your parents' house to save money, but you know that they will treat you like a child.	You have been offered a fantastic job abroad, but you don't want to move away from your friends and family.
You are thinking of becoming a vegetarian, but you are afraid that you will miss eating meat.	Your friend wants to borrow some money to start a business, but you are not confident that the business will be successful.
You have seen an advertisement for an evening course that might help you with your job or studies, but it is very expensive.	Your best friend wants to get married, but you think he/she has made the decision too quickly.

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11B The situation game

Activity type: Speaking – Game – Groups of three

Aim: To talk about pros and cons / ask for and give advice

Language: Problem solving / Making suggestions with *would / should / could* – Use any time after 11.3.

Preparation: Make enough copies of the worksheet for each group to have one set of the ten situation cards. Cut out the cards.

Time: 15–20 minutes

11C Spot the similarities

A

B

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11C Spot the similarities

Activity type: Speaking – Information gap – Pairs

Aim: To find similarities in two pictures

Language: *There is ... , There are ... / Language for describing scenes* – Use any time after Keyword *there*.

Preparation: Make one copy of the worksheet for every two learners. Cut the pictures out. Take some magazines or newspapers into class.

Time: 15–20 minutes

Unit 11 Self-study Pack

In the Workbook

Unit 11 of the *English Unlimited Pre-intermediate Workbook* offers additional ways to practise the vocabulary taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Describing homes; Talking about pros and cons; Solving problems
- **Time out:** Home descriptions crossword
- **Explore reading:** Property details
- **DVD-ROM Extra:** A new home – Salvatore and Vesna

On the DVD-ROM

Unit 11 of the *English Unlimited Pre-intermediate Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the *Workbook*.

- **Vocabulary, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Homonyms
- **Explore speaking:** *Well, ...*
- **Listening:** Finding a place to live
- **DVD-ROM Extra:** A new home