

# 10 PLACES TO STAY

## SPEAKING

### Aim

to set the scene and introduce the theme with a photo; to get students talking about places to stay

**1** Start by telling the class that in this unit they're going to be learning how to describe places they have stayed in, book somewhere to stay, apologise for bad news, and deal with problems in hotels; students will talk about imagined situations and past habits.

- Ask students to look at the photo on pages 86–87. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Ask students to discuss the questions in groups of four or five. Monitor and help with ideas and vocabulary if necessary.

### Culture notes

The photo shows a new resort being built on the Gulf of Aqaba coast, at the northern tip of the Red Sea. It is a very popular holiday destination, particularly for tourists wanting to dive on the gulf's coral reef, and diving contributes a lot to the local economy. Jordan, Israel, Saudi Arabia and Egypt all have shoreline on the Gulf of Aqaba. There has been massive development along the coastline over the last twenty years or so, and there is increasing concern about the damage caused to the environment.

**2** Organise the class into new pairs to discuss the personalised questions. In feedback, ask different pairs to briefly tell the class what they discussed.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Write on the board: *The most unusual place I've ever stayed.* Then tell the class a short story of an unusual place you have stayed at. Ask the class what was unusual about it. Then ask students to share their own stories of unusual places to stay.

## BOOKING A ROOM

Student's Book pages 88–89

### Communicative outcomes

In this two-page spread, students will practise booking rooms, describing hotel facilities, and apologising.

## VOCABULARY Places to stay

### Aim

to introduce and practise chunks of language used to describe places to stay

**1** Ask students to discuss the words and complete the exercise in pairs. Start them off by eliciting the collocation to complete the first sentence. In feedback, model the pronunciation of words that are difficult to say.

### Answers

- |                       |                    |
|-----------------------|--------------------|
| 1 low season          | 7 real fire        |
| 2 including breakfast | 8 share a room     |
| 3 reduced rate        | 9 heated pool      |
| 4 babysitting service | 10 shower block    |
| 5 put up the tent     | 11 basic furniture |
| 6 provided meals      | 12 free wi-fi      |

**2** Elicit one or two examples to get students started, then ask them to work in pairs to match each sentence to one of the places.

### Answers

- 1 an apartment (you don't usually rent the other places for a week)
- 2 a hotel (the only one that costs £50 a night and provides breakfast)
- 3 a campsite (the provision of electricity is the clue here)
- 4 a hotel (none of the others usually provide babysitting)
- 5 a campsite (the only place you would put a tent up)
- 6 a hostel (guests sometimes share the kitchen and prepare their own meals)
- 7 an apartment (they have a living room)
- 8 a hostel (because sometimes you have to share rooms in hostels)
- 9 apartment (apartments are in a block and often have a shared pool)
- 10 a campsite (the only place to have toilet and shower blocks)
- 11 an apartment (basic furniture, and it has a kitchen)
- 12 a hotel (rooms and reception area)

## Teacher development: organising vocabulary

Organising new words and vocabulary into categories using tables, diagrams and spidergrams is a good way of helping students note, learn and remember words. Here, for example, ask students to write *apartment*, *campsite*, *hotel* and *hostel* in different circles in the centre of their own spidergrams and then draw lines connecting them to relevant words or phrases from the lesson. Ask students to add further words or phrases to each spidergram as the unit and later lessons progress.

**3** Organise the class into pairs or small groups to discuss the questions. In feedback, elicit any really useful phrases and write them on the board. Work with students' answers, but some ideas are given in the answer key. Ask students to order or categorise the examples in their notebooks.

### Possible answers

- 1 a room, a bathroom, a dining area, a kitchen, a living room, a laundry room
- 2 a single room, an en-suite room (with bathroom), a family suite / room
- 3 room service, laundry, pick-up from the airport or station, wake-up calls, valet parking, conference rooms, Internet access, etc.
- 4 breakfast, meals, drinks, a packed lunch, car parking, flights, pick-up from the airport, tax, trips
- 5 for early booking, if you're over-65 / retired, if you had problems (e.g. noise, problems with heating etc.), if the room you had booked wasn't available, if you booked with a big group, if you are a regular visitor
- 6 taking the tent down
- 7 In Europe, the high season is in the summer, during school holidays (July and August), at Christmas or at Easter. For skiing, the high season is likely to be February, near school holiday time and when there is most likely to be snow.


**4** Organise the class into new pairs to discuss the questions. In feedback, find out in what ways the students' experience of hotels is different.

**Optional extra activity** Ask students in pairs to brainstorm facilities in a hotel (laundry, room service, gym, sun terrace, pool, etc.). Ask students to choose and order the top five facilities they would look for in a hotel.

## LISTENING

### Aim

to practise listening for detail and to learn words in context

**5**  **58** Read the exercise instructions and ask students to look at David's notes on the notepad. Ask a few open questions to focus them on the task: *Where is David's friend going? Who with? What information does he want?*

- Play the recording. Students listen and note the information David needs. Note that the information in brackets in the answer key is extra to the essential information to be checked, but it is nice to see if students have got it or not.

### Answers

Triple rooms? No, only doubles (but should be possible to put an extra bed in a double room)  
 How much? 110 euros a night for the room (including child's bed)  
 With breakfast? 125 euros with breakfast  
 Dates: fully booked on the weekend of the 16th–17th, but 10th–15th is possible  
 Car hire: yes, they have a partnership with a local firm (prices start from 25 euros a day)  
 Parking: yes (but 20 euros a day; also street parking available nearby)  
 Deposit? Need to pay 10% deposit when booking (on a credit card)

### 58


#### R = receptionist, D = David

R: Hillborough Hotel.  
 D: Oh, hello. I'm ringing on behalf of a friend. He wants some information.  
 R: Sure. What would you like to know?  
 D: Um, well, do you have any triple rooms?  
 R: I'm afraid not. We only have doubles.  
 D: Oh, right. Is it possible to get a double with an extra bed? They have a small kid.  
 R: That should be possible.  
 D: And how much would that be per night?  
 R: For the room, that's 110 euros per night, with a supplement for a child's bed.  
 D: Sorry. Does that include the cost of the extra bed or not?  
 R: It does include it, yes.  
 D: And breakfast is included too?  
 R: I'm afraid not. It's 125 with breakfast. What dates are they thinking of coming?  
 D: Um, Tuesday the twelfth to the seventeenth of August.  
 R: OK. Let me just check our availability. Hmm, I'm afraid we're fully booked that weekend on the sixteenth and seventeenth.  
 D: And what if they came the previous weekend?  
 R: Saturday night no, but from Sunday through to Friday we currently have rooms available.  
 D: So that's the 10th till the 15th – including Friday night?

- R: That's correct.  
 D: OK. I'll need to check with them about that. And just a couple of other things.  
 R: Sure.  
 D: They're thinking of hiring a car. Can they get any reduced rates if they book through the hotel?  
 R: They can, actually. We have a partnership with a local hire firm. The cost starts at 25 euros a day.  
 D: OK. Great. Do you have parking at the hotel?  
 R: There is a car park, which is 20 euros a day, and there is some street parking nearby.  
 D: Right. OK. Well, I think they're travelling around Ireland after Dublin, so maybe they could hire the car later in the week.  
 R: Of course, whatever suits them.  
 D: OK. Let me just talk to my friends. Could you tell me your name for when I call back?  
 R: Yes, it's Jackie, but any of my colleagues can deal with the booking.  
 D: Oh wait, sorry – one last thing. Will they need to make a payment when they make the booking?  
 R: Yes, we'll need to take a 10% deposit on a credit card.  
 D: So if for whatever reason they didn't come, they'd lose that money?  
 R: I'm afraid so. The complete payment is made on arrival.  
 D: OK. Thanks.

## Culture notes

- Dublin is the capital city of the Republic of Ireland. It is an attractive, historic city and a popular destination.
- Note that Ireland is part of the Eurozone and uses the euro, unlike the United Kingdom which uses the pound.

**6**  **58** Ask students to work in pairs to compare their notes. In feedback, elicit information from students and build up key information on the board.

**Optional extra activity** Show the following sentences on the board and ask students to write them in their language. Remove the English sentences from the board, and ask students to translate their sentences back into English. Then show the originals again for them to compare.

*Let me just check our availability.*

*Let me just talk to my friends.*

*Let me see that for a second.*

*Let me have a go.*

*Let us think about it and we'll let you know.*

**7** Ask students to work in pairs to read the audio script on page 202 and underline useful phrases they would like to learn. In feedback, find out what words students have chosen, and check their meaning.

## Teacher development: selecting words

Asking students to select their own words to learn from a reading or listening text is a way of empowering students to take responsibility for their own learning. It also means that they choose to learn words they don't know rather than preselected words that they may already know, and obliges them to work out or find out meaning for themselves by looking at context.

- Encourage students to learn words that collocate, not words in isolation, (e.g. *on behalf of*, not *behalf*, and *make a payment*, not *payment*). Encourage students to share and justify phrases they choose, and to work together to work out and explain meanings.
- Some useful phrases in the audio script include the following: *on behalf of*, *a supplement* (=an extra payment), *included*, *fully booked*, *available*, *hire a car*, *make a payment*.

**Optional extra activity** Ask students to write personalised sentences using the words they chose.

## DEVELOPING CONVERSATIONS

### Apologising

#### Aim

**to introduce and practise using *I'm afraid* to apologise**

- 8** Read through the information in the box as a class.
- Ask students to work in pairs to prepare and practise conversations. You could ask them to write one or two dialogues first, then improvise others. Or you could ask them to prepare responses in note form first, then work together to improvise conversations.
  - Work with what students suggest, but if they are stuck, some suggestions are given in the answer key.

#### Possible answers

- 1 I'm afraid not. There's a small charge for internet use in the hotel. But we are looking at getting free wi-fi early next year.
- 2 I'm afraid so. The cancellation fee is 50 euros. It'd be 10% of the original booking.
- 3 I'm afraid not. But it won't be very cold at that time of year. / But a swim there will certainly wake you up!
- 4 I'm afraid not. We had a terrible accident a few years ago, you see. / Health and safety regulations, you see!
- 5 I'm afraid so. Maybe you should contact your bank. / Do you have any other cards you could use?
- 6 I'm afraid not. But we do have tickets available for tomorrow. / But if you come back just before the show starts, there may be some returns. You never know.
- 7 I'm afraid so. It would be a good time to visit some of our museums. / But we do have plenty of indoor activities.
- 8 I'm afraid not. I'm terribly sorry. Not without the permission of the manager, and she's not here at the moment.


## Background language notes for teachers

*I'm afraid* is followed by a clause. *I'm afraid so* is used to confirm and apologise. *I'm afraid not* is used to contradict and apologise. Note that they are used in a similar way to *I hope so* or *I hope not*. It is also possible to say *I'm afraid it isn't* or *I'm afraid you would*, etc.

**9** Start by organising students into groups of four or five. Elicit one or two examples to get students started. Set a time limit and find out in feedback which group thought of most sentences, and which group had the best and the funniest. You could write up some of the best examples on the board. There are no fixed answers here, but a few possible ideas are given in the answer key.

### Possible answers

I'm afraid the restaurant is fully booked this evening.  
I'm afraid there's a ten-pound charge for that.  
I'm afraid that's not possible.  
I'm afraid we don't have any record of your booking.  
I'm afraid we're fully booked that weekend.

**10**  **59** Start by checking the meaning of the words on the form. You could do this by asking students to find the information (expiry date, etc.) on their own cards.

- Play the recording. Students listen and complete the form. Let students check their answers in pairs before discussing as a class.

### Answers

Name on the card: Mr D E Gwaizda (check spelling with class)  
Card number: 1003 6566 9242 8307  
Security number: 718  
Expiry date: 06-17  
Contact number: 0044 796 883 412

### 59


#### R = receptionist, C = customer

R: OK, so can I take your credit card details for the deposit?  
C: Sure.  
R: What kind of card is it?  
C: Visa.  
R: And the name on your card?  
C: Mr D E Gwaizda. That's G – W – A – I – Z – D – A.  
R: OK. That's an unusual name.  
C: Yeah, it's Polish originally.  
R: OK. And the card number on the card?  
C: 1003 6566 9242 8307.  
R: And the security number on the back of the card – the last three digits there?  
C: 718.  
R: And the expiry date?  
C: 06 17.  
R: And can I just take a contact number in case there are any problems?  
C: Sure. 0044 796 883 412.

## PRONUNCIATION

### Aim

to practise saying and recognising the letters of the alphabet

**11**  **60** Model the pronunciation of the sounds and the letters already in the table. Then play the recording. Students listen and complete the table. Let students compare answers in pairs.

### Answers

/ɪ:/	b, c, d, e, g, p, t, v	/eɪ/	a, h, j, k
/e/	f, l, m, n, s, x, z	/aɪ/	i, y
/əʊ/	o	/u:/	q, u, w
/ɑ:/	r		

### 60

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**12** Organise the class into pairs to practise asking for and providing card details. Students could use their own cards if they like (changing some numbers for security reasons!). Monitor and correct any errors.

**Optional extra activity** If you want to give students extra practice at using the alphabet, there are plenty of spelling activities to play. Try getting them to dictate email addresses (introduce 'at', 'dot' and 'com'). Or ask them to spell out the names of well-known celebrities.

## CONVERSATION PRACTICE

### Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

**13** This is an opportunity to bring together several parts of the lesson and for students to practise asking for information about accommodation and apologising.

- Organise students into pairs and ask them to decide on which roles to take. Give them four or five minutes to find and read their role cards, and to think of what to say.

**14** When students are ready, ask them to roleplay the conversations. Then tell them to change roles and act out the conversation a second time.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

18 Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

## WE'LL DEAL WITH IT RIGHT AWAY

Student's Book pages 90–91

### Communicative outcomes

**In this two-page spread, students talk about hotel problems and use second conditional forms to say how they would react in difficult situations.**

## SPEAKING

### Aim

**to lead in to the topic of the lesson; to talk about problems people have in hotels**

- 1 Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
  - In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## VOCABULARY Solving hotel problems

### Aim

**to introduce and practise chunks of language used to describe places to stay**

- 2 Ask students to work in pairs to match the sentences to the follow-up questions and discuss the meanings of the words in bold. Start them off by eliciting the first pair. In feedback, check meanings and model the pronunciation of words that are difficult to say.

### Answers

1 e	3 d	5 a	7 g	9 c
2 h	4 f	6 j	8 b	10 i

- 3 Give students two or three minutes to memorise the questions, then ask them to take turns to test each other. Monitor and prompt as students do this exercise. It is fine if they cheat by looking a few times so long as they keep working on trying to memorise the phrases.

**Optional extra activity** A way of extending this activity is to write some 'chunks' from the sentences and questions on the board, and to ask pairs to try to remember the whole original sentences and to improvise conversations using some of the chunks. For example, write up: *noise outside, a wake-up call, change rooms, turn down, send someone up to.*

- 4 Organise the class into new pairs to prepare and practise the roleplay. Monitor and help students as they select problems. Monitor and note errors or good language use for the feedback at the end while students are doing the roleplay (see notes below).

## Teacher development: preparing and organising a roleplay

Here are some tips for preparing and organising a roleplay of the sort in Exercise 4.


- 1 Organise the class into new pairs first – ideally get students to work with somebody they don't often work with. This is not only good for class dynamics. It also creates a genuine sense that this is a different 'performance' part of the lesson.
- 2 Make sure students are clear about their role and are fully prepared to speak. The more time is spent preparing, the longer the roleplay will last, and the more accurate and creative students will be. It is a good idea to set a short time limit of four or five minutes for students to talk together and gather ideas. They should think of what they want to talk about and phrases they want to use.
- 3 Give a clear start signal so that all pairs begin at the same time. Monitor briskly, moving from pair to pair, and signalling that you are listening. Note errors or good phrases on a notepad as you monitor. Use these to feedback at the end.
- 4 If your students aren't confident about improvising roleplays, let them work in pairs to write their roleplay first. Let them act it out two or three times, just reading. Then ask them to turn over the written roleplay and to act it out without reading.

## LISTENING

### Aim

to practise listening for general understanding and to order phrases as they are used in the text

**5** Ask students to look at the photos, and ask: *What can you see?* Elicit descriptions and make sure students are clear about what the photos show. Then put students in pairs to discuss how the photos are connected to hotel problems. Elicit ideas in feedback but don't confirm or reject any.

**6**  Play the recording. Let students compare their answers in pairs before discussing in open class. Ask students what they heard that helped them reach their answers.


### Answers

- 1 kittens: Lady Zaza wants a white kitten. The receptionist doesn't think she can find one.
- 2 chocolates: She wants her favourite chocolates, and the hotel have to remove the ones with nuts. The receptionist agrees.
- 3 a bunch of roses: Lady Zaza wants 100 bunches of red flowers and 80 bunches of white flowers sent to the room. The receptionist says someone will bring them up in a minute.
- 4 light bulb: Lady Zaza wants the light bulbs changed. She says it's too dark. The receptionist agrees.
- 5 the gym: Lady Zaza wants to get a wake-up call at 4 a.m. and to use the gym. The receptionist says the gym doesn't usually open till 6 a.m., but she thinks they can organise something.

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**R = receptionist, M = manager, L = Lady Zaza**

- R: Hello. Reception.  
 M: Hi. I'm calling on behalf of Lady Zaza, in the presidential suite.  
 R: Oh, yes. It's a real pleasure to have her in the hotel.  
 M: Yeah, well, there was no way we could stay in that last place. The service there was a joke!  
 R: Well, I hope everything's OK with our rooms. We really didn't have much time to prepare them.  
 M: Yeah, everything's fine, basically, but there are just a couple of things she's asked for.  
 R: OK.  
 M: Well, first, can you ask room service to send some fresh flowers to the room? Lady Zaza enjoys arranging them. She'd like a hundred bunches of red flowers and eighty bunches of white.  
 R: Certainly. I'll send someone up with them in a minute.  
 M: And tell them to bring more of her favourite chocolates too, please. And please remember to remove the ones with nuts. She'd be very ill if she ate one by mistake. And the hotel wouldn't want that.  
 R: Absolutely not. I'll make sure they're taken out.  
 M: She'd also like the light bulbs in her room changed. She said it's too dark.  
 R: Oh ... of course.  
 M: And can you bring her a kitten?  
 R: Er, a kitten?!  
 M: Yeah. Stroking it helps her relax. She wants a white one.  
 R: I doubt I can find one ...  
 M: What Lady Zaza wants, Lady Zaza gets.  
 R: Would it be OK if the cat was a different colour?  
 M: No. It needs to match the colour of the flowers. Oh, and one last thing. Can she get a wake-up call at four a.m., please? She'd like to use the gym.  
 R: Well, the gym doesn't usually open until six, but I'm sure we can organise something for her.  
 M: Great. That's it for now. Oh, wait. Just one second. She's saying something.  
 L: They did it again! You've got to do something!  
 M: Yeah, OK. OK. Hello?  
 R: Yes, hello.  
 M: Lady Zaza can hear the people downstairs. They're talking or watching TV or something and she wants them to be moved.  
 R: Moved? I'm afraid that's just not possible.  
 M: Sure it's possible. You've got hundreds of rooms in this place.  
 R: I know, but I'm afraid we're fully booked. We don't have any other rooms available.  
 M: So you're telling me you can't move them?  
 R: I really would move them, if I could, but I'm afraid it's absolutely impossible. I'm terribly sorry.  
 M: Well, that's just not good enough. I'd like to talk to the manager.  
 R: She's not here at the moment, I'm afraid, but I'm sure that if she was, she'd tell you exactly the same thing.  
 M: Is that right?  
 R: I'm afraid so, yes.  
 M: OK. Well, I'll tell her ... but she's not going to like it.

**7**  **61** Ask students to work individually to order the sentences. If they have problems, put them in pairs to help each other. Play the recording again. Students listen and check their answers. Let students compare their answers in pairs once more. Write up the order of the sentences on the board in feedback or let students check their answers in the audio script on page 203.

**Answers**

1 d 2 g 3 b 4 h 5 c 6 a 7 e 8 f

**8** Ask students to discuss and justify their choice of adjectives in pairs. You could let students look up words they aren't sure of, or pre-teach the words using examples or definitions.

**Possible answers**

selfish: She's only interested in what she wants and needs; doesn't seem at all concerned with the thoughts or feelings of others.

demanding: She makes lots of demands and gets angry if the demands can't be met.

If students try to argue in favour of the other three, ask them to explain why and see if you agree with their justifications, e.g. she could be seen as lazy because she gets people to do everything for her, rather than doing it herself. Then again, do lazy people get up at 4 a.m. to go to the gym?

**9** Organise the class into new groups of four or five to discuss the questions. Give students two or three minutes to prepare ideas first, and monitor briefly to help.

- In feedback, ask different groups to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Ask students to decide whether these demands made by hotel guests are real or not (they are all real, actually):

- one glass of water on the hour every hour, throughout the night
- 15 cucumbers a day
- toilet to be filled with mineral water
- bath of honey
- sound of goats' bells to aid sleep
- only the right legs of a chicken
- a dead mouse
- bath of chocolate milk
- 16 pillows (for a single guest)
- crocodile soup for breakfast

**Background language notes for teachers**

We often say *one second* or *one minute* when we want someone to wait for us to do something. It is often used just to mean a very short period of time.

*That's it for now. Oh, wait. Just one second ...*

*I'll send someone up with the flowers in a minute.*

*I'm nearly ready. Give me two seconds.*

*I just need to make a phone call. I won't be a minute.*

**GRAMMAR** Second conditionals**Aim**

to check students' understanding of how to use second conditional forms to say how we would react in difficult situations

**10** Read through the information in the box as a class. Then organise the class into pairs to look at the sentences and discuss the questions. Monitor and note how well students understand the rules.

- In feedback, elicit the students' answers. Then ask them to check their ideas in the Grammar reference on page 178.

**Answers**

- No, she isn't ill and she isn't likely to eat a chocolate with nuts, because it would make her ill (she's allergic to them).
- Yes, he does want to move the people, but he can't move them.

**G** Students complete Exercise 1 in the Grammar reference on page 178.

**Answers to Exercise 1, Grammar reference**

- 1 c 2 e 3 a 4 f 5 d 6 b
- 1 The company has problems because the staff don't speak good English.
- 2 I don't like camping here because the weather isn't very good.
- 3 It's a nice hotel but the rooms aren't very child-friendly.
- 4 They don't have a branch in Brighton.
- 5 I don't have a lot of money so I don't stay in expensive hotels.
- 6 It didn't happen to me, it happened to someone else.

**Background language notes for teachers:**  
second conditional

- Note the form:

*If* + past form, *would* + infinitive

*would* + infinitive, *if* + past form

- Note that in formal English we often use *were* instead of *was* when expressing hypothesis, e.g. *If I were you, I'd ...* In modern usage, however, native speakers often don't bother with this distinction, and *If I was / wasn't ...* is accepted.

- Note the meaning: *If* clause (= if this unlikely or impossible situation happens) + result clause (this is the unlikely or impossible result).

**11** Elicit the first verb from the class to get them started, then ask students to work individually to complete the sentences. Organise the class into pairs to compare their answers before going through the answers as a class. Write the answers up on the board.

**Answers**

- 1 would be, had to
- 2 would never do, had
- 3 wouldn't stay, paid
- 4 would post, were / was
- 5 would you recommend, had to, would probably go
- 6 could

**12** Ask students to work individually to complete the sentences with their own ideas. Monitor and help with ideas and vocabulary, and prompt students if they make grammatical errors.

- Organise the class into groups to share their ideas. It is a good idea to model this activity first by saying two or three sentences of your own. Monitor groups as they speak and pick up on any errors with form and meaning that you could go over at the end of the practice.

**Possible answers**

- 1 If I had more money, I'd buy a new car / I'd go for a long holiday somewhere hot and sunny.
- 2 I wouldn't eat oysters even if you paid me!
- 3 If I had to choose between Stockholm and Copenhagen, I'd go to Copenhagen.
- 4 If I could only have one holiday a year, I'd spend it in the mountains.
- 5 If I wasn't so unfit, I'd take up running.

**13** Organise the class into new pairs to discuss the situations. You could start them off by eliciting a few ideas for the first situation. As students speak, monitor and note errors or examples of good language use for feedback.

**Possible answers**

- 1 Take his word for it and apologise for the mistake.
- 2 Call reception to complain. / Put ear plugs in.
- 3 Check the tent is put up properly. / Tighten the tent pegs. / Pack up some essentials and go and find a hotel.
- 4 Point out politely that they are supposed to wash up their things. / Ignore them but feel angry!
- 5 Go outside and sit in the shade.
- 6 Hand it in to reception in case they come back for it. / Keep it, it must be a very generous tip because you did such a good job of cleaning!



For further practice, see Exercise 2 in the Grammar reference on page 179.

**Answers to Exercise 2, Grammar reference**

- 1 was
- 2 I'd, wasn't
- 3 were, wouldn't, I'd
- 4 It'd, was
- 5 would be, wasn't
- 6 were, could

**Optional extra activity** Write *What would you do if ...?* on the board. Organise the class into groups of about four. Tell each group member to take two small squares of paper and complete the question in a different way on each piece of paper. Possible endings could be: ... *you had three wishes*; ... *you could live anywhere in the world*; ... *you could change one thing about yourself*. Encourage students to think of interesting and unusual ideas so that there is a good range of questions. Place the squares in a pile in the middle of the group. Students turn over the first piece of paper. Each student gives an answer to the question. The group decides who should win the piece of paper for giving the best answer. Then they turn over and discuss the next question.

**Communicative activity worksheet** The photocopiable worksheet on page 248 can be used at this point or at the end of the unit for further practice of second conditionals.



**BEST HOLIDAY EVER!**

Student's Book pages 92–93

**Communicative outcomes**

In this two-page spread, students will read about and talk about favourite holidays now and in the past.

**SPEAKING****Aim**

to lead in to the topic of the lesson; to talk about holidays for children

**1** Read through the kinds of holidays and check students' understanding. Ask students: *Which of these holidays did you have when you were a child?* Let students rank the holidays individually. Ask them to think of reasons for their decisions.

**2** Organise the class into groups of four or five to explain their choices and discuss the types of holiday. Ask them to think about what would be good for the parents as well as the children. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Ask students in their groups to say which of the types of holiday they remember doing as a child.

**READING****Aim**

to read for general understanding and for phrases in context in a text

**3** Ask students to look at the photo and the messages on the social networking site on page 93, and establish that they are going to read different posts about memories of childhood holidays. Give students a moment to read the task before asking them to read the posts and find answers. Let them compare their answers in pairs. Elicit answers briefly from the class.

**Answers**

- 1 Because this week he's going to visit the place he used to spend his childhood holidays.
- 2 She had no access to TV or technology, and the summer camp was really strict, whereas nowadays summer camps are much more creative and child-friendly.
- 3 Zinaida (messing around by the river), Biggi (an apartment on the beach), Mark (south coast of England)
- 4 Christina Rebuffet-Broadus – the black bear climbing onto the terrace where they had breakfast. Big bears can kill!

- 5 Sandy Millin remembers making homemade pizzas with one grandma and cornflake cakes with the other. She says *really fond memories*.
- 6 Christina sometimes stayed in Disneyworld in Florida.
- 7 Julia – her dog was taken away.
- 8 Sandy spent a fortnight with each set of grandparents.
- 9 Mark – he hasn't been back to Eastbourne for more than two decades. He has to go there for work, to meet new clients.

**4** Organise students into pairs and give them time to discuss and match the verbs 1–8 to the words a–h. You could start them off by eliciting the first match. Go through the answers in feedback.

**Answers**

- 1 e (Zinaida used to mess around by the river when she went to stay with her grandparents.)
- 2 a (Julia remembers sitting on the fence as the sun went down, watching the cows coming home.)
- 3 d (Christina's family used to rent a cottage in the Smoky Mountains.)
- 4 g (The bear that appeared in the mountains was climbing a tree when Christina saw it.)
- 5 c (Christina and her family used to have breakfast on the terrace.)
- 6 h (Julia never used to get bored, even though she was out in the countryside.)
- 7 f (Julia's dog scared the chickens, so the neighbours took it away!)
- 8 b (Sandy, her brother and her grandparents used to go for long walks.)

**Background language notes for teachers**

*mess around* = spend time doing unimportant things (e.g. for fun); it can also be used in a more negative way, to mean wasting time or being silly, e.g. *Stop messing around and get on with your work.*

**Optional extra activity** Ask students to discuss some or all of the following questions: *Which of the people in the thread do you think had the best holidays? Why? Which holidays sound similar to ones you had? Have you ever seen any dangerous animals in the wild? Was food and cooking important to you when you were a kid?*

**GRAMMAR** *used to***Aim**

to check students' understanding of how to use *used to + infinitive* to describe past habits or states that have changed

**5** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the example sentences in Exercise 5 and discuss the uses. Monitor and note how well students understand the rules.

- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 179.

**Answers**

- 1 b and f
- 2 a and e
- 3 c
- 4 d

**G** Students complete Exercise 1 in the Grammar reference on page 179.

**Answers to Exercise 1, Grammar reference**

- 1 used to
- 2 used to
- 3 never used to
- 4 usually
- 5 never used to, used to

## Background language notes for teachers:

*used to*

- Make sure students understand that *used to* is used only for things that happened repeatedly in the past, and to describe states in the past. We do not use it to talk about single events or actions, or to talk about things that still happen now.
- We use *used to* to emphasise that something was a habit or something that happened regularly, and to talk about situations that are no longer the same. It can convey a sense of nostalgia. The past simple can nearly always be used instead.
- The standard negative form is *didn't use to*, but we also often use *never used to*. The question form is *Did you use to ...?*, though we often just use a past simple with a time phrase, e.g. *Where did you spend your holidays when you were a kid?*
- Note the pronunciation of *used to*: /'ju:stə/. The *d* is not pronounced and *to* is weakly stressed.


**6** Elicit the first sentence to get students started. Ask students to rewrite the sentences individually before comparing their answers in pairs. In feedback, write the sentences on the board, and refer back to the rules if students have any problems. Alternatively, use the recording (see Exercise 7) to check answers.

**Answers**

- 1 I never used to like camping, but I love it now.
- 2 I used to do judo when I was younger, but then I stopped.
- 3 (a present habit and a single past event, can't use *used to*)
- 4 He's quite fit and healthy now, but he used to smoke quite heavily when he was younger.
- 5 I used to have really long hair when I was at college, but I had it cut short a few years ago.
- 6 It's become very popular. It never used to be crowded before.

**PRONUNCIATION****Aim**

to check students' understanding of how some words have the same form as both verbs and nouns

**7**  **62** Play the recording. Students listen and check the answers to Exercise 6. In feedback, ask students what they noticed about the pronunciation of *used to*. Drill the phrase in isolation so that students can hear it and have a go at saying it.

**62**

- 1 I never used to like camping.
- 2 I used to do judo when I was younger.
- 4 He used to smoke quite heavily when he was younger.
- 5 I used to have really long hair when I was at college.
- 6 It never used to be crowded before.

**Optional extra activity** Ask students to discuss why they think the changes happened in each situation in Exercise 6. For example, they might say that, in 1, the person moved to a warmer country so camping is easier now.

**8** Ask students to work individually to prepare ideas. Then organise the class into new groups of four or five. Students take turns to share their thoughts. Monitor and note errors and examples of good language use, especially with reference to the use of *used to*.

- In feedback, comment on errors and on examples of good language use by the students.

**G** For further practice, see Exercise 2 in the Grammar reference on page 179.


**Answers to Exercise 2, Grammar reference**

- 1 Last week, I **had to** study for my exams.
- 2 Before I started working here, I **used to** work as a researcher for a drug company.
- 3 (correct)
- 4 I **never** used to (OR **didn't** used to) have lunch at school. I always had lunch at home.
- 5 (correct)
- 6 Most Sundays, me and my kids ~~use to~~ watch a DVD at home together.
- 7 When I was a kid, we **used to** go to the mountains during the summer.
- 8 (correct)

## SOUNDS AND VOCABULARY REVIEW


### Aim

to practise the sounds /ʌ/, /ɒ/, /ʊ/ and /u:/; to revise collocations

**9**  **63** Play the recording. Students listen and repeat the words, paying attention to the pronunciation of /ʌ/, /ɒ/, /ʊ/ and /u:/.

### 63

/rʌʃ/, /həʊl/, /lʊk/, /pu:l/, /mʌn/, /rɒ/, /bʊk/, /lu:z/, /dʌb/, /hɒs/, /kʊd/, /ru:m/

**10**  **64** Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

### 64

- 1 Could I make a booking for Friday?
- 2 We don't want to lose our deposit.
- 3 I never used to like group holidays, but now I do.
- 4 Could I have a look at your book?
- 5 How much money did you spend?
- 6 I spent the whole week by the pool.
- 7 I'd like to book a double room.
- 8 I lost my toothbrush somewhere in the hostel.

**11** Organise the class into teams of four to six. Give students five minutes to prepare collocations, e.g. *make a booking*, *cancel my booking*, *have no record of your booking*. When students are ready, ask them to compare and discuss with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

### Sounds and correction

- The short /ʌ/ sound is a mid-central vowel slightly lower and farther back than the schwa sound. It is pronounced with unrounded lips. It commonly occurs in words spelt with *u*, *o* or *ou* (*but*, *love*, *enough*).
- The short /ɒ/ sound is not quite a fully back vowel. It is between low mid and low in tongue height and the lips are slightly rounded. It commonly occurs in words spelt with *o* (*pot*, *not*, *fog*).
- The sounds /ʊ/ and /u:/ are pronounced with rounded lips. The sound /u:/ is longer. Compare the short sound in *pull* with the long sound in *pool*.


## VIDEO 5: THE FUTURE OF A VILLAGE

## Student's Book page 94

**1** Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board. Encourage students to justify their opinions and argue their cases.


## Culture notes

Essaouira is a historical city on Morocco's western coast, facing the Atlantic. It has a fortress, ancient walls and a famous medina. Jimi Hendrix and Cat Stevens stayed in the town in the 1960s, and Orson Welles filmed *Othello* there.

**2**  **19** Give students time to read through the task first. As students watch the video, they should take notes on the topics. Let them compare their notes in pairs before discussing as a class.

## Answers

Essaouira: in Morocco; a fishing town; historic town centre on UNESCO's world heritage list  
Its economy: traditionally dependent on fishing, but tourism increasingly important  
How it's changing: fishing is not such a good job anymore – fewer fish and more competition from big boats; tourism more important

**3**  **19** Organise the class into pairs to complete the summary. Play the video again for students to check and complete answers.

## Answers

- 1 fish
- 2 to the south
- 3 compete
- 4 tourism
- 5 1960s
- 6 UNESCO
- 7 300% increase
- 8 pollution
- 9 big fishing boats
- 10 the historic town centre

 **19**

**Narrator:** In Essaouira, Morocco, the fisherman are preparing for another year out on the water. All around the port you can hear the sounds of boat-building and smell fresh paint in the air. Everything seems great in Essaouira. But in reality things are not very good. In Essaouira, fishing is no longer such a good job. The number of fish has gone down. Some of the fishing work has moved to the south. The small boats which leave from this port can't compete with the big fishing boats. Those boats, or trawlers, can simply catch more fish.

**Abdelhadi:** The life of a fisherman now is hard.

Sometimes you work for one day, then you don't work for two days. Then you work for one week, then no work for 15 days.

**Narrator:** The fishing industry here is trying to survive. But now there's new hope. Recently, this town has a new breadwinner – tourism.

Last year, thousands of tourists visited Essaouira and this tourism has brought hope and money to the town. Essaouira's first tourist boom was in the 1960s. Rock stars and people from many different cultures visited the village. Now, the small town is trying to bring in tourists again. They want a different way to make money. The plan is working well. Since 1996, tourism in Essaouira has increased by more than 300%.

It's not difficult to see why people like the historic village. Essaouira's medina, or historic town centre, was built in the 1700s and was recently put on UNESCO's world heritage list.

Essaouira now has a very good chance to develop tourism and help its economy. But they must also try not to sell out the local people, culture and the environment.


The people who are developing tourism say that conservation is important to them. However, for the people of Essaouira, there are still questions about water, land use and pollution. Perhaps fishing may now be part of Essaouira's past. Maybe the town has a chance to make a new life for itself.

Will the people of Essaouira choose well? No one knows. But the future of this village may depend on the decisions they make today.

**4** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to prepare their ideas, then put them in groups to discuss the questions.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class, or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## UNDERSTANDING FAST SPEECH

**5**  **20** Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and read the extract again.

**6** Encourage students to practise saying the extract several times.

## REVIEW 5

## Student's Book page 95

## Aim

to consolidate vocabulary and grammar from Units 9 and 10

## Answers

## 1

- |         |         |
|---------|---------|
| 1 If    | 5 would |
| 2 don't | 6 not   |
| 3 used  | 7 ought |
| 4 then  | 8 Go    |

## 2

- Where did you use to do that?
- Why don't you go and see a doctor about it?
- What would you do if it happened to you? / If it happened to you, what would you do?
- What do you think I ought to do about it?
- Who do you think I should ask about it?
- Could you give me the password for the wifi please? (or 'Please could you ...')
- If you could go anywhere in the world, where would you go? / Where would you go if you could go anywhere in the world?
- When you went to the islands, where did you use to stay? / Where did you use to stay when you went to the islands?

## 4

- usually
- went
- Don't
- would
- wouldn't, were
- wouldn't, didn't have to
- weren't
- didn't use to

## 6

- 1 c 2 d 3 h 4 g 5 a 6 e 7 f 8 b

## 7

**illnesses and health problems:** ache, aspirin, get a rash, an inhaler, sneeze, a temperature

**places to stay:** the heating, the low season, a reduced rate, serve breakfast, the shower block, a wake-up call

## 8

- |      |        |
|------|--------|
| 1 of | 5 down |
| 2 up | 6 from |
| 3 on | 7 of   |
| 4 on | 8 to   |

## 9

- |           |                |
|-----------|----------------|
| 1 whole   | 7 headache     |
| 2 lasted  | 8 voice        |
| 3 tent    | 9 mind         |
| 4 basic   | 10 provides    |
| 5 matters | 11 wi-fi       |
| 6 throat  | 12 babysitting |

## 65 and answers to Exercise 5

- Where would you go if you could go anywhere in the world?
- I never used to enjoy camping, but I've grown to really love it.
- Don't have any more of that coffee if you want to sleep tonight!
- I don't think you should worry too much about it.
- I used to get terrible nosebleeds, and then one day they just stopped!
- I'd never go to work again if I didn't really have to.