

UNIT 7

City living



UNIT OBJECTIVES

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

- understand information, texts and conversations and exchange information about city life, relaxing, reality TV shows, houses and redecorating, buying and renting flats, and urban development
- talk about daily life and routines
- talk about changes to make to a home
- use appropriate phrases to imagine how things could be
- use vague language
- write an email to complain

UNIT CONTENTS

G GRAMMAR

- *too/enough; so/such*
- Causative: *have/get*

V VOCABULARY

- Describing life in cities: *air pollution, local residents, parking spaces, public transport, quality of life, residential areas, traffic congestion, urban development*
- Film and TV: *cast, script, soundtrack, shot, series, capture, release, editor, cut, broadcast, presenter, episode*
- Houses: *attic, basement, bungalow, chimney, cottage, detached, fence, passage, semi-detached, terrace, terraced house*
- Wordpower: *down, get down to, calm down, settle down, look down on, turn down, get someone down*

P PRONUNCIATION

- Sounds and spelling: *o*
- Stress in compound nouns

C COMMUNICATION SKILLS

- Discussing living in cities
- Discussing changes to a home
- Imagining how things could be
- Using vague language
- Writing an email to complain



CULTURE NOTES

The picture shows the 'Dancing House' building in Prague, Czech Republic. It was built in 1996 and designed by Frank O'Grady, and it was very controversial because of its very modern style in the middle of a traditional row of buildings. It used to be called 'Fred and Ginger' after the famous American dancing duo, Fred Astaire and Ginger Rogers, because the building looks like two people dancing. Today it is a tourist attraction in Prague. There is a restaurant on the top floor which people can visit but the rest of the building is made up of offices.

- b** Read through the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.



EXTRA ACTIVITY

In pairs, students tell their partners about the most unusual, the oldest, the tallest, or the most memorable building they have ever been inside and explain why they think so. Take feedback as a class and ask for examples. Extend by asking: *If you could design the perfect place for you to live or work in, what would it be like?*

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write the names of different buildings on the board, for example *office block, farm, hut* (a small, very basic building), *garage* (a building for a car), *hospital, hall* (a building for concerts, meetings, etc.), *town house* (an expensive terraced house), *skyscraper*, etc. Put students into pairs or small groups and ask them to tell each other what type of buildings they have passed by or been in today. Students should try to find one thing about each building that made it different from the rest. Take feedback as a class and ask for examples.

- a** Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes. Check understanding of *outrageous* (shocking), *ugly* (not pleasant to look at), *harmonious* (fitting in with the surroundings).

7A There's very little traffic

OPTIONAL LEAD-IN

Books closed. Put students into small groups and ask them to think of things we do faster today than our parents or grandparents did. After two minutes, stop the groups and find out who has thought of the most things. Ask for ideas and put them on the board. Ask the class if they think doing these things faster is a good thing and why/why not.

1 SPEAKING

- a**  Students look at the photos and describe them. Ask what aspects of stress in city life they show and how the people might be feeling. Ask if students are familiar with scenes like these and how they feel when they are in similar situations.
- b**  Put students into pairs and ask them to think of another photo on the same theme. They should decide what it would show and how it would fit into the theme (for example, a city with skyscrapers and polluted air from cars, people waiting at an airport with cancelled flights on a board, etc.). Take feedback as a class and ask students to explain their ideas. Find out which idea is the most popular, interesting or unusual.

2 READING

- a** Elicit which statement the *Slow Movement* believes in. Don't confirm answers at this point.
- b** Students read the article quickly to check their ideas. Check the answer as a class. If you wish, give students information from the Culture notes.

Answer

2

VOCABULARY SUPPORT

associate (C1) – to link two things

client (B2) – a customer

obesity (C1) – being too fat

rural (B2) – connected with the countryside

the equivalent of (C1) – the same as something else in size or value

24/7 – 24 hours a day / seven days a week, 'all the time'

CULTURE NOTES

The main philosophy of the Slow Movement is to do everything at the right speed in order to enjoy everything you do. It started in 1986 in Italy when Carlo Petrini wanted to protest against the opening of a McDonald's restaurant in one of the most famous attractions in Rome, which led to the creation of the Slow Food organisation. The Slow Movement covers many other areas now: Slow Cities, Slow Travel, Slow Living and Slow Design. The Slow Movement is not a single organisation but is run by people all over the world.

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

- read and understand an article about doing things slowly
- use *too/enough; so/such* to talk about daily life
- understand an interview about smart cities
- use a lexical set of words to describe cities correctly
- understand people talking about their cities
- describe their own cities

- c** Read through the question carefully with the class. Students read the article again to find the connections. They then compare their ideas with a partner. Check answers as a class.

Answers

- 1 When it comes to doing business ... speed is important.
 - 2 We seem to associate 'slow' with failure, inefficiency and perhaps worse: laziness.
 - 3 There is pressure to be available 24/7.
 - 4 Not relaxing can make us more impatient and less polite.
 - 5 People now work the equivalent of a full month more each year than they did two decades earlier ... people get about two hours' less sleep than they did 60 years ago.
 - 6 Doctors who hadn't had enough sleep showed that they had the same reaction speed as people who had drunk two glasses of beer.
 - 7 Scientists have discovered a link between sleep debt and cancer, heart disease, diabetes, infections and obesity.
- d**  Ask students if they are guilty of any of the things mentioned in the article. Give an example of your own, for example *I often go to bed too late because I have so much to do and I get irritated the next day*. Ask if any of the students would like to live more slowly. In pairs, students note down some ways they could live more slowly and what changes they would need to make in their lives. Take feedback as a class and ask students for their ideas.
- e** Students read *Rules for slowing down* to check if their ideas are mentioned. You may wish to point out that the phrase *put your feet up* is used in English for 'relax after work', and not necessarily putting feet up on a chair. Students discuss the questions with a partner. Take feedback as a class.

3 GRAMMAR *too/enough; so/such*

- a** Write *too*, *enough*, *so* and *such* on the board. Elicit sentences from the class related to the speed of our lives using the words. Give an example: *I don't do enough sport because I'm too busy*. Students write the words in the correct places in the sentences. Students look back through the article to find the sentences. Check answers as a class.

Answers

- 1 We worry that we're too slow.
- 2 We aren't efficient enough or productive enough to succeed.
- 3 Many people complain that they don't have enough time.
- 4 They have too much work to do every day.
- 5 There are always too many things that they haven't done.

- b** Students answer the question in pairs. Check answers as a class.

Answers

- 1 1, 2
- 2 3, 4, 5

- c** Put students into pairs to complete the rules. Check answers as a class.

Answers

- 1 an adjective, a noun
- 2 uncountable, countable
- 3 after, before

LANGUAGE NOTES

Students sometimes confuse *too* and *very*. *Very* is used as an intensifier to indicate the strength of an adjective: *This curry is very hot* (I might like it hot or not). *Too* is used to indicate a negative result: *This curry is too hot* (I can't eat it).

- d** Individually, students complete sentences 1–3 with *so* or *such*. Check answers as a class.

Answers

- 1 so, such 2 so 3 such

LOA TIP ELICITING

To practise the forms from these exercises, give students a sentence starter and elicit endings using *too*, *enough*, *so* and *such*. Prompt students to use all alternatives.

I'd like to go to the gym with you but ... (I've got too much work / I haven't got enough time / I'm so tired I'm going to bed / it's such a nice day that I'm going for a walk).

I ought to do some more work this evening but ... (I'm too exhausted to concentrate / I haven't got enough battery on my computer / I'm so hungry I can't even think / there's such a great film on that I'll watch TV instead).

CAREFUL!

There are often problems with word order when students use *such*, e.g. *She is a such beautiful girl* (Correct form = *She is such a beautiful girl*). Also, *such* is often overused instead of *this*, e.g. *I've never been to such place before* (Correct form = *I've never been to this place before*).

- e**  3.2–3.5 Students read the information in Grammar Focus 7A on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that the word order is correct in Exercise c. Tell students to go back to SB p.81.

Answers (Grammar Focus 7A SB p.147)

- a** 2 enough 3 too much 4 too 5 too much 6 enough
7 too 8 Too many
- b** 1 e 2 d 3 a 4 b 5 f 6 c
- c** 2 such a pity 3 old enough to 4 too tired to
5 such a good player (that) 6 was so serious (that)

- f** Students find and correct the mistakes. Check answers as a class.

Answers

- 1 I have such so much work to do that I often have to work at weekends.
- 2 You spend too many much time in front of the computer.
- 3 We don't have enough money enough to buy a new car.
- 4 He doesn't like his job, but he's much too much lazy to look for a better one.
- 5 Cheer up! Why are you always in ~~so~~ such a bad mood?
- 6 I'll have to draw the plan again. It isn't enough clear enough.

- g** Read through the task and example with the class. Individually, students write the sentences. Monitor and help where necessary. Point out that some sentences should be true and some false.

- h** Put students into small groups and ask them to share their sentences with the other students. They need to guess which are true and which are false. Monitor and check that the target language is being used correctly. Take feedback as a class and ask for examples.

4 READING and LISTENING

- a** Ask students how many cities they have visited in the last year. Which did they enjoy visiting most and why? Write the word *smart* on the board and elicit the meaning (well dressed/clever). Students look at the pictures and read the information about them. They guess what the collocation *smart city* means.
- b**  3.6 Tell students they are going to hear someone talking about smart cities. Read through the possible ideas to describe a smart city as a class. Play the recording for students to choose which two are correct according to the speaker. Check answers as a class.

Answers

1, 2

Audioscript

- A** So what exactly is a smart city?
- B** Well, it can be all kinds of different things, but there are two basic ideas. One is that the city uses technology to improve the quality of life of the local residents, so that they can live more slowly and with less stress. And the second one is that the city itself reacts to problems, rather like a living person would.
- A** Can you give me some examples?
- B** Yes, London is a good example. They have a system where they monitor cars driving into the centre and automatically charge the driver for the time the car spends there. So it cuts down traffic congestion and pollution, but it also means the driver doesn't have to stop and buy a ticket or look for money – so it saves time, too. And to use the public transport system you just need a single card and you can go everywhere with it. So you don't need to spend time queuing for tickets. Or in Dublin, in Ireland, they have a system which monitors traffic congestion, so drivers can avoid streets with traffic jams, and it also tells drivers where they can find a free parking space. Apparently 30% of traffic congestion in most cities is caused by people looking for parking spaces, so that's a huge saving in time and money.
- A** So the main point of smart cities is to improve the environment?
- B** Yes, but it can take many different forms, it's not just about traffic congestion. For example, there's a new city in the UAE called Masdar. It's in the middle of the desert and the whole city is powered by solar panels, and public transport is electric. So it's a 100% sustainable city – it uses zero energy and there's no air pollution. Or there's another new city in Korea called Sondo, which is planned around a central park. So from all the residential areas there's a 15-minute walk across the park to get to work and people can also use the park in their lunch break. I read a report recently that said that green spaces in cities really improve people's mental health, so the park sounds like a great idea.
- A** So it's not just about the environment. It's about urban development in general?
- B** Yes, exactly.
- A** And do you think this is how cities will be in the future?
- B** Oh, I'm quite sure of it. The technology is there already. We're all connected now on the internet, so the next step is to connect the people with the city – and it's already happening very quickly.

VOCABULARY SUPPORT

congestion (C1) – blocked, for example with a lot of traffic
monitor (B2) – to check, control
sustainable (C1) – not causing damage to the environment
urban (B2) – related to a city

- c**  3.6 Read through the information students need to listen for as a class. Play the recording again for students to note down answers. If necessary, play the recording twice and pause after the information is given. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check.

Answers

- 1 A system where they monitor cars, public transport system with a single card.
- 2 A system which monitors traffic congestion and tells drivers where they can find a free parking space.
- 3 The whole city is powered by solar panels, public transport is electric, a 100% sustainable city.
- 4 Residents have a 15-minute walk across a park to work and they can use the park in their lunch break.

5 VOCABULARY Describing life in cities

- a** Ask students to look at the audioscript on SB p.171. They work in pairs to find words with the meanings 1–8. You may wish to elicit or pre-teach the word *substances* (materials with particular physical characteristics). Check answers as a class.

Answers

- 1 quality of life
- 2 local residents
- 3 traffic congestion
- 4 parking space
- 5 urban development
- 6 public transport
- 7 air pollution
- 8 residential areas

- b** Put students into pairs. Students cover the previous exercise and practise forming the collocations. Test them on the collocations as a class by providing one part and eliciting the second.

Answers

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

- c** Put students into pairs to make sentences using the collocations about the town or city where they are now.
- d**  Take feedback as a class. Ask for example sentences for the students to agree or disagree with.

6 LISTENING

- a  3.7 Tell students that they are going to hear two people talk about the cities they live in. Play the recording for students to answer the questions. Check answers as a class.

Answers

- 1 Daniela: Yes, it's been developed to suit the people who live there.
Richard: Yes, it's so full of life and there are people everywhere.
- 2 Daniela: yes
Richard: no

Audioscript

DANIELA I think it's a good idea to make cities better places to live because a lot of cities have developed on a kind of American model. In other words, the city centre is taken over by big companies so there are hardly any shops or people living there. Instead, most people live in big high-rise blocks around the edge of the city and they go to big shopping centres in their cars. So it's really good to change that balance and make the city centre a place for people to live. I live in Munich, in Germany, and in a number of ways I think it is a 'smart city', because it's been developed to suit the people who live there. The centre's a pedestrian zone, closed off to traffic, people cycle everywhere, and there are plenty of good cafés and parks and places to sit outside. So you can wander through the city and take your time, and it's nice and quiet. Also, there's a very good public transport system, so people don't need their cars as much.

RICHARD I don't think you have to design a city to make it a nice place to live. I live in Bangkok, the capital of Thailand, and it certainly isn't a planned city – it's just grown naturally. In some ways it's quite a chaotic city, there are cars everywhere, lots of traffic jams, a lot of noise, and there are very few green spaces where you can sit, so if you want a bit of peace and quiet, forget it! But I love living here. It's so full of life and there are people everywhere. In the street where I live, there are lots of ordinary apartments plus a few hotels, there's a very good vegetable market, there are quite a few restaurants, and there are people selling things in the street. So there's everything you need, plus lots of traffic, of course. So it certainly isn't a 'smart city', but it's very exciting to live here!

VOCABULARY SUPPORT

chaotic (C1) – without order

high-rise – a tall, modern building with a lot of floors

- b  3.7 Give students a few moments to read through the points. Play the recording again for students to decide which points the speakers make. Check ideas as a class. Ask students which of the two cities they would prefer to live in and why.

Answers

- 1, 2, 4

7 SPEAKING

- a Read through the task with the class and ask students to make notes individually. Monitor and help where necessary.
- b  In pairs, students talk about the cities they have made notes about. If you have a monolingual group, they should compare notes and discuss whether they agree or not. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and find out if they think their city is a smart city and which is the smartest.

FAST FINISHERS

Fast finishers list as many advantages and disadvantages as they can of living in the countryside. Ask for their points during feedback.

EXTRA ACTIVITY

Students think about how the area where they live could be improved. In pairs, they tell their partner about their ideas and discuss them. Monitor and give help where necessary. Take feedback as a class for students to discuss the ideas.

ADDITIONAL MATERIAL

- ▶ Workbook 7A
- ▶ Photocopiable activities: Grammar p.196, Vocabulary p.216

7B I could have it done by a professional

OPTIONAL LEAD-IN

Books closed. Students write down the names of all the TV shows they've watched in the last week. In pairs, they compare shows and find out if they like the same types of programmes. Then, they find one show that their partner has not watched and talk about the show for one minute. If they have a problem continuing for a minute, their partner should ask questions. Take feedback as a class and compare the TV preferences of the class.

1 READING

- Students look at the photo and say what they can see and answer the questions.
- Ask the class to turn to SB p.133 and discuss the questions in pairs. Then go back to SB p.82.
- Write the anagram *ETRAIYL* on the board and tell students it's a type of TV show. Students work out the word (reality). Ask students the first question and write the examples they think of on the board. Students then vote on which programme they enjoy and which they don't, and find out which is the most and least popular one. Take feedback as a class on their reasons.
- Students read the article quickly to choose the main point the critic wants to make. Check the answer as a class.

Answer

3

VOCABULARY SUPPORT

blow your budget (C2) – go beyond the limits of what you are allowed to spend

conflict (B2) – a fight, disagreement

crawl (B2) – move on your hands and knees

exterior (C1) – the outside of something

renovation (C1) – modernising, updating

tend to (B2) – likely to

the chances are (C2) – it's very likely that

transform (B2) – to completely change something

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

- understand an article about reality TV
- use vocabulary related to film and TV correctly
- use causative *have/get* correctly
- use a lexical set about houses correctly
- understand people talking about house renovations
- plan a reality TV show

- Students read the article again carefully to answer the questions. Suggest they make notes. They then compare answers in pairs. Take feedback as a class. Ask students if they agree with the critic's point of view or not and why.

Answers

survival: The film crew and director are nearby and the person is in no real danger.

cooking: People aren't chosen just because they are good cooks, but to include a range of personalities that might conflict.

home renovation: The contestants don't do all the work – a lot of the work is done by professionals.

garden makeover: The TV company has the design done by a landscape architect.

FAST FINISHERS

Ask fast finishers to underline any unfamiliar vocabulary in the article. They can look up some of the items in dictionaries or guess the meanings from context. Check the vocabulary during feedback.

- Students discuss the questions in pairs or small groups. Ask for ideas and comments as a class. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Many people believe that the first proper reality TV show was the US show *An American Family*, which showed a family going through a divorce (1971). A similar show, *The Family*, was made in the UK in 1974. In 1991, a Dutch show, *Nummer 28*, brought strangers together in a special place to film their actions over a period of time. The idea came from George Orwell's famous science-fiction book *1984* where everyone is watched through screens in their homes by 'Big Brother'.

2 VOCABULARY Film and TV

- Ask students to check the article again and decide who does things 1–4. Check answers as a class.

Answers

1 the production company 2 the director
3 the film crew 4 the viewer

- Students match the words and the definitions. Check answers as a class.

Answers

1 d 2 c 3 a 4 b



EXTRA ACTIVITY

Ask students to write examples of the following:

- 1 a film they've seen recently with a good cast
- 2 a soundtrack that they've downloaded
- 3 an impressive opening shot of a film or TV programme
- 4 a director they admire

In pairs, students compare their answers and explain why they've chosen these examples. Take feedback as a class.



3.8

Students complete the exercises in Vocabulary Focus 7B on SB p.160. Check answers to Exercises a–d and monitor the conversations in e. Check answers in the Pronunciation Exercises a and b. Play the recording for students to do Exercise c and ask for example sentences in Exercise d. Tell students to go back to SB p.84.

Answers (Vocabulary Focus 7B SB p.160)

- a**
- words that refer to people who work in film and TV: editor, presenter
 - verb forms that refer to when a film or TV show is shown: was released, is broadcast
 - words that talk about the way TV shows are divided up: episode, series
 - verb forms that talk about what can happen during the making of a TV programme or film: was captured, was cut
- b** 1 yes 2 no 3 cinema, broadcast 4 camera operator, editor
- c** They are in a passive form. This is typical.
- d** 1 cast 2 cut 3 released 4 editor 5 shots, plot 6 episode 7 producer 8 captured

Pronunciation

- a** four: editor /dɪrɪktər/ director /ə/ broadcast /brɔːkɑːst/ episode /ɪpɪsəʊd/ company /kəmˈpəni/
- b** sound 1: broadcast
sound 3: editor, director
sound 4: company
sound 6: episode
- c** /ɔː/ bought, corner, support /ə/ police, correct
/jʌ/ young, nothing /əʊ/ show, throw, chose

3 GRAMMAR Causative have/get

a Students look at the examples and choose the correct answer together.

Answer

1



CAREFUL!

Students often fail to use this pattern, preferring to use active form, e.g. *I took my photograph* (Correct form = *I had my photograph taken*).



LOA TIP CONCEPT CHECKING

Write the following sentences on the board and ask questions to check the concepts.

The chef prepared the meal in front of the camera.

Ask: *Who prepared the meal?* (the chef)

The chef had the meal prepared earlier.

Ask: *Who prepared the meal?* (someone else)

The winner of the competition wrote a speech to give when she accepted the prize.

Ask: *Who wrote the speech?* (the winner)

The winner of the competition had her speech written.

Ask: *Who wrote the speech?* (someone else)



3.9–3.10

Students read the information in Grammar Focus 7B on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to the correct structure. Tell students to go back to SB p.84.

Answers (Grammar Focus 7B SB p.147)

- a** 1 A 2 C 3 B 4 A 5 B 6 C 7 A 8 A
- b** 1 have/get my flat cleaned 2 have/get the new programs installed 3 get the project finished 4 I had my email password stolen 5 get the meeting started 6 have to have/get the flat tidied



Read through the task and the examples in speech bubbles. Students work in pairs to find examples of things they have done and things they do themselves. Monitor and check on their use of target language. Take feedback as a class and ask for examples.

4 VOCABULARY Houses

a Ask students to look at the picture and say if they have any houses like these in their country. Read through the words in the box and ask students to work in pairs to match them with the labels in the picture. Check answers as a class.

Answers

- 1 cottage 2 terraced 3 passage 4 chimney
5 semi-detached 6 terrace 7 attic 8 bungalow 9 fence
10 detached 11 cellar/basement



VOCABULARY SUPPORT

attic (B2) – a space in the house under the roof, used for keeping things

basement (B2) – a room below the ground

bungalow – a house that only has one level

cellar (B2) – a room under the ground, usually used for storage

chimney (B2) – a structure that allows smoke to go from a fireplace in a house into the air

detached (C1) – a building which is not connected to another building

fence (B2) – a structure usually made of wood or metal that goes around an area or building

passage (B2) – a long narrow space that connects one room or place to another

semi-detached (C1) – a house that has one wall joined to another house

terrace (B2) – a flat area around a house where you can sit

terraced – a row of houses joined together along their side walls



Put students into pairs or small groups to discuss the questions. Monitor and contribute to the conversations. Take feedback as a class and ask for interesting comments from the groups or pairs.

5 LISTENING

- a  Write the word *renovation* on the board and elicit the meaning (updating a house or building/making something more modern). Discuss the question as a class. Ask students to suggest the types of things people get done when renovating a property.
- b  3.11 Tell students that they are going to hear two people talking about different renovations. Play the recording for students to say whether the two people feel the same way about renovating or not. Check answers as a class.

Answers

No. Antonia is addicted to renovating and wants to do more. Rob has started some renovating but can't finish it.

Audioscript

ANTONIA As with most things in life, I started small. Not long after I bought this apartment, I suddenly decided that the cabinet in the kitchen was ugly. It was modern and beige and I couldn't stand it. A few days later, I found this absolutely gorgeous, old, wooden cabinet from the 1920s in a second-hand shop. I pulled out the original cabinet and replaced it with the one I found. And then everything looked wrong. I also discovered that the original fireplace and chimney were covered up and underneath there were these lovely, old red bricks. The cover had to come off. Then the paint work looked just awful ... and so it went on. Now, I've got a lovely homestyle kitchen. I'm really satisfied with that. But I wasn't at all satisfied with the layout of the dining room and the sitting room. They were two very small rooms. And I thought – just imagine – knock down the dividing wall and I could have this lovely open living space. So, one weekend, I got busy and the wall came down! I've still got some work to do there. Then there's the bedroom ... I haven't had time yet ... and the bathroom needs major attention. OK – I admit it – I'm addicted to renovation. I can't help myself. I love doing these things myself. Getting it done by a professional isn't nearly as much fun. But, hey, there are lots of worse things to be addicted to and my apartment's looking better and better with every day!

ROB You see, under our house, there was a kind of cellar and a garage. And there was also a small passage between the two. They're the kind of places where we keep things we no longer use. But I suddenly had this great idea. What if I knocked down a few walls and made the cellar and the garage one big area – a kind of basement that the kids could use as their space. I got a friend of mine who's an engineer to have a look and make sure it was possible – I mean, I didn't want the house to fall down! And he said, sure, no problem. And I've helped a lot of friends and family do this kind of thing in the past – like, I've got a pretty good idea about what to do. So, I had this great weekend where I knocked down the walls – I loved that – you can really see the potential – immediately. Problem is – once you knock something down, you kind of have to build a few things in their place, so it doesn't look like a worksite. But, well, things have been busy at work and at weekends there are lots of things to do with the kids – sports matches and stuff like that. I mean, I fully intend to finish it all off. That's what I keep promising my wife. But she thinks I've got a 'commitment problem'. You know, I'm not committed to finishing off the renovation. Maybe she's right – but these things aren't as easy as they look. I suppose I could have it done by a professional – but that's expensive. I just say that it's a 'work in progress'. It'll get there. Eventually.

VOCABULARY SUPPORT

beige – light brown colour

brick (B2) – a type of stone used to build walls and houses

cabinet (B2) – a cupboard with shelves for storing things

commitment (B2) – something you agree to do, a promise

layout (C1) – design

- c  3.11 Read through the questions with the class and play the recording again for students to answer the questions. If necessary, play the recording twice and pause after the information is given. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check.

Answers

- 1 Antonia: pulled out the original kitchen cabinet and replaced it; uncovered the original fireplace and chimney; repainted the kitchen; knocked down the dividing wall between the dining room and the sitting room
Rob: knocked down the wall between his cellar and his garage
- 2 Antonia: a lovely homestyle kitchen that she's really satisfied with
Rob: it looks like a worksite
- 3 Antonia: the bedroom and the bathroom
Rob: finish it off

- d  Students discuss the question in pairs. Take feedback as a class.

6 SPEAKING

- a  Tell students that they are going to design a reality show about home renovations. Put them into small groups and ask them to discuss their ideas. Monitor and help with ideas and language. Encourage students to use causative *have/get* where appropriate.
- b Ask the different groups to present their ideas to the class. Students can ask and answer questions about the other groups' plans. Take a vote on which programme would be most interesting.

FAST FINISHERS

Fast finishers can write a short advert for the new programme. Ask a representative of the group to read or record the advert for the class.

EXTRA ACTIVITY

In small groups, students plan the first programme of the series. They should think about:

- how the programme will begin
- who will be in it
- what challenges there will be
- where to film it, etc.

Take feedback as a class.

ADDITIONAL MATERIAL

 Workbook 7B

 Photocopiable activities: Grammar p.197, Vocabulary p.217, Pronunciation p.247

7C Everyday English

We could have a table here or something

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

- understand informal conversations about renting a flat
- use stress in compound nouns correctly
- use appropriate phrases to imagine how things could be
- use vague language

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Students take turns to be the describer and listener. The listener closes his/her eyes while the other student describes his/her home. Give an example of your own, for example *You go through the front door and you're in a hall. On the right there's a door. Go through the door and you're in the living room. There's a big window with blue curtains. There's a brown sofa and a mirror over the fireplace. Come out of the room and turn right*. The students with closed eyes must visualise the home and try to remember it to describe to the class.

A variation on this would be to have students sit or stand in a large circle and say their description to the student next to them, who then says it to the next student. The descriptions pass around the circle, until they reach the original student. Take feedback to find out how the descriptions have changed.

1 LISTENING

- a** Tell students to look at the photo. Discuss the question as a class. Elicit ideas, but don't confirm answers at this point.
- b** 3.12 Play Part 1 of the video or audio recording for students to check their ideas.

Video/Audioscript (Part 1)

TESSA This is a really good angle. **B** Oh! I completely forgot the time

BECKY Let's have a look. Oh that's – I've got to go. I'm meeting Tom at 12.00.

great. We can use that one in the competition. **T** Why don't you call him? Tell him you'll be late.

T What competition? **B** I can't. We're meeting the estate agent.

B Didn't you get the email? **T** Estate agent?

T I don't think so. I don't remember. **B** Yeah, we're looking at flats. You know, we want to rent a flat. For after we're married.

B It's called 'London architecture in photographs'. It's a free competition. The college said they'll enter our bridge photos. **T** Oh, right. You'd better go then.

T I'm not sure I can be bothered. I don't really see the point. **B** Yeah. See you later.

B Well, the first prize is £500. **T** Bye. Good luck.

T OK, that's different! Let's take some more.

- c** 3.12 Read through the topics with the class and play the video or audio recording again for students to make notes. Pause at certain points if necessary for students to make notes. Check answers as a class.

Answers

- 1 Tessa's photo: good angle, could use it for the competition
- 2 the photo competition: it's free, £500 prize
- 3 Tessa's feelings about the competition: can't be bothered
- 4 Becky's meeting with Tom: estate agent, rent a flat after they are married, 12 o'clock

2 PRONUNCIATION

Stress in compound nouns

- a** 3.13 Write the phrases *estate agent* and *first prize* on the board. Elicit from the class that we call nouns like these compound nouns, because the noun is made up of two words, which cannot normally be separated by other words. Play the recording for students to choose which word carries the main stress and say what part of speech the words are. Check answers as a class.

Answers

- 1 **A** first word **B** second
- 2 **A** noun **B** adjective

- b** Ask students to complete the rule together.

Answers

If a phrase is noun + noun, we usually stress the first word.
If a phrase is adjective + noun, we usually stress the second word.

- c** 3.14 In pairs, students underline the stressed words and practise saying them. Play the recording for students to check. You may wish students to give example sentences with the words in context.

Answers

<u>flower</u> garden	mobile <u>phone</u>
front <u>garden</u>	<u>cell</u> phone
<u>night</u> club	<u>computer</u> monitor
	secret <u>agent</u>

EXTRA ACTIVITY

In pairs, students write down examples of other compound words they know that follow the same rules. Students can use the starter words from the previous exercises or think of new ones. Take feedback as a class and check the stress and part of speech.

3 SPEAKING and LISTENING

- a** Students discuss the questions in pairs or small groups. Monitor and contribute to the conversations. Take feedback as a class. Extend by asking the class questions, for example *Are the prices of flats and houses going up or down near you at the moment? What are the main problems you can face when buying/renting a flat or house?*

- b**  **3.15** Play Part 2 of the video or audio recording for students to choose the best summary. You may wish to elicit or pre-teach *damp* (slightly wet, in an unpleasant and uncomfortable way). Check the answer as a class.

Answer

3

Video/Audioscript (Part 2)

BECKY Hi. So sorry I'm late. I was taking photos with Tessa.
TOM That's OK. This is Katie West. She's from the estate agent's.
B Hi, lovely to meet you. I'm Becky.
KATIE Very nice to meet you, Becky. Good. So I'll show you the first flat. We've had a lot of interest in this already. As you can see, it's in a great location, right by the shops, close to the station. Follow me ...
B Great.
K Here it is. It's a lovely flat for two people. Not too big. Just right for the two of you.
T Two rooms and a kitchen?
K Yes, two rooms, a kitchen – and a bathroom.
T OK.
K So here's the living room. Quite a good-sized room. And a nice view of the street ...
K And here's the second room. It's a bit smaller, but it's perfect as a bedroom. Nice and quiet in here – cosy.
K And here's the kitchen. Quite practical and er ... yeah, has everything you need for a kitchen. It's very convenient. I'll leave you to it.
T Well, I can see why the price is low.
B Tiny.
T Yeah, and too noisy. Right on the main road.
B Yeah. And it smells all damp. Horrible.
T Yes, awful.
B Oh, dear.
T Well, let's see what the next one's like.
K So, what do you think?
T Yeah, um, it's nice.
B It's lovely! But maybe not quite what we're looking for.
K OK.

- c** Ask students to choose words/phrases from the box that the estate agent uses. If you have a weaker group, you may wish to play the recording again. You may wish to elicit or pre-teach *cosy* (comfortable and pleasant).

Answers

- 1 good-sized, a nice view 2 perfect, cosy, quiet
 3 practical, convenient

- d** Students answer the question together. You may wish to pre-teach the word *tiny* (very, very small).

Answer

It's tiny, too noisy, and it smelt damp.

- e**  **3.16** Play Part 3 of the video or audio recording for students to listen for general meaning and answer the questions.

Answers

It's lovely.
 No, Tom will let the estate agent know this afternoon.

Video/Audioscript (Part 3)

KATIE This one's just come on the market. I think you might like this one better. Have a look round, see what you think.
BECKY Thank you. This is a lovely flat. But can we afford it?
TOM Well, with my promotion ... I have got a bit more money now.
B It really is lovely.
T Look, this could be a kind of sitting area by the window ...
B Yeah, that's a great idea. And we could have some plants and some bookshelves, or a big lamp.
T Mm, that would work well.
B And this would make a great dining area, we could have a table and some interesting lights.
T Yeah, and I can imagine a big TV right here.
K So, what do you think?
T Yeah ... it's a brilliant flat, um ...
K Well, we have had one other enquiry this morning. But if you're definitely interested ...
T We'll think about it. Can I let you know this afternoon?
K Of course, no problem.

 **VOCABULARY SUPPORT**

come on the market (C2) – be put up for sale (usually a home)
promotion (B2) – get a better position at work

- f**  **3.16** Play the recording again for students to listen for specific details and decide if the statements are true or false. Check answers as a class and ask why the statements are true or false.

Answers

- 1 F – it has just come on the market
 2 T
 3 T
 4 F – they've had one other enquiry
 5 T

4 USEFUL LANGUAGE

Imagining how things could be

- a**  **3.16** Students complete the sentences with words they remember from the conversation. Play the recording to check.

Answers

- 1 Look, this could be a separate living area by the window.
 2 We could have plants and bookshelves there, or a big lamp.
 3 And this would make a good dining area.
 4 I can imagine a big TV here.

- b** Students answer the question in pairs. Check the answer as a class.

Answer

2

- c**  Put students into small groups. Ask them to choose one of the ideas and imagine how the classroom could change. Elicit an example, for example *book shop*: *There could be a counter over there and lots of shelves where the board is.* Monitor and help with ideas. Note down expressions with vague or imprecise language to use in 5a. Check that students are using the phrases for imagining how things could be.

- d**  Students present their ideas to the class. Take a class vote on whose ideas were the most interesting.



EXTRA ACTIVITY

Individually, students make notes about how they could change their homes if they had the money and the opportunity. Students then explain the changes to a partner. Give an example, *I've got a small picture and mirror on the wall by the window. There could be a painting over the whole wall. It could be of a café scene or something like that. I could have a computer desk.* Take feedback as a class.

5 CONVERSATION SKILLS

Using vague language

- a** **3.17** Use comments that students (or you) made in the previous task that used vague or imprecise language and repeat them to the class, for example *It could be a kind of café scene or something like that ...*. Play the recording for students to put the phrases in the correct places in the sentences. Check answers as a class.

Answers

- I thought this could be a kind of separate living area by the window.
- We could have plants and bookshelves and things there, or a big lamp.
- We could have a table here or something and some interesting lights.

- b** Discuss the question as a class.

Answer

Because they're not sure exactly how the flat should look.

- c Pronunciation** In pairs, students discuss the questions.

Answers

It's unstressed. Words like *and*, *of* and *or* are usually pronounced quickly as weak forms.

- d** In pairs, students replace the phrases in 5a with phrases 1–4. Check answers as a class.

Answers

- and things
- kind of
- or something
- things

- e** Individually, students do the task. They then compare in pairs.

Suggested answers

- This could be a reading corner or something like that with a bookshelf and a lamp.
- We could use this shelf for herbs and spices and jars of jam and things like that.
- There's a kind of walk-in cupboard in the bedroom. We could use it for coats or shoes.
- I could imagine a big plant or something over there by the window.

6 SPEAKING

- a** Put students into pairs. Assign A and B roles. Student A should go to SB p.129 and Student B to SB p.133. Tell students that they both have pictures of different empty rooms and they need to imagine how they could use the rooms. Encourage students to use language from this lesson where possible. Students should think about the points in the activities, note down ideas and draw a rough plan of what they would do. Monitor and give help with ideas and language. Students then discuss their ideas with their partner.
- b** Ask students to share their plans with each other. Then take feedback as a class on the most interesting designs.



LOA TIP REVIEW AND REFLECT

Ask students to note down words or phrases that they didn't know before the lesson. Take feedback as a class. Ask students which of the new items they are most likely to use when they next speak English, and why.

ADDITIONAL MATERIAL

- ▶ Workbook 7C
- ▶ Photocopiable activities: Pronunciation p.248
- ▶ Unit Progress Test
- ▶ Personalised online practice

7D Skills for Writing

There is a great deal of concern

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

- understand people giving their opinions about a shopping mall
- understand an email about a planned shopping mall
- use formal language in an email
- write a formal email to complain

OPTIONAL LEAD-IN

Books closed. Tell students something you have complained about in the last month, for example *I bought a new printer last week from a shop in town and it didn't work properly. It only printed in black and white and not colour. So, I went back to the shop and complained to the manager. They replaced the printer and the new one is fine.* In pairs, students tell each other as many things as they can that they have complained about in the last month and what happened as a result. Tell them that the complaints can be face to face, online or in a letter. After a few minutes, stop the activity and take feedback to find out who made the most complaints and how the majority of the class complained. Ask: *Is it better to complain in writing? Is it important to be polite when you complain? Why / Why not?*

1 SPEAKING and LISTENING

- a**  Students discuss the questions in pairs or small groups. Take feedback as a class.
- b**  3.18 Tell students that they are going to hear six people talking about a proposed shopping mall in their area. Play the recording for students to say whether each person is in favour of, against the plan or has mixed views. They then compare answers with a partner. Check answers as a class.

Answers

1 F 2 M 3 A 4 M 5 F 6 A

Audioscript

RYAN I think it's a really bad idea. What do we need a shopping mall for?

I mean, we've got a local shop and that sells quite a good range of things – anything you need in an emergency. There's a supermarket only about 5 kilometres and it's so easy to get there by bus. A mall's going to ruin this neighbourhood. Why can't they create a nice green living space instead?

SUSIE I think it's great. It's going to be really convenient to have plenty of shops nearby. If I have to do anything like, I don't know – go to the supermarket or get my hair cut or something – I have to go into town and it takes such a long time in the traffic. Can't wait for them to build the mall – it's exciting.

CAROL Well, I am looking forward to having a range of shops nearby. There aren't enough in this part of town. But I know this will change the neighbourhood. It'll make it a lot busier and noisier. And there'll be so much traffic. But I guess that's the price you pay for convenience.

DUNCAN The idea of a mall doesn't particularly bother me, but I guess there'll be a large number of the same old shops – very boring. Everything's part of a chain these days. I wouldn't mind so much if they had a few more interesting shops in the mall – you know, something like an independent music shop or something. But I know that won't happen.

MILES Well, it's about time. That local shop we have is useless. They never order enough of anything and they're always running out of milk and bread and basic things like that. But a new supermarket and lots of shops. That's progress – it'll be great.

MARION It's going to completely change the community. I mean, a number of families live in this part of town and we have young children. Apart from the traffic, we'll have so many people passing through our streets ... I really don't know how safe it'll be to live here. It's just ... well, I'm thinking about my children. I want them to be safe.

- c**  3.18 This time, students need to listen for the reasons the people give for their opinions. Read through the prompts in the box with the class and play the recording again for students to note down answers. Pause at certain points with a weaker group, if necessary, to give time for noting down ideas. Check answers as a class.

Answers

- 1 A mall is going to ruin this neighbourhood. Why can't they create a nice green living space instead?
- 2 It's going to be really convenient to have plenty of shops nearby.
- 3 This will change the neighbourhood. It'll make it a lot busier and noisier. But I guess that's the price you pay for convenience.
- 4 There'll be a large number of the same old shops. Everything's part of a chain these days. I wouldn't mind if they had a few more interesting shops in the mall.
- 5 But a new supermarket and lots of shops? That's progress – it'll be great.
- 6 We'll have so many people and traffic passing through our streets. I really don't know how safe it'll be to live here. I'm thinking about my children.

- d**  Ask students which of the people they agree with. Then ask how they would feel if the development was in their own local area.

EXTRA ACTIVITY

Write *not in my backyard* on the board. Ask students what they think it refers to (*people who think things like wind farms, affordable housing, etc. are fine in theory but object if these projects suddenly affect them directly*). Ask students if they think this is true of people in their countries. What do they think can be done to change this attitude?

2 READING

- a** Students read Ryan's email to a friend and find things he didn't mention in the recording. Check answers as a class.

Answers

His parents don't agree with him; they think it's a great idea.
He thinks there'll be too much traffic.
He thinks it'll result in horrible chain stores.
The local government haven't discussed the mall with local residents.
He is going to write an email to complain and so are a few other people.



LOA TIP ELICITING

You can elicit both language and ideas before doing a task. Eliciting ideas can help prepare students for the task and raise awareness of a situation. At this point, before directing students to read the email, elicit from students what people can do if they're not happy with a proposed planning development (write to the local government/planning office/newspaper / plan a campaign, etc.). You can discuss this as a class or give some more thinking time by letting them discuss ideas in pairs first and then take feedback as a class.

- b Tell students that Ryan wrote to the local government. Ask students to read the email to find the main reason for Ryan's complaint and choose the correct answer, 1 or 2.

Answer

2



VOCABULARY SUPPORT

- concern (C1) – worry
- councillor (B2) – person who helps run local government
- feedback (B2) – reactions to something giving opinions
- formally (C1) – officially
- minutes (of a meeting) – a record of what happens at a meeting
- outline (B2) – summarise
- prompt (B2) – immediate
- voice our concerns (C2) – explain our worries
- withdraw (C1) – take away, remove

- c Students read the email in 2b again in more detail and answer the questions. Check answers as a class.

Answers

- 1 different local councillors
- 2 the local media
- 3 Withdraw the plan and put out a proposal that can be discussed with local residents, so residents can voice their concerns.

3 WRITING SKILLS

Using formal language

- a Students read the email in 2b again and match the paragraphs with the summaries, then compare answers with a partner. Check answers as a class.

Answers

1 c 2 a 3 b 4 e 5 d

- b Remind students that it is important to use the correct register when writing a letter or email. Elicit that Ryan's first email was informal because it was to a friend and that the second was formal because it was to someone he didn't know, and it was an official complaint. In pairs, students compare the two emails. Check answers as a class.

Answers

	Informal email	Formal email
greeting	Hi Rosie	Dear Sir/Madam
sign off	All the best, Ryan	Yours faithfully, Ryan Fitzgerald
punctuation	hyphens, question marks, exclamation marks, full stops	commas, full stops
contractions	used	not used

- c In pairs, students find the formal forms of the expressions. Check answers as a class.

Answers

- 1 I am writing regarding ...
- 2 ... there is a great deal of concern about the effect the mall will have on our local community.
- 3 We understand ... a proposal needs to be sent out so residents can give feedback on it.
- 4 I believe that what you are doing is against the law and I would formally like to request that ...
- 5 If I do not hear from you within two days ...
- 6 I would formally like to request that ...
- 7 I look forward to a prompt reply.

- d Read through the email with the class and ask why it isn't the right register (because it is written to somebody the person doesn't know and it should be formal). Elicit the meaning of *reckon* (think). Individually, students rewrite it more formally. Monitor and prompt where necessary.

Suggested answer

Dear Sir/Madam,
I am writing regarding the electric toothbrush I bought online recently because it does not work. The electric charge runs out after only five minutes. I understand it should last an hour or so. I would formally like to request a replacement. If I do not hear from you, my next step will be to write a negative review on your website.
Regards,
Peter

- e Students compare their emails in pairs to find out how similar or different their changes are.

4 WRITING

- a Tell students that they are going to write a letter of complaint. They can use the situation in the task or an idea of their own. Read through the situation to check students understand it. Ask the students to suggest some other ideas. If you used the optional lead-in, you could refer back to some points raised during that activity.
- b Students make notes on the different points for their email. Monitor and help with ideas and language where necessary.
- c In pairs, students tell their partner about the situation and discuss any other ideas to help.
- d Students write their emails individually. Take this opportunity to monitor and give more help to the weaker students.
- e In new pairs, students read each other's emails and check that all points were included. Take feedback as a class and find out if students thought their partners' emails would get a good response.



FAST FINISHERS

Fast finishers can write a quick response from the local government to the complaint they have just written (or their partner's if they have also finished). Ask students to read these out during feedback.

ADDITIONAL MATERIAL

Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

- a** Ask students to tell you something they *had/got done* yesterday and something they're *going to have/get done* soon. Students work individually to rewrite the sentences using *had/got done*. They then compare answers. Check answers as a class.

Answers

- 1 She had/got all her meals brought to her room.
- 2 She had/got all her clothes washed and ironed.
- 3 She had/got her hair cut and dyed.
- 4 She had/got her face massaged and her feet manicured.
- 5 She had/got everything added to her bill.

- b** Students work in pairs to write down what you can *have/get done* in the different places. Check ideas as a class.

Suggested answers

- 1 You can have your hair cut and dried.
- 2 You can have your car repaired/serviced/mended.
- 3 You can have your teeth checked/cleaned/straightened/taken out/filled.
- 4 You can have your eyes checked.

- c** Students do the task in pairs. Check answers as a class.

Answers

- 1 I smoke too much.
- 2 I drink too many fizzy drinks.
- 3 I don't go to bed early enough.
- 4 I'm not kind enough to my parents.
- 5 I don't get enough exercise.
- 6 I download too many films.

- d** Students do the task individually and then compare with a partner. Check answers as a class.

Answers

- 2 There were so many people on the beach that we couldn't find a place to sit.
- 3 The water was so cold that you couldn't go swimming.
- 4 We went to a café to eat, but it was so expensive that we just ordered coffee.
- 5 The coffee was so strong that I couldn't drink it. / It was such strong coffee that I couldn't drink it.

EXTRA ACTIVITY

In pairs, students write three sentences using *too much*, *enough*, *so* or *such*. They cut up the sentences and jumble the words. Swap with another pair to arrange the words into the original sentences.

2 VOCABULARY

- a** Individually, students complete the sentences with compound nouns made from words in the box. Check answers as a class.

Answers

- 1 air pollution
- 2 parking space
- 3 public transport
- 4 traffic congestion

3 WORDPOWER *down*

- a** Ask students to work in pairs and think of as many multi-word verbs with *down* as they can. Put them on the board. Students look at the pictures and find out if they can use any of the verbs on the board to say what is happening.
- b** Individually, students match the sentence halves and compare answers in pairs. Check answers as a class and ask which sentences go with the pictures in 3a.

Answers

- 2 get me down
 - 3 calm down
 - 4 turn it down
 - 5 get down to some work
 - 6 look down on everyone
- Picture 1: 3
Picture 2: 2

- c** Ask students to match the multi-word verbs with the meanings.

Answers

- a settle down
- b calm down
- c get me down
- d look down on
- e turn it down
- f get down to

- d** Students complete the sentences. Check answers as a class.

Answers

- 1 gets her down
- 2 turn it on
- 3 calm down
- 4 get down
- 5 look down on them
- 6 settle down

- e**  Put students into pairs. Read through the example and ask students to talk about the verbs from this lesson in the same way as in the example for their partner to guess. Take feedback as a class and ask for examples.

FAST FINISHERS

Ask fast finishers to talk about more multi-word verbs and try to guess what verb it is. Ask them to keep a score and ask for their verbs during feedback.

-  Photocopiable activities: Wordpower p.230

REVIEW YOUR PROGRESS

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