

# Unit 4 Away from Home

<b>WARM-UP</b>	Students frame their ideas about where they like to stay on vacation and what hotel amenities they like, and read an illustrated conversation modeling a discussion of the advantages and disadvantages of vacation accommodations.	
<b>LESSON 1</b> Leave and take telephone messages	<b>Vocabulary</b>	Telephone messages
	<b>Grammar</b>	The future with <i>will</i>
	<b>Pronunciation</b>	Contractions of subject pronouns with <i>will</i>
<b>LESSON 2</b> Check in to and out of a hotel	<b>Vocabulary</b>	Kinds of hotel rooms and beds
	<b>Grammar</b>	The real conditional
<b>LESSON 3</b> Request services in a hotel	<b>Vocabulary</b>	Ways to request services in a hotel
	<b>Listening skills</b>	Listen to confirm content; Listen for details; Listen to summarize
<b>LESSON 4</b> Choose vacation accommodations	<b>Reading skills</b>	Identify supporting details; Make personal connections
	<b>Writing</b>	Write a review of one kind of accommodation
<b>INTERACTIVE COOL DOWN</b>	Tic-tac-toe: What will they do?	



Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

## Warm-Up

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question: *When you've traveled, which kinds of accommodations have you stayed in?* Have Ss look at the photos. Point to the man on the bottom right and read his statement aloud as a model for Ss.
- Play the audio. Have Ss listen and repeat. Ask, *What does short-term mean?* (for a small amount of time)
- Say, *Raise your hand when you hear a kind of accommodation where you have stayed.* Read the places.
- Ask Ss if they know of any other types of accommodations.

**LANGUAGE AND CULTURE** Many smaller hotels in the U.S. are referred to as *motels*. The main difference between a hotel and a motel is that motels are usually one- or two-story buildings where guests can park just outside their rooms instead of in a parking garage.

**EXTENSION** (+5 minutes) Have Ss consider who might stay in each of these accommodations. Write the five types on the board. Ask, *Who stays in each kind of accommodation?* Model the activity by writing in a possible answer for *youth hostel*. (Possible answers: a youth hostel: a student; a campground: a family with young kids or a group of teenagers; a hotel: someone traveling for business; a bed and breakfast: someone traveling alone; a short-term vacation rental: families or large groups)

# Away from Home

## Warm-Up

When you've traveled, which kinds of accommodations have you stayed in?

**PRONUNCIATION** | Listen and repeat.

a hotel



a youth hostel



a short-term vacation rental



a bed and breakfast



a campground



I once stayed in a big fancy hotel. It was awesome.



UNIT 4  
COMMUNICATION  
GOALS

**Lesson 1**  
Leave and take  
telephone messages

**Lesson 2**  
Check in to and  
out of a hotel

**Lesson 3**  
Request services  
in a hotel

**Lesson 4**  
Choose vacation  
accommodations



## Topic Warm-Up

### A HOTEL FACILITIES AND AMENITIES | Take the survey.

Rate the following hotel facilities and amenities in order of importance to you, with 1 being essential, 2 being desirable, and 3 being unnecessary.

#### Facilities



#### Amenities



skirt hangers

1 2 3



a hair dryer

1 2 3



an iron and ironing board

1 2 3

### B VOCABULARY | Facilities and amenities | Listen and repeat.

### C PAIR WORK | Talk about a time you stayed in a hotel or other accommodation. Tell your partner about the facilities and amenities there.

I stayed in a hotel with my parents and my two brothers. We needed lots of extra towels and hangers!



## Topic Warm-Up

### A HOTEL FACILITIES AND AMENITIES

Suggested time: 10–15 minutes | Your time:

- Ask, *Has anyone here ever stayed in a hotel? Who stays in hotels often? How often?*
- Give Ss a few minutes to look at the survey. Have them look at the photos and read the captions. Say, *The word facilities means the rooms and equipment a hotel has, like a business center or sauna. Amenities are the things that make a place comfortable to stay in, like extra towels or a minibar.*
- Read each vocabulary item.
- Check that Ss understand that a concierge is someone in a hotel whose job is to help guests by telling them about places to visit, restaurants to eat in, and so on.
- Read the directions at the top of the survey. Ask, *What does essential mean? (absolutely necessary) What does desirable mean? (You would like to have it.)*
- Have Ss circle 1, 2, or 3 to rate how important each thing is to them. Say, *There are no right or wrong answers. This is your opinion.*
- Review the survey responses. Read each type of facility and amenity and ask, *Who thinks this is essential? Why?*

**EXTENSION** (+5 minutes) Write on the board: *Facilities* and *Amenities*. Have Ss suggest any facilities or amenities that aren't listed that they would like to have in a hotel.

**CHALLENGE** (+5 minutes) In small groups, have Ss brainstorm ideas about their perfect hotel. Say, *Imagine that you have created the perfect hotel. Say where it is, and what facilities and amenities it offers.*

### B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.

### C PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to talk about where they stayed. Encourage Ss to talk about the experience and say as much as they can.
- Model the activity by reading the woman's statement aloud.



Remind Ss of additional vocabulary practice in their digital resources.

## Language Warm-Up

### A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures*. Ask:  
*Where are these people?* (They're at home.)  
*What are they doing?* (talking about some information on the computer)  
*What do you think is their relationship?* (a husband and wife)
- Point to the information about accents on the upper right. Ask, *Which people in the conversation have an American accent?* (Paula and Brad)
- After Ss read and listen to the conversation, check comprehension. Ask:  
*What are they talking about?* (where to stay on vacation)  
*Do they like everything about the short-term rental that they are looking at?* (no)  
*What are they going to do?* (look for other places)

#### LANGUAGE AND CULTURE

- A bed and breakfast establishment is usually referred to as a *bed and breakfast* or a *B&B*. A bed and breakfast is different from a short-term rental, as several different guests stay in a B&B at the same time, and breakfast is served.
- Airbnb and other online short-term vacation rental brokers are a source, not owners, of properties being rented. Short-term vacation rentals are rooms in an owner's house or apartment, an entire apartment, or a house. In some cases, the owners live in the property with renters. Rentals don't provide breakfast or other meals.
- *Make a reservation* is used both for booking a hotel room in advance and for reserving a table in a restaurant.

### B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined phrases in Exercise A aloud and have Ss repeat. Have Ss work in pairs to circle the correct meaning for each phrase.
- Review answers with the class.

### C THINK AND EXPLAIN

Suggested time: 5–10 minutes | Your time:

- Ss work in pairs to discuss the meanings.
- Review the answers with the class. Ask, *Do you like making small talk with new people? Why or why not?*
- Ask, *What other words mean the same as upsides and downsides?* (advantages and disadvantages)

### SPEAKING | PAIR WORK


Suggested time: 5–10 minutes | Your time:

- Read the conversation with a higher-level S. Say, *If you start a sentence with Personally, you're stressing that this is your personal opinion. You don't think everyone shares your opinion.*
- Have Ss work in pairs to discuss which of the accommodations on page 37 they prefer. They should explain their reasons, using the vocabulary from the survey where relevant.

**OPTION** (+5 minutes) Have pairs also discuss their least favorite types of accommodation.

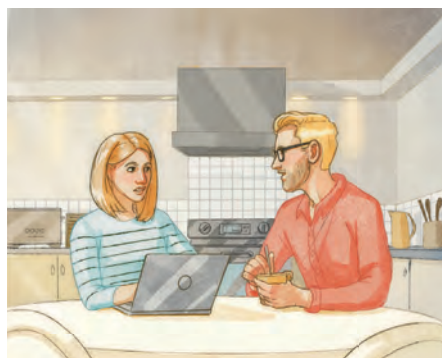
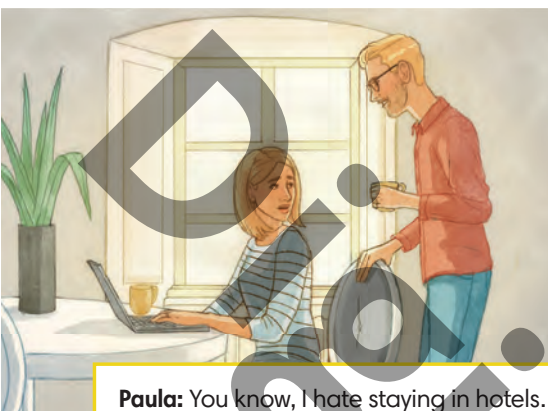


## Language Warm-Up

- A**  **ZOOM-IN** | Read and listen to a conversation about planning a vacation. Notice the featured words and phrases.

### UNDERSTAND A VARIETY OF ACCENTS

**Paula** = American English (regional)  
**Brad** = American English (standard)



**Paula:** You know, I hate staying in hotels. Every time you want something to eat you have to call room service.

**Brad:** I'm with you. And it costs an arm and a leg.

**Paula:** So why don't we look for a bed and breakfast, or maybe one of those short-term vacation rentals?

**Brad:** Great idea. That would be more like home. Which do you prefer?

**Paula:** Not sure. B&B's have their upsides and downsides.

**Brad:** Like what?

**Paula:** Well, for example, breakfast is included, but you have to make small talk with the other guests. I'm not unfriendly, but I don't want to talk to strangers first thing in the morning.

**Brad:** Me neither. I like my privacy.

**Paula:** So maybe the rental is the way to go?

**Paula:** Here . . . this one's nice. Lots of four-star reviews. Non-smoking. Should we make a reservation?

**Brad:** Uh-oh! Look at the fine print: If you want to do laundry, you have to ask permission. And there's a fee for cleaning! We shouldn't have to pay for that.

**Paula:** Good point, but it's right in the restaurant district.

**Brad:** True, but it's got a lot of downsides. Let's look for something else, OK?

- B** **UNDERSTAND FROM CONTEXT** | Look at the featured words and phrases in Zoom-In. Circle the correct answer.

- When Brad says "I'm with you," what does he mean?  
☒ a He agrees. ☐ b He wants to travel with her.
- When Brad says that room service "costs an arm and a leg," what does he mean?  
☐ a He doesn't like calling for things. ☒ b It's very expensive.
- When Brad says, "Look at the fine print," what does he mean?  
☒ a You should read it carefully. ☐ b It looks good.
- When Brad says there's "a fee" for cleaning, what does he mean?  
☒ a Guests have to pay for cleaning. ☐ b Guests have to clean the house or apartment.

- C** **THINK AND EXPLAIN** | Look at the featured words and phrases again. With a partner, explain what each person means.

- Paula: "... you have to make small talk with the other guests."
- Brad: "I like my privacy."

- Paula: "Good point."
- Brad: "It's got a lot of downsides."

### Answers for Exercise C

Answers will vary. Possible answers include:

### SPEAKING

**PAIR WORK** | Which kind of the accommodations in Warm-Up on page 37 do you prefer? Use the Vocabulary from the survey on page 38.



I prefer large hotels. They usually have a fitness center, and that's important to me.

Personally, I prefer youth hostels. I like to meet people my age.



- You have to talk about unimportant topics with people you don't know.
- Brad doesn't like talking about himself to people he doesn't know.
- Paula agrees with something Brad says.
- It's got a lot of disadvantages.


**A** VOCABULARY | Telephone messages | Read and listen. Then listen again and repeat.

<b>an answering machine</b>	a device that automatically answers a phone call and records a caller's message when a person doesn't answer the phone.
<b>a greeting</b>	a recorded voice that responds and asks a caller to call back or leave a message.
<b>a voicemail</b>	an audio message that a caller leaves when no one answers the phone.
<b>an answering service</b>	a service that answers people's phones and takes and delivers messages to them.
<b>an operator</b>	a person who provides telephone assistance to people who call companies, hotels, or other businesses.

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to the phone calls. Complete the statements with words or phrases from the Vocabulary.

- This is ..... *a (recorded) greeting* ..... on ..... *an answering machine* .....
- The speaker works for ..... *an answering service* .....
- The person who answered the phone is ..... *an operator* .....
- This is ..... *a voicemail* .....

Please tell Tom I'll call back in fifteen minutes.



COACH

**C** GRAMMAR | The future with **will**

You can use the modal **will** or **won't** + a base form to talk about the future. Remember: Modals don't use **-s** in the third-person form.

**Affirmative statements**

She'll **call** back tomorrow.

**Negative statements**

We **won't be** at the meeting this afternoon.

**Questions**

**Will** you **meet** us at the coffee shop? (Yes, we will. / No, we won't.)

**Will** he **go swimming** when he arrives? (Yes, he will. / No he won't.)

When **will** the pool **open**? (In a few minutes.)

Where **will** you **go** this afternoon? (I'm not sure.)

Which hotel **will** they **be** in? (The Barton, I think.)

Who **will** Bella **call** when she gets here? (Her parents.)

BUT Who **will call** her parents? (Bella will.)

**Contractions**

'll = will

won't = will not

**Be careful!** Use full forms, not contractions, in affirmative short answers. Yes, I will. NOT Yes, I'll.

**Other ways to express the future (review)**

They're **meeting** at noon. (present continuous)

I'm **going to call** again at 2:00. (be going to)

Our flight **leaves** in an hour. (simple present tense)

The meeting **is** at 4:00. (present form of verb **be**)

**GRAMMAR EXPANDER** p. 130

- Will and **be going to**
- Other uses of **will**
- Can, should, and **have to**: future meaning

**D** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

**E** GRAMMAR PRACTICE | Complete the statements and questions in the messages, using **will** or **won't**. Use contractions when possible.

- Message for Ms. Heller: Your husband's flight is delayed. .... *He won't arrive* ..... from the airport before 6:00. *he / not arrive*
- Message from Jan Lang: .... *The conference call will start* ..... at 3:00 tomorrow Berlin time. *the conference call / start*
- Message for David West: The game started late. .... *Your children won't be* ..... home until after 5:00. *your children / not be*
- Message from Mr. Gibbs: .... *Will I have to* ..... come into the office early tomorrow? *I / have to*
- Message from Ava Reed: .... *Who will drive* ..... us to the airport after the meeting? *who / drive*
- Message for Ms. Tate: Marie Sills called. .... *She'll call back* ..... this evening at 7:00. *she / call back*
- Message for John Anders: .... *Where will you meet* ..... us tomorrow morning? *where / you / meet*

# LESSON 1 Leave and take telephone messages

## A VOCABULARY

Suggested time: 3–5 minutes | Your time:

- Read the lesson title. Make sure Ss understand that *leave a telephone message* means to give someone information or to request someone to call you back. Explain that *take a telephone message* means to write down the message that someone else is leaving.
- Have Ss look at the words and read the definitions individually. Ask, *What does device mean?* (a machine that you use for doing a special job)
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.

**LANGUAGE AND CULTURE** Voicemail is the service; a voicemail is a common short form of a voicemail message.

## B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and complete the statements.
- Play the audio again if appropriate.
- Have Ss check their answers in pairs. Then bring the class together and provide feedback as needed. Be sure Ss write the correct indefinite articles in their answers.

## C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the woman on the right. Read her statement aloud.
- Read the rule in the grammar chart. Remind Ss what a modal is—it's an auxiliary (or 'helping') verb that adds meaning to the main (base form) verb. *Will* + the base form of a verb expresses a future action. Modals are followed by base forms, not infinitives or present participles. Other modals Ss have learned are *can*, *should*, and *could*.
- Write the examples of affirmative statements and negative statements from the chart on the board. Circle *She'll call* and *We won't be*. Emphasize that *will* / *won't* are used with the base form of the verb.
- Read the information in the **Contractions** note.
- Read the example questions and short answers. Point out the placement of *will* and the base form in each question. Also point out that in the short answers, *will* appears without the base form.

- Direct Ss' attention to the **Be careful!** note. In affirmative short answers, *will* is not contracted, but in negative short answers, it is. For example:  
A: *Will you be at the party tomorrow?*  
B: *Yes, I will. / No, I won't.*
- Have Ss look at the last two questions in the chart. As a review of basic word order in questions with *who*, ask Ss to notice the different word order of questions with *who* when *who* is the subject versus when *who* is the object. In the first question, *who* is the object—the receiver of the action of the verb phrase *will (Bella) call*; in the second question, *who* is the subject—the performer of the action of the verb phrase *will call*.
- Read the **Other ways to express the future (review)** note. Point out the future times (*in an hour*, *at 4:00*) used with the simple present tense (*leaves*, *is*). Tell Ss the simple present tense is often used for the future when discussing schedules or timetables, as in these examples.

**GRAMMAR EXPANDER** (optional, page T130)

## D PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around to monitor pronunciation as Ss listen and repeat.

## E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item with the class. Write the cues on the board: *he / not arrive*. Ask, *What will the verb in the future be?* (*won't arrive*)
- Have Ss do the exercise in pairs.
- Then bring the class together and check answers.

### LANGUAGE NOTES

- *Can't* and *won't be able to* are often used to soften refusals that would sound harsh if stated directly, for example: *I can't / won't be able to meet you for lunch*. This sounds much more polite than *I won't meet you for lunch* or *I'm not going to meet you for lunch*.
- Although grammar books often provide clear usage distinctions between the forms with future meaning, these distinctions are rarely observed in practice. In spoken English, the form that is used often depends on the formality of the conversation.



## F LISTEN FOR DETAILS

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the message slips. Tell Ss they will listen to four messages.
- Have Ss listen and complete the message slips. Play the audio again if appropriate.
- Have Ss check their answers in pairs.
- Review the answers as a class.

## G PRONUNCIATION

Suggested time: 3–5 minutes | Your time:

- Have Ss notice the contractions as they listen.
- Remind Ss about the meaning of *syllable*. If they don't remember, clap or tap out the syllables in several words. For example, say, *Listen: Mess-age*. Clap twice, once for each syllable. Ask, *How many syllables are there in the word message?* (two)
- Play the audio again for Ss to listen and repeat.

## H ACTIVATE PRONUNCIATION

Suggested time: 3–5 minutes | Your time:

- In pairs, Ss take turns reading the messages aloud.
- Monitor. Make sure Ss are pronouncing each subject pronoun + 'll as one syllable.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- ▶ Soften a disappointing response with *I'm sorry*
- ▶ Say *Is that all?* to express willingness to do more

- Ask, *What are the people in the pictures doing?* (talking to each other on the phone)
- Have Ss read and listen to the conversation. To check understanding, ask:  
*What is the name of the caller?* (Chris Oliver)  
*Who is she calling?* (Jack Bates)  
*Where is she calling him?* (at his hotel)  
*What message does she leave for him?* (She'll meet him at the Clancy Hotel at 6:00 in the evening.)
- Make sure Ss understand how Speaker A uses *will* to talk about a time in the future. Ask, *Is this conversation before 6:00 or at 6:00?* (before 6:00)
- Call Ss' attention to the **Social language** box and Speaker B's last turn. Tell Ss that you can also say *Is there anything else?* to say *Is that all?*


## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss use rising intonation for each question. Listen for emphasis on *Jack Bates* and *Chris Oliver*.
- Explain that rising intonation is especially important with *Is that all?* If the intonation is flat or goes downward, the question can sound rude.
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss role-play the conversation. One S leaves a message and the other writes the message. Then have Ss check with their partners to make sure they heard the message correctly.
- Use the ideas in the **Keep Talking!** box and video  to support Ss as they extend the conversation.
- In Ss' role play, it's not essential for Speaker A to call a hotel. It could be an office, or other business where someone (Speaker B) would answer phones and take messages.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:


- Have Ss practice the conversation with other partners. Have them switch roles again as well.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ saying *I'm sorry* before giving a disappointing response
- ✓ taking accurate notes about the messages
- ✓ using the future with *will*

**OPTION** For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking. (see Teacher Resources in the Pearson English Portal).

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *You have reached the voicemail for Ocean View Restaurant. We are unable to take your call right now. Please leave a message. Say, You want to make a reservation. Write two sentences leaving a detailed message for the restaurant.* Collect answers as Ss leave. Read the answers to identify areas for review.

-  Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

- F** **LISTEN FOR DETAILS** | Listen to the phone messages. Then listen again and complete the message slip, according to the information you hear. Use the future with will in each message.

1

WHILE YOU WERE OUT ...	
FOR: <u>Dan Raines</u>	
FROM	<input type="checkbox"/> Mr. <input checked="" type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Dr. <u>Martin Hall</u>
<input type="checkbox"/> Please call <input type="checkbox"/> Will call again <input checked="" type="checkbox"/> Wants to see you <input type="checkbox"/> Returned your call	
MESSAGE: <u>He'll be at the reception at 7:00, and he'll see you there.</u>	

2

WHILE YOU WERE OUT ...	
FOR: <u>Ben Young</u>	
FROM	<input type="checkbox"/> Mr. <input checked="" type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Dr. <u>Victoria Kinsley</u>
<input checked="" type="checkbox"/> Please call <input type="checkbox"/> Will call again <input type="checkbox"/> Wants to see you <input type="checkbox"/> Returned your call	
MESSAGE: <u>She'll be at 555-0877 until 5:00.</u>	

3

WHILE YOU WERE OUT ...	
FOR: <u>Lauren Coates</u>	
FROM	<input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input checked="" type="checkbox"/> Dr. <u>Jeff Maas</u>
<input checked="" type="checkbox"/> Please call <input type="checkbox"/> Will call again <input type="checkbox"/> Wants to see you <input type="checkbox"/> Returned your call	
MESSAGE: <u>He'll be at the Atlantic Hotel for the next two days.</u>	

4

WHILE YOU WERE OUT ...	
FOR: <u>Dr. Linden</u>	
FROM	<input type="checkbox"/> Mr. <input checked="" type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Dr. <u>Jane Norton</u>
<input type="checkbox"/> Please call <input checked="" type="checkbox"/> Will call again <input type="checkbox"/> Wants to see you <input type="checkbox"/> Returned your call	
MESSAGE: <u>Jane Norton called and will call you again next week.</u>	



- G** **PRONUNCIATION** | Contractions of subject pronouns with will | Read and listen. Notice how each contraction is one syllable. Then listen again and repeat.

- 1 I'll call back later.      3 He'll bring his laptop.      5 You'll have to leave at 6:30.  
2 She'll be at the Frank Hotel.      4 We'll need a taxi.      6 They'll meet you in an hour.

- H** **ACTIVATE PRONUNCIATION** | With a partner, take turns reading each message from Exercise F aloud, using correct pronunciation.



## COMMUNICATION ACTIVATOR

Now let's leave and take telephone messages.

- A** **CONVERSATION MODEL** | Read and listen.

- A: Hello? I'd like to speak to Jack Bates.  
B: I'll ring that room for you. . . . I'm sorry. He's not answering. Would you like to leave a message?  
A: Yes. Please tell him that Chris Oliver called.  
B: Could you spell your last name for me?  
A: Sure. It's O-L-I-V-E-R. Oh. And please tell him that I'll meet him at the Clancy Hotel at 6:00 this evening.  
B: Is that all?  
A: Yes, thanks.

**Social language**  
Say "Is that all?" to express willingness to do more.



- B** **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

- C** **CONVERSATION PAIR WORK** | Role-play the conversation, using your own ideas. Your partner writes the message. Then change roles.

- A: Hello? I'd like to speak to .....  
B: I'll ..... I'm sorry. ....  
Would you like to leave a message?  
A: Yes. Please tell ..... that ..... called.  
B: Could you spell your last name for me?  
A: Sure. It's ..... And please tell ..... that .....  
B: Is that all?  
A: .....!

### KEEP TALKING! ●●●

- Leave another message.
- Confirm that you've understood the message correctly. Could you please repeat that?
- Ask for more information.

Watch the video for ideas!

- D** **CHANGE PARTNERS** | Role-play the conversation again. Leave other messages.



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 4

41



**A** **VOCABULARY** | Kinds of hotel rooms and beds | Read and listen. Then listen again and repeat.



a double room



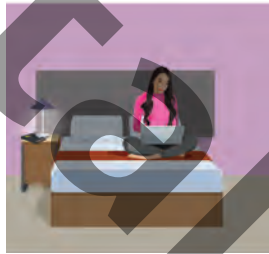
a single room



a suite



a twin bed



a queen-size bed



a king-size bed



a rollaway bed

**B** **PAIR WORK** | Talk about what kind of room and what kind of bed is best for a traveler who's traveling alone? For a family on vacation?



COACH

**C** **GRAMMAR** | The real conditional

Conditional sentences express the results of actions or conditions. They have an **if** clause and a result clause.

**If clause (the condition)**

If the business center is still open,

**result clause (the result)**

I'll print the programs for the meeting.

Real conditional sentences express factual or future results. When the result is in the future, use **will** in the result clause.

**Factual result = Use present in both clauses**

If you **reserve** a suite, you **get** a living room.

If a hotel **doesn't have** a room, I always **call** a bed and breakfast to see if they have one.

**Future result = Use will in the result clause**

If he **calls** her before noon, she'll still **be** home.

If the Atlantic Hotel **doesn't have** a room, I'll **call** the Pacific to see if they have one.

### Questions

Where **will** you **stay** if they **don't have** a room for tonight?

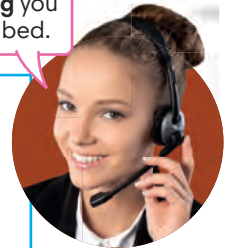
If there's no coffee shop at the hotel, where **will** we **have** breakfast?

**In conditional sentences, the clauses can be reversed with no change in meaning. In writing, use a comma when the if clause comes first.**

If the restaurant is still open, I'll have dinner in the hotel.

I'll have dinner in the hotel if the restaurant is still open.

If you **call** Housekeeping, they'll **bring** you a rollaway bed.



**Be careful!** Never use will in the if clause.

If you check your voicemail, you'll hear the message.

NOT If you **will check** your voicemail, you'll hear the message.

**GRAMMAR EXPANDER** p. 131

The real conditional (present and future): usage and common errors



## LESSON 2 Check in to and out of a hotel

### A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and read the captions individually.
- Play the audio and have Ss read and listen. Have Ss listen again and repeat. Ask:  
*How many beds are in a single room? (one) In a double room? (two)*  
*When is a suite a good choice? (when the hotel guest needs a meeting room; when the hotel guest wants to work)*  
*What type of room do you prefer in a hotel?*  
*Which is bigger, a twin bed or a queen-size bed? (a queen-size bed)*  
*Which is smaller, a king-size bed or a rollaway bed? (a rollaway bed)*

#### LANGUAGE AND CULTURE

- A *single room* can also be called a *single*, and a *double room* can be called a *double*. Beds can also be called a *twin* (the same as a single bed), a *queen*, a *king*, and a *rollaway*. A *full-size* or *double bed* is larger than a twin and smaller than a queen.
- A *suite* is a group of rooms that connect together.
- A *rollaway bed* is a folding bed on wheels that can be rolled into and out of a room to provide an extra bed.

### B PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs.
- Review Ss' ideas with the class.

**EXTENSION** (+10 minutes) On the board, write the following list of possible hotel guests. Have Ss work in pairs to decide the best kind of hotel room and bed for these guests, using the pictures to help them. Then have Ss form groups of four and have them share their ideas.

*Possible hotel guests*

1. a student
2. a family of five (parents and three small children)
3. a husband and wife
4. two friends
5. two co-workers

### C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the woman. Read her statement aloud.
- Read the first rule and example in the grammar chart. Write the example on the board. Explain that the *if* clause gives information about an action or condition: *If the business center is still open.* The result clause gives information about what will happen as a result of the action or condition: *I'll print the programs for the meeting.*
- Read through the real conditional rules and examples. Make sure that Ss understand that the present tense is used in both clauses for factual results (something that is always or generally true), but the future tense with *will* is used in the result clause for future results. Write these examples on the board and ask Ss to tell you which tense to use in each:  
*FACTUAL RESULT: If students have a test, they \_\_\_\_ (study) a lot. (study)*  
*FUTURE RESULT: If I have a test tomorrow, I \_\_\_\_ (study) a lot. (will study)*
- Read the examples of questions. Tell Ss that they are all questions about future results. Point out that in the questions the word order stays the same in the *if* clause (*if they don't have a room*), but in the result clause, *will* comes before the subject (*Where will you stay...?*)
- Direct Ss' attention to the examples in the **Be careful!** note. To test understanding of the rule, write the following examples on the board:  
1. *If we will miss the bus, we will take a taxi.*  
2. *If we miss the bus, we will take a taxi.*  
Ask, *Which sentence is correct? (the second one)*  
Cross out *will* in sentence 1.
- Read the remaining rules about reversing clauses and adding commas.

**LANGUAGE NOTE** Other future forms can be used in the result clause. But they should never be used in the *if* clause. For example:

*If you call me too late, I'm not going to answer the phone.*

*If it rains, I'm not going.*

*If they change the schedule, the plane leaves after midnight.*

**GRAMMAR EXPANDER** (optional, page T131)

## D UNDERSTAND AND PRACTICE THE GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Do the first item as a class. Ask, *Which part of the sentence is the result clause?* (the second part) Write the cues on the board: *she / get; she / be*. Elicit the answer from a higher-level S. Ask, *Is the sentence expressing a fact or a future result?* (a future result)
- Have Ss complete the exercise in pairs. Go over the answers as a class.

## Communication Activator

### A |||| CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- ▶ Say *Here you go* as you hand someone something they've requested
- ▶ Say *By the way* to introduce a new thought

- Ask, *What do you see in the picture?* (a woman giving someone her credit card)
- Have Ss read and listen to the two conversations. Check comprehension by asking:  
*In the first conversation, what is the guest doing?* (She's checking in to a hotel.)  
*Does she have a reservation?* (yes, for a double room)  
*What does the hotel clerk ask for?* (her credit card)  
*In the second conversation, did the person who is checking out have anything from the minibar?* (Yes, she had a bottle of water.)  
*Where does she need to go?* (to the airport)
- Call Ss' attention to the **Social language** box and read the sentence. Tell Ss that *By the way* is used in both formal and informal conversations.
- Write on the board: *The name's Arnold*. Ask Ss to explain it or to suggest other ways of saying it. (My name is Arnold. OR The reservation is under the name Arnold.)

#### LANGUAGE AND CULTURE

- *Check out* means to pay the bill and leave a hotel. It is the opposite of *check in*.
- The *minibar* contains items such as water, alcohol, candy, and peanuts. These items cost extra.
- An *airport shuttle* is a small bus that picks up or drops off hotel guests at the airport.


## B |||| PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Play the audio. Have Ss listen and repeat each line. Make sure Ss say *By the way* without pausing between words.
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Refer Ss to the vocabulary on page 42 and the items in the **Ideas** box. Tell Ss to do each role play twice so they play both Speakers A and B.
- Use the ideas in the **Keep Talking!** box and video  to support Ss as they extend the conversation. Tell Ss to check off each sentence as they use it.

## D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary to say what kind of room they want
- ✓ using tenses correctly
- ✓ saying *Here you go* when giving a credit card to the clerk
- ✓ saying *By the way* to introduce a new thought

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Say, *Imagine I am a hotel clerk and you are a guest who is checking out*. Write the following questions on the board: *How was your stay? How will you be paying? Do you need transportation?* Collect answers as Ss leave. Read the answers to identify areas for review or extra practice.

- ✶ Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

**D UNDERSTAND AND PRACTICE THE GRAMMAR** | Complete with the real conditional. Then write **factual** if the sentence expresses a fact. Write **future** if it expresses a future result.

- future** 1 If *she gets* (she / get) a suite on her next cruise, *she'll be* (she / be) more comfortable.
- factual** 2 The hotel's policy has always been that if *guests want* (guests / want) a double room, *have to* (they / have to) request one when they make the reservation.
- future** 3 *Will someone give* (someone / give) me a hand at the airport if *I need* (I / need) help with my luggage? *they will bring /*
- future** 4 If *you request* (you / request) a rollaway bed right now, *they'll bring* (they / bring) one to your room.
- factual** 5 If *they don't have* (they / not have) a king-size bed, *they always give* (they / always give) you two queens.



**COMMUNICATION ACTIVATOR**

Now let's check in to and out of a hotel.

**A CONVERSATION MODEL** | Read and listen.

**Checking in**

A: Hello! I'm checking in. The name's Arnold.

B: Do you have a reservation?

A: Yes. For a double room with two queen-size beds.

B: Oh, yes. Here it is. May I have your credit card?

A: Here you go.

**Checking out**

A: Hello. I'm checking out of room 211. Here's the key.

B: Thank you. Did you have anything from the minibar?

A: Yes, I did. A bottle of water.

B: OK. I'll add that to your bill. Would you like to put this on your credit card?

A: Yes, please. Here you go. *By the way*, I need to go to the airport.

B: No problem. If you step outside, you can get the airport shuttle.

**Social language**  
Say "By the way" to introduce a new thought.

**B PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

**C CONVERSATION PAIR WORK** | Role-play checking in to and out of a hotel. Then change roles.

**Checking in**

A: ..... I'm checking in. The name's .....

B: Do you have a reservation?

A: Yes. For a .....

B: Oh, yes. Here it is. May I have your credit card?

A: ...

**Checking out**

A: ..... I'm checking out of room ..... Here's the key.

B: Thank you. Did you have anything from the minibar yesterday?

A: .....

B: ..... Would you like to put this on your credit card?

A: Yes, please. By the way, I need .....

**Ideas**

the airport shuttle  
a taxi  
the subway  
a city bus

**KEEP TALKING!**

**Guest:**

**Ask about services and amenities.**

Is the business center open?

**Report a problem.**

Actually, my TV wasn't working.

**Ask about transportation.**

Is there [a bus stop] near here?

**Ask for directions to places near the hotel.**

How do I get to [the National Museum]?

**Clerk:**

**Ask the guest about her or his stay.**

How was your [stay / room]?

**Give directions and other information.**

Turn left at the corner and walk two blocks.

Watch the video for ideas!

**D CHANGE PARTNERS** | Role-play checking in to and out of a hotel again.



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 4

43





## Request services in a hotel

- A** **VOCABULARY** | Ways to request services in a hotel | Read and listen. Then listen again and repeat.



I'd like to order room service, please.



I'd like a wake-up call, please.



Could someone please make up the room?



Could someone please take away the dishes?



Could someone please pick up the laundry?



Could we get some extra [pillows / towels / hangers]?

- B** **ACTIVATE VOCABULARY** | With a partner, take turns reading each situation and requesting the service you need. See page T44 for answers.

**Situation 1:** It's 4:00 and your room is a mess.

YOU .....

**Situation 2:** It's noon and your breakfast dishes are on the floor outside your room.

YOU .....

**Situation 3:** You have a lot of dirty clothes.

YOU .....

**Situation 4:** It's midnight and you have an early meeting. You're afraid your alarm won't work.

YOU .....

**Situation 5:** You and your husband have both taken showers, but now your children want baths.

YOU .....

**Situation 6:** It's 9:00 P.M. and you're hungry, but you don't want to go out.

YOU .....

- C** **LISTEN TO CONFIRM CONTENT** | Listen to each conversation. Write I (true), F (false), or NI (no information).
- ..... F 1 Ms. Matthews can't remember the code to open the safe.
  - ..... NI 2 The electrician fixes the air conditioner.
  - ..... F 3 The man gives the woman extra towels.
  - ..... T 4 It's not necessary to iron the clothes.
  - ..... NI 5 The guest finds something she likes on the menu.

- D** **LISTEN FOR DETAILS** | Listen again and circle the correct answer to complete each statement.

- 1 The guest is complaining about her (safe / laptop).
- 2 The (air conditioner / minibar) in the room is making a weird sound.
- 3 The guest needs (a wake-up call / extra glasses).
- 4 The guest wants (laundry / room) service.
- 5 The guest would like (room service / a wake-up call).

## LESSON 3 Request services in a hotel

### A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and read the sentences individually.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.
- Ask, *What two ways do all these requests begin?* (I'd like; Could) Explain that these are polite ways to make a request.

**OPTION** (+5 minutes) As a class, define the meaning of the phrases presented in the pictures: *room service, wake-up call, make up the room, take away the dishes, pick up the laundry, get some extra [pillows]*.

### B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read the situations individually. Answer any vocabulary questions.
- Tell Ss the six situations match the six ways to request services in Exercise A. Do the first item with the class. Say, *How will you start the request?* (Could / I'd like)
- Elicit possible answers. (Could someone please make up the room? / I'd like someone to make up my room, please.)
- Have Ss work in pairs to complete the exercise.
- Walk around and help as needed.
- Review with the class, eliciting an answer for each request.

**EXTENSION** (+5 minutes) Have Ss come up with other services that a hotel guest can request. Write Ss' ideas on the board for later use.

#### Answers for Exercise B

*Answers will vary. Possible answers include:*

1. *Could someone please make up the room?*
2. *Could someone please take away the dishes?*
3. *Could someone please pick up my laundry?*
4. *I'd like a wake-up call, please.*
5. *Could we get some extra towels?*
6. *I'd like to order room service, please.*

### C LISTEN TO CONFIRM CONTENT

Suggested time: 10–15 minutes | Your time:

- Say, *We will listen to five conversations. Conversations 1, 2, 4, and 5 are phone conversations. Conversation 3 takes place at the door of a hotel room.*
- Play the first conversation. Then stop the audio and ask, *What is the answer: true, false, or no information? (false) Why?* (She remembers the code, but the safe won't open.)
- Play the audio again from the beginning. Pause after each conversation to let Ss write their answer.
- Review the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

#### LANGUAGE AND CULTURE

- The *front desk* at a hotel or similar business is the place you stop first to check in when you arrive. This is also where you go to check out. It is also called *reception*. At larger hotels, they also have a concierge at the front desk (see the vocabulary on page 38). The front desk can often offer personal care items guests may have forgotten to bring, such as toothbrushes, razors, and combs.
- The *housekeeping* department in a hotel is responsible for cleaning, basic room and public space maintenance, laundry services, linen and toiletry replacements, and so on.

### D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss skim the word choices in each item. Tell them to guess the answers based on their previous listening.
- Play the audio and have Ss listen and circle the correct answer.
- Review the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

## E LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

- Have Ss write a sentence about each person to summarize their problem(s). Play the audio again if appropriate.
- In pairs, Ss compare their summaries of each situation. If pairs disagree, tell them to give their reasons.
- Review answers with the class. Call on volunteers to read their answers. Replay sections of the conversations if appropriate.

## Communication Activator

### A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Ask, *What are the pictures on the left?* (the problems in Room 406) Ask, *What are the pictures on the right?* (the problems in Room 407)
- Have Ss read the example sentence in the box on the upper right. Remind Ss that using *Could* or *I'd like* makes the request sound more polite.
- Have Ss work individually to write what each guest should say to the hotel staff. Hint that they might find it helpful to look back at the vocabulary on page 38. Walk around and assist if necessary.
- Review answers by asking volunteers to share their answers.

**OPTION** (+5 minutes) Have Ss work in mixed-level pairs rather than individually. Ask, *What do the people in the pictures need?*

## B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Tell Ss that for the first role play, Partner A will be the man in Room 406, and Partner B will be the hotel staff person. For the second role play, Partner A will be the hotel staff person, and Partner B will be the woman in Room 407.
- Model the beginning of the first role play with a higher-level S. For example:  
*A: Hello. Front Desk.*  
*B: Hello, this is Mr. Williams in Room 406. I'd like to order room service.*  
*A: No problem. I'll connect you with them. Is there anything else I can do for you? . . .*
- Have Ss read the language in the **Recycle This Language** box. Ask volunteers to read each line, filling in any blanks with their own words. This language was introduced in Level 1. Ask, *What does clogged mean and what could get clogged in a hotel room?* (blocked; toilets and sinks)
- Draw Ss' attention to the photo of the hotel staff member and her question. Encourage them to use *May I help you?* or *How may I help you?* in their role play.
- In pairs, Ss perform their two role plays. Ask for a few volunteers to perform their role plays for the class.

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ using vocabulary to request something from a hotel staff person, if they are the guest
- ✓ using polite language
- ✓ using helpful language, if they are the hotel staff person

**CLOSURE ACTIVITY** (+5 minutes) Ask Ss to write their names on blank sheets of paper. Say, *Write a conversation between a guest who is requesting something and a hotel staff member. You can use one of the situations from Exercise A or your own ideas. Each person gets two turns. Collect answers as Ss leave to identify areas for review or extra practice.*



Remind Ss of additional vocabulary and listening practice in their digital resources.



Answers will vary. Possible answers include:

1. The woman needs someone to fix / open the safe in her room so she can get her laptop and leave for an important meeting.

**E** LISTEN TO SUMMARIZE | Summarize the problem each person is having. Listen again if necessary. Compare summaries with a partner.

- 1 2. The guest would like her room made up and for the air conditioner to be fixed because it is noisy and it's blowing out hot air.
- 2 3. The guest needs extra towels and a wake-up call.
- 3 4. The guest has a lot of dirty laundry to be washed but can't find the hotel's laundry bag.
- 4 5. The guest would like to order room service but doesn't have a menu.
- 5 6. The guest would like to order room service but doesn't have a menu.
- 6

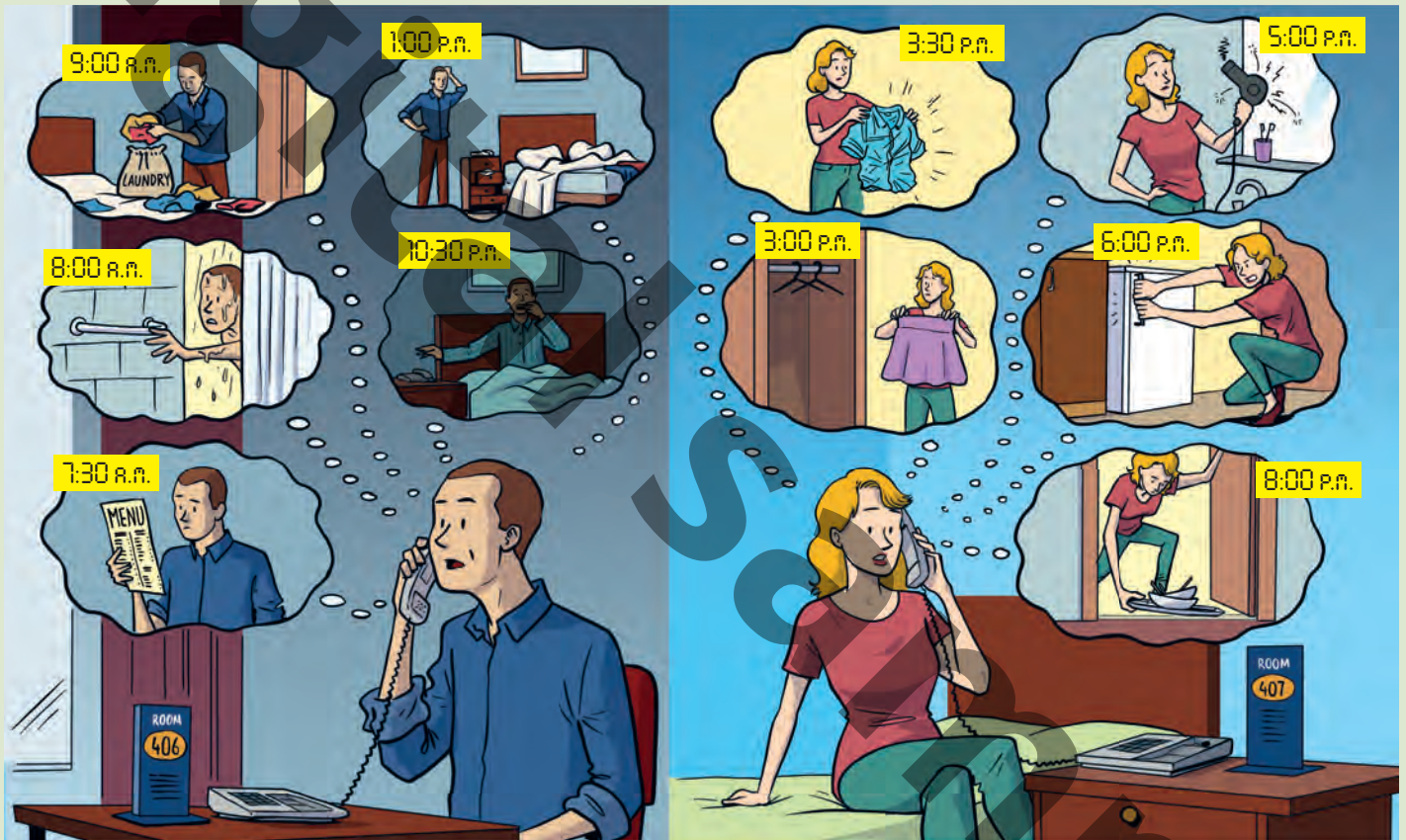
## COMMUNICATION ACTIVATOR

Now let's request services in a hotel.

**A** TALKING POINTS | Look at the situations in rooms 406 and 407. On a separate sheet of paper, make a list of what each guest should say to the hotel staff when he or she calls.

Room 406

I'd like to order room service.



**B** ROLE PLAY | Role-play two phone conversations. First, Partner A is the guest and Partner B is the hotel staff person. Then change roles. Use the information you wrote in Talking Points and the Vocabulary from page 38 in your role play. Say as much as you can. Start like this:

A: Hello. [Room Service / Front Desk / Housekeeping].

B: Hello, this is ..... in Room .....

### RECYCLE THIS LANGUAGE

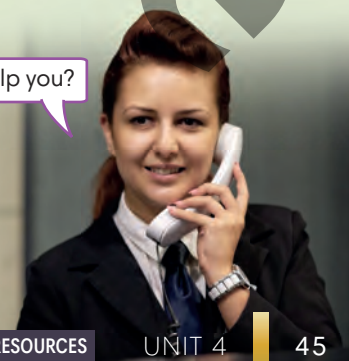
Guest

— won't open / close / turn on / turn off  
— isn't working / is broken / is clogged  
— is making a weird sound

Staff

I'll connect you with \_\_\_\_ .  
I'm sorry about that.  
That's ridiculous.  
We'll send someone to \_\_\_\_ .

May I help you?



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 4

45



## Choose vacation accommodations

- A** **READING** | Read a listing for a short-term vacation rental on a website. What do you think are some upsides and downsides to staying at this rental property?

**“Rent an entire house or just a private room—perfect for your vacation!”**

**Large private bedroom and shared bath in large house**

• Bedford Falls • 1–2 guests

★★★★★ (754 Reviews)

**Owners Ivan and Miranda**

We leave early and come back late, so we love having someone in our house. We usually eat out on weeknights, so the kitchen will be all yours! On weekends, we sleep late and are rarely home. While we won't be at the house much during your stay, feel free to contact us with any questions! We also have a lot of local recommendations to share.

Check calendar for price per night

CHECK-IN	CHECKOUT
MM-DD-YYYY	MM-DD-YYYY

GUESTS  
0 GUESTS

**CHECK AVAILABILITY**

**Reviews (newest first)** ★★★★★ (754 Reviews)

**Raymond**  
Kuala Lumpur  
September 2021

★★★★★ **The house is awesome!** It's super-clean and comfortable, but a little small. Even though the kitchen is shared with owners Miranda and Ivan, they don't cook much, so you feel like the whole house is yours! And when they're there, they're so much fun to talk to. I'd like them to be there more! One of the things I like most about these rentals is getting to know the owners. Near the art museum and everything else.

**CityGirl**  
New York  
August 2021

★★★☆☆ **Beware!** Site doesn't mention the no-guest and no-pet policy. I go everywhere with my dog, Puffy. But when I arrived, Ivan told me the dog had to stay outside. I have friends in Bedford Falls, and I was looking forward to inviting them for drinks and some good conversation. But Ivan said that if I wanted to invite guests, I had to ask permission first. Next time, I'll remember to ask a lot of questions! Upside? The bedroom door has a lock and the owners never use the kitchen, so it's all yours.

**GourmetGary**  
Atlanta  
July 2021

★★★★★ **This was our second stay, and it was even better than the first.** Excellent location. Walking distance to a 24/7 supermarket. I'm a gourmet cook, and I like a kitchen where I can create classic French dishes. This place has a truly great gourmet kitchen. But if you feel like eating out, it's near lots of restaurants. Owners are always available for information, and especially for restaurant recommendations. But they're never in your way. Great place if you like privacy. If you want a home away from home, you won't be disappointed.

- B** **IDENTIFY SUPPORTING DETAILS** | Circle one or more answers to each question. With a partner, identify the source of your answers.

- Who appreciates privacy? (Raymond / CityGirl / GourmetGary)
- Who recommends this rental property? (Raymond / CityGirl / GourmetGary)
- Who thinks the lock on the bedroom door is important? (Raymond / CityGirl / GourmetGary)
- Who posted positive comments about the kitchen? (Raymond / CityGirl / GourmetGary)

“GourmetGary says it's a ‘great place if you like privacy.’”

- C** **MAKE PERSONAL CONNECTIONS** | Which of the three guests are you most like? Discuss with a partner.

## LESSON 4 Choose vacation accommodations

### A READING

Suggested time: 15 minutes | Your time:

- Read the lesson title. Ask, *How do you usually find places to stay?* Elicit some ideas.
- Have Ss think about important factors in choosing a short-term vacation rental. Write some examples on the board: *price, location, room size, things people say about the property, amenities*, and so on.
- Have Ss look at the website. Ask, *What is the name of the website?* (H2H MyHouse = YourHotel) *What type of website is it?* (It advertises short-term vacation rentals.) Read the slogan at the top of the website.
- Ask, *Where is the house?* (Bedford Falls) *Can you rent the entire house?* (No, you can rent a private bedroom and shared bathroom.) *What does shared mean?* (Someone else will be using it, too.)
- Look at the icons and elicit their meanings (Wi-Fi, washer / dryer, ironing board, parking, hangers, a lock).
- Ask, *What do the photos at the top show?* (the front of the house, the shared bath, the kitchen, the bedroom)
- Play the audio. Have Ss read and listen along silently. Have them underline vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Say, *The reviews mention some of the upsides and downsides to staying at this rental property.* Write a T-chart on the board with these headings: *Upsides* and *Downsides*. Ask Ss to come up and write points in both categories.
- Ask, *Is this a good place to stay on vacation?* Have Ss discuss in pairs.

**OPTION** (+5 minutes) You can write row headings in the chart on the board for *Raymond*, *CityGirl*, and *GourmetGary*. Ss could also add their own points, for example, a shared bath might be considered a downside.

### B IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss read the questions. Answer any questions about vocabulary.
- Tell Ss to circle the correct answers and underline in the website text where they found the information.
- Read the example modeling how to identify the source of an answer. Explain that this is called *giving supporting details*. Then have Ss compare answers in pairs and identify the source of their answer.
- Bring the class together and have volunteers share answers.

**TEACHING TIP** Some Ss may question why the answer to item 1 includes *CityGirl*. Explain that although she does not use the actual word *privacy*, we can infer that she appreciates privacy because she says *Upside? The bedroom door has a lock. . .*

### C MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Have Ss discuss in pairs which of the three guests they are most similar to.



## Communication Activator

### A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Read the directions.
- Have Ss look at the photos of the two properties advertised. Tell them to read the information individually. Answer any vocabulary questions.
- Point out the key with the dollar sign rating. Ask, *Which property is the least expensive?* (Silver City) *Which type of accommodation costs more: affordable or luxury?* (luxury)
- Have Ss look at the sample notes.
- Ask Ss to write notes on the notepad.

### B DISCUSSION

Suggested time: 5–10 minutes | Your time:

#### SOFT SKILLS BOOSTER (optional, pages T153A–B)

- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- Have Ss decide which property they would like to rent and why.
- Have Ss read the example answer on the right.
- In pairs, have Ss discuss the reasons for their choice.
- To review, write the names of the two properties on the board. Ask how many Ss chose each property and write the number of Ss next to the property.
- Ask a volunteer to share her or his choice, with reasons. Then ask if any other Ss chose the same property. If any did, have them add any other reasons.

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ referring to the information in the listings
- ✓ giving reasons for their choice

## WRITING


Suggested time: 8 minutes | Your time:

- Have Ss decide which accommodation on page 37 they will write about. Ss can write about a place they have stayed or interview someone and write about their experience.
- Direct Ss' attention to the sample review. Ask, *Would you like to stay at this hotel?*
- Tell Ss to write their short description. Encourage them to use full sentences. Walk around and assist as needed.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap descriptions with a partner and offer each other feedback.

#### WRITING HANDBOOK (optional, page T146)

**OPTION** Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Have them write a short-term vacation rental listing for where they currently live, as if they were going to rent it out to someone. Say, *Write a rental listing for your own home. Remember to include amenities and policies.* Collect answers as Ss leave. Read the answers to identify areas for review or extra practice.

 Remind Ss of additional reading and writing practice in their digital resources.



- A TALKING POINTS** | Look at two listings for vacation rental properties. Make notes of the upsides and downsides of each property for you on the notepad.



Silver City

### Modern 2BR apartment in town center

- Near theaters, restaurants, shopping
- \$\$
- Air conditioning
- Washer / dryer
- Microwave
- Coffee maker
- Dishes and utensils
- Towels
- Wi-Fi

[See more amenities](#)

#### Policies

- Check-in 4:00 P.M.  
Check-out 10:00 A.M.
- No parties / events
- No smoking
- No pets
- No parking
- Children welcome

Categories  
\$\$ = budget  
\$\$\$ = affordable  
\$\$\$\$-\$\$\$\$\$ = luxury



Gold Coast

### Luxurious 5 BR beachfront house

- Right on the beach. Walk to Sunset Island Ferries
- Total privacy
- \$\$\$\$\$
- Air conditioning
- Satellite / Cable TV
- Ultra-fast Internet
- Private parking
- Washer / dryer
- Full gourmet kitchen
- Espresso machine
- Hot tub
- Towels
- Wi-Fi

[See 30 additional amenities](#)

#### Policies

- Check-in 3:00 P.M.
- Check-out 2:00 P.M.
- No smoking
- No children under 12

Categories  
\$\$ = budget  
\$\$\$ = affordable  
\$\$\$\$-\$\$\$\$\$ = luxury

#### Silver City

Upsides

*affordable*

Downsides

*only has two bedrooms*

#### Silver City

Upsides

Downsides

#### Gold Coast

Upsides

Downsides

- B DISCUSSION** | Choose the property that you would like to rent. Discuss your reasons with a partner.

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion.

Example: "a no-smoking policy"

"I'd like to rent the Gold Coast house, but it looks too expensive. But I'm not sure about the Silver City apartment because it doesn't have parking."

SOFT SKILLS BOOSTER p. 156

## WRITING

Look at the kinds of accommodations in the Warm-Up on page 37. Choose one kind that you have stayed in and write a review of the place. (Note: If you haven't ever stayed in one of those, interview someone who has and write a review from that person's perspective). Describe its amenities, its upsides, and its downsides. Write what you enjoyed about the place and what you didn't like.

*Last December, my family and I went to Disney World in the United States. We stayed in an inexpensive hotel not far from the park. It had a kitchen, so we made our own breakfast instead of going to a restaurant. But at night, we had to look for a place to eat. The room was very comfortable, but it wasn't very clean....*

WRITING HANDBOOK p. 146

- Avoiding sentence fragments with because or since
- Guidance for this writing exercise



# TIC-TAC-TOE WHAT WILL THEY DO?

- Play with a partner. Flip a coin to decide who goes first. That person is "X," and the other is "O."
- Choose any square and answer the question in a complete sentence, using the future with will and language from Unit 4. If your partner agrees your answer is correct, write an X on your square. Then your partner chooses a square and, if you agree the answer is correct, writes an O on that square.
- The first person to get three squares in a row says, "Tic-Tac-Toe!" and wins.

<del>O</del>	O	X	<del>X</del>	<del>X</del>	<del>X</del>	<del>O</del>	X	X
O	X	O	O	O	X	X	<del>O</del>	X
O	X	X	O	X	O	O	X	<del>O</del>

THREE WAYS TO GET TIC-TAC-TOE



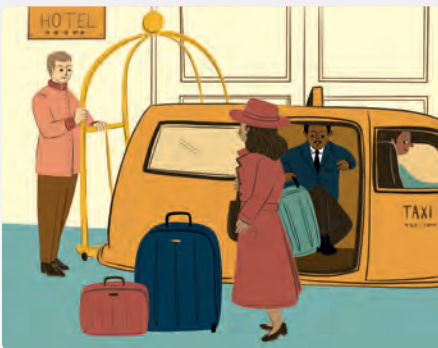
What hotel service will he call?



How will she get to the airport?



What will they do?



What will they do next?



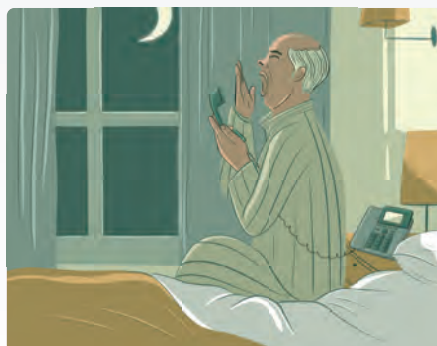
How will he pay for his room?



What will she ask for?



What will they do while they're eating?



What will he ask for?



What will she leave?

See page T48 for answers.



PROGRESS SELF-CHECK

NOW I CAN

For more practice ...

Unit Review / Connect TV  
Test-Taking Skills Booster

☐ Leave and take telephone messages.

☐ Check in to and out of a hotel.

☐ Request services in a hotel.

☐ Choose vacation accommodations.

## Interactive Cool Down

### TIC-TAC-TOE: WHAT WILL THEY DO?

Suggested time: 30–45 minutes | Your time:

- Read the directions.
- Put Ss in pairs. Have pairs flip a coin to decide who goes first. That person is “X” and the other is “O.”
- Refer Ss to the diagram showing the three ways to get tic-tac-toe.
- Model the game with a higher-level S to demonstrate that Ss need to make statements with *will* to answer the questions. Say, *I’ll choose the first square. The question is: What hotel service will he call? He’ll call room service. If my partner thinks my answer is correct, I can mark the square with an X.*
- Have Ss look at the pictures and read the questions under the pictures.
- Have them play tic-tac-toe.
- Walk around as Ss speak and mark the squares. Assist as needed.

**OPTION** Reverse the game. Have Partner X give the answer to one of the questions without pointing at the square. If Partner O guesses the right question, then that S gets to mark the square.

**EXTENSION** (+10 minutes) Have pairs role-play a short conversation based on one of the pictures.

#### Possible answers for Tic-Tac-Toe: What Will They Do?:

1. Q: What hotel service will he call?  
A: He’ll call room service.
2. Q: How will she get to the airport?  
A: She’ll take the shuttle.
3. Q: What will they do?  
A: They’ll make up the room.
4. Q: What will they do next?  
A: They’ll check in to the hotel
5. Q: How will he pay for his room?  
A: He’ll pay by credit card.
6. Q: What will she ask for?  
A: She’ll ask for [some] extra towels.
7. Q: What will they do while they’re eating?  
A: They’ll make small talk.
8. Q: What will he ask for?  
A: He’ll ask for a wake-up call.
9. Q: What will she leave?  
A: She’ll leave a voicemail.

#### PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

#### FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource’s folder.

**UNIT REVIEW** Printable PDF offers two pages of workbook-style activities to review the unit content.

**CONNECT TV** Video presents language from the unit through fun and engaging situational comedy episodes.

**TEST-TAKING SKILLS BOOSTER** Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

**ADDITIONAL PRINTABLE RESOURCES** Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.