

9A | A place called home

WHAT THE LESSON IS ABOUT

Theme	Building a new town
Speaking	Groupwork: town planning and making a presentation about a proposed new town
Reading	<i>The city of tomorrow</i> : article about the architect Le Corbusier and his plan to rebuild the centre of Paris
Grammar	Modal verbs 2 (<i>will, would, shall</i>)

IF YOU WANT A LEAD-IN ...

Discussion starters

- **Methodology guidelines:** *Discussion starters*, page xxi
- What sort of architecture do you admire – modern or traditional? Which modern buildings do you like?
- How would you describe the architecture of the town or city where you live?
- In what sort of building and area would you prefer to live and why?

Pre-teach key words: urban planning

- Write the following words from the article on the board:
*clean air skyscrapers overcrowding
high-rise buildings urban sprawl tower blocks
green space pollution ample accommodation
slums sewage*
- Ask students to work in pairs to categorize the words under three or four headings. Ask pairs to tell the class how and why they have chosen their categories.
- Ask the class to predict the text from these words.

READING

The reading text is an article about the French architect Le Corbusier and his revolutionary plans to rebuild the centre of Paris. He intended to solve the problems of overcrowding and urban deprivation which existed in the city in the early 20th century by building high-rise buildings and separating pedestrians from car drivers.

1

- Groupwork. You could ask the students to close their eyes for a minute or two and think of Paris and the images that come to mind. Ask them to think about the buildings, streets, parks, people, cafés, etc. Students then form small groups and tell each other about the images they thought of.
- Then ask them to imagine what Paris would be like if some of the famous places, such as the Eiffel Tower, the Arc de Triomphe, Montmartre, etc were pulled down to make way for skyscrapers.

2

- Students look at the photo and read the introductory sentence to the text. They then discuss the questions in their groups. Don't confirm the answers at this stage. This will be done in the next exercise.
- When getting feedback from the class, ask students what they know about the architect Le Corbusier.

Cultural notes: Le Corbusier

- Le Corbusier was born in 1887 and died in 1965. His real name was Charles-Édouard Jeanneret. Though he was born in Switzerland, he became a French citizen later in life. He was an innovator of modern design and architecture. Le Corbusier wanted to improve ordinary people's lives, and believed that if his ideas for new ways of urban living were not adopted, there would be a revolution. Nowadays, his ideas are often thought of as leading to the construction of huge, soulless, inhuman estates, but, arguably, complexes built to his design (such as Unité d'Habitation in Marseille) are popular and successful. It was projects by other developers, following his principles but using cheap materials, that resulted in poor housing and came to undermine his legacy.
- The article in the Student's Book was written by Alain de Botton. He was born in Zurich, Switzerland in 1969 and now lives in London. He writes about the ideas of important artists, philosophers and thinkers.

3

- Students read the article and compare their ideas in exercise 2.

- 1 Because his ideas were so innovative, eg the skyscrapers, the city parks and the abolition of city streets.
- 2 To overcome the problems of poor housing and sanitation.

4

- Ask students to read through the sentences first before reading the article again. While they are reading the article, tell them to underline the parts which give them the answer. They then choose the correct alternative to complete each sentence.
- They could then compare their answers with a partner before you check with the class.

- 1 very near the National Library
- 2 lonely
- 3 extremely overcrowded
- 4 living conditions in cities
- 5 the uncontrolled development of the city
- 6 should not be hindered by pedestrians

5

- Pairwork. Students look back at the highlighted words and expressions in the article and discuss their meaning with their partner. They can then check their answers in a dictionary.

Definitions taken or adapted from the *Macmillan English Dictionary*:

dropped by – made a short visit to
whiled away – spent time in a relaxed way
ambling – walking in a slow relaxed way
drawn up – prepared and written
choked – filled so that it is difficult to move
in order – suitable or necessary for a particular situation
alleviate – make something less severe or serious
at a stroke – with a single action
dotted – in many parts of a place
winding – following a course that curves a lot
for the sake of – for the benefit of

6

- Students discuss the questions as a whole class.

Extra task: discussion

- Ask students, *Which buildings would you like to see demolished in your town or in your capital city?*
- You could also ask students for their views on Le Corbusier's plans. *Do you think that Le Corbusier's plans for Paris might have worked? Why or why not? What would you say is right/wrong about Le Corbusier's views of architecture and how we should live?*

SPEAKING

Warning: this speaking activity can take between 40 to 50 minutes.

1

🔍 Communication activities, Student's Book page 139

- Groupwork. Explain that students are going to submit a plan for a new town. Ask them to turn to page 139 at the back of the book and to read the information about the cities.
- Students then discuss the points listed for their plan for the new town. Tell them to choose one student to take notes on all the points listed. They will also need to choose another member of the group to present their plan to the rest of the class in exercise 2.

2

- The student chosen to present their plan tells the rest of the class about it, explaining the various decisions they have made.

3

- Students vote on the best plan. Point out that they cannot vote for their own plan.

Alternative procedure: roleplay

- Write the following roles on the board:
An architect who loves Le Corbusier
A politician with traditional ideas
A local homeowner
A young person who can't find a house to buy
A local builder
An ecologist
- Put students in the groups and ask them to choose a different role each. Tell students to play their role when discussing their plan.

Language notes: reading

- A **site** is a place where building is planned or being undertaken.
- A **cycle path** is a path specifically built for cyclists to use.
- If you **relocate**, you move to a different location.

Methodology Builder (22) Speaking at C1 level

- *Here are some of the descriptors from the Common European Framework for Speaking at C1 level:*
 - Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
 - Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.
 - Can handle interjections well, responding spontaneously and almost effortlessly.
 - Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
 - Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
 - Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.

material from Council of Europe
- *These descriptors represent a stage that is significantly beyond just being able to take part in a discussion or a shop transaction. This list reminds us that if we are to help our students genuinely achieve C1, we will need to offer them practice in a range of speaking genres and encourage them to risk using techniques and strategies that they might well have been avoiding.*
- *While many students should be able to meet some of these targets successfully, there are probably aspects of others that might cause difficulties. Thinking of my own students, the phrases that strike me as problematic for them include: using stress and intonation to convey finer shades of meaning precisely; there is little obvious searching for expressions or avoidance strategies; emotional, allusive and joking usage; and answering complex lines of counter argument.*

material from Council of Europe
- *The CEF lists of 'can do' statements are a useful reminder of what a student should aim to achieve at a certain level. It is our job as a teacher to ensure that we do not just glide along offering safe tasks set at a much easier level. This is a particular problem with speaking as it is all too easy to set discussions or under-challenging communicative activities without really demanding that students extend their range. We need to show our students these descriptors and challenge them to take the risk of trying to reach that level.*

GRAMMAR: modal verbs 2

👉 *Language reference, Student's Book page 94*

👉 *Methodology guidelines: Grammar boxes, page xxi*

1

- Students complete the sentence beginnings with the appropriate endings.
- They could then compare their answers with a partner before you check with the class.

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

2

- Students identify the places in exercise 1.
- They could then compare their ideas with a partner before you check with the class.

Possible answers:

- 1 library / internet café
- 2 doctor's surgery / health centre / dentist's surgery
- 3 supermarket
- 4 sports centre / gym / swimming pool
- 5 museum / art gallery
- 6 theatre
- 7 school
- 8 bank

3

- Students look back at the sentences in exercise 1 and identify the function of each of the modal verbs in bold, using the terms from the grammar box at the top of the page.

- 1 habitual behaviour
- 2 refusal
- 3 annoying behaviour
- 4 suggestion / arrangement; intention
- 5 future from a past perspective
- 6 request
- 7 assumption
- 8 imaginary situation

Language notes: modal verbs will, would & shall

- Conditioned by years of conventional grammar study, students often think of *will* as a future tense and *would* as a conditional. However, at this level in particular, students should start thinking about these words as modal verbs with a range of meanings and uses depending on the context.

- You could categorize the uses of *will* as follows:
Habitual behaviour: *I'll often have eggs at lunchtime.* (typical); *She will keep biting her nails.* (annoying)
Future reference: *I think she'll do well.* (prediction); *I'll go out later.* (intention); *We'll all be old one day.* (future fact)
Degrees of willingness: *Will you help?* (request); *I'll help.* (willingness); *I won't come.* (refusal); *You will do as I say.* (command); *This window won't open.* (failure to respond)
- You could categorize the uses of *would* as follows:
Habitual behaviour: *I'd go for long walks when I was a child.* (typical); *He'd blow smoke all over the room.* (annoying)
Willingness: *Would you take a seat?* (request – here, *would* feels more formal than *will*); *She wouldn't take any notice of me.* (past refusal)
Hypothetical or imaginary situations: *You'd be happier at home.* (a hypothetical situation in the present); *I wouldn't wear that.* (advice); *When I was eighteen, I thought I'd live forever.* (talking about the future from a past perspective)
- *Shall* is used with *I* or *we* to make offers, arrangements, suggestions and requests for advice, eg *Shall we go?* One further use is to emphasize a future intention or prediction, eg *You shall work harder!* However, this use is not common.

4

👉 *Communication activities, Student's Book pages 154 & 142*

- Pairwork. Put students into A and B pairs and ask them to turn to their respective pages at the back of the book.
- Tell the students to look at the places in the box and to choose five of them. Allow them a couple of minutes to write similar sentences to the ones in exercise 1, which make reference to or are said in the places in the box. Point out that each of their sentences should contain a different use of *will*, *would* and *shall*.
- Students then take it in turns to read their sentences for their partner to identify the places.

Extra task: dialogues

- As an extension, get students in pairs to write a three-line dialogue, using *will*, *should* or *shall*, and set in one of the places mentioned. For example:
A: What shall we have?
B: I think I'll order the fish.
C: Mmm. Good idea.
- Get students to act out their dialogues for the class. Can the rest of the class guess the location?

IF YOU WANT SOMETHING EXTRA ...

- 👉 *Straightforward Teacher's Resource Disc at the back of this book*

9B | Squatters

WHAT THE LESSON IS ABOUT

Theme	Homes, buildings & problems of finding somewhere to live
Speaking	Roleplay: a buyer finding faults when viewing a new home and the seller highlighting its positive aspects
Listening	A radio interview about squatting
Vocabulary	Describing homes
Did you know?	Listed buildings in the UK

Discussion starters

- ➊ *Methodology guidelines: Discussion starters, page xxi*
- What sort of houses do people typically live in in your country? How would you describe them?
- What are traditional houses in your country like? What sort of houses did people live in a hundred years ago?

Pre-teach key words: estate agent speak

- Prepare the following phrases on an OHT. They are all typically found in the speech or brochures of estate agents. Display the phrases to the class. (If you don't have access to an OHP, you could prepare the phrases as a handout.)
What the estate agent said:
 - 1 Great location to enjoy the ambient nightlife.
 - 2 The fourth bedroom would make a great study.
 - 3 The gardens are easy to maintain.
 - 4 It's an attractive old building with original features.
 - 5 It's convenient for local transport links.
 - 6 The property is built in a secluded location.
 - 7 It's a charming town house.
 - 8 It's a cosy cottage.
 - 9 It's close to local schools.
 - 10 A renovation opportunity
- Ask students in pairs to guess how the house hunter might describe the properties when they visit. Do one as an example.
- Feedback on students' answers, and read out the suggestions below:
What the house hunter said:
 - 1 'The house was next door to the noisy local pub.'
 - 2 'More suitable as a broom cupboard.'
 - 3 'The garden was so small that investing in a lawnmower would be a waste of money.'
 - 4 'This house hadn't had any renovations since it was built in 1926.'
 - 5 'The house overlooked the M25 motorway.'
 - 6 'It was in the middle of nowhere – barren and desolate.'
 - 7 'Charming clearly means tiny.'
 - 8 'Another word for tiny. The cottage's main entrance was built for a child!'
 - 9 'The noise from the playground was deafening.'
 - 10 'Tear down and start again.'

VOCABULARY & SPEAKING: describing homes

1

- Pairwork. Students read the choices of homes and tell their partner which one of the pairs of homes they prefer. Point out that their choice should not be determined by money.

2

- Students choose the correct words to complete the sentences. Allow them to use their dictionaries to help them.
- They could then compare their answers with a partner before you check with the class.

- 1 newly; conveniently
- 2 condition; repair
- 3 thatched; antique
- 4 run-down; overgrown
- 5 cosy; tastefully
- 6 period; DIY
- 7 cramped; gloomy
- 8 poorly; rickety; threadbare

3

- Pairwork. Students answer the questions. First, they read the sentences in exercise 2 again and discuss which ones they think give a positive (P) description and which ones negative (N). They then describe their own homes to their partner.

- 1 P 2 N 3 P 4 N 5 P
- 6 The house is made to sound positive, but the description implies that it is in poor condition and needs a lot of money spending on it. It is the type of description that one finds in an estate agent's details.
- 7 N 8 N

Language notes: describing homes

- **Thatched** roofs are made of straw.
- **Antique** is used to describe an object that is old and valuable; **elderly** is used to describe an old person.
- Houses that have been neglected are **run-down**; machines **break down** when they go wrong.
- In an **overgrown** garden, all the plants have grown out of control.
- A **cosy** room is warm and comfortable. **Cosy** is usually used to describe a small area rather than a large one. In a **draughty** room, cold winds blow under the door and through the windows.
- **DIY** means 'do-it-yourself' – a DIY enthusiast enjoys renovating his or her own house.
- If a house or room is **cramped**, there isn't much space to move around.
- **Gloomy** means 'dark'.
- **Rickety** means 'poorly-made and likely to break'. People who are ill frequently or continuously are **sickly**.
- A **threadbare** carpet is worn-out. (You can see the threads.)

4

- Pairwork. Put students into A and B pairs and ask them to read the instructions for their role. Allow them a few minutes to think about the negative or positive aspects of the house and what they are going to say about it. They then do the roleplay. Go round, helping them with any vocabulary they might need.

5

🎧 *Communication activities, Student's Book page 155*

- Students change roles. Ask them to turn to page 155 at the back of the book and to read the instructions for their role. Allow them a few minutes to think about the negative or positive aspects of the room and what they are going to say about it.
- They then do the roleplay. Go round, helping them with any vocabulary they might need.

LISTENING

The listening is a radio interview about squatting. The presenter first talks to a woman who works for the Squatters' Rights Association about why people squat, the type of people squatters are and what legal rights they have. The presenter then talks to a squatter about what it is actually like to squat.

1

- Pairwork. Students read the dictionary definition for *squatter* and discuss the questions on squatting.

Cultural note: squatters

- A squatter is someone who lives in an unoccupied building without the owner's consent. Prior to 2012, squatting was not illegal in England and Wales (although it was illegal in Scotland) and squatters had certain rights. They could not be evicted from a property without a court order. However, as this book goes to publication, squatting has just been made a criminal offence with the police able to evict squatters immediately. The crime will now carry either a prison sentence or a hefty fine.

2 🎧 3.1

- Students listen to the interview about squatting and answer the questions. You could pause the recording halfway through for students to take down the information on Annie Taylor first, before playing the part for Gerry Burnham.
- They could then compare their sentences with a partner before you check with the class. Play the recording again if necessary.

- 1 Annie works for the SRA – Squatters' Rights Association. She offers advice to squatters, and informs them of the legal aspects of squatting. The SRA recently published a study on squatting.
- 2 Yes. She says it's a question of necessity because of high property prices. She talks about it being absurd, criminal even that there are so many vacant properties and she agrees that it is hardly surprising that so many people decide to squat.
- 3 He got in through the kitchen window, having first established that the house was empty.
- 4 Gerry has mixed feelings about living as a squatter. He says it can be depressing when you first move into a house, and eviction is 'a bit of a hassle'. But being on the move makes it interesting and he says he has learnt to do DIY.

🎧 3.1

P = Presenter AT = Annie Taylor GB = Gerry Burnham

P: Messy, long-haired layabouts in dirty, scruffy clothes; rowdy parties that keep the neighbours awake, and crumbling run-down houses and flats that bring down property values in the local area. That, at least, is the traditional image of squatters and the buildings they inhabit. But, according to a recent study, that's all changing. The number of squatters in the UK has risen dramatically in the last ten years, from around 9,500 to almost 15,000 – that's an increase of 60% – and around 10,000 of those are to be found in the London area alone. With me is Annie Taylor from the SRA, the Squatters' Rights Association, the group that carried out the study. Annie, why are so many people squatting?

AT: Several reasons, really. Principally, though, it's a question of necessity. Most people squat simply because they have to. Property prices and rents are currently just too high for many people and there is a serious lack of social housing up and down the country.

P: That's homes provided at low cost by non-profit organizations, right?

AT: That's right. Rented accommodation, mainly. There are over 100,000 families queuing up for this type of housing, so it's absurd – criminal, even – that there are so many empty homes in Britain – 750,000 at the last count. That's three quarters of a million unused flats and houses that are going to waste – in many cases because of property speculation.

P: Hardly surprising, then, that so many people decide to squat?

AT: Indeed.

P: And what type of people are they? How would you describe this new generation of squatters?

AT: Well, for one thing there are more students squatting than before. Erm ... but we're also seeing large numbers of graduates, young people in career jobs, who just cannot afford to get on the property ladder. Erm, and then increasingly, we're offering advice to people who come here from the Continent ... from other European countries.

P: Interesting. And do you find yourself having to speak their languages as a result?

AT: We try. We do our best. But to be honest many of these people have a very good level of English, and all our technical, legal advice is printed out in a number of different languages, anyway. So ... yeah ... that means they're, they're clear on all aspects of squatting in Britain.

P: You mention there the legal aspects – because of course, what surprises many visitors to this country is that squatting here is a civil offence, not a criminal offence.

AT: That's right. You can legally occupy a vacant building as long as there's no sign of a forced entry. In other words, you mustn't break any windows or locks to get inside. And once you're in, then you have to prove you have exclusive access to the property, which basically means changing all the locks.

P: Uh huh? The law is very clear on that, is it?

AT: Yes, it is, but we also tell squatters to put up a copy of Section 6 on the outside of the building – on the doors and windows. Just in case.

P: And what is a Section 6?

AT: It's a document, a legal warning, spelling out clearly to the owner – or even the police – exactly what your rights are. It begins 'Take notice that we live in this property, it is our home and we intend to stay here'.

P: But the landlord can still evict you.

AT: Yes, he can, or she can. But they have to go through the courts and that can take time – usually up to four weeks, sometimes months. Even years, in some cases.

P: My goodness me. Thank you, Annie. Very enlightening. It's time now, I think, to bring in our other guest today – Gerry Burnham, who is a squatter. Good morning, Gerry.

GB: Morning.

P: Gerry lives in a squat – a semi-detached house – with three other people in Chiswick, West London. Gerry, how did you get into the property? Or rather, before that, how did you know it was empty in the first place?

GB: Well, firstly, er, it's er, it's a detached house, actually, not a semi. Only the best.

P: Sorry, yes, of course. I do beg your pardon.

GB: Anyway, er, my mates and I, we, er, we were about to be evicted from our last place so we went looking for somewhere else to live – house-hunting, like – and, er, we saw this place looking a bit run-down. The, er, the garden was overgrown and the whole place needed a coat of paint. It was, er, well it looked pretty abandoned really.

P: So you moved in?

GB: Not straightaway, no. You have to make sure it really is empty first. We gave it a couple of weeks. We, er, we looked in the dustbin every day to make sure no one was throwing any rubbish out, like, and, er, we watched the postman to see if he brought any letters or not.

P: Which he didn't, presumably?

GB: No, nothing.

P: So what did you do next?

GB: We got in through the kitchen window – it was in such a bad state, like, that it more or less just fell open. Then we did what Annie was just talking about – changed the locks and all that.

P: And how do you feel about squatting? Because you're a computer programmer, aren't you? Can't you afford to rent?

GB: Well, I could, yeah, but in London all I'd get for my money'd be a tiny flat, with nothing left over to save. At least this way I'm putting money in the bank. Should be able to get a mortgage soon, with a bit of luck. Hope so, anyway.

P: So you can't wait to get out?

GB: Well, no, I wouldn't say that. I suppose I've got mixed feelings about it all, really. I mean, it's pretty depressing when you first move into a place – no running water, no gas, no electricity. Sometimes you never do get connected – especially electricity – they can be really difficult, they can, when it comes to squatters. Some refuse point blank. But then, you know, you're with your mates and little by little you get settled in, and before you know it you've made a little home for yourself.

P: And then you get evicted.

GB: Yeah, that's a bit of a hassle, but, er, it makes it all interesting as well, though. I mean, you're always on the move. Always busy, too – I've got quite good at DIY and all that, since I've been squatting, like. Fact, I think landlords benefit quite a bit from people like us. We do their houses up for them, keep them maintained and so on.

P: Yes, I'd like to come back to you, Annie, on that, if I may. I understand there are now squatting co-operatives, who move into places and actually restore them. Is that right?

AT: Yes, it is, particularly in the Manchester area. There are several groups of people, students mainly, who ...

Language notes: listening

- A **civil offence** relates to private legal disagreements between people, rather than criminal law.
- To **evict** someone is to force them to leave the house or flat that they are occupying.
- A **mortgage** is a loan given specifically to buy a house.

3 3.1 and 3.2

- Ask students to read the sentences first so that they know what information they are listening for. Point out that they should add no more than three words to each sentence.
- Play the recording for students to complete the sentences. Then play the next track for students to check their answers.

- 1 15,000 / fifteen thousand
- 2 social housing / low cost homes
- 3 three quarters of
- 4 (other) European
- 5 criminal offence
- 6 Section 6 / six
- 7 detached
- 8 dustbin / rubbish bin
- 9 mortgage
- 10 Electricity

3.2

P = Presenter A = Annie Taylor G = Gerry Burnham

1

P: The number of squatters in the UK has risen dramatically in the last ten years, from around 9,500 to almost 15,000 – that's an increase of 60% – and around 10,000 of those are to be found in the London area alone.

2

AT: Property prices and rents are currently just too high for many people and there is a serious lack of social housing up and down the country.

3

AT: There are over 100,000 families queuing up for this type of housing, so it's absurd – criminal, even – that there are so many empty homes in Britain – 750,000 at the last count. That's three-quarters of a million unused flats and houses that are going to waste.

4

AT: Erm, and then increasingly we're offering advice to people who come here from the Continent ... from other European countries.

5

P: ... what surprises many visitors to this country is that squatting here is a civil offence, not a criminal offence.

6

AT: Yes, it is, but we also tell squatters to put up a copy of Section 6 on the outside of the building – on the doors and windows. Just in case.

P: And what is a Section 6?

AT: It's a document, a legal warning, spelling out clearly to the owner – or even the police – exactly what your rights are.

7

P: Gerry lives in a squat – a semi-detached house – with three other people in Chiswick, West London. Gerry, how did you get into the property? Or rather, before that, how did you know it was empty in the first place?

GB: Well, firstly, er, it's er, it's a detached house, actually, not a semi.

8

GB: Not straightaway, no. You have to make sure it really is empty first. We gave it a couple of weeks. We, er, we looked in the dustbin every day to make sure no one was throwing any rubbish out, like, and, er, we watched the postman to see if he brought any letters or not.

9

GB: At least this way I'm putting money in the bank. Should be able to get a mortgage soon, with a bit of luck. Hope so, anyway.

10

GB: I mean, it's pretty depressing when you first move into a place – no running water, no gas, no electricity. Sometimes you never do get connected – especially electricity – they can be really difficult, they can, when it comes to squatters.

4

- Students complete the sentences from the recording with the prepositions in the box.
- Students then look at audioscript 3.1 on pages 159–160 to check their answers.

1 down	5 out
2 out	6 through
3 up	7 in
4 on	8 up

Language notes: listening

- To **bring down** something is to lower it.
- To **carry out** something is to perform a task.
- To **spell out** is to explain in detail.
- To **go through** the courts is to enter court proceedings.
- To **settle in** somewhere is to get used to living there.
- To **do up** a place is to decorate it.

5

- Pairwork. Students discuss the questions with a partner.
- You could extend this by asking students what they suggest their government could do to help first-time buyers get on the property ladder in their country.

DID YOU KNOW?

1

- Groupwork. Students read the information. They work in small groups and discuss the questions and give reasons for why they put the buildings and structures they have chosen on their list.

Extra task: discussion

- Divide the class into small groups. Ask each group to make a list of the top five buildings in the world, built in the last 100 years. This would work particularly well with an international class which would bring a variety of experience and opinion to the discussion.
- During feedback, ask groups to present their lists and explain why they have chosen those particular buildings. You could develop this into a class discussion with groups arguing as to which buildings are most important. Build a list of five agreed by the whole class.

Web research tasks

- 🔗 *Methodology guidelines: Web research tasks, page xxi*
- Ask students to choose one of the buildings they selected in their top five and write a description of it and its importance based on their web research.

IF YOU WANT SOMETHING EXTRA ...

- 🔗 Straightforward Teacher's Resource Disc *at the back of this book*

9c | A place in the sun

WHAT THE LESSON IS ABOUT

Theme	The Caribbean & ecotourism
Speaking	Pyramid discussion: deciding on three activities to do on a day trip to Tobago
Reading	<i>A happy marriage</i> : an article on ecotourism in the Caribbean
Grammar	Inversion

IF YOU WANT A LEAD-IN ...

Discussion starters

- 🔗 *Methodology guidelines: Discussion starters, page xxi*
- Where do you usually go for your holidays? Do you go to the same place or do you go to different places each year? What type of holiday suits you?
- What activities do you enjoy doing on holiday?

Pre-teach key words

- Write the phrases below on the board. Ask students to work in pairs to determine what each one means.
all-inclusive holidays beach erosion hagglng homogenized resorts complete renovation well-trodden tourist route marine pollution
- Answers: *All-inclusive holidays* are holidays where everything is covered in the price you pay. (You do not have to pay separately for any drinks, meals or snacks.) *Beach erosion* is the wearing away of beach rock, due to human or environmental activity. *Hagglng* is bargaining for a better deal. *Fenced-off resorts* are holiday resorts where people don't leave the hotel grounds. *A complete renovation* is a total redecoration and updating. The *well-trodden tourist route* refers to the typical places that people visit when on holiday. *Marine pollution* is pollution of the seas and oceans.
- Ask students to say how the phrases might be connected and what the text might be about.

SPEAKING

1

- 🔗 *Communication activities, Student's Book page 152*
- Ask students to imagine that they are on a Caribbean cruise and that they have one full day to spend on the island of Tobago. Ask them to look at the list of activities on page 152 at the back of the book and choose the ones that they are interested in.

2

- Pairwork. Students discuss their choices with each other and explain why they have made them. They then decide on three activities that they would like to do together.

3

- Students then join another pair of students. They agree on two of the activities that the group will do together.
- Students then compare their choices with the rest of the class.
- You could then find out if anyone has been to the island of Tobago and what they did there.

READING

The reading text is about ecotourism in the Caribbean and measures taken by some of the hotels on the islands to be more environmentally friendly and to help the local economy.

1

- Pairwork. Students discuss the questions in order to predict the information in the article.

2

- Students read the article and compare the information in it with their ideas in exercise 1.

3

- Ask students to read the phrases first. They then read the article again and match the phrases to the correct sections A–C of the article in which they are mentioned.

1 C 2 A 3 C 4 B 5 A, C 6 B 7 A 8 B 9 A

4

- Pairwork. Students discuss the questions with a partner, giving as much detail as they can.

Language notes: reading

- To **safeguard** something is to protect it.
- **Impeccable** and **immaculate** mean 'perfect'.
- A **scavenger hunt** is a game or activity in which people walk around beaches or woods finding and collecting rubbish.
- To **compost** is to make fertiliser from waste products.
- **Pillow shams** are decorative fabric coverings for pillows, often designed with trims, flanges, ruffles or cording. Not to be confused with simple pillow cases for sleeping on, shams are placed behind the sleeping pillows when the bed is made up.
- **Skin deep** means 'superficial'.

Cultural notes: the Caribbean

- The Caribbean /ˌkærɪˈbiːən/ is the name for the many islands which are located in the Caribbean Sea to the east of Central America. Some of the islands are Spanish-speaking, eg Cuba, others are French-speaking, eg Martinique, and many have English as a first language, eg Jamaica and Bermuda.
- Tobago /təˈbeɪɡəʊ/, together with Trinidad /ˈtrɪnɪdæd/ and several nearby islets, forms the Republic of Trinidad and Tobago. Tobago is the smaller of the two main islands. 42 kilometres long and 10 kilometres wide, it is to be found in the southern Caribbean Sea, northeast of the island of Trinidad and southeast of Grenada. It has a population of about 54,000. The capital is Scarborough.
- Barbados /bəː(r)ˈbeɪdəs/ is an independent island state in the western Atlantic Ocean. It is the most easterly island in the Caribbean. It has a population of about 279,000 and its capital is Bridgetown.
- Robert Mitchum was a rugged, powerfully-built Hollywood actor, famous for his roles as gangsters and criminals in films such as *Cape Fear* and *Out of the Past*.
- Rita Hayworth was a dancer and actress who appeared in Hollywood musicals.

GRAMMAR: inversion

🔗 *Language reference, Student's Book page 94*

🔗 *Methodology guidelines: Grammar boxes, page xxi*

1

- Students rewrite the sentences beginning with the words in brackets.
- They could then compare their sentences with a partner before you check with the class.

Suggested answers:

- 2 Very rarely do you come across anyone nowadays who hasn't been abroad.
- 3 Only by living in a country where it is spoken can you really learn a language.
- 4 Under no circumstances should tourists be allowed to visit the Antarctic.
- 5 Not until you've tried French cuisine will you truly know what good food is.
- 6 Not only did I hate visiting monuments as a child, but I also couldn't stand going into museums.
- 7 Only recently have I started going on holiday without my parents.
- 8 Never again will I go (back) to that place I went to last year on holiday!

2

- Pairwork. Students discuss the sentences in exercise 1 with a partner and say how true they are for themselves.

3

- Explain that students have just had a disappointing fortnight's holiday in an ecotourism hotel in the Caribbean. Ask them to write five sentences complaining about different aspects of their stay.
- Students compare their sentences with their partner's. They could then write a joint letter of complaint to the hotel.

Language notes: inversion

- In the examples in the Student's Book, inversion is used for emphasis.
- The subject and auxiliary verb are inverted after the negative or restrictive adverbial placed at the start of the sentence. The adverbial is usually followed by an auxiliary verb and the subject. For example:
Not since my school days have I been spoken to like that.
Only if I begged him would he have visited me.
- The emphasized adverbial needs to be stressed strongly at the start of the sentence.

Extra task: a letter of complaint

- Ask students to write a letter of complaint to a travel company, using the five sentences they prepared in exercise 3.
- Alternatively, ask students to write a brochure extract for a Caribbean island. Ask them to research an island on the internet, eg Bermuda, Jamaica, Grenada, Martinique, and then write about it, using inversion to emphasize.

IF YOU WANT SOMETHING EXTRA ...

- 🔗 *Straightforward Teacher's Resource Disc at the back of this book*

9D | Experimental travel

WHAT THE LESSON IS ABOUT

Theme	Experimental tourism
Speaking	Ranking alternative travel options
Listening	A dialogue about experimental travel experiences
Vocabulary	Adjectives formed with particles
Speech feature	Vague language

IF YOU WANT A LEAD-IN ...

Discussion starters

- *Methodology guidelines: Discussion starters, page xxi*
- What's the most unusual holiday you have ever had? Where did you go? What was different about it? How/Why did you decide to go there?
- Have you ever had a holiday which went disastrously wrong? What happened?

Test before you teach

- *Methodology guidelines: Test before you teach, page xxi*
- Write the following on the board:
out off on up
Ask students to think of as many adjectives as they can which start with these words, for example, *online, upbeat, out-take*. Give them four minutes.
- Find out which pair has most words. Elicit them on to the board. Then ask the rest of the class to check them in a dictionary to see if the pair are the winners.

SPEAKING

1

- Students read the travel descriptions from *The Lonely Planet Guide to Experimental Travel*. They then match the options to the descriptions.

1 b 2 c 3 e 4 d 5 a

2

- Students work on their own and rank the travel options from 1 (for the one they would most like to do) to 5 (the one they would least like to do).

3

- Pairwork. Students compare their list with their partner's and give reasons for their choices.

Language & cultural notes

- **Quirky** means 'strange and unusual'.
- **Bora Bora** is a tropical island in French Polynesia.
- If you **stick your thumb out** at the roadside, you are likely to be hitchhiking.
- **Blind Man's Bluff** is a children's game. One person is blindfolded and must try to touch the other players, who run away and try to hide.

Extra task: discussion

- Ask students if they know of or can devise other creative and experimental ways of travelling.

LISTENING

The listening is four extracts from a dialogue between friends, in which some of the ideas in the *Lonely Planet Guide to Experimental Travel* have been tried out.

1 3.3–3.6

- Students listen to the four dialogues and for each extract, answer the questions. You could pause the recording after the first two extracts and ask students for their answers. Then play the rest of the recording.

Extract 1: Blind Man's Bluff Travel; yes

Extract 2: Slight-hitch Travel; no

Extract 3: Alternating Travel; yes

Extract 4: Ero Tourism; Emma did, Steve didn't.

3.3–3.6

Extract 1

I = Ian S = Sally A = Alison J = John

- S:** That's what they say and you know, I think wearing it really did kind of sharpen my other senses. I put it on when I was on the train to get used to it and I sort of became aware of every sound – every little knock or scrape – and I could smell every coffee or sandwich or whatever.
- I:** And what about when you got to York, Sally? What was it like?
- S:** Well, we did all the sights and everything – the cathedral, the city walls, the historic buildings and so on – except of course they weren't really 'sights' because I couldn't actually see them. Paul, though, did a marvellous job of describing everything to me and by the end of our day there I felt as if I knew the city really well.
- A:** What about things like eating and washing and all that – how did you get on with that?
- S:** Yeah, all those little things that form part of our daily routine – they were a real challenge. I had to sort of learn to sit down again or eat with a knife and fork. In this restaurant we went to, they had these tall kind of tube-shaped glasses and every time I reached out to pick mine up, I knocked it over and spilt everything all over the place. Disastrous!
- All:** That's awful!
- J:** Did you do anything else when you were there? Did you like go into any museums or anything?
- S:** Yeah, we did actually. Paul took me into an exhibition by some local sculptor – Anna Kirby, or something, I think her name was. It was all modern stuff, from local stone – lots of curves and holes and that sort of thing.
- I:** And he described everything to you?
- S:** Yeah, it really was something else. Paul had to describe the rest to me but it was the tactile experience I most enjoyed.
- J:** Obviously.

Extract 2

I = Ian D = Dave A = Alison T = Tom

- I:** Dave, you went a bit further than Sally, didn't you?
- D:** Yeah, not as far as the place I had on my sign, though.
- A:** What was that?

D: Tokyo.
All: Tokyo!
D: Yeah, that was my 'faraway place'. It was a good conversation starter, helped break the ice and all that. But apart from that it's just like the normal version. Well, I imagine it is, anyway – I was a complete novice, you see – a real rookie.
A: Really? So what did you think of it?
D: Well, pretty dull really – not my cup of tea. I mean, I met some nice people and practised my languages and everything, but the bits in between, all that waiting next to busy roads, it's not my idea of fun. And it was really hard to get lifts, especially in France.
T: Maybe they just thought you were a bit crazy or something – standing on a French roadside trying to get to 'Tokyo'.
D: Yeah, maybe. Mind you, the ones who did pick me up were often madder than me. There was this one guy who kept swerving onto the wrong side of the road – I couldn't work out if he was doing it for fun or he was just a lousy driver, but we very nearly had a head-on collision at one point with this oncoming lorry.
A: Ooh, sounds hairy.
D: Yeah, it was. And then after that bit of excitement – if you can call it that – I had to wait for about four hours outside this town called Bar-le-Duc, or something. Great laugh – I got really cheesed off, I can tell you.
I: So how far did you get eventually?
D: Munich.
I: And then what? You gave up?
D: Well, some guy who gave me a lift there put me up for a couple of nights – he gave me a key and I could sort of come and go as I pleased – just like a hotel.
A: That was good of him.
D: Yeah, and it meant I could do a bit of good old, non-experimental, conventional sightseeing ...
All: Aha.
D: ... before I got the overnight train back to London.
All: Cheat!

Extract 3**H = Helen T = Tom**

T: Helen, you actually flew to Lithuania, didn't you?
H: Yeah, I managed to get a cheap flight. And I also took in the main sights as well – like Dave.
All: Oh yeah?
H: Yeah, I wanted to compare the two types – as in 'experimental', you know.
T: Hm-mm. So what did you discover?
H: Well, the first day I did all the left-right business, and I have to say I was very pleasantly surprised. I had a lovely time, it was fascinating.
T: In what way?
H: Well, I saw all those parts of Vilnius that I wouldn't otherwise have seen if I'd just done the typical tourist thing – you know, all the bits of the city that are kind of off the main tourist routes. I saw some lovely old buildings with these really pretty courtyards and everywhere there was loads of greenery, you know, trees and grass and stuff like that.
T: Sounds lovely.
H: Yeah, it was. But I think what I enjoyed most about the whole thing was not knowing what I was going to discover every time I turned a corner. When I went sightseeing the next day, I knew what I was going to find because I'd already seen it in the brochures and things. This was different.
T: But presumably it wasn't all quite so pretty – I mean, you must have seen some unattractive places as well.

H: Oh yeah, of course. I mean I walked through some really ugly run-down housing estates – some of the buildings were in a terrible condition. But I mean you expect that in a city, don't you, wherever you are? And anyway, it all helped to give me a true flavour of the place, to see both sides of the coin. And as the day went on, I got to realize that there was always a park or a river or something close to every built-up area, so I never got down or fed up or anything.
T: And when did you decide to stop?
H: When I came to a brick wall. ... No, seriously, the book says something about carrying on until something blocks your path, and for me it was a brick wall in a dead-end street – I couldn't go left or right. I can't say I was sorry, mind – I was worn out. I'd been walking for something like six hours.
All: Oh!

Extract 4**I = Ian S = Steve E = Emma A = Alison****T = Tom**

S: I mean, the thing is, it's like, do you go where you want to go, or do you go where you think your partner will go, or do you go where you think your partner will think you will go?
A: Ooh, tricky.
T: Very.
E: Yes, and if I'd gone where I thought Steve would go, I'd have headed straight for the district with all the bars.
S: She knows me too well.
A: Got some good bars in Madrid.
E: Hmm. Quite. But that's not my idea of a good time.
S: No, and I figured that was what she'd think. So I went to all the main tourist sights instead.
A: You as well!
T: Looks like everyone did.
S: Yeah, I did the lot – the Puerta del Sol, Plaza Mayor, the Royal Palace ...
E: And I was following in his footsteps, would you believe? Though I didn't know it at the time, of course.
I: What, everywhere?
S: Yep. About ten minutes behind me, she was.
I: Wow! What a coincidence.
E: Not really – I mean, it's the tourist thing, isn't it? Everyone does what the guidebook tells you to. Understandable, really, I suppose. And anyway, I had a marvellous time. It's a lovely city, Madrid.
S: Better if you can see it with someone, though.
A: Oh, did you miss her?
S: Well, yeah, you know, I mean, it's a bit boring walking all day round a city on your own.
T: So you didn't bump into each other? You didn't meet up at all?
S: Well, yeah, but only because we cheated.
A: How come?
E: We had a plan B in case we didn't find each other. We didn't want to go to Madrid and not have a romantic meal together, did we? Lovely, it was.
S: Yeah, lovely and expensive.
E: Ooh, you old misery guts.

2 3.3–3.6

- Ask students to read the statements for each extract first. Then play the recording again, pausing after each extract for the students to decide if the statements are true (T) or false (F). Students say why the false sentences are incorrect.

- 1 F ('... by the end of our day there I felt as if I knew the city really well.')
- 2 T
- 3 T
- 4 F ('I was a complete novice, you see – a real rookie.')
- 5 T
- 6 F ('some guy ... put me up for a couple of nights ... just like a hotel.')
- 7 T
- 8 T
- 9 F ('some of the buildings were in a terrible condition. But I mean you expect that in a city ... it all helped to give me a true flavour of the place ...')
- 10 F (**Emma:** ... if I'd gone where I thought Steve would go, I'd have headed straight for the district with all the bars.
Steve: No, and I figured that was what she'd think. So I went to all the main tourist sights instead.
Emma: And I was following in his footsteps ...)
- 11 T
- 12 F (They cheated and met up for a romantic meal.)

Language notes: listening

- A **rookie** or **novice** is someone who is inexperienced in what they are doing.
- If you are **cheesed off**, you are bored and annoyed.
- **Misery guts** is an expression used to refer to someone who is being miserable or negative.

Cultural notes: cities

- York is a historical city in north-eastern England, with Roman and Viking remains, and many medieval buildings.
- Vilnius is the capital city of Lithuania, one of the Baltic states in north-eastern Europe.

SPEECH FEATURE: vague language

1

- Remind students of the work they did on approximation in lesson 1B on page 8, which is another aspect of vague language.
- Ask students to complete the vague expressions in bold from extract 1 of the recording with the words in the box.
- Don't check the answers at this stage. This will be done in the next exercise.

1 kind	4 like; anything
2 everything; so	5 something
3 all	6 thing

2

- Students look at audioscript 3.3 on page 160 and check their answers to exercise 1.
- Then ask students to look at extracts 2 and 3 and underline further examples of vague language. Point out that they need to focus on words and expressions which show vagueness only, and tell them that most of the expressions are the same as the ones they have already seen in the first extract.

Extract 2:

It was a good conversation starter, helped break the ice and all that.

I mean, I met some nice people and practised my languages and everything.

Maybe they just thought you were a bit crazy or something.

And then after that bit of excitement – if you can call it that – I had to wait for about four hours outside this town called Bar-le-Duc, or something.

I could sort of come and go as I pleased.

Extract 3:

You know, all the bits of the city that are kind of off the main tourist routes. Everywhere there was loads of greenery, you know, trees and grass and stuff like that. I'd already seen it in the brochures and things.

There was always a park or a river or something.

I never got down or fed up or anything.

I'd been walking for something like six hours.

Language notes: vague language

- People often use this kind of language in spoken English. It may be because they are uncertain of what they are saying or because they don't think it is necessary to expand on what they are going to say with specific examples or detail. People also use vague expressions to give themselves a chance to think, especially if they are feeling nervous.
- **Like**, **sort of** and **kind of** are used to say 'not exactly'. **Something like** means 'approximately'.
- **Kind of** and **sort of** are often abbreviated to /'kʌndə/ and /'sɔ:(r)tə/ in speech.
- **I mean** is used to introduce an explanation or a correction of what you've just said.
- Vague language, in particular phrases such as **like** and **and stuff**, is also a feature of 'teen speak'.

3

- Groupwork. Allow students a few minutes to imagine a place where they had their experimental travel experience and what happened on the trip. They could make a few brief notes if they want. They then take it in turns to describe their experience in small groups, using some of the vague expressions from exercise 1. Encourage the students listening to ask questions and to show interest in the travel experience being described.

Extra task: travel stories

- You could extend this task. Divide the class into groups of four. Each group has to plan an experimental travel trip and write it down briefly. They then hand their 'plan' to another group. The groups must then imagine going on this trip. Tell them to close their eyes and think about the trip as if it happened. Tell them to think of something funny that happened, and something disastrous. Then mix the students so that they are in groups with people who have a different story to tell. The students tell each other their stories.

Methodology Builder (23)

Listening – features of native speaker speech (2): pronunciation

- As mentioned before, some listening material in this book contains fast, fluent, colloquial native speaker speech. This may cause some problems for your class, particularly if ‘vague language’ is involved, so it’s worth making sure that you are aware what some of the language problems might be.
- **Stress** Perhaps the key skill in following fast speech is to successfully catch the stressed syllables. Stressed syllables tend to keep their expected vowel pronunciation, whilst unstressed ones may sound weak, swallowed or get lost completely. When a speaker is talking fast, it may seem to the listener that it is only the stresses that are being pronounced; the listener then has to mentally reconstruct the missing parts of what was said.
- **Elision** The faster the speech delivery, the more likely a speaker is to drop sounds. These lost (or elided) sounds are often at the end of words.
- **Assimilation** This term refers to the way that sounds completely change in fast native speaker speech. Here are two well-known examples:
Handbag is typically pronounced as if it was spelt hambag.
Sandwich is typically pronounced as if it was spelt samwich.
- Here is one very short example of an extract of spoken English that illustrates all three of the features above: What are you going to do with that tray? might be pronounced in fast speech as: /wɒdʒə ɡəʊə du wiðə treɪ/. (There are, of course, many other ways of saying it.) Compare this with an ultra-careful, slow, word-by-word pronunciation of the same sentence: /wɒt ɑ:(r) ju: ɡəʊwɪŋ tə du: wið ðæt treɪ/.
- We can quickly notice weak form vowels (eg the /u:/ of you becomes /ə/ in fluent speech), elision (eg the /t/ in going to has been completely lost) and assimilation (eg /wɒt ɑ:(r) ju:/ becomes /wɒdʒə/).
- You may be wondering why these are listed as potential problems for listening rather than for speaking. In fact, it doesn’t matter very much if your students choose to use (or not to use) these features in their own speech – for while they could make a speaker sound more natural, they are by no means essential to meaningful communication. But when listening, if your students are expecting to hear /wɒt ɑ:(r) ju: ɡəʊwɪŋ tə du:/ but actually hear /wɒdʒə ɡəʊə du/, they may well have comprehension problems. Raising students’ awareness about what to expect when listening is actually the most important reason for studying such features of connected speech.

VOCABULARY: adjectives formed with particles

1

- Students complete the questions with the adjectives in the box.

1 uphill	6 sit-down
2 out-of-town	7 off-the-peg
3 out-of-the-way	8 online
4 indoor; outdoor	9 up to date
5 outspoken	10 comfortably off

2

- Pairwork. Students work on their own. They look back at the questions in exercise 1 and underline the alternative they think their partner is most likely to choose.

3

- Students tell their partner what choices they made for them in the sentences in exercise 2, and explain the reasons for their choices. Their partner then tells them if they were correct.

Language notes: adjectives formed with particles

- Some adjectives formed in this way are hyphenated; others are not. There are no rules about when to use a hyphen, although many adjectives formed from phrasal verbs tend to be hyphenated.
- The stress tends to be on the particle when it is a suffix, eg *fed up*, *head on*, etc.

IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher’s Resource Disc at the back of this book

Answer key

9 REVIEW

🔗 *Student's Book page 172*

1

1 D 2 C 3 D 4 B 5 A 6 C 7 B 8 B
9 A 10 D

2

1 struggle	6 critic
2 exhibits	7 place
3 meal	8 superstore
4 traffic	9 suit
5 collision	10 activities

3

1 d - down	5 e - up
2 h - up	6 c - out
3 a - into	7 g - out
4 f - on	8 b - through

4

Suggested answers:

- 1 had they had / enjoyed
- 2 will I lend her
- 3 when he got / arrived / left
- 4 have I cleaned / do I clean
- 5 should you leave
- 6 does he look like
- 7 did she thank me / has she thanked me
- 8 do I get / have / have I had

5

Students' own answers