

Choose Your **Favorite** Site

Then click on the Button to Visit it



booksmania.net



[@booksmania](https://t.me/booksmania)



[@books mania](https://twitter.com/booksmania)



[@books mania](https://www.facebook.com/booksmania)



English Unlimited

WebSite: www.booksmania.net

Telegram: [@booksmania](https://t.me/booksmania)

A2 Elementary Teacher's Pack

Adrian Doff & Mark Lloyd
With Rachel Thake & Cathy Brabben



CAMBRIDGE
UNIVERSITY PRESS

Acknowledgements

Adrian Doff would like to thank Karen Momber and Keith Sands at Cambridge University Press for overseeing the project and for their invaluable help and support throughout the development of this course. He would also like to thank his editor, Liam Guyton, for his commitment and hard work and his help in bringing the book into its final form.

He would like to thank Dr Astrid Krake and Donna Liersch at the Volkshochschule München for giving him an opportunity to teach there and try out new ideas.

He would also like to thank Gabriella Zaharias for consistently supporting and encouraging him during the writing of this book.

Mark Lloyd would like to thank the teachers and staff of IH Bath/WELS Bath for their suggestions and ever-constructive criticism, as well as all those students who have, knowingly or otherwise, acted as enthusiastic guinea pigs. Above all, however, he would like to thank Rosa – for her patience and for doing far more than her fair share of the parental duties – and Gabriela, for her smiles and giggles!

Rachel Thake and **Cathy Brabben** would like to thank their colleagues and students in the ESOL department at Thames Valley University, Reading Campus, for their help and support with Writing Essentials. Special thanks go to Mary Langshaw, Angela Buckingham, Sue Laker and Sue Allan.

The authors and publishers are grateful to:

Text design and page make-up: Stephanie White at Kamae Design

Video content: all the team at Phaebus Media Group

Illustrations by Kathy Baxendale, Nigel Dobbyn, Mark Duffin, Paul Moran, Julian Mosedale and Sean Sims

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders.

If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

For the tables on the DVD-ROM and the text on pages 4 and 20 of the Teacher's book © *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press

WebSite: www.booksmania.net

Telegram: @booksmania

Contents

Introduction

The thinking behind <i>English Unlimited</i>	4
How a unit is organised	6
A detailed look at the features of <i>English Unlimited</i>	11
The Self-study Pack	16
The Teacher's Pack	17
Assessing your learners with <i>English Unlimited</i>	18
The Common European Framework of Reference for Languages (CEF)	20

Teaching notes

Intro unit	21
Unit 1	24
Unit 2	31
Unit 3	38
Unit 4	45
Unit 5	52
Unit 6	59
Unit 7	67
Unit 8	75
Unit 9	82
Unit 10	89
Unit 11	96
Unit 12	103
Unit 13	110
Unit 14	117

Grammar reference: Answer key	124
Writing essentials	125

WebSite: www.booksmania.net

Telegram: [@booksmania](https://t.me/booksmania)

The thinking behind *English Unlimited*

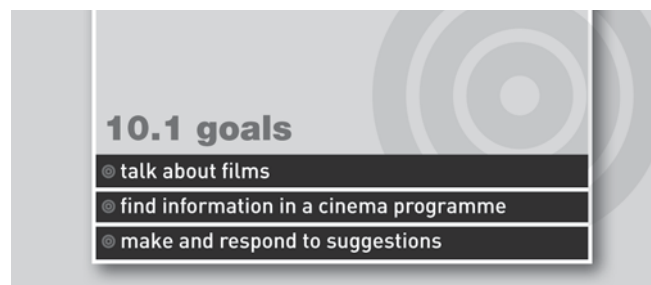
The aim of *English Unlimited*

The aim of *English Unlimited* is to enable adult learners to communicate effectively in English in real situations. To achieve this, *English Unlimited* is:

- 1 a **practical** course
- 2 an **authentic** course
- 3 an **international** course
- 4 a **flexible** course

1 A practical course

Each unit of *English Unlimited* is designed to help learners achieve specific communicative goals. These goals are listed at relevant points throughout the Coursebook. For example, you and your learners will see these goals at the top of the first lesson in unit 10:



All the goals are of a practical ‘can-do’ nature, chosen to enable Elementary level learners to deal with a wide range of situations in English. Of course, a substantial amount of each unit is dedicated to learning vocabulary and grammar – but the goals come first. We’ve identified goals which we think will be useful for Elementary level learners to work on, and then selected vocabulary and grammar to help them do this.

Where exactly do the goals come from?

The goals for the course have been taken from the **Common European Framework of Reference for Languages (CEF)**, and adapted and supplemented according to our research into the needs of Elementary level learners.

The goals in the Coursebook are based on the CEF goals but have been reworded to make them less ‘technical’ and more motivating and accessible for learners and teachers.

What is the CEF?

The CEF uses ‘can-do’ statements to describe the abilities of learners of English (or any other language) at different levels. The focus is on **how to do things in the language**, rather than on abstract knowledge of the language itself. For example, here are some CEF goals which describe learners’ speaking abilities at the end of Elementary:

- Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.
- Can use simple, everyday polite forms of greeting and address.
- Can make and respond to invitations, suggestions and apologies.
- Can say what he/she likes and dislikes.

The CEF originated in Europe but is used increasingly widely around the world as a guide for curriculum design and assessment. It can be used with learners of any nationality or first language.

What’s the level of the course?

The CEF is divided into 6 main **levels**, sometimes with ‘plus’ levels in between. This table shows the CEF levels and how they relate to the Cambridge ESOL exams:

CEF levels		Cambridge exams
C2	‘Mastery’	CPE
C1	‘Operational proficiency’	CAE
B2+		
B2	‘Vantage’	FCE
B1+		
B1	‘Threshold’	PET
A2+		
A2	‘Waystage’	KET
A1	‘Breakthrough’	

English Unlimited Elementary reviews elements of A1 (Starter level), **completes A2**, and moves well into A2+.

2 An authentic course

Because it is based on practical goals, *English Unlimited* teaches authentic language – that is, the kind of language which is really used by native speakers and proficient non-native speakers of English in everyday situations.

An important tool for identifying useful language to include in the course has been the **Cambridge International Corpus (CIC)**.

What is the CIC?

The CIC is an electronic collection of more than a billion words of real text, both spoken and written, which can be searched by computer to discover the most common words, expressions and structures of the language, and the kinds of situations in which they are used.

How has it been used in the course?

The CIC has been used throughout *English Unlimited* to ensure that, as far as possible given the level of the course, learners are taught **the most frequent and useful words and expressions** for meeting their communicative goals.

The CIC has also been used in the preparation of **grammar** sections to identify realistic contexts for presenting particular structures. For example, corpus research suggests that a common use of the past simple is ‘checking something was done’ (unit 4), while the present progressive is often used for the function of ‘saying you’re busy’ (unit 7).

A further use of the CIC is in the **Keyword sections** which appear in every unit. Each Keyword section focuses on one or more of the most frequently-used words in English, and teaches its most common meanings, as well as useful expressions based around it.

How else is English Unlimited an authentic course?

In addition to being informed by the CIC, *English Unlimited* contains a large amount of **unscripted audio and video material**, recorded using non-actors, both native and non-native speakers. Many other listening texts have been scripted from recordings of real conversations.

What are the benefits for learners of using 'authentic' listening material?

Listening to spontaneous, unscripted speech is the best way to prepare learners for the experience of understanding and communicating in English in the real world. Our observations have shown not only that Elementary level learners are capable of following spontaneous speech, but that authentic recordings are more motivating and engaging for learners in general.

3 An international course

In what ways is English Unlimited 'international'?

Firstly, *English Unlimited* is an **inclusive** course, catering to learners of different backgrounds from all around the world. We have taken care to select topics, texts and tasks which will appeal to a broad range of learners. We've tried to avoid topics which learners may find uncomfortable, or simply uninteresting, and we don't assume a knowledge of a celebrity culture, but focus instead on more universal themes, accessible to all.

English is most often used nowadays between non-native speakers from different places. How does the course take this into account?

A second strand to the 'internationalism' of the course is that it includes features which will help learners become more effective communicators in international contexts.

In every odd-numbered unit there is an **Across cultures** section which focuses on a particular topic of cultural interest. The aim of these sections is to increase learners' awareness of how the values and assumptions of the people who they communicate with in English might differ from their own. Learners who have this awareness will be more sensitive and effective communicators in international environments.

Listening sections use recordings of **speakers with a range of accents**, in order to familiarise learners with the experience of hearing both native and non-native speakers from a wide variety of places. Regardless of accents, care has been taken to ensure that recordings are of appropriate speed and clarity for learners at this level, and that they are error-free. All non-native speakers are competent users of English and should provide learners with strong and motivating role models to help them progress and achieve greater confidence in English.

For the purposes of **language production**, taught grammar, vocabulary and pronunciation follow a British English model, but by exposing learners to a wide range of accents and models, we are helping to enhance their ability to use English in real international contexts.

4 A flexible course

The next four pages show how a typical unit of *English Unlimited* is organised.

As you'll see, the first five pages are connected to each other and make up the 'core' of the unit. After that, there is the **Explore** section, two pages of activities which have a topical or linguistic link to the unit, but which can be used separately. On the last page of each unit is the **Look again** section, comprising review and extension activities, which can be done by learners either in the classroom or for homework.

This means that *English Unlimited* can be adapted not only for lessons of different lengths, but also for shorter and longer courses. For example, just using the 'core' of each unit would be suitable for a course of about 50 hours, while using all the material, including the **Explore** and **Look again** sections, would give a course length of 80 or 90 hours.

The flexibility of *English Unlimited* is further enhanced by an extensive range of supplementary materials. These include **extra grammar practice** at the back of the coursebook, the **Teacher's DVD-ROM** containing four printable worksheets for each unit of the Coursebook, **Achievement and Progress tests**, and the **Self-study Pack**, which offers more than 50 hours of additional language and skills practice material in the Workbook and on the Self-study DVD-ROM.

In the rest of this introduction you'll find:

- a plan showing how a unit is organised *pages 6 to 10*
- more detailed notes on the different sections of the units *pages 11 to 15*
- information about the other components of the course *pages 16 to 19*
- more detailed information about the CEF *page 20*

We hope that you and your learners will enjoy using *English Unlimited*!

Alex Tilbury
David Rea
Leslie Anne Hendra
Theresa Clementson

WebSite: www.booksmania.net

Telegram: [@booksmania](https://t.me/booksmania)

How a unit is organised

The course consists of a shorter 'Intro' unit and 14 main units. Each main unit has 8 pages.

The first two pages are a single lesson with goals based on the CEF. You can of course spread the material over more than one lesson if you want.
⌚ about 90 minutes

13 Experiences

13.1 goals

- talk about experiences
- say what you've never done and always wanted to do

I've never ...

SPEAKING

- Talk in pairs. When was the last time you:
 - used a mobile phone?
 - went to a gym?
 - worked after eleven at night?
 - read a book you didn't like?
 - saw a horror film?
 - smoked a cigarette?
 - played a new game or sport?
 - ate a hamburger?

READING

- Read the web postings. Are any of them true for you?



b Compare your answers.

13.1

GRAMMAR

Present perfect verbs

- In the article, Frances says *I've never had a mobile phone*. Is she talking about:
 - the past?
 - the present?
 - her whole life up to now?
- Complete the sentences with 've (have) or 's (has). **CEFR** Listen to check. **B**

present perfect (have/has + past participle)		
1 I _____ never played golf.		
2 You _____ never been to my flat.		
3 He _____ never eaten a hamburger.		
4 We _____ never had a garden.		
5 They _____ never worked in an office before.		

- Find the past participles of these verbs in the article.


Regular (-ed)	Irregular	
1 play <i>played</i>	7 go <i>been</i>	11 eat _____
2 like _____	8 have _____	12 understand _____
3 work _____	9 read _____	13 do _____
4 believe _____	10 see _____	14 say _____
5 smoke _____		
6 want _____		

 - What are the past participles of these verbs? Look at *Irregular verbs* on p160 to check.
ride take drink fly drive meet be
- Make sentences with the present perfect.
 - I / never / do / any extreme sports.
 - I / never / understand / maths.
 - We / never / have / a TV at home.
 - My brother / never / smoke.
 - My parents / never / go / to the USA.
 - I / never / be / interested in football.
 - My mother / never / like / cooking.
 - Jo / never / work / in an office before.

WRITING

- Write six sentences with *never* about yourself or people you know, three true and three false.
 - Listen to each other's sentences. Which do you think are true? Which are false?

I've always wanted to ...



LISTENING

- CEFR** Listen to Andrei and Anne talk about things they've always wanted to do. Match the speakers to the pictures.
- CEFR** Listen again. Why do they want to do these things?
 - Read the script on p157 to check.

SPEAKING

- Think of some things you've always wanted to do.
 - Tell each other about the things. Ask questions to find out more.

I've always wanted to ride an elephant. Why?

Lessons include **vocabulary** and/or **grammar**, as well as practice in **reading**, **listening**, **speaking** and **writing**. Lessons always finish with a communicative speaking (or occasionally writing) task. See pp11–13 for details of language and skills sections.

13.2

Great places

13.2 goals
 talk about experiences
 talk about places you've been to

VOCABULARY
Sights

Vocabulary reference
Sights, p147

The Winter Palace in St Petersburg is very famous.

READING

1 Which of these things can you see in the town or city where you are now?
 a castle city walls a fountain a museum a palace ruins a sculpture
 a statue a tomb a waterfall caves gardens a skyscraper

2 Talk in groups.
 1 Can you think of famous examples of the sights in 1?
 2 What kind of sights do you like going to see?

3 What do you know about these places? Have you been to any of them?

Salto Angel, Venezuela **Park Güell, Barcelona** **Taj Mahal, Agra**

4 a Work in groups of three. A, read about Salto Angel below. B, read about Güell Park on p123. C, read about the Taj Mahal on p127. Find out what these numbers mean.
 • Salto Angel: 979, 1933, 1937
 • Güell Park: 60, 1900-1914, 1923
 • Taj Mahal: 1631, 20,000, 25 million

The people behind the places

Salto Angel At 979 metres high, Salto Angel in Venezuela is the highest waterfall in the world. The local Pemon people have always known about the falls and call them Parekupa-Meru (meaning 'waterfall of the deepest place'), but it was a pilot from the USA, Jimmie Angel, who made them famous around the world. He flew over the falls in 1933 and then landed his plane on Aiyan-tepui, the mountain at the top of the falls, in 1937. Later, the falls took his name: Salto Angel in Spanish, Angel Falls in English. They're very difficult to get to, but you can see them from the air or from a boat on the Churun river.

Jimmie Angel

b Tell each other about the people and places.

LISTENING

5 Listen to Monica and Prema talking about the places in the article. Who's been to Güell Park? the Taj Mahal? Angel Falls?

6 a Listen again. Are these sentences true or false?
 1 Monica grew up in Barcelona.
 2 She thinks Güell Park is beautiful.
 3 Prema would like to visit the Taj Mahal.
 4 She had a two-week holiday in Venezuela.
 5 She saw Angel Falls from a boat.
 6 Monica doesn't like flying.

b Read the script on p157-158 to check.

7 Which of the places sounds the most interesting? Why?

The next two pages are another lesson with goals based on the CEF.
 about 90 minutes

An illustrated Vocabulary reference is provided at the back of the Coursebook to give extra support for key groups of words.

WebSite: www.booksmania.net
 Telegram: @booksmania

There is also a Grammar reference and extra grammar practice for every unit at the back of the Coursebook.

Every unit has a focus on pronunciation. See p12 for details.

13.2

Have you ever ... ?

GRAMMAR
Present perfect

1 a You can use the present perfect to talk about your life up to now. Complete the sentences with been, seen and heard.

present perfect has / have + past participle	
1 Have you been to Güell Park?	Yes, I have.
2 Have you ever _____ the Taj Mahal?	No, I haven't.
3 I've _____ to Angel Falls.	
4 I've _____ it on television.	
5 I haven't _____ there.	
6 I've never _____ of it.	

ever = at any time (in your life)

b Listen to check.

2 a Complete the conversations with verbs in the present perfect.

1 A Have you seen [you see] the Forbidden City in Beijing?
 B No, but I _____ [hear] of it.

2 A _____ [you hear] of Petra in Jordan?
 B Yes, I _____. Everyone says it's beautiful.

3 A _____ [you eat] sushi?
 B No, I _____. What's it like?

4 A _____ [you read] Anna Karenina?
 B I _____ [not read] it, but I _____ [see] a film of it.

5 A _____ [you play] golf?
 B No, I _____ [see] it on TV, but I _____ [never try] it.

b Ask the questions in pairs and answer with your own ideas.

3 a Mark the words that link. Remember that consonants at the ends of words link to vowels at the start of words.

1 It's a very unusual place.
 2 I've been there lots of times.
 3 I've never heard of it. [x2]
 4 I've seen it on television. [x2]
 5 What's it like?

b Look at the script on p158 and listen to check. Practise saying 1-5.

4 a Make a list of:
 1 five famous cities around the world. Shanghai, New York, ...
 2 five cities in the country where you are now. Riyadh, Jeddah, ...
 3 five places in the town or city where you are now. the castle, the Arts Theatre, ...

b In groups, find out who's been to the places on the list. Then use follow-up questions to find out more.

Have you been to ...?
 Have you seen ...?
 Have you heard of ...?

What's it like?
 Is it ...?
 Does it have ...?

Would you like to ...?

⌚ The last four pages of a unit will take about 45 minutes each.

The fifth page is the heart of the unit, the **Target activity**. Learners prepare for and carry out an **extended task** which is designed to combine and activate language taught in earlier lessons in the unit. See p13 for details.

13.3 Target activity

Get information and recommendations

TASK LISTENING

1 You want to take a visitor to a nice restaurant. How do you choose the restaurant? Do you:

- go to a restaurant you know?
- try a new place you've heard about?
- look for places on the internet?
- ask friends about places they know?
- look in a local guide?
- do something else?

2 **▶▶▶** Listen to Kieran asking three colleagues about restaurants.

1 Why does he want to go to a restaurant?
2 Does he choose the Italian, Indian or American restaurant?

TASK VOCABULARY

Getting information

3 a Can you remember what they said? Match 1-7 with a-g.

1 Have you been to that new Italian restaurant, Sicilia?	a OK, I'll think about it. Thanks.
2 You could ask Prema.	b No, I haven't, sorry.
3 Have you tried Sicilia, the Italian place?	c OK, I'll try it.
4 What was it like?	d OK, I'll ask her. Thanks.
5 It's really nice.	e Akash? I've never heard of it.
6 Take her to Akash.	f Yes, we went there two, three weeks ago.
7 You'll love it. Really.	g It was OK, but quite expensive.

b **▶▶▶** Listen again to check.

4 In pairs, take turns to say sentences 1-7 and remember the answers.

5 a Choose one situation and think of things to ask about.

You're taking a visitor out for a meal. Think of some restaurants and cafés to ask other students about.

You're thinking about going on holiday somewhere different. Think of some places you've never been to.

You want to do a new sport or activity. Think of some sports and activities you've never tried.

You'd like to do an evening class and learn a new skill. Think of some things you'd like to try.

You'd like to take some interesting books on holiday with you. Think of some books you've heard of, but haven't read.

b Ask other people for information and recommendations.

6 Choose one of the recommendations. Explain why you chose it.

Have you been to that new Thai restaurant?
No, but have you tried ...?

Have you read *One Hundred Years of Solitude*?

110

Target activities **review goals** from the earlier lessons of the unit.

Model recordings are used to demonstrate the task.

Task Vocabulary sections provide learners with **useful language** for the task.

Learners are encouraged to **take time to prepare** ideas and language.

Target activities have a **clear outcome**.

The last page of each unit, **Look again**, is a series of short classroom activities for reviewing and extending the language from the unit. *See p15 for details.*

Review activities include **vocabulary** and **grammar** from the unit.

Spelling and sounds activities help learners make connections between English spellings and how to pronounce them.

Notice activities draw out further useful language from the unit's reading or listening texts.

At the end of each unit is a **Self-assessment** for learners to complete.


13 Look again

Review

VOCABULARY Sights

1 a Complete these words with vowels (a,e,i,o,u).

c_sll_
c_ty_w_lls
f_nt_n
m_s_m
p_ll_c
r_ns
sc_lpt_r
st_t_
t_mb
w_tr_ll



b Can you see these things in your country? Where? Are any of them famous sights?
c Do you recommend visiting them? Talk together.

GRAMMAR Present perfect

2 a Complete the questions with the past participles of these verbs.

buy do eat go meet play read see

1 Who's the most interesting person you've ever _____?
2 What's the worst film you've ever _____?
3 What the most expensive thing you've ever _____?
4 What's the most boring game you've ever _____?
5 What's the most exciting book you've ever _____?
6 What's the most difficult thing you've ever _____?
7 What's the most beautiful place you've ever _____ to?
8 What's the sweetest food you've ever _____?

b Ask and answer the questions together.

CAN YOU REMEMBER? Unit 12 – Health and advice

3 a Complete the conversation with these words.

got hear home I'm I've not should to you you

RUDO Are _____ all right?
SALLY No, _____ really _____ a headache.
RUDO Oh, _____ sorry _____ that. Maybe _____ go _____.

b **▶▶▶** Listen to check.

c Think of more expressions for health problems.
a stomach ache, a problem with my knee, ...

d Practise the conversation with different problems and advice. Take turns to start.

Extension

SPELLING AND SOUNDS wh-

4 a **▶▶▶** Listen. How do we say wh in each word? Circle /w/ or /h/.

1 what /w/ /h/ 6 white /w/ /h/
2 who /w/ /h/ 7 wheel /w/ /h/
3 when /w/ /h/ 8 whole /w/ /h/
4 which /w/ /h/ 9 whisper /w/ /h/
5 why /w/ /h/ 10 whose /w/ /h/

b Complete the rule. Then practise saying the words.
Say wh- as /h/ when it is before the letter _____.

c **▶▶▶** Spellcheck. Close your book. Listen to ten words and write them down.
d Check your spelling on p158.

NOTICE both, neither

5 a Read part of Kieran's conversation with Monica. Which highlighted word means *Sicilia and Browne's*? Which word means *not Sicilia and not Browne's*?

KIERAN Have you been to Sicilia or Browne's?
MONICA Yes, I have. Both of them.
KIERAN Which one should we go to?
MONICA Neither.

b Complete the conversations with both or neither.

1 MONICA So were you on the river or on the mountain?
PREMA _____ We were in a plane.
2 HYUN Most of my CDs are samba and Brazilian jazz. I love _____ kinds of music.

c Ask and answer questions about pairs of things. Try to use both or neither in your replies.

Have you tried ... ?
Do you like ... ?
Do you use ... ?

Neither.
I prefer tea.
I prefer tea.

Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

talk about experiences	1	2	3	4	5
say what you've never done and always wanted to do	1	2	3	4	5
talk about places you've been to	1	2	3	4	5
find out information about things	1	2	3	4	5
start and finish conversations in different situations	1	2	3	4	5

• For Wordcards, reference and saving your work → e-Portfolio
• For more practice → Self-study Pack, Unit 13

113

Can you remember? activities review a language point from the previous unit.

A detailed look at the features of *English Unlimited*

Vocabulary

English Unlimited provides learners with a wide variety of vocabulary, chosen to meet each unit's communicative goals. In most units, there are three or four vocabulary sections in the first two lessons and Target activity, and vocabulary is also presented and practised in Keyword sections, on Explore writing pages, and on Explore speaking pages.

Vocabulary includes:

- **words** like *passport, engineer*.
- **collocations** like *full-time job, fresh air*.
- **stems** like *I'm in the middle of ...*
- **fixed expressions** like *I don't know exactly*.

The focus on longer items as well as single words will enable learners to express themselves more fluently, naturally and effectively.

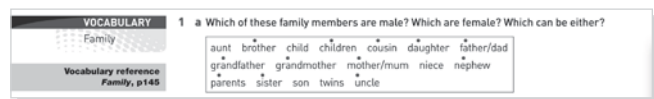
The course provides a balance of:

- **very frequent vocabulary**, selected and checked using the Cambridge International Corpus (CIC).
- **topical and functional items** which learners need in order to achieve particular goals. For example, food and drink words are not especially frequent statistically, but are obviously necessary for the fulfilment of goals such as 'talk about shopping and food' and 'order a meal'.

Taught vocabulary is generally drawn from texts which learners have already read or listened to as part of a skills section of a lesson. In other words, vocabulary is **placed in clear contexts** which help learners work out what it means, and how it's used.

Vocabulary reference

At the back of the Coursebook is an illustrated Vocabulary reference which lists larger sets of words on key topics like places (*airport, bank, bridge, etc.*), food (*chicken, rice, broccoli, etc.*) and jobs (*accountant, architect, builder, etc.*). Learners are encouraged to make active use of the Vocabulary reference at relevant points in lessons to acquire key language for extension and personalisation activities:



Grammar

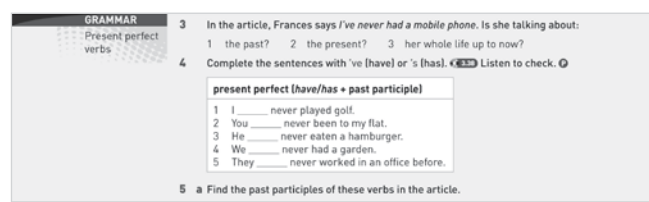
Each unit of the course teaches the grammar essential to achieving the **communicative goals**.

The points of the grammar syllabus have been selected and placed in particular units to help learners meet these particular goals. For example, the present progressive is focused on in unit 7 because it is often used to make excuses, such as: *I'm sorry, I'm not feeling well* or *I'm just making dinner*. Similarly, conditional sentences are taught in unit 12 as they are very useful for giving advice: *If you've got a very bad cold, don't go to work*.

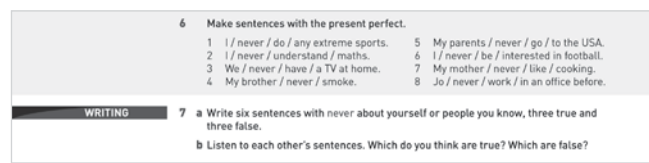
Grammar points have been corpus-checked to find the **most frequent and natural forms** for each function and context. For example, in unit 4, the past simple is taught in

the context of a business trip. We found that a very frequent function of the past simple is 'checking progress / checking things have been done', and this is the way in which the past simple is introduced on p37.

Before focusing on grammar explicitly, learners are first exposed to grammar **in context** through reading and listening texts. Then meaning and form are highlighted using a **'guided discovery' approach** which actively involves learners in finding out about the grammar for themselves while also providing plentiful support and opportunities for you to intervene and assist:



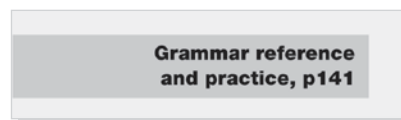
Thorough **controlled practice** is provided to check learners' understanding of the language and provide initial practice, while maintaining and developing the topic of the lesson:



Lessons end with a speaking task (or, occasionally, a writing task) which gives learners the chance to use the language of the lesson, including the grammar, in **freer practice**.

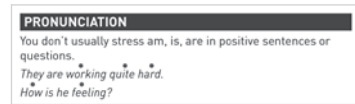
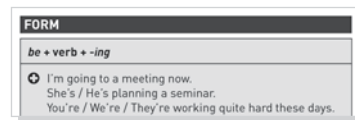
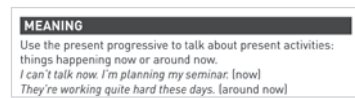
Grammar reference

In each grammar section, you'll see a label like this ...



... which directs learners to a **Grammar reference section** at the end of the book, accompanied by **extra practice exercises**.

Each Grammar reference section sets out the **meaning, form and pronunciation** of the point in question, using simple language and a range of examples:



The extra practice exercises can either be done in class as the need arises, or set as homework.

Pronunciation

There is one pronunciation section in each unit.

These sections have both **receptive and productive aims**:

- to help learners understand natural spoken English.
- to build confidence by isolating and practising specific, manageable features of spoken English.
- to help learners speak more intelligibly.

Note that, although native-speaker voices are used to model features of pronunciation, the primary goal of these sections is **intelligibility** and not (necessarily) achieving a native-like accent.

Pronunciation sections address areas which will be useful for all Elementary level learners to work on, regardless of their first language: **syllables, word stress, sentence stress, the schwa sound and basic consonant–vowel linking**.

Each pronunciation section is based around a **short extract** drawn from a listening sequence. Learners are encouraged to **notice** a language feature and then **practise** it:

PRONUNCIATION 5 a **2.29** You usually say grammar words like *and, the, of, etc.* without stress and with a schwa /ə/. These are *weak forms*. Listen and notice the words with /ə/.

CARLA Hi, Dean. This is Carla. Listen, can you talk now? I'm planning my seminar and I want your advice.

DEAN Sorry, Carla, but I'm in the middle of dinner. Can I call you later?

CARLA Yes, no problem. Talk to you later.

b Practise the conversation with the weak forms.

Key pronunciation areas are touched upon **two or three times** during the course rather than being 'one-offs', thereby building learners' familiarity and confidence. Interest is maintained by slightly increasing the level of challenge on each occasion. For example, the activity above from unit 7 asks learners to notice words with schwa /ə/ sounds in a conversation and practise producing them, while the activity below, from unit 8, requires learners to identify which words contain the schwa sound:

PRONUNCIATION 5 a Words or syllables without stress often have a schwa /ə/ sound. Can you find six more /ə/ sounds in these expressions?

most of my family a lot of the time
another part of England a member of my family

b **2.30** Listen and read the script on p154 to check. Practise saying the expressions.

In addition to each pronunciation section, you'll often see **the symbol** in vocabulary and grammar sections. This symbol indicates points in the lesson when it would be useful to use the audio CD to **drill** the pronunciation of new language.

The **Spelling and sounds** activity in the **Look again** section of each unit helps learners to pronounce words in English by recognising spelling patterns. This feature is described in more detail on p15.

Learners can also practise the **individual sounds** they have problems with, using the Self-study DVD-ROM. The same material can be found on the Teacher's DVD-ROM, so you can offer guidance to learners who need help with particular sounds.

Listening

There is at least one major listening section in the first two lessons of each unit, and other listening activities occur frequently in sections such as **Target activity, Across cultures, Independent learning** and **Explore speaking**.

A **wide range of recordings**, both **authentic** and **scripted**, is used, including monologues, topical conversations between friends and colleagues, conversations in service situations, phone calls and interviews.

Authentic recordings are unscripted and feature both native and non-native speakers from a variety of backgrounds. These provide exposure to a range of accents and to features of real spoken English, such as vague language and hesitation devices.

Scripted recordings are based on real-world recordings and corpus data to guarantee the inclusion of natural expressions and features of English. They are often used to contextualise functional language, such as expressions for shopping or ordering a meal.

Texts are exploited using a **range of tasks** designed to develop specific listening skills, build confidence and prepare learners for less graded authentic texts. For example, this sequence includes:

- gist listening (5)

LISTENING 5 **2.31** Listen to Monica and Prema talking about the places in the article. Who's been to Güell Park? the Taj Mahal? Angel Falls?

6 a **2.32** Listen again. Are these sentences true or false?

- 1 Monica grew up in Barcelona.
- 2 She thinks Güell Park is beautiful.
- 3 Prema would like to visit the Taj Mahal.
- 4 She had a two-week holiday in Venezuela.
- 5 She saw Angel Falls from a boat.
- 6 Monica doesn't like flying.

b Read the script on p157–158 to check.

7 Which of the places sounds the most interesting? Why?

- listening for specific information (6a)
- use of the recording script for learners to check answers for themselves (6b)
- an opportunity for learners to respond to the recording in a natural way (7).

Reading

Each unit has at least one major reading section in the first two lessons. Smaller reading texts are used in some **Target activities** and can be found in **Across cultures** and **Explore writing** sections.

A **wide range of text-types** is used, both **printed and electronic**: newspaper, magazine and online articles, web postings, advertisements, brochures, programmes and personal correspondence.

Reading texts:

- are drawn from sources around the world in order to appeal to as many learners as possible.
- are authentic, or based on authentic texts, ensuring that learners are exposed to natural language and preparing them for the experience of reading outside the classroom.
- recycle known language in order to build learners' confidence in reading.
- are slightly above learners' productive language level, so that learners have opportunities to notice new language.
- provide a context for vocabulary and grammar which is to be taught.

Texts are exploited using a **range of tasks** appropriate for the level and text-type. For example, this sequence includes:

- a prediction task (1a) followed by reading for gist (1b)

READING 1 a Listen to some sounds from Pete's and Dagmara's lives. Can you guess:
1 what kind of work they do? 2 what they do in their free time?
b In A/B pairs, read to check your ideas. A, read about Pete. B, read about Dagmara on p125.

SO WHAT DO YOU DO ALL DAY?

Pete Chappell, 19, catering assistant, North Sea oil platform

 My work 12 hours
I work 12 hours on, 12 hours off. Every day, I help prepare three meals – breakfast, lunch and dinner.

My evenings 3 hours
 There's always a film to see in the platform's 'cinema'. This is in a small room, so only about 30 people can see a film. I go maybe twice a week. Everyone knows everyone else and it's good fun. We also spend a lot of time talking and some of the guys tell amazing stories. I'm learning a lot about life out here!

2 a B, read Dagmara's article again and answer the questions on p125.
A, read Pete's article again. What does he do:
1 every day? 3 before going to sleep?
2 twice a week? 4 every two weeks?
b Tell each other about Pete and Dagmara.
3 Who do you think has the best 'work-life balance', Pete or Dagmara? Why?

- a task which requires learners to read for details (2a)
- a jigsaw reading task which provides an information gap (2a) and motivates learners to speak (2b)
- an opportunity for a natural, personal response to the text (3).

For further reading practice, the Self-study Pack contains seven **Explore Reading** sections, each of which focuses on a different real-life reading scenario.

Target activity

The target activity is an **extended speaking task**, which recycles some or all of the **goals, vocabulary** and **grammar** of the previous two lessons. It is the conclusion of the first five topically-linked pages of the unit.

As part of the task preparation, the Target activity also provides further listening or reading skills development, and further language input. Target activity pages have **three sections**.

Task listening and **Task reading** sections have three objectives: they provide a model for the task which students do later on, they provide a context for the vocabulary which is presented afterwards, and they provide further receptive skills development:

TASK LISTENING 1 a Listen to Michel talk about Roberto. How do they know each other?
b Now listen to Donna talk about Adam. How do they know each other?

The **Task vocabulary** is drawn from the listening or reading above, and focuses on useful language for the task to follow:

TASK VOCABULARY
How you know people

3 a Replace the highlighted words in 1–5 with these words to make new sentences.
 classmates neighbours office teacher university
 1 We were friends at school. We were classmates at school.
 2 We were at college together.
 3 We were in the same class.
 4 We were colleagues in Melbourne.
 5 She was my boss.
 b Listen to check.

In the **Task** section, students are given the chance to think about the ideas and the language they want to use before they begin, meaning that they will be able to focus on accuracy as well as fluency when they do the task itself:

TASK 4 a Prepare to talk about a person you know well. Think about what to say:
the person: name, nationality, age
past: how you know him or her, past occupations
present: occupation now, relationship now
 b Tell each other about the people.

OK, this is about my colleague, Krishnan ...

You can support your learners during task preparation by encouraging them to look back at the relevant vocabulary and grammar sections from the preceding lessons.

Keyword

The **most frequent words** in English tend to have a number of different meanings and to occur in a range of patterns and expressions. Each unit of the course has a self-contained **Keyword** section which focuses on one of these words, clarifies its **key meanings** and **useful expressions** as identified by corpus research, and practises them.

The meanings and expressions of the keyword are often illustrated using examples from the current unit and previous units:

1 a Add these highlighted expressions with in to the table.

1 I'm from Canada but I live and work in Japan. **live & work in**
 2 I live in a small house with my brother. **live in**
 3 My mother lives in the same street. **live in**
 4 We were neighbours in Melbourne. **live in**
 5 We were in the same office. **live in**
 6 When I was at university in 2007 ... **live in**
 7 Can you do these things in English? **live in**

4 Japanese
 平福和文
 in the morning

This is followed by controlled and freer practice:

1 My birthday is **in** October. 5 I live a flat with my wife and children.
 2 I work a small shop. 6 My friend and I were in Spain together 1989.
 3 I was Athens in the summer of 2009. 7 I can say 'I love you' Korean.
 4 People often visit my country the winter. 8 I work the morning.

b Change the sentences so they're true for you.
 My birthday is in October? March.

c Compare your sentences.

Across cultures

More and more people around the world are learning English in order to live, work, study and travel in other countries. The increasingly global nature of business, travel, education and personal relations in today's world means that **intercultural awareness** is an area of growing interest and need for learners everywhere. The Common European Framework of Reference for Languages (CEF) identifies intercultural awareness as a key sociolinguistic competence (chapter 5.1.1–3). Learners who are interculturally competent are more sensitive and effective communicators in international situations.

To this end, the **Across cultures** sections are intended to help learners to:

- communicate better with people from a range of cultural backgrounds.
- be more aware of the kinds of differences and similarities that can exist both between and within cultures.
- reflect on aspects of their own and other cultures in an objective, non-judgmental way.
- contribute to an exchange of ideas about cultures by drawing on their own observations and experiences.

The course has seven **Across cultures** sections in **odd-numbered units** (alternating with Independent learning). Each looks at a particular topic from an intercultural perspective:

Unit	Topic
1	Greetings
3	Conversation 'dos and don'ts'
5	Personal space
7	Workplaces
9	Transport culture
11	Saying sorry
13	Your experiences

Across cultures sections are structured like a **mini-lesson**. They typically include a brief lead-in, a listening or reading text for further skills development, and some language input to support learners in a final speaking stage where they talk about their own and other cultures.

Listening stages often use **authentic recordings** of people talking about their own countries and cultures. These are intended to engage learners' interest and promote discussion, rather than representing the only 'truth' about a given culture. Indeed, learners with experience of the same culture are encouraged to agree, disagree and add further information.

Independent learning

The seven Independent learning sections are in **even-numbered units** (alternating with Across cultures):

Unit	
2	Finding information
4	Self-study
6	Using a dictionary
8	Reading the phonemic script 1: consonants
10	Reading the phonemic script 2: vowels
12	Learning collocations
14	How do you learn languages?

The aim of these sections is to help learners to become more independent in their learning of English, both inside and outside the classroom, by:

- making them aware of a variety of course and self-study materials.
- enabling them to make better use of these materials.
- learning ways in which they can extend the learning process outside the classroom.

Explore speaking

Explore speaking sections occur in **odd-numbered units** (alternating with Explore writing).

Explore speaking is a complete, free-standing page which aims to equip learners with **skills and strategies for improving their spoken interaction** in a wide range of situations. It addresses real-life, immediate needs of Elementary learners, such as:

- asking people to repeat
- checking information
- taking a phone message
- starting and finishing conversations
- showing interest in a conversation
- developing a conversation
- changing topics

Each Explore speaking page includes:

- a **listening text** containing the target language. The listening, which generally links to the topic of the unit as a whole, provides a clear context for the target language.

- the **listening script** on the same page. This enables learners to see and study the target language right away without having to flick to the back of the book.

ROCIO	Hello, it's Rocio. Can I talk to Blake, please?
PAUL	Sorry, he isn't here at the moment.
ROCIO	Oh, I see.
PAUL	Can I take a message?
ROCIO	Oh, yes please. It's Rocio Gilberto, and ...
PAUL	Sorry, can you say that again?
ROCIO	Rocio Gilberto. G-I-L-B-E-R-T-O.
PAUL	G-I-L-B-E-R-T-O. OK. And what's the message?

- activities in which learners **notice the target language** in different ways, such as categorising expressions according to their function.
- **controlled practice exercises** which build familiarity and confidence with the target language.
- a **freer practice task**, such as a role play, which gives learners the chance to use the target language in a real-life situation.

Explore writing

Explore writing pages occur in **even-numbered units** (alternating with Explore speaking).

This page is dedicated to improving learners' writing skills through a sequence of activities which build towards a practical, purposeful writing task. As with Explore speaking, the page will have a topical link with the rest of the unit.

Specifically, Explore writing pages will help learners to:

- **write a range of short text-types** appropriate to the level, e.g. an email giving news, an invitation, an email of apology, a note requesting something.
- **understand genre-specific conventions**, e.g. email greetings, language for invitations and thank you notes, short requests and reminders.
- **develop micro-skills** for writing coherent sentences and short paragraphs, through work on areas such as punctuation and a range of linkers.
- **develop confidence** in writing by planning and discussing ideas with peers, talking about and improving texts together, and building from shorter to longer texts.

Each page contains one or more models of the text-type learners will produce at the end of the lesson. The sequence of exercises will usually require learners to:

- **read the model texts** for meaning.
- **notice** specific language features in the texts.
- **practise** using the new language in writing.
- **plan** a piece of writing, e.g. learners may be asked to generate ideas in pairs or groups, then organise their ideas into paragraphs.
- **write** their own texts.
- **read** each other's texts and respond where possible (either orally or in writing).
- work to **improve** their own or each other's texts.

You can of course set some of the later stages of the writing process as homework if you prefer.

In many cases the goals for these pages refer to both **traditional and electronic media** (e.g. 'write a letter or email of request'), meaning you can choose to ask your learners to write either on paper or on computer, if the facilities are available.

Look again

The Look again page is divided into two columns, **Review** and **Extension**. Although some sections can be set as homework, the page is intended as a series of communicative activities for learners to do in class. The Look again page also includes a final **Self-assessment** for the unit.

Review

The **three Review activities** will help learners to recycle language from both the current and previous unit:

1 Vocabulary – provides further communicative practice of a key area of functional or topical language from the unit.

2 Grammar – provides further communicative practice of the key grammar point in the unit.

3 Can you remember? – recycles a key language focus from the preceding unit to help students reactivate and better retain the language.

Extension

The **two Extension activities** focus on useful aspects of language, extending learners' knowledge beyond what is taught in the main body of the text.

4 Spelling and sounds – this section is intended to meet the need of learners and teachers for a systematic approach to English spelling.

It takes a 'spelling to sounds' approach in the belief that the most useful guide for Elementary learners is to help them to recognise and say words that they see written down. It looks at such areas as consonant and vowel recognition; how to say common consonants and vowel patterns; the effect of final 'e' on the pronunciation of vowels; silent letters; and consonant doubling before endings.

Spelling and sounds will help students to:

- become aware of spelling/sound correlations, helping to improve both spelling and pronunciation.
- learn general rules for spelling in manageable amounts.
- develop accuracy in spelling and therefore confidence in writing.
- revise words encountered in the current and previous units.

5 Notice – further exploits reading and listening texts from the unit by briefly looking at and practising a useful and regularly-occurring language feature, e.g. a set of time expressions, the use of *to* for giving reasons, uses of gerunds.

Self-assessment

Each unit concludes with a Self-assessment box for learners to complete either in class or at home. Many learners find it useful and motivating to reflect on their progress at regular intervals during a course of study.

For teachers, the Self-assessment will be a valuable means of gauging learners' perceptions of how much progress they've made, and of areas they need to work on further. Self-assessments can also be useful preparation for one-to-one tutorials in which the learners' and teacher's perceptions of progress are compared and discussed.

The Self-study Pack

About the Self-study Pack

English Unlimited Elementary Self-study Pack has been designed to offer flexibility and depth to your English teaching, whatever the specific needs of your learners. The Workbook and Self-study DVD-ROM provide a wide range of language and skills practice activities to accompany each unit of the Coursebook, so you can:

- set homework tasks based on the Coursebook lessons
- supplement your lessons with further language and skills practice
- use authentic video activities in class, or get learners to watch at home.

Your learners can:

- consolidate their knowledge of language and skills taught in class
- practise and check their pronunciation
- learn and practise essential speaking skills
- create tests on specific language areas quickly and easily
- check their progress and get feedback on their level of English and any specific areas of difficulty
- record and listen to themselves speaking in everyday dialogues, with animated video and audio materials.

In the Workbook

English Unlimited Elementary Workbook contains: activities which practise and extend the vocabulary and grammar taught in the Coursebook units; further reading, writing and listening skills practice; and numerous opportunities in each unit for learners to personalise what they are learning to their own interests and situations.

The first two pages of each unit consist of further **vocabulary and grammar practice** activities which can either be used in class or set for homework. **Over to you** activities suggest ways for learners to personalise the language and skills they have learnt.

VOCABULARY 7 Talking about a journey	Cross out the words or expressions that are not correct.
Over to you Talk about a journey you went on. Use some expressions from Exercise 7.	1 We booked / went / found seats on a flight to New York. 2 We drove / went / waited to the airport. 3 We showed our passport / shopping / ticket at check-in. 4 The flight was on time / delayed / checked. 5 We cancelled / caught / missed our connection in Amsterdam. 6 We spent / waited / wanted six hours in the airport. 7 The airport was very comfortable / uncomfortable / delayed. 8 The flight left / started / took off at 11.30 at night. 9 The plane checked / landed / arrived in New York the next afternoon. 10 We stayed / were / delayed in a three-star hotel on Broadway.

Time out, in even-numbered units, offers a fun way for learners to practise and remember vocabulary sets.

My English, in odd-numbered units, profiles learners from around the world, offering your learners a different perspective on learning English and encouraging them to reflect on their own learning.

Explore reading, in even-numbered units, offers practice in reading, understanding and responding to a range of everyday texts, such as newspaper and magazine articles, leaflets, programmes and web pages.

Explore writing, in odd-numbered units, gives learners key pointers on structure and language, to enable them to produce a wide range of written texts, such as emails, blogs, letters and detailed instructions.

The last page of each unit, **DVD-ROM Extra**, links up with the authentic video on the **Self-study DVD-ROM**. Learners have the chance to watch and listen to real people from around the world, talking about topics connected to the unit. These can be used in class or by learners on their own at home or in the school multi-media room.



On the Self-study DVD-ROM

The *English Unlimited Elementary Self-study DVD-ROM* offers your learners over 300 **interactive activities** which they can use to practise and consolidate what they've learned in class, while providing a number of **easy ways to check their progress** at every step of the course.

Just click on the icon for each unit and the learners will find fun and easy-to-use activities, from picture matching and drag-and-drop category exercises to **opportunities for learners to record themselves** and play back the result to check against an audio recording.

Each unit's activities practise and extend the **vocabulary, grammar, pronunciation** and **Keyword** areas focused on in the Coursebook. Learners can also generate tests quickly and easily, using the **QuickCheck** question bank. They can choose which units they want to test and how many questions you want the test to consist of, and QuickCheck will randomly select from the 700 questions in the bank.

Learners can also **keep track of their progress** as they work through the course. The Progress page shows them which scored exercises they have attempted and how they've done. Learners can see which language areas they need to do more work on and can go back and try again.

In addition to language practice, each unit of the Self-study DVD-ROM also contains several **Explore speaking** activities. These allow learners to listen to everyday conversations, noticing **key speaking skills** such as using conversation fillers or showing interest, and then incorporate these techniques into their own spoken English.

In most language courses, it is rare for learners to get the chance to **listen to themselves in conversation**, but if there is a microphone available, this can be done easily using the **animated video** clips on the DVD-ROM. Learners watch and listen to the clips, take a closer look at the language used, and then have the opportunity to record themselves in the conversations and play it back to hear how they sound.

On the Self-study DVD-ROM, you will also find the **DVD-ROM Extra** video, described above, which can be used in or outside class, using the last page of each unit of the Workbook, or just watching them to get extra exposure to real language.

The Teacher's Pack

We understand that no two teachers or classes are alike, and that the role of a Teacher's Pack accompanying a language course is to cater for as diverse a range of pedagogical needs as possible. The materials in this Teacher's Pack serve to enhance the flexibility of *English Unlimited* to meet the needs of teachers who:

- are teaching courses of different lengths
- want to supplement the Coursebook materials
- have different class sizes and types
- are teaching in different parts of the world
- are addressing different assessment needs
- want to use DVD materials in the classroom

English Unlimited Elementary Teacher's Pack offers a **step-by-step guide to teaching** from the Coursebook, **more than 60 photocopiable activity worksheets** to extend and enrich your lessons and a **complete testing suite**. The Teacher's Pack consists of the **Teacher's Book** and the **Teacher's DVD-ROM**.

In the Teacher's Book

Teacher's notes

In the Teacher's Book, there are more than 100 pages of teacher's notes (pp21–123) to accompany the Coursebook material. These notes are a comprehensive and easy-to-follow guide to using the *English Unlimited Elementary* Coursebook, and have been written with a broad range of class-types and teaching styles in mind.

Each unit's notes take you smoothly through the different stages of the Coursebook lessons. Answers are clearly highlighted, and the Individual, Pair and Group work symbols show at a glance what interaction is suggested for each stage.

On every page, there are instructions for alternative activities, clearly boxed, to offer greater variety and interest. There are also suggestions throughout for adapting activities to stronger and weaker classes, multilingual and monolingual classes, younger learners, and to large and small class sizes.

On the Teacher's DVD-ROM

Photocopiable activities

There are 45 photocopiable activity worksheets on the Teacher's DVD-ROM (three for each unit) ready to print out and use straight away. These offer extra vocabulary, grammar and pronunciation practice, extra reading and writing work, role plays and games which further activate the language that learners have been introduced to in the Coursebook, and build their fluency, confidence and communication skills.

Each activity is accompanied by a page of clear, step-by-step instructions, with answer keys and extra teaching ideas. At the end of each unit of the Teacher's notes, there is a page to help you find the activities you need.

Writing essentials

The Writing essentials activities (described in more detail on pp125–128) consist of 12 sets of photocopiable activity worksheets specially designed for non-Roman alphabet learners of English. Each activity teaches a vital writing or reading skill, such as letter formation or recognition of common words, and supports learners in the process of reading and writing in a new script. These activities can be used alongside the Coursebook and other material, or as part of a separate course for non-Roman alphabet learners.

Progress and Achievement tests

The *English Unlimited* testing suite consists of 14 unit-by-unit Progress Tests and 3 skills-based Achievement tests to motivate your learners and give you and them a clear idea of the progress that they are making. These and other methods of assessment are discussed in detail on pp18–19.

Videos

Two DVD-ROM videos per unit from the Self-study Pack are also included on the Teacher's DVD-ROM, as they are easily adaptable for use in class.

Assessing your learners with *English Unlimited*

There are many ways of assessing learner progress through a language course. For this reason *English Unlimited* offers a range of testing and assessment options, including progress tests, skill-based achievement tests, assessment using the e-Portfolio, self-assessment and continuous assessment.

Tests on the Teacher's DVD-ROM

There are two types of test available as PDFs on the Teacher's DVD-ROM: Progress and Achievement tests.

Progress tests

There is one Progress test for each of the 14 units of the course. These assess the learners' acquisition of language items taught in the main Coursebook material. Each test carries 40 marks and includes questions assessing grammar and vocabulary items taught in the unit. These are not intended to be 'high stakes' tests but rather quick checks that will help the teacher and learner judge which language points have been successfully acquired and understood, and which areas individual learners or the whole class may need to study again.

We suggest that each test should take no more than 30 minutes in the classroom. Tests can be copied and distributed to each learner and taken in class time. The tests are designed for quick marking with the provided Answer Key. Teachers may choose to mark tests, or, alternatively, learners can mark each other's work. A mark can be given out of 40. If particular problem areas are identified, learners can be directed to do extra work from the Self-study Pack.

Achievement tests

There are three Achievement tests, designed to form the basis of formal learner assessment.

- **Achievement test 1** can be taken after unit 4.
- **Achievement test 2** can be taken after unit 9.
- **Achievement test 3** can be taken after unit 14.

These tests are based on the four skills, Reading, Listening, Writing and Speaking.

Reading tests

Each test is based on a short text and we advise allowing no more than 15 minutes for each test. As with the Coursebook and Listening tests, there may be a few unfamiliar items in the text but the tasks are graded so unknown items should not hinder the learners' ability to answer the five questions. The teacher may mark the tests or it may be acceptable for learners to mark each other's work.

Listening tests

The audio tracks for these are found at the end of the three Class Audio CDs. Achievement test 1 is track 57 on CD1; Achievement Test 2 is track 57 on CD2; Achievement Test 3 is track 62 on CD3.

We suggest carrying out tests under controlled conditions with the recording played twice. Each test should take no longer than ten minutes. As with the Coursebook audio, there may be a few unfamiliar language items in the listening text but tasks are graded to the level of the learner, so unknown items should not hinder the learners' ability to answer the five questions. The tests are simple and quick to mark. They can be marked by the teacher or it may be acceptable for learners to mark each other's work.

Writing tests

Learners are set a writing task based on themes from the Coursebook and the teacher assesses work using the analytical marking scales provided. Tasks are designed to simulate purposeful, real-life, communicative pieces of writing. The teacher should endeavour to identify the band the work falls in for each category. This marking scheme can give learners a profile of the strong and weak points of their written work, creating a virtuous circle of improvement through the course.

If the tests are to be used under timed conditions in class, forty minutes should be allowed for the learners to produce their texts – planning and redrafting may be encouraged by the teacher at the outset.

Another way is to set the tasks as assessed writing assignments to be done as homework. In these cases, the teacher should interpret the band scales according to the time available and the availability of dictionaries and other reference materials.

The option chosen will depend on your learning environment. A timed test may help you assess learners under equal conditions, but can be a rather artificial, pressured environment. Written homework assignments are less controlled, but could be a better way of encouraging learners to work at their writing and feel satisfied with a polished piece of written work. The Explore writing tasks in the Coursebook and Self-study Pack may also be used as assessed assignments and marked using the Writing assessment scales.

Speaking tests

These are designed to be carried out by an assessor, who may be the learners' regular teacher, or another teacher in the institution. Learners do the tests in pairs. The ideal environment is for the test to take place in a separate room from the rest of the class, who can be engaged in self-study work while the testing is taking place. It is best if seating is set up as a 'round table' if possible, rather than the teacher facing both learners across a desk, so as not to suggest an interrogation! Each test takes ten minutes.

The assessor should be familiar with the Speaking assessment scales for the speaking tests before the test and have a copy of the Mark Sheet for each learner with their names already filled in. Screen the mark sheets from the learners.

The assessor will need the Teacher's Notes, which provide a script of prompts for the test. Each test is in two parts. In the first part (six minutes), the assessor puts the learners at ease with warm-up questions, before asking the learners in turn a selection of questions from the Notes, based on themes from the Coursebook. The assessor may depart from the script to elicit further responses, maintaining a friendly, encouraging manner. The assessor may begin to note down some marks based on the scales for each learner.

In part 2 (four minutes) learners are provided with prompts for a communicative task, which they carry out between themselves. Learners may need some encouragement, or to have the instructions explained more than once.

During this section the teacher should withdraw eye contact, making it clear that the learners should talk to each other, listen closely and revise the marks from part 1, gradually completing the grid.

The assessor should not correct learners at any point during the test.

Filling in the mark sheets

Once all four papers of the Achievement tests have been carried out, the teacher can provide marks for each learner. This includes marks for the Speaking and Writing tests, and an average mark out of five for each one; and marks out of five for the Reading and Listening tests. This gives the learners a snapshot of their performance in the four skills. The learners should be encouraged to reflect on what they found easy or difficult, and given strategies to improve performance in different skills. The marks can be used as the basis for course reports or formal assessment.

Self-assessment

Assessment is not just about tests. Self-assessment encourages more reflective and focused learning. *English Unlimited* offers a number of tools for learner self-assessment:

- Each unit of the Coursebook ends with a self-assessment grid in which learners are encouraged to measure their own progress against the unit goals, which in turn are based on the can-do statements of the Common European Framework of Reference for Languages.
- Progress with the activities on the Self-study DVD-ROM can be analysed in detail on the Progress screen.
- The Self-study DVD-ROM also contains Quick Check tests, using a bank of 700 multiple-choice questions. Learners select which units they want to be tested on and how long they want the test to be – new tests will be randomly generated each time.

Using the e-Portfolio

Portfolio-based assessment is a useful tool for both self-assessment and formal assessment, particularly for teachers seeking an alternative to traditional timed writing tests. The e-Portfolio allows learners to:

- Assess their progress against can-do statements and revise their assessments later in the course depending on progress made.

- Build up a personal e-Portfolio of written work associated with the course. The learner may then select their best work, as an alternative to tests, or at the end of the course to be provided as a Portfolio. This may include word-processed documents, project work and even audio files. Some of the Explore writing tasks may lend themselves well to portfolio work, and in some classrooms learners may be asked to record personal audio files based around speaking tasks in the book. The satisfaction of producing a polished *spoken* text is a rare one in a language course, but if the learner or the centre has access to a microphone, it is relatively easy to do.

Written texts and audio in a learner's e-Portfolio may be assessed using the same analytical scales as the Writing and Speaking Achievement tests.

Continuous assessment

Finally, some teachers and institutions may prefer to dispense with tests and adopt a form of continuous assessment. This can be demanding on teacher's time but perhaps no more so than the marking load created by frequent formal tests. The important thing is to explain the system to learners early in the course, and regularly show them their marksheets to indicate how they are getting on. How actual assessment is carried out may differ between institutions, but here are some guidelines and ideas:

- It is possible to assess learners using the Speaking assessment scales regularly through the course. The Target Activities, where learners are involved in more extended discourse, offer an opportunity for this.
- Tell learners when their speaking is being assessed and the teacher can monitor particular groups.
- Learners should be assessed several times during the course or they may rightly feel they were let down by a single bad performance, even if the assessment is not 'high stakes'.
- An atmosphere of gentle encouragement and striving for improvement should always accompany this kind of assessment. Some learners can get competitive about this, which can have a negative effect on class atmosphere and demotivate less confident learners.
- The Explore writing tasks can be used for continuous written assessment, using the marking scales for writing.

A final word

Testing and assessment can be a vital tool for the teachers and learners in assessing strengths and weaknesses, building awareness and encouraging improvement. But it can be frustrating for a learner to feel that they are being assessed too often, at the expense of actually learning, and whilst there are certainly learners who like being tested, there are many others who certainly don't!

English Unlimited aims to help learners communicate in real-life situations, and the testing and assessment tools provided should be used with that purpose in mind. Testing and assessment should never take precedence over learning, but serve as useful checks on the way to increasing confidence, competence and fluency.

The Common European Framework of Reference for Languages (CEF)

A goals-based course

English Unlimited is a practical, goals-based course for adult learners of English. The course goals are taken and adapted from the language-learning goals stated in the Common European Framework of Reference for Languages (CEF).

The goals of the CEF are divided into a number of **scales** which describe abilities in different kinds of communication. We've chosen the scales which we felt to be the most useful for adult general English learners at Elementary level. These are:

Speaking

- Describing experience
- Conversation
- Informal discussion
- Goal-oriented cooperation
- Transactions to obtain goods and services
- Information exchange
- Turntaking
- Co-operating
- Asking for clarification

Writing

- Creative writing
- Correspondence
- Notes, messages and forms

Listening

- Overall listening comprehension
- Understanding conversation between native speakers
- Listening to announcements and instructions
- Listening to audio media and recordings

Reading

- Overall reading comprehension
- Reading correspondence
- Reading for orientation
- Reading for information and argument
- Reading instructions

Where the goals are met

As you'll see in the example unit on pp6–10, goals are given for the two lessons at the start of each unit, for the Target activity, and on the Explore speaking and Explore writing pages. They are also listed in the Self-assessment, which learners do at the end of the Look again page.

Listening and reading goals are not usually given on the page as they are addressed repeatedly throughout the course. The CEF tables on the Teacher's Pack DVD-ROM show which parts of the course deal with the listening and reading goals.

Find out more about the CEF

You can read about the CEF in detail in *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001), Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press, ISBN 9780521005319.

Intro

About you

Intro

Goals: introduce yourself
ask for and give personal information
fill in a form
say what you can do

Core language:

VOCABULARY Countries and languages
Introducing yourself
Letters, numbers, addresses
Personal information

GRAMMAR Possessive adjectives
can for ability



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

Hi, my name's Anna

VOCABULARY Countries and languages

1 a *Listening and reading.* Play recording 1.1. Learners listen and number the speakers.

1 *Astrid 2 Andrew 3 Anna 4 Sameh 5 Anri 6 Claudia*

b / Learners find the countries in the texts.

Go through these with the class, checking that learners understand them and can say them correctly. You could build them up in a list on the board. Focus especially on the stress in *Egypt* and *Japan* and the pronunciation of *Austria*.

1 **Six countries:** *The United States, Mexico, Wales, Austria, Egypt, Japan*

Optional extra

Show a world map (either as a poster, or copied onto A4 sheets) and ask learners to find the countries. This would be a good way to check that they understand that these are countries and not languages.

Follow the same procedure with the eight languages.

2 **Eight languages:** *French, Arabic, Spanish, English, German, Japanese, Hungarian, Russian*

Ask learners which countries these languages come from, and build up two lists on the board:

French France
Spanish Spain ...

Point out that *Arabic* has no single country equivalent.

c Play recording 1.2 to check pronunciation.

Alternative: Listening with books closed

Play recording 1.2. Pause after each speaker and ask where he/she is from and what languages he/she speaks. Write these on the board and practise pronunciation. Then learners open books and read the written versions to check.

d / Learners think of five more countries and write them down. Then they think what languages people speak there.

Go through the answers, and write new words on the board.

VOCABULARY Introducing yourself

2 To show what to do, introduce yourself using the sentence beginnings in 2a. You could check by asking the class: *What did I say?* (Answer: My name is ...) or: *Tell me what you know about me* (Answer: Your name is ...).

a Learners write sentences. As they do this, go round and check, and give help if necessary.

b Using the sentences they have written, learners introduce themselves to others in their group.

Alternatives

- *Whole class*
Learners introduce themselves in turn to the rest of the class.
- *Reporting back*
Learners introduce themselves in their group. Then one learner in each group tells the class about the other people in his/her group (*She's from ...; She speaks ...*).
- *Mingling activity*
Learners move freely around the class, introducing themselves to three or four other learners. As a round-up, ask learners to tell you one person they 'met' and to say one thing about him/her.

Note: Subject pronouns and possessive adjectives

You could do the grammar practice on p131 at this point.

What's your email address?

LISTENING

1 *Completing a form.* Look at the pictures and ask what they show (Answer: people talking on the phone; a yoga class). Establish that the woman wants to go to a yoga class.

a Play recording 1.3. Learners listen and complete the form.

b Go through the answers with the class, or let learners check their answers in the script on p148. Check that learners understand *surname* (= last name or family name), *address* (= where you live), *postcode* (give an example), *mobile*, *nationality* (give examples).

2 *Karolak 3 152 4 M20 6RU*
5 0161 228 3434 6 ak97 7 German

VOCABULARY Letters, numbers, addresses

2 *The alphabet.* Ask learners to say the alphabet round the class. Focus on any difficult items (e.g. the vowels A, E, I, O, U and the consonants G, J, H, R, Q).

Learners test each other.

Alternative practice ideas

1 Abbreviations

Write common abbreviations on the board (e.g. *BBC, IBM, UN, BMW, USA, CIA*). See if learners can say them.

Or: Learners write an abbreviation on a piece of paper. They go round the class and ask other learners to try saying it.

2 Hangman

Write countries or languages on the board in the form of blanks, e.g. ' _ _ _ _ _ '. Learners guess letters: if the letter is in the word, add it in the correct place.

3 a *The alphabet and numbers.* Ask learners to say each item. Alternatively, learners can go through the items in pairs.

b Play recording 1.4 to check pronunciation.

4 a *Email and website addresses.* Use a well-known website address to introduce *dot, at* and *one word*.

Learners work out how to say the email and website addresses.

b Then go through the answers and play recording 1.5 to check.

Discuss which countries the addresses are from.

1 *United Kingdom (= Britain)* 2 *Brazil* 3 *Japan*
4 *India* 5 *England (Britain)*

5 a *Letters, numbers and addresses.* Learners write down people and other details.

To demonstrate the pair work, read out a name or number and ask learners to write it down. Then get a learner to say it back to you.

b In turn, learners read out what they have written. Their partner writes it down, checking spelling if necessary, but without looking at the words or numbers.

c They check what they have written.

VOCABULARY Personal information

6 a *Questions and answers.* Learners match questions 1–7 to answers a–g.

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

b Learners cover the questions and look at the answers. They practise saying the questions. (*Note:* They shouldn't give answers about themselves at this stage. They will do this in 7.)

Books closed. Write subject pronouns on the board, and ask learners to say the possessive adjectives. You could do this through examples, e.g. *I have a book. It's ... book (Answer: my).*

7 / Learners complete the sentences.

2 *their, they* 3 *he, his* 4 *her, she*

SPEAKING

8 a Learners look at the form on p122. In turn, they ask questions and complete the form for their partner. They should do this without their partner looking at the form.

b They look at each other's forms and check that the information is correct, and that the words are spelled correctly.



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

Can you ... ?

GRAMMAR *can* for ability

1 a Ask learners to remember the conversation between Agata and Tom. Read out the sentences. Learners choose *can* or *can't*.

2 *can't* 3 *can* 4 *can*

b Use this to present the forms and practise pronunciation. Get learners to say the sentences and play recording 1.6 to check. Point out that:
– *can* is often pronounced /kən/ (it is usually unstressed).
– *can't* has a longer sound: /kɑ:nt/.

Note: Grammar practice

You could do the grammar practice on p131 at this point.

2 a *Asking and answering questions with 'Can you ...?'* Give an example to show how we change the word order to make questions with *can*:

– *You can speak English.*

– *Can you speak English?*

Ask the first question to two or three learners, and establish the possible answers:

– *Yes, I can.* – *No, I can't.*

Get learners to practise saying them, focusing on the pronunciation of /kən/ and /kɑ:nt/.

Ask the questions round the class, getting a different learner to answer each one.

Learners ask and answer the questions in pairs.



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

b Learners complete the self-assessment.

Self-assessment

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

Intro unit Extra activities on the Teacher's DVD-ROM

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

Intro A Language dominoes

Spain	Arabic	Australia	Spanish	China	English
Austria	German	Switzerland	Spanish	the USA	Swahili
Mexico	Turkish	Turkey	German	Iran	Chinese
Russia	Japanese	Jordan	English	Japan	Arabic
Germany	French	Canada	Russian		English
Italy	English	England	German		Arabic
Poland	English	Egypt	Italian		Farsi
France	Portuguese	Portugal	Polish	Saudi Arabia	
South Korea	Portuguese	Brazil	French	Kenya	
Scotland	Spanish	Argentina	Korean		

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

Intro B Evening classes

Northcliffe College

Application form

Course name: **Karate (beginners)**

Title: Mr Ms Miss Ms

First name(s): _____

Surname: _____

Address: _____

Postcode: _____

Telephone (home): _____

Telephone (mobile): _____

Email: _____

Nationality: _____

Language(s): _____

Westfield Institute

New enrolment details - OFFICE USE ONLY

Course name: **Photography (beginners)**

Applicant information:

Title: Mr Ms Miss Ms

Full name: _____

Address (including postcode): _____

Contact telephone number(s): _____

Email address: _____

Nationality: _____

Language(s) spoken: _____

Westfield Institute

Application form

Course name: **Photography (beginners)**

Title: Mr Ms Miss Ms

First name(s): _____

Surname: _____

Address: _____

Postcode: _____

Telephone (home): _____

Telephone (mobile): _____

Email: _____

Nationality: _____

Language(s): _____

Northcliffe College

New enrolment details - OFFICE USE ONLY

Course name: **Karate (beginners)**

Applicant information:

Title: Mr Ms Miss Ms

Full name: _____

Address (including postcode): _____

Contact telephone number(s): _____





Email address: _____





Nationality: _____

Language(s) spoken: _____

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

Intro C Can you or can't you?

Can you ...	NAME
A	?
B	?
C	?
D	?
E	?
F	?
G	?
H	?
	?
	?

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

Intro A Language dominoes

Activity type: Vocabulary and pronunciation – Card game – Groups

Aim: To practise pronouncing and distinguishing between nouns for countries and languages

Language: Countries and languages – Use at any point during the Intro unit.

Preparation: Make one copy of the worksheet for every three learners. Cut up each worksheet along the dotted lines to form sets of 30 dominoes.

Time: 20 minutes

Intro B Evening classes

Activity type: Speaking and writing – Form-filling – Pairs

Aim: To practise asking for and giving personal information

Language: Personal information – Use at any point from p8.

Preparation: Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted line.

Time: 20–25 minutes

Intro C Can you or can't you?

Activity type: Grammar and speaking – Find someone who ... – Pairs / Whole class

Aim: To practise using *can* and *can't* to talk about abilities

Language: *can* for ability – Use at any point from p9.

Preparation: Make one copy of the worksheet for each learner.

Time: 15 minutes

1 People in your life

1.1

Goals: introduce people
say who people are


Core language:

VOCABULARY	People you know
PRONUNCIATION	Syllables
GRAMMAR	Possessive 's be present: <i>am, is, are</i>

Nice to meet you

VOCABULARY People you know

1 *Books closed.* To introduce the topic, ask learners to imagine it's their birthday party. Ask them who they might invite. Use this to elicit some of the vocabulary needed for the task (e.g. *friends, family, brother, sister, colleagues*).

a  *Books open.* Learners look at the photos and guess who the people are.

Discuss the possible answers together, and present any new words from the box.

Alternative: Weaker classes

Read through the words in the box first. Present any new words, and practise saying them. Then learners discuss the photos in pairs.

b Play recording 1.7, pausing after each conversation to check the answers.

2 *teacher* 3 *colleague* 4 *mother, father*

PRONUNCIATION Syllables

2 a Write the words *wife* and *brother* on the board, and say them aloud to show the meaning of the word *syllable*.

Ask learners which words in 1a have one syllable and which have two syllables. Build them up in two lists on the board.

b If necessary, play recording 1.8 to check, and help learners to practise saying the words.



You could use photocopiable activity 1A on the Teacher's DVD-ROM at this point.


SPEAKING

3 *Possessive apostrophe 's'.* Look at the grammar box. Ask learners to add the missing words, and write them on the board. You could direct them to the Grammar reference on p132.

2 *Isobel's* 3 *Maria Teresa's* 4 *Isobel's*

Optional presentation

To present the possessive 's, you could hold up e.g. a book and say: *This is my book*. Then point to a learner's book and say: *This is Martin's book*.

4  *Practice using the possessive 's'.* Learners cover the page and, looking only at the photos at the top of the page, they try to remember who the people are.

Note: Grammar practice


You could do the grammar practice on p132 at this point.

5 a *Reading and listening.* Look at the photo with the learners and ask who the people are (*Answer:* Maria Teresa, Isobel and James). Learners complete the conversation with the expressions. If necessary, write them on the board.

2 *this is* 3 *what's your name again* 4 *please call me*
5 *Are you* 6 *I'm*

b Play recording 1.9 to check and ask:

- *Who is Maria Teresa?* (Rob's Spanish teacher)
- *Do people always call her Maria Teresa?* (No – they call her Maite)
- *Who is Isobel?* (James's wife, Rob's mother)


 In threes, learners practise the conversations. As they do this, go round and help with pronunciation.

Optional practice

To activate the key expressions:

- 1 Introduce yourself to two or three learners, and get them to respond: *Nice to meet you*. Then learners introduce themselves to the learners near them.
- 2 Ask a learner's name, and say: *Sorry, what was your name again?* Then introduce yourself to a few learners in turn, giving a name that is hard to understand. Get them to ask you: *Sorry, what was your name again?*
- 3 Ask if any learners have short forms of their name. Then ask them their name, and get them to respond as in the conversation (*It's ... But you can call me ...*)

In pairs or groups, learners introduce themselves, using the expressions you have practised.

6 a  *Speaking: Mingling activity.* Divide the class into pairs, and tell each pair they are a 'couple' (they could be friends, brothers, colleagues, husband and wife ...). They decide what their relationship is.

b Staying together in pairs, learners move freely around the class as if at a party. They meet other pairs, and introduce themselves and their partner.

c *Round-up.* Ask a few learners who they met at the party.

Alternative: Open pair work

If it is difficult for learners to move freely around the class, you could ask each pair to stand up in turn and introduce themselves to the others. Other learners respond by asking them, for example, to repeat their name, whether they are colleagues and so on.

Is she your sister?

GRAMMAR *be* present: *am, is, are*

- 1 / *Positive and negative sentences.* Learners complete the sentences and questions.

Discuss the answers together. If necessary, write the forms on the board.

2 You're	4 We're	6 I'm not	8 aren't
3 He's	5 They're	7 isn't	

Check learners know that:

- *they're, isn't* etc. are written as a single word.
- the apostrophe shows where a letter is left out.

As you go through each section, play recording **1.10** to check pronunciation (or say the sentences yourself), and get learners to practise saying them. Focus on anything learners find difficult (e.g. /wɪə/, /ðeə/, /ɪznt/, /ɑ:nt/).

- 2 *'be' questions.* Learners complete questions 1–3.

1 Are	2 Is	3 Are
-------	------	-------

Play recording **1.11** to check, and point out to learners that the intonation goes up at the ends of these questions. Learners practise saying the questions.

Note: Grammar practice

You could do the grammar practice on p132 at this point.

- 3 *Writing: Personalisation.* To show what to do, write your own name on the board, and then add the names of five people you know, linking them to your name, as in the diagram.

- a Learners do the same.
- b Read the three example questions, and get learners to ask you questions like this about the people on the board.

Learners exchange diagrams. Working alone, they write questions about the people in their partner's diagram. As they do this, go round and check.

SPEAKING

- 4 Learners ask about the people in their partner's diagram.

Round-up. Ask a few learners to tell you about their partner's diagram (e.g. *She has a sister called Marta. Marta's husband is Tibor ...*).

1.2

Goal: talk about present and past jobs

Core language:

VOCABULARY Talking about jobs
GRAMMAR *be* past: *was, were*

What was your first job?

READING

- 1 To introduce the topic, look at the pictures and ask learners what the jobs are.

A a cook B an office manager C a shop assistant

To check understanding, ask learners what the people do:

- a *journalist* writes for a newspaper or magazine.
- a *manager* works in an office.
- a *shop assistant* works in a shop, sells things.
- a *cook* cooks food (in a restaurant or hotel).

Point out that *cook* can be a noun or a verb:

- He's *a cook*.
- He *cooks* food.

A head cook is called a *chef*.

- 2 a *Prediction.* Ask a few learners which job they think was Rob's first, best and worst. See if all the class agree, and ask them briefly to say why.

Note

Try to do this using very simple language. You could ask questions to help, e.g. *Do you think the money is good? Is it a lot of work?*

Adjectives for describing jobs are introduced in **4**, so avoid going into too much detail at this point.

- b Ask learners to look quickly at the text and find out which were Rob's best and worst jobs.

First job: <i>shop assistant</i>
Best job: <i>journalist</i>
Worst job: <i>cook</i>

- 3 / *Reading for detail.* Learners read the text and decide what order the jobs were in.

2d <i>cook</i>	3e <i>marketing assistant</i>
4a <i>office manager</i>	5c <i>journalist</i>

VOCABULARY Talking about jobs

- 4 a *Opposite adjectives.* Learners match the adjectives.

2 <i>interesting / boring</i>
3 <i>well paid / badly paid</i>
4 <i>different every day / the same every day</i>
5 <i>great / terrible</i>

- b Present any new items (use gestures to do this, or give simple examples). Play recording **1.12** as a model and get learners to say the words. Focus on the reduced vowels in /dɪfɪkəlt/, /dɪfrənt/, /ɪntrestɪŋ/ and /terɪbəl/.
- 5 Take each of Rob's jobs in turn, and ask learners what they think it was like. Get them to use the adjectives in **4a**.

- 6 *Speaking.* Look at p145, and check that learners know what all the jobs are.

/ Learners choose five jobs, and use the adjectives from **4a** to say what they think about them. Together, they agree on an order, from best to worst.

Round-up. Ask pairs or groups to say what order they put their jobs in and why.

When I was fifteen ...

GRAMMAR *be* past: *was, were*

- 1 a / *Positive, negative and question forms, and short answers.* Learners complete the sentences and questions.

1 was	3 wasn't	5 Was	7 Were
2 were	4 weren't	6 was	8 weren't

Point out that:

- we use *was* and *wasn't* for singular (*I, he, she, it*) and *were* and *weren't* for plural (*we, they*).
- but we always say *you were*, whether it is singular or plural.

- b** As you go through each section, play recording **1.13** to check pronunciation (or say the sentences yourself), and get learners to practise saying them. Focus on the pronunciation of /wɒzənt/ and /wɜːnt/.

- 2 a** / Learners complete the sentences.
- b** Go through the answers, and play recording **1.14** to check.

2 was 3 was 4 were 5 was 6 weren't 7 wasn't 8 wasn't

Note: Grammar practice

You could do the grammar practice on p133 at this point.

SPEAKING

- 3** To introduce the activity, get learners to ask you questions about your first job, your best job and your worst job.
- a** Give learners a minute to think about the jobs they've done and decide which was the first, the best and the worst.
- b** Learners ask each other questions about their jobs.

Alternative: Younger classes

If learners have had little or no experience of work, they could talk about other people they know (e.g. their parents, a cousin, a brother/sister). Alternatively, you could ask learners to think about holiday/weekend jobs and say what they were like.

- c** Learners discuss the question together. Then ask a few learners to tell you what they decided and why.



You could use photocopiable activity 1B on the Teacher's DVD-ROM at this point.

1.3 Target activity: Talk about someone you know well

Goals: say who people are talk about present and past jobs say how you know people

Core language:

TASK VOCABULARY How you know people
1.1 VOCABULARY People
1.2 GRAMMAR *be* past: *was, were*

TASK LISTENING

- 1 a** *Listening for main idea.* Play the first part of recording **1.15** (Michel) and ask learners how he knows Roberto. (*Answer:* They were colleagues.)
- b** Then play the second part of **1.15** (Donna) and ask how she knows Adam. (*Answer:* They were best friends and neighbours.)

- 2 a** *Listening for detail.* Look at each profile in turn and see if learners can complete the information.

Roberto: 1 Brazilian 2 colleagues 3 good friends 4 teacher
Adam: 5 Canadian 7 husband 8 media 9 TV

- Present any new words or phrases, e.g.
– *shipping company* (= a company that owns ships)
– *presenter* (person who speaks on TV; give an example of a well-known TV presenter)

- b** Play recording **1.15** again to check.

Alternative: Read the profiles, then listen

- 1 Read through the two profiles. Ask what we know about each person, e.g.
– *What's his name?* (Roberto)
– *Where is he from?* (Brazil)
– *How old is he?* (55) ... and so on.
- 2 Play recording **1.15**. Ask how the people know each other, and check the information in the profiles.

TASK VOCABULARY How you know people

- 3 a** Either go through the exercise with the whole class, or let learners work through it in pairs and write sentences. As you go through the answers, build up these phrases on the board:

We were ...
We were at ... together
We were in the same ...
He/She was my ...

2 university 3 office 4 neighbours 5 teacher

- b** Play recording **1.16** to check pronunciation.



You could use photocopiable activity 1C on the Teacher's DVD-ROM at this point.

Alternative: Presentation with books closed

Write the phrases above (*We were ...*, etc.) on the board. Ask learners to suggest words and phrases to go in the gaps, and add them on the board. Then open books and do exercise **3a**.

TASK

- 4** *Preparation for the task.* To show what to do, write the name of someone you know on the board, and tell the class about them. As you do this, write a few brief notes on the board, e.g.
Peter – Australia – 35
at university – students
doctor – friends
- From the notes, ask learners to tell you what you said.
- a** Learners choose a person they know (it can be a friend, a colleague, a neighbour, a wife/husband ...). They write brief notes like the ones on the board. Go round and check, and give help with any unknown words.

Option: Stronger classes

Learners might want to use past simple verbs, e.g. *I met her ...; We lived ...; He worked ...*. You could present these as set phrases, and write them on the board.

- b Learners tell each other about their person. Their partner can ask further questions.
For a second stage, learners form new pairs. They tell their new partner about their person. This should help them to improve fluency.

Alternative: Mingling activity

After the first pair work stage, ask learners to stand up and move freely around the class. They talk about their person to two or three other learners in turn.

1 Explore

Keyword: OK

Goals: understand how *OK* is used to express a range of meanings
use *OK* appropriately

Core language:

OK = I understand / *OK* = all right / good
OK = no problem / *OK* = yes, you can

- 1 *Picture presentation of 'OK'.* Look at the pictures in turn, and establish what they show:

A a receptionist (in a hotel, at a reception desk) and a guest
B two people in a café (one is giving a mobile phone to the other)
C a student arriving at her classroom
D two people shaking hands

- a Learners match them with the conversations.

A 3 B 1 C 2 D 4

- b Ask learners what *OK* means in each conversation.

1 = yes, you can
2 = no problem
3 = I understand
4 = all right / good

- 2 a *Practice in using 'OK'.* Learners practise the conversations. As they do this, go round and check.

- b *Whole class.* Say the first line of each conversation and get a different learner to respond to each. Then learners test each other.

- 3 a Learners work together to think of appropriate responses to sentences 1–6 using *OK*. *Possible answers:*

1 It was OK, thanks. What about you?
2 Yes, OK.
3 He's OK.
4 That's OK. It's Malik.
5 1–4-3. OK.
6 Yes, OK

- b Learners compare ideas with another pair to see if they have the same answers. Ask the questions round the class, and get learners to answer using *OK*.

Optional improvised dialogues

Divide the class into pairs. Give each pair an instruction, e.g.
– *You want to use B's car.*
– *Ask B's phone number.*
– *Ask B's address.*
– *You weren't at B's party. Say sorry.*
– *Ask B for money.*

Together, pairs develop a conversation. They could write it down, or just practise it. They should use *OK* in their replies. Each pair acts out their dialogue in front of the class. The other learners say what's happening (i.e. what your instruction was).

Across cultures: Greetings

Goal: make learners aware of different forms of greeting in different cultures

Core language:

Forms of greeting: *bow, kiss, exchange cards, hug, shake hands, say hello/hi*
Present simple + *usually*

- 1 *Presentation of 'greetings' verbs.* Look at the pictures and ask learners to match them with the verbs.

1 bow	3 say hello	5 hug
2 shake hands	4 kiss	6 exchange cards

With stronger classes, you could ask what the people are doing, and use the present continuous, e.g. the first picture: *They're bowing.*

Option: Personalisation

Look at each picture in turn, and ask what verb goes with it. Then ask learners if they ever do this when they say hello. Don't get involved in too much discussion at this point, as learners will talk about this in exercise 3.

- 2 a *Listening.* Ask learners what they imagine people do in Korea when they meet.

Play recording **1.17**, and establish what Seung-wan says.

Two male friends usually shake hands or say hello.
Two female friends usually hug, but don't kiss.
Male and female friends usually say hello.

- b Ask learners what they think people in England do when they meet. Then play recording **1.18** to find out what Paul says.

Two male friends usually just say hello ('Hi, how are you?').
Two female friends usually kiss.
Male and female friends usually kiss.



- 3 *Speaking: Personalisation.* To introduce the activity, look at one or two of the situations and briefly say what you do, e.g. *If I meet a friend at a party, we usually shake hands.*

/ Learners look at each situation in turn, and say what they do and what other people in their country do. They could also discuss whether older people (e.g. their parents or grandparents) and younger people do the same thing.

Round-up. Look at the situations and see if groups have the same answers.

Mixed-nationality classes

Ask learners from different countries what people in their country do in each situation.

- 4  /  *Extension.* Learners say if they know about greetings in any other cultures. Then talk about this together, and see if other learners agree. Alternatively, simply ask learners round the class if they know about greetings in any other cultures.

Optional homework: Internet research

Write three or four countries on the board, e.g. China, India, Nigeria, and ask learners to find out about greetings on the internet (they can do this by keying in e.g. 'China greeting' on Google). In the next lesson, ask what they found out.

Explore speaking

Goals: ask people to repeat
ask questions to check information

Core language:

Asking for repetition: *Sorry, can you say that again? What's ... again?*



Checking information: *Sorry, which ...? Sorry, how much? Sorry, where?*

- 1 *Listening.* Look at the photo and establish who and where the people are (Krishnan and Maria Teresa / Maite; at Rob's party).
- a Ask learners to cover the script on the right of the page. Then play recording 1.19, and ask what the two people don't understand.
- b Learners read the script to check.


1 *Maite doesn't understand Krishnan's name ('Sorry, can you say that again?')*
2 *Krishnan doesn't understand Maite's name and job ('What's your name again?' / 'Sorry, what's that again?')*

- 2 *Noticing task.* Look at the script with the learners. Ask them which questions ask someone to repeat (= say again), and which are to check information (= Is that X or Y?). If necessary, give examples to show what this means.



To repeat: *Sorry, can you say that again? ... what's your name again? Sorry, what's that again?*
To check: *Krishnan? Is that ...?*

- 3 *Asking questions with 'Which ...?'* To introduce this part, give a situation of your own, and write an example on the board, e.g.
– *I'm at the Café Bella Italia.*
Ask learners what they might reply if they don't understand, and write on the board:
– *Sorry, which café?*
- a  /  Learners complete the questions.

2 page 3 train 4 exercise 5 room


- b Learners cover the questions. To demonstrate, say sentences from 3a, and get learners to respond with a *Which ...?* question each time.
 Learners cover the questions, and practise the conversations.

- 4 *Checking using Wh- words.* Write an example on the board to show how we can use a word like *Who? When? Where?* to check:
– *Peter's on the phone.*
– *Sorry, who?*



 /  Learners match the sentences and questions.

1 e 2 a 3 d (or e) 4 c 5 b

For further practice, you could say other sentences of your own, and get learners to respond with a question.

- 5 a  *Conversation practice.* Learners complete the conversations.

2 who 3 where 4 Is that

- b Learners practise the conversations. If possible, ask them to try to improvise each conversation without looking at the script.
- 6 *Writing and speaking.* To show what to do, say a few sentences yourself, and ask learners to respond with a checking question.
- a  Learners write five sentences. As they do this, go round and check.
- b  In turn, learners say their sentences and their partner responds with a checking question.




Alternative: Mingling activity

Learners move freely around the class. They say their sentences to two or three other learners, and respond to what other learners say with a checking question.

1 Look again

Review


GRAMMAR *be* past and present

- 1 a  /  Learners complete the profile. Then go through it together or ask one learner to read it aloud.
- 2 *is ('s) 3 was 4 were 5 are ('re) 6 am ('m) 7 isn't 8 is ('s)*
- b Learners write a similar profile. This can be about a real person they know, or they can invent the details. As they do this, go round and check.
- c To introduce this part, take a strong learner's profile, and read it out. Ask the class to suggest possible questions they might ask.
 Learners swap profiles. They read their partner's profile and ask further questions.

Alternative: Whole class activity

Ask learners in turn to read out their profile to the whole class. Other learners ask questions. Then ask the class if they think the information is real or invented.

VOCABULARY *People and jobs*

- 2 a  Learners work together to decide which words are about family and which are about work. They write 'F' or 'W' beside the words.
You could write the words in two lists on the board.

Family: brother, sister, wife, husband, father, son, mother, daughter
Work: colleague, architect, lawyer, boss, office manager, teacher, marketing assistant, accountant

- b** Learners say what they remember about other people in the class. Check with the people if the ideas are correct.

Note: In classes where everyone is a student or has the same job, you can leave this stage out.

CAN YOU REMEMBER? Intro – Questions

- 3 a** *Review of Wh- questions.* Learners complete the questions.

2 *Where* **3** *What* (*Which* or *How many* are also possible)
4 *How* **5** *What*

- b** Learners think of four questions with *What*, *Where* or *How* and write them down. As they do this, go round and check.
- c** Learners form new pairs. They ask their questions to their new partner.

Alternatives

1 *Groups*

Learners sit in groups of four or five. Each learner asks his/her questions to the others in the group.

2 *Mingling activity*

Learners move freely around the class, asking their questions to other learners.

3 *Whole class*

In turn, each learner asks another learner one of his/her questions. That learner replies, then asks a question to another learner, and so on.

Extension

SPELLING AND SOUNDS Vowels and consonants

- 4 a** Look at the alphabet with the whole class, and establish that:
- *a, e, i, o, u* are *vowels*.
 - the others are *consonants*.
- b** Learners add vowels to the words. Then go through them together and write them on the board.

2 *shop assistant* **3** *girlfriend* **4** *daughter*
5 *neighbours* **6** *journalist*

- c** Practise saying the words, using recording **1.20** as a model if necessary.
- d** Learners find six more words in Unit 1 and write them on a piece of paper with the vowels missing.
- e** They pass their paper to another learner (or another pair), who completes the words with the vowels.

Alternative: Whole class activity

In turn, learners come to the front of the class and write their words on the board with the vowels missing. The other learners say what letters should go in the gaps.

NOTICE *really, very, not very*

- 5 a** *Whole class.* Look at the three sentences with the learners. You could ask one learner to read each sentence aloud. Learners then work in pairs to remember which job each sentence refers to.

1 *a shop assistant in a bakery*
2 *a cook in a fast food restaurant*
3 *a marketing assistant*

- b** If necessary, learners can look at the interview on p12 again to check.
- c** Learners choose three jobs from the Vocabulary reference on p145, and write sentences about them using *very*, *really* or *not very*.
- d** In turn, learners read out their sentences. Other learners guess the jobs.

Self-assessment

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

Unit 1 Extra activities on the Teacher's DVD-ROM

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

1A Syllable snap

How are you?	What's your name?	daughter	Hello.
teacher	Goodbye.	Where are you from?	My name's Anna.
colleague	English	I can't swim.	Hi, I'm Tim.
girlfriend	postcode	boss	wife
He's from Japan.	What's your address?	student	husband
phone	friend	We're from Spain.	I speak French.
website	brother	email address	This is my son.
She's American.	My surname is Smith.	Can you speak English?	How do you spell that?

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

1B Who am I?

BE _____

- My first job ...
- My idea of a great job ...
- A great holiday for me as a child ...
- My idea of a boring job ...
- My best friends in school ...
- Some things I really like to eat ...
- My first words this morning ...
- My best present as a child ...
- Two places I want to visit ...
- My worst job ...

BE _____

- My first job ...
- My idea of a great job ...
- A great holiday for me as a child ...
- My idea of a boring job ...
- My best friends in school ...
- Some things I really like to eat ...
- My first words this morning ...
- My best present as a child ...
- Two places I want to visit ...
- My worst job ...

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

1C Genograms

KEY
 Female: ○
 Male: □
 Fa = family
 Fr = friend
 W = work
 O = other

Example
 ○ Tabbara
 □ colleague
 ○ W

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

1A Syllable snap

Activity type: Pronunciation – Card game – Pairs

Aim: To practise identifying the number of syllables in words and short phrases

Language: Syllables – Use at any point from 1.1.

Preparation: Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted lines to make a set of 32 cards.

Time: 15–20 minutes

1B Who am I?

Activity type: Writing, reading and grammar – Guessing game – Individuals / Pairs

Aim: To practise using *is*, *are*, *was* and *were* to talk about yourself

Language: *be* past: *was*, *were* – Use at any point from p13.

Preparation: Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted line.

Time: 20–30 minutes

1C Genograms

Activity type: Speaking and vocabulary – Interview and presentation – Pairs / Whole class

Aim: To practise talking about people and relationships

Language: How you know people – Use at any point from the Target activity, p14.

Preparation: Make one copy of the worksheet for each learner.

Time: 25–30 minutes

Unit 1 Self-study Pack

In the Workbook

Unit 1 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** People you know; Talking about jobs
- **Grammar:** *be* present: *am*, *is*, *are*; *be* past and present
- **My English:** Halima from Egypt
- **Explore writing:** Email of introduction
- **DVD-ROM Extra:** Learning languages – Luis, Justyna, Monica, Hitin, Nilgun, Amanda and Martina

On the DVD-ROM

Unit 1 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Syllables; Possessive 's
- **Explore speaking:** Showing you're listening
- **Listening:** Ways of greeting
- **Animated video:** Introductions
- **DVD-ROM Extra:** Learning languages

2 Away from home

2.1

Goals: make and respond to requests
make and respond to offers

Core language:

VOCABULARY	Offers and requests
GRAMMAR	a, an, some
PRONUNCIATION	Word stress 1

I miss my friends

LISTENING

- 1 a *Reading and listening.* Look at the pictures and ask what they show.


A snow B sun C food D rabbits

- b Look at the quotes and check that learners know where Canada, Sudan, Switzerland and Argentina are. Give learners time to read the quotes. Ask: *What are they talking about?* (Answer: They say what they miss when they're away from home.) Use this to teach the verb *miss* and the phrase *away from home*. Ask learners to guess which words go in the gaps.

Carly: snow Khalid: food Paula: sun
Angharad: rabbits

- c Play recording 1.21 to check.
- 2 *Speaking.* To introduce the activity, ask a few questions round the class: *Are you ever away from home? When was the last time? What do you miss? Do you miss your family? What about food?* (Don't go into too much detail at this point.) Then, you could ask learners to guess what *you* miss when you're away from home, then tell them.

Give learners a few minutes to think about two or three things they miss when they are away, and write them down.

 Learners tell each other the things they wrote down.

Round-up. Ask a few learners to say what they miss and what their partner misses.

- 3 *Reading.* Give learners time to read the email, or read it aloud. Discuss the questions and establish that:
– Carly is in Japan.
– Scott is in Canada. He's going to visit Carly in Japan.
- 4 a *Listening.* Read through the items and check that learners know what *boots* and *rucksack* mean (draw pictures or show through gestures).
Play recording 1.22. Learners listen and tick the things they talk about.

newspapers, magazines, boots, a winter coat, a rucksack

- b Ask which things Scott is happy to bring, and what he's not happy to bring and why not.

Happy: newspapers, (magazines), a rucksack
Not happy: boots (you can buy them in Japan), winter coat (it's heavy, his suitcase is full)

- c Learners read the script on p149 to check. If necessary, play recording 1.22 again.

Would you like ...?

VOCABULARY Offers and requests

Optional presentation with books closed

- Write on the board:
– _____ some magazines?
Ask learners what goes in the gap (Answer: *Would you like*). Point out that we use this to *offer things*.
- Ask learners how they might reply to the offer, and add these phrases on the board:
– Yes, please. – No, thanks.
Add any other phrases that learners suggest (e.g. *Thank you very much. That's very nice of you*).
- Offer a few things to learners round the class and get them to respond, e.g. *Would you like a drink? Would you like a dictionary?*
- Write on the board:
– _____ use your old rucksack? _____ bring my winter coat?
Ask learners what goes in the gaps (Answer: *Can I, Could I; Can you, Could you*). Point out that we use this to *ask for things* (these are requests).
- Ask learners how they might reply, and add these phrases on the board:
– Yes, of course. OK. No, sorry.
– Yes, no problem. All right. No, I'm afraid not.
- Make a few requests round the class and get learners to respond, e.g. *Can you give me some money? Can I use your dictionary? Can I use your car?*

- 1 *Books open.* Say the offers and requests in the boxes (or use recording 1.22 as a model) and get learners to repeat them. Focus on the stress patterns in:
– *Would you like some magazines?*
– *Would you like anything from home?*
– *Can I use your old rucksack?*
– *Could you bring my winter coat?*

Learners suggest suitable answers for each question.


Offers: No, thanks. Yes, please.

Requests: OK. All right. No, sorry. Yes, of course. No problem. No, I'm afraid not.

Note

If you didn't do the presentation suggested above, you could do it at this stage as an introduction to the pair work.

- 2 *Making offers and requests.* Look at the items, and for each one, ask a learner to make an offer or request. Choose another learner to reply.

 Learners take it in turn to make offers or requests, and to reply.

GRAMMAR *a, an, some*

- 3 a Look at the pictures and phrases. Ask learners to add *a, an* or *some*.

3 a	5 some	7 a	9 some
4 an	6 a	8 an	10 some

Use this to establish that:

- we use *a* or *an* before singular nouns.
- we use *some* before plural nouns.
- we use *a* if the word begins with a consonant (*cup, glass*), and *an* if the word begins with a vowel (*apple, orange*).

- b Practise saying the phrases, using recording 1.23 as a model if necessary. Focus on the reduced /ə/ sounds in *a, an* and *some*.

Note: Grammar practice

You could do the grammar practice on p133 at this point.



You could use photocopiable activity 2A on the Teacher's DVD-ROM at this point.

PRONUNCIATION Word stress 1

- 4 a Look at the words in 3a. Ask learners how many syllables they have and where the stress is, and build up lists on the board, showing the stress:

cup *coffee* *magazines (or magazines)*
books *apple* *newspaper*
glass *sandwich* *oranges*
juice *orange*
clothes

Point out that:

- the main stress is always on one syllable.
- in the word *magazines*, the stress can be on the first or the last syllable.
- *clothes* /kləʊðz/ only has one syllable (not 'cloth-es').

- b Play recording 1.24 to check, and ask a few learners to say each word.

SPEAKING

- 5 a Look at the first situation together. Ask learners to suggest things that A might want. If you like, build up a list of ideas on the board.

To demonstrate the pair work, have a conversation with one learner, taking the part of B. Then have a conversation with another learner, taking the part of A.

- b Learners have conversations.

Look at the second situation and follow the same procedure.

Optional extras

1 Individual preparation for stronger classes

Read through both situations. Then give learners a letter, A and B.

Working alone, A learners prepare for Situation 1, and make a list of things they want. B learners do the same for Situation 2.

They have the two conversations.

2 Extension: New pairs

After the pair work phase, learners form new pairs and repeat the conversations with their new partner. This is a good way to help develop fluency.

2.2

Goals: say what your interests are
say what you want to do

Core language:

GRAMMAR Present simple: positive sentences
VOCABULARY Interests and wants

Sofasurfing

READING

- 1 *Whole class discussion.* To introduce the topic, ask the questions round the class, and tell learners where you stay when you travel. Encourage discussion by asking questions, e.g.
- *What kind of hotels do you stay in?*
 - *What is important in a hotel for you?*
 - *Do you ever share a room? Is that OK for you?*
 - *What is good about campsites? What isn't so good?*

Alternative: Groups

Learners discuss the questions in groups of four or five. Then ask a learner from each group what most people in the group do.

- 2 *Reading for main idea.* Look at the website name 'Sofasurfing.com' (or write it on the board, with books closed). Ask learners what they think this website might be about, and who it might be for.

Give learners time to read the introduction. Then discuss questions 1–3.

- 1 *It's for people who want to travel.*
- 2 *It's for people who don't have a lot of money.*
- 3 *It's for people who want to make new friends.*

Check that learners understand the meaning of *sofa* (in the picture) and *spare bed* (a bed people don't use).

- 3 a *Reading for detail.* Read the instruction, and check that learners know what *have in common* means (= are the same, like the same things, do the same things).

Give learners time to read the two profiles and find out what the people have in common.

- b When they have finished, learners form pairs and see if they found the same things. *Possible answers:*

- *They're both female.*
- *They both speak English.*
- *They're both interested in music.*
- *Fiona comes from Ireland; Melek would like to go there.*
- *They're both interested in music and Latin America. (Melek wants to go to Cuba; Fiona wants to learn salsa.)*

GRAMMAR Present simple: positive sentences

- 4 a Learners complete the sentences.

3 live 4 lives 5 have 6 has 7 stay 8 stays

Point out that:

- after *he, she, it*, we add *-s* to the verb.
- after *he, she, it*, *have* becomes *has*.

Practise saying the sentences. Focus on the pronunciation of the *-s* ending:

- the /s/ sound in /spi:kz/
- the /z/ sound in /lrvz/, /hæz/, /sterz/

b If necessary, play recording 1.25 as a model.

5 *Practice of present simple.* Learners complete the email. Learners who finish early could check answers together.

2 visit 3 has 4 enjoy 5 stay 6 like 7 lives 8 works 9 says

Note: Grammar practice

You could do the grammar practice on p134 at this point.

6 *Writing sentences.* To show what to do, write two or three sentences about yourself or your family on the board (using *have, live, speak* or *stay*). Ask learners if they think the sentences are true or false.

- a Learners write three true and two false sentences. As they do this, go round and check.
- b In turn, learners read out their sentences. Other learners guess which are true and which are false.

Alternative: Pairs or groups

Learners sit in pairs or small groups to read out their sentences. As a round-up, ask a few learners to read out their sentences to the whole class.

I'm interested in ...

VOCABULARY Interests and wants

Optional presentation with books closed

To show the meaning of *interested in*, give an example about yourself, e.g. *I'm interested in football. I watch it on TV, I go to football matches, I read about it.* (= I like it, I think it's interesting).

Then give an example of something you *want to do*, e.g. *I don't speak Spanish, but I want to learn it.*

Then give an example of something you'd *like to do*, e.g. *I'd like to go to Mexico* (= maybe I'll never go there, but I think it would be nice).

Write the expressions on the board:

I'm interested in ... I want to ... I'd like to ... (= I would like to)

- 1 a Look at the sentences about Melek and Fiona. Learners cover the profiles and write M or F beside the items, saying each sentence as they do so.
- b Discuss the answers together. Get learners to give full sentences, e.g. *Melek is interested in music.* Then look together at the profiles to check.

Interested in:

music: M,F, cinema: M, dance: F, football: M

Would like to go to:

Cuba: M, China: F, Sweden: F, Ireland: M, the USA: F

Wants to:

learn salsa: F, get a good job: F, learn languages: M



You could use photocopiable activity 2B on the Teacher's DVD-ROM at this point.

WRITING

- 2 To introduce the activity, look at the profiles with the class, and tell them a few things you might say yourself.
 - a Give learners time to think of things they are interested in, and things they want to do or would like to do. They could write a few notes at this stage, and also ask you about any words they don't know.
 - b Learners write a profile, using Melek's and Fiona's profiles as a model.
- 3 a *Reading other learners' profiles.* Collect learners' profiles. Divide the class into pairs and give each pair two profiles (not their own) to read. They discuss how much the two learners have in common.
 - b Each pair reports back to the class on the two people whose profiles they read, and say how much they have in common.

Alternative: Homework

You could also ask learners to write the profiles as homework, and do exercise 3 in the following lesson.

2.3 Target activity: Take care of a guest

Goals: make and respond to requests
make and respond to offers
say what your interests are
say what you want to do

Core language:

TASK VOCABULARY Taking care of a guest
2.1 VOCABULARY Offers and requests
2.2 VOCABULARY Interests and wants

TASK READING AND LISTENING

1 *Reading.* Look at the picture and ask if learners know where it is (*Answer: Istanbul*).

Learners read the email and find answers to the questions.

1 Erkan: *Istanbul*, Akira: *Tokyo*, Koji: *Tokyo*
2 Erkan and Akira: *They were colleagues in Istanbul ('I miss everyone in the office')*
Koji and Akira: *They are colleagues in Tokyo ('One of my colleagues, Koji ...')*

Ask what the email is about.

Koji is going to Istanbul next month. Akira asks if Erkan can meet him and show him the city.

2 *Listening for main idea.* Play recording 1.26. Learners listen and tick the items Erkan asks about.

a drink, food, things to do, places to go

TASK VOCABULARY Taking care of a guest

3 a / Learners match the questions and answers.

1 e 2 b 3 a 4 d 5 c

b Play recording 1.27 to check.

Learners cover the page. Write these expressions on the board:

- I want ...
- I'd like to ...
- I'm interested in ...

Ask learners to make them into questions, and add them on the board:

- Do you want ...?
- Would you like to ...?
- Are you interested in ...?



You could use photocopiable activity 2C on the Teacher's DVD-ROM at this point.

Places: in Japan, in a small house, in the same street, in Melbourne, in the same office, in Germany

Times: in 2007, in winter, in the afternoon, in March, in the evening

Languages: in English, in German

2 a *More phrases with 'in'.* Learners add *in* to the sentences. You could do this round the class, or let learners work in pairs, then go through the answers together.

- | | |
|-------------------|------------------|
| 1 in October | 5 in a flat |
| 2 in a small shop | 6 in 1989 |
| 3 in Athens | 7 in Korean |
| 4 in the winter | 8 in the morning |

b *Personalisation.* Learners write the sentences, changing them so they are true for them.

c Learners read out their sentences to each other.

Round-up. Ask a few learners to tell you one interesting thing they found out about their partner.

TASK

4 a *Preparation for the task.* Establish the situation, and ask learners to suggest things they might say. Elicit ideas that would fit the town where you are, or where learners come from (e.g. including local sights, typical activities in your town or area). You could build up a list of ideas on the board.

Alternatives for the preparation stage

1 Individual preparation

Working alone, learners think of things they might say, and make a few notes. As they do this, go round and help with ideas and vocabulary.

2 Pair work preparation

In pairs, learners discuss what they might say. They could then form different pairs to have the conversation.

b Learners have two conversations, changing roles after the first conversation.

Alternative: New pairs

Give learners in each pair a letter, A and B. Then they form new A/B pairs for the second conversation, and also change roles.

Round-up. Ask a few 'hosts' what their guests want to do.

2 Explore

Keyword: in

Goal: use *in* to talk about places, times and languages.

Core language:

Places: in Istanbul, in a shop, in the same street ...

Times: in 2007, in the morning, in the winter ...

Languages: in English, in Japanese ...

1 a *Noticing task.* To show what to do, look together at sentence 1. Ask where *in Japan* should go in the table (*Answer:* under *Places*).

/ Learners write the other expressions in three lists.

b Learners add the expressions to their lists.

Independent learning: Finding information

Goals: to help learners find their way around the coursebook to familiarise learners with the main parts of speech to show learners how to find out what part of speech a word is from a dictionary

Core language:

Parts of a coursebook: *plan, unit, script, chart, reference, list*

Parts of speech: *noun, verb, adjective, pronoun, preposition*

1 *Finding things in the coursebook.* Learners do the task in small groups.

As you answer each question, ask learners to turn to the page or pages. Briefly explain (or ask) what they can use these pages for.

- 1 pages 3 to 5 (*It shows what there is in each unit.*)
- 2 pages 148 to 159 (*This what they hear in the recordings. They can read the script to help them listen.*)
- 3 page 160 (*It shows the sounds of English, in phonemic script. It is useful to know this if they use a dictionary.*)
- 4 pages 131 to 142 (*They can use this to check the grammar they learn in each unit. It also gives practice exercises.*)
- 5 page 160 (*They can use this to check past simple and past participle forms of irregular verbs.*)
- 6 pages 143 to 147 (*They can check vocabulary from the unit, and also learn more words.*)

2 a *Parts of speech.* Look at the paragraph. Take each part of speech in turn, and ask learners to find one other example (you should get several examples from different learners). Write them in a list on the board.

Possible answers:

- 1 Pronouns: *I, it, he, me*
- 2 Verbs: *live, is, has, lives, comes, stays, takes*
- 3 Prepositions: *in, on, of, for, with, to*
- 4 Nouns: *flat, Dublin, place, cafés, clubs, family, Galway, father, work, restaurants*
- 5 Adjectives: *great, nice*

Note

To help learners, you could:

- give very simple explanations, e.g. *a noun is a thing, a place or a person; an adjective tells you about a noun.*
 - show how each part of speech fits a pattern, e.g. we could say a *great* place, a *nice* place, a *big* place (all adjectives)
- However, at this level, it should be enough for learners to know that e.g. a verb is a *word like 'live', 'have', 'go' ...*

- b** Look at the dictionary example. Ask what *adj* means (= adjective). Then write the other parts of speech on the board, and show how they are written in dictionaries:

noun = *n* *verb* = *v* or *vb*
pronoun = *pron* *preposition* = *prep*

Optional extension: Dictionary task

Working in pairs, learners think of other examples of each part of speech, and check their answers in a dictionary. Then go through these together, and add them to the lists on the board.

Optional homework: Using a dictionary

Write a few (unknown) words on the board. For homework, learners use a dictionary to find out what they mean and whether they are nouns, verbs, etc.

Explore writing

Goal: write a letter or email requesting something

Core language:

Greetings: *Dear ... Hi ...*

Goodbyes: *Thanks and bye, Best wishes, See you soon*

Punctuation: Capital letters

1 Reading

Optional lead-in

Write the word *email* on the board. Ask learners:
 – *Do you write emails?*
 – *How often do you write them? (How many a day?)*
 – *Who do you write them to? (friends, colleagues, ...?)*

Learners read the emails and choose the correct answers.

2 stay with Erkan in Turkey 3 a gift from Lebanon

- 2** *Noticing task.* Look at the highlighted expressions with the learners. Ask which are greetings (= ways to say hello) and which are ways to say goodbye.

Greetings: *Dear Erkan, Hi Ju-Yung, Hi again*
Goodbyes: *Thanks and bye, Best wishes, See you soon*

Point out that:

- *Dear ...* is more formal than *Hi ...*, but in emails people often use both forms, even if they don't know the person.
- *Best wishes* is a standard way to end an email, especially in business emails or to people you don't know well.

- 3** *Making requests.* Learners say the sentences, adding continuations from the box. You could do this round the class, or ask learners to do it in pairs.

1 on Saturday, on 31 July, next Thursday, tomorrow
2 shower, computer, washing machine
3 restaurants, concerts, sports events

Focus on any new words or phrases, e.g.

- *next Thursday* (= Thursday next week)
- *washing machine* (you wash clothes in it)
- *sports event* (= football match, tennis match ...)

Optional practice

Learners cover the page. Write *Could I ...?* and *Could you ...?* on the board as prompts.

Say words and phrases from the box (or other similar words and phrases), and ask learners to make requests, e.g.

Teacher: *concerts*

Learner: *Could you tell me about concerts?*

4 Punctuation: Capital letters



Elicitation with books closed

Make sure learners know what a capital letter is (write capital and small letters on the board).

Ask learners what kind of words have capital letters in English. They could either say the type of word (e.g. *countries*) or give examples (e.g. *France*). Build up a list on the board. Then open books and look at **4a**.

- a** Learners read the emails, and add words in the gaps.

Turkey, Ju-Yung, August

- b**  /  Learners cover the emails and write the sentences with capital letters.
- c** To check, write the sentences on the board, asking learners to tell you where to write capital letters. Alternatively, let learners check their own answers from the emails.


5 Writing an email

Optional oral preparation

Prepare for the writing by constructing an email together orally with the class. Ask questions to prompt ideas, e.g.

- *How do you begin the email?*
- *What can you say about yourself?*
- *What questions can you ask?*
- *What do you say at the end?*

Learners shouldn't write anything down at this stage – the aim is just to start them thinking about what to write.

-  Learners write an email. As they do this, go round and give any help they need.

When they have finished, give learners time to read through their email and check capital letters.

- 6 a** *Writing a reply.* Learners give their email to another learner, who writes a reply.

- b** Learners give the email and their reply back to the learner who wrote it.

Round-up. Ask a few learners what they asked and what the other person replied.



Optional extension

Learners could write a further reply to the email they just received, and give it back to the other learner.

2 Look again

Review


GRAMMAR Present simple: positive sentences

- 1 a  /  Learners make sentences. They could either write them or just say the sentences.

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

- b Learners write three or four sentences, using verbs from 1–7. As they do this, go round and check. Collect the sentences, and read some of them out. See if the class can guess who wrote them.



VOCABULARY Offers and requests

- 2 a  Working together, learners write offers or requests. Ask learners to read out their sentences. Ask for different possible answers each time. *Possible answers:*

2 *Would like something to eat?*
Would you like a sandwich?
3 *Could you give me a dictionary?*
Can I use your dictionary?
4 *Would you like a map?*
Would you like to take this map?

- b Learners take it in turn to make offers or requests and to reply. If possible, they should do this without reading them out.

CAN YOU REMEMBER? Unit 1 – be, present and past

- 3 a  /  *Review.* Learners complete the quiz questions.
b Learners check their answers on p122.

Alternative: Whole class activity

Go through the quiz together. Ask learners to read out each question, and check that they used the correct form of *be*. Then ask for the answer. At the end, find out who had the most correct answers.

Extension

SPELLING AND SOUNDS Two consonants together

- 4 a Either say the words yourself, or play recording 1.28 as a model. Ask learners to practise saying them.

Note

If learners find it difficult to say the consonants together without inserting a vowel sound, show them how the tongue slides from one sound to the next (without the mouth opening between the two sounds).

- b Learners underline the consonants that are together.


want Sweden lots please
host Spain great guest

- c Say the words and ask learners to repeat, or play recording 1.29.
d Play recording 1.30, or say the words yourself. Learners write them down.
e Learners check their spelling on p149. Alternatively, ask learners to spell the words and write them on the board.

NOTICE Adjectives

- 5 a Look at the adjectives, and ask learners if they know the opposites. Write any that they know on the board.
b Learners check in recording 1.22 and on p20 to find any adjectives they didn't know. Establish what these are, and add them on the board.

light – heavy *uncomfortable – comfortable*
empty – full *ugly – beautiful*
new – old *unfriendly – friendly*
 different – the same

- c  Learners test each other in pairs. Learner A closes his/her book. Learner B reads out adjectives, and A says the opposite adjective. Then they swap roles.

Self-assessment

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

Unit 2 Extra activities on the Teacher's DVD-ROM

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

2A One or more

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

2A One or more

Activity type: Speaking, grammar and pronunciation – Card game – Pairs

Aim: To practise using *a/an* with singular nouns and *some* with plural nouns; to practise pronouncing the plural forms of basic nouns

Language: *a, an, some* – Use at any point after 2.1.

Preparation: Make one copy of the worksheet for every two learners. Cut up each worksheet to make a set of 24 cards.

Time: 15–20 minutes

2B Talk about ...

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

2B Talk about ...

Activity type: Speaking – Board game – Groups

Aim: To provide freer speaking practice of expressions for talking about interests and wants

Languages: Interests and wants – Use at any point after 2.2.

Preparation: Make one copy of the worksheet for every three or four learners. Make sure you have one counter for each learner and one coin for each group.

Time: 20–30 minutes

2C Interests and wants bingo

Match each question with two responses.

- Would you like anything to eat?
 - a Not tonight, sorry. I'm very busy.
 - b I'd love to! What film would you like to see?
- Are you interested in history?
 - c Yes, of course. It's very hot in here, isn't it?
 - d No thanks, I can do it myself.
- What would you like to drink?
 - e No, I'm afraid not. I need it.
 - f Yes, no problem. Let me help you.
- Can I use your pen, please?
 - g Can I have a glass of red wine?
- Can I open the window, please?
 - h Yes, I'd like to go to a museum.
 - i Yes, I am. I'm really interested in the past.
- Would you like some help?
 - j No, thanks. I'm not hungry.
 - k Yes, can I see the menu, please?
- Would you like to go to the cinema tonight?
 - l Oh yes, please. These bags are very heavy.
 - m It's a glass of water, please.
 - n Yes, OK. Here you are.

Make questions from the words in the box.

Would you like ...	art?
Are you interested in ...	to go out tonight?
What would you like ...	anything to drink?
Can I ...	close the door, please?
	to eat?
	have your email address, please?
	to do this evening?
	sport?

Work in pairs to ask and answer the questions.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

2C Interests and wants bingo

Activity type: Speaking – Bingo and role play – Individuals / Whole class / Pairs

Aim: To practise asking about interests and wants; to practise making and responding to offers and requests

Language: Asking about interests and wants – Use at any point from the Target activity, p22.

Preparation: Make one copy of the worksheet for each learner. Make some extra copies of the blank grid if you intend to play several rounds of the game.

Time: 20–40 minutes

Unit 2 Self-study Pack

In the Workbook

Unit 2 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Offers and requests; Interests and wants
- **Grammar:** Present simple: positive sentences
- **Time out:** Interests word snake
- **Explore reading:** Leaflets for study holidays
- **DVD-ROM Extra:** My interests – Justyna and Laura

On the DVD-ROM

Unit 2 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** 3rd person *s*; Two consonants together
- **Explore speaking:** Responding to requests
- **Listening:** Offers and requests
- **DVD-ROM Extra:** My interests

3 Your time

3.1

Goals: say what you do in your free time
say what you like and dislike

Core language:

GRAMMAR	Subject and object pronouns
VOCABULARY	Free time activities
GRAMMAR	Present simple: negative sentences

Happiness

READING

Optional lead-in

Look at pictures A–D and ask what they show. Use this to teach:

A fishing B dancing C playing the drums D taking photos

- 1 *Reading for main idea.* Check that learners understand the meaning of *I'm happy* (smile to show this), then show that *happiness* is the noun from *happy* (the adjective for the *feeling*). Ask learners what the website is about. (*Answer:* People write what they think happiness is.)

 Learners read the comments. When they have finished, they discuss in pairs which comments go with the pictures.


A 2 B 7 C 4 D 3

Read the web postings together and check that learners understand key words and phrases, e.g.

- *go fishing, catch fish*
- *a photographer, take photos*
- *play the drums*
- *grandchildren, bad news*
- *do a course* (= lessons in your free time, e.g. English, yoga, photography)

You can show the meaning of most of these phrases through gestures.

- 2 *Responding to the text.* To show what to do, tell the class one activity in the texts that you also like. Ask a few learners whether they also like the same thing.

 Learners read the texts again and underline three things they like.

 /  Then they form pairs or groups, and tell each other the things they chose.

Note

At this stage, learners can just repeat phrases from the text. In 6 you will introduce sentences using *I like + -ing*.



- 3 *Subject and object pronouns.* Remind learners what a *pronoun* is (a word like *I, it, he*). To present the idea of subject and object pronouns, write on the board:
- *I love chocolate.*
 - *Mary loves me.*

Point out that:

- *I* and *Mary* are **subject pronouns** (they come before the verb).
- *me* and *chocolate* are **object pronouns** (they come after the verb).
- in English, subject and object pronouns are usually different (we don't say ~~*Me love chocolate*~~ or ~~*Mary loves I*~~).

Look at the web page again, and focus on the highlighted pronouns. Ask if they are subject pronouns or object pronouns (*Answer:* object pronouns). Learners add them to the table.

VOCABULARY Free time activities

- 4 a  /  Learners complete the expressions.
- b Go through the answers and ask learners to practise saying the phrases. You can use recording 1.31 as a model. (*Answers:* see text, p26.)

Alternative: Cover the text

Learners cover the web page and see how many phrases they remember. You could help them by prompting, e.g.

- *He says 'I'm a photographer. I love taking ...'*
- *He's on a boat. He thinks happiness is going ...*


This is a good way to focus learners' attention on collocations.

Point out that we add *-ing* to verbs when we use them like nouns. Give a few examples to show this:

- *Fruit is good for you.*
- *Eating is good for you.*
- *Eating fruit is good for you.*

- 5 a *Talking about free time activities.* Learners make expressions from the words, adding verb + *-ing*. Write the expressions on the board. *Possible answers:*

- *playing football, watching football*
- *learning languages*
- *reading newspapers*
- *going to the cinema*
- *listening to the radio*

- b To prepare for the pair work, say a verb + *-ing* and ask learners to say a complete phrase. With a weaker class, you could repeat this with all the verbs in 4a.
-  Learners test each other in the same way. If possible, they should do this without looking at the book.

WRITING

- 6 a Read the examples, and show these forms on the board:

<i>Happiness is ...</i>	
<i>I like ...</i>	<i>chocolate.</i>
<i>I enjoy ...</i>	<i>eating chocolate.</i>
<i>I love ...</i>	

Point out that:

- after *like, love, enjoy*, and after *Happiness is ...* we can use a noun or a verb + *-ing*.
- *love* = like very much
- *enjoy* = like; we use it to talk about activities (things we do)

Learners write six sentences like those on the web page. As they do this, go round and check, and give help if necessary.

Alternative: Writing in pairs

Learners work together in pairs to write the sentences. This may help them to have ideas, and will also give you fewer sentences to read out.

- b** Collect the sentences, and read some of them out. See if the class can guess who wrote them.

I don't like bad news

GRAMMAR Present simple: negative sentences

- 1 a** / Learners complete the sentences.

2 *don't read* 3 *don't go* 4 *don't watch*
6 *doesn't like* 7 *doesn't make*

Show how we form negative sentences:

– after *I, you, we, they*:

don't (= *do not*) + verb

– after *he, she, it*:

doesn't (= *does not*) + verb

Emphasise that after *he, she, it*, the verb *do* needs an *-s* ending (*do* → *does*), not the main verb, so we don't say *He doesn't likes ...*

- b** Learners practise saying the sentences. Use recording **1.32** as a model if necessary. Focus on the pronunciation of /dəʊnt/ and /dʌzənt/.
- 2 a** *Practice of negative present simple.* Learners circle the correct word.

2 *doesn't* 3 *don't* 4 *doesn't* 5 *don't* 6 *doesn't*

- b** To introduce **2b**, say a few sentences about yourself and people you know. Then ask learners to tell you what you said.

Writing sentences. Learners write five sentences. As they do this, go round and check.

Learners read out their sentences to a partner.

Round-up. Ask a few learners what they found out about their partner.

Note: Grammar practice

You could do the grammar practice on p134 at this point.

SPEAKING

- 3 a** *Listening.* Look at the photos of Moira and Sam, and read the items in the box. Ask learners to guess which things they do.
- Play recording **1.33**. Learners tick the things they do.

Moira: *reads books and newspapers, cooks*
Sam: *goes for walks, goes jogging, drives to the sea, plays tennis*

- b** If necessary, let learners read the script, and play recording **1.33** again.

- 4 a** *Speaking.* Ask learners in turn to say one thing they do in their free time. If possible, each learner should say something different. As they tell you, write the phrases on the board: *go to the gym, play football, read books*, etc.

- b** Learners say which things they do in their free time, and which they don't do. They find out which things they both do, and write them down.

Round-up. Ask pairs how many things they both do, and what they are.

Alternative: Mingling activity

Learners move freely around the class, talking to each other about what they do and don't do. They try to find someone who does *three* of the same things as they do.

As a round-up, ask how many learners found someone who does three of the same things as them, and what they are.

3.2

Goals: say what you do in your free time
talk about habits and customs

Core language:

GRAMMAR	Possessive 's and s'
VOCABULARY	Adverbs of frequency
PRONUNCIATION	Word stress 2
GRAMMAR	Present simple: questions

Do you like New Year?

LISTENING

- 1** *Whole class discussion.* To introduce the topic, write the expressions *New Year* and *celebrate* on the board. Ask learners:
- when they celebrate New Year.
 - whether they like New Year or not (do this with a show of hands).
 - why they like or don't like New Year.
- Don't go into details at this point about what learners do at New Year. They will talk about this in **6**.

Alternative: More lead-in ideas

- *Mixed nationality classes*
Ask if learners celebrate New Year on different dates, or what the equivalent of New Year is in their country.
- *Other festivals*
You could also ask learners to write down the date of one important festival in their country. Learners say what date it is, and what people do to celebrate.
- *Word associations*
Ask learners to write three words that come to their mind when they think of New Year. Then ask what their words are and build them up on the board under two headings: *Good* and *Bad*.

- 2** *Listening for main idea.* Look at the photos and establish what they show:
- a *beach* and the *sunrise*
 - *fireworks* and *crowds* of people
- Play recording **1.34**, pausing after each speaker. Ask if they like New Year.

Min likes it; Paul doesn't like it.

- 3 a *Listening for detail.* Learners circle the correct answers. If necessary, play recording 1.34 again.

Min

- 1 I usually go to my parents' house.
2 We all play family games.
3 We eat soup with rice cakes.

Paul

- 4 I stay at home and read.
5 I usually stay up late.
6 My wife loves parties.

- b Play recording 1.34 again to check the answers, pausing when necessary.

Note: Grammar practice

You could do the grammar practice on p135 at this point.

VOCABULARY Adverbs of frequency

- 4 / Read the sentences and ask learners to add the highlighted words to the scale.

Write the scale on the board and ask learners to tell you which words to write.

1 sometimes 2 often 3 usually

Optional practice: Personalisation

Write on the board:

– I read in bed.

Ask learners round the class to add an adverb so it is true for them, e.g. *I often read in bed, I never read in bed.*

With stronger classes, check that learners understand the difference between *I often read in bed* (a lot) and *I usually read in bed* (most nights).

Then say other sentences and ask learners to add adverbs in the same way, e.g.

– I sleep with the window open.

– I get up before 6.00.

– I watch the news.



You could use photocopiable activity 3A on the Teacher's DVD-ROM at this point.

PRONUNCIATION Word stress 2

- 5 a / Learners put the words in groups according to their stress pattern.

Go through the answers, and write the words on the board, showing the stress pattern.

1 always, sometimes, never, often 2 enjoy 3 usually
4 important 5 afternoon 6 traditional

- b Practise saying the words. Either say them yourself or use recording 1.35 as a model. Focus on the pronunciation of /ju:ʒəli:/ and /ɒftən/ (or /ɒfən/).

SPEAKING

- 6 a To introduce the activity, tell the class what you do at New Year. Get them to ask you a few questions.

Give learners time to think about what to say. They could note down a few key words, but they shouldn't write complete sentences.

- b Learners tell each other what they do, and ask any further questions.

Alternative: Mingling activity

Learners move freely around the class, telling other learners what they do at New Year, and asking other learners questions.

As a round-up, ask learners who they think does the most interesting or unusual things at New Year.

What do you usually do?

GRAMMAR Present simple: questions

- 1 a / Learners complete the questions and short answers.

2 do, don't 3 do 4 do 6 does, doesn't 7 does 8 does

- b Play recording 1.36 to check answers and pronunciation.

Show how we form questions:

– I, you, we, they: *do* + verb

– he, she, it: *does* + verb

Show how short answers repeat *do* or *does* or change it to the negative:

Do you ...? → *Yes, I do. No, I don't.*

Does he ...? → *Yes, he does. No, he doesn't.*

Language note: Short answers

To answer the question *Do you live here?*, we can give a short answer (as above), or we can just say *Yes* or *No*. We can't say *Yes, I live.* or *No, I don't live.*

- 2 a / *Writing questions.* Learners rearrange the words to make questions.

- b To check, play recording 1.37 or write the questions on the board, getting learners to tell you which word to write next.

2 What do you do in the morning?
3 Do you go to work?
4 What kind of food do you eat?
5 Do you see friends?
6 Do you go out at night?
7 Does your husband like birthdays?
8 What does your family do?

Note: Grammar practice

You could do the grammar practice on p134 at this point.

SPEAKING


- 3 a To introduce the activity, choose one of the topics yourself, and get the class to ask you a few questions about it. They can ask questions from 2a, and other questions of their own.

- b Learners choose a topic to talk about. Then they form pairs and ask their partner questions about the day or time they chose.

- 4 Learners form new pairs. They tell each other about their first partner.

Round-up. Ask a few learners to say what their partner just told them (i.e. about his/her original partner). Check with the person whether the information is correct.

3.3 Target activity: Invite someone out

Goals: say what you like and dislike 
make and respond to invitations

Core language:

- TASK VOCABULARY Invitations
- 3.1 VOCABULARY Free time activities
- 3.2 VOCABULARY Adverbs of frequency
- 3.2 GRAMMAR Present simple: questions

TASK LISTENING

- 1 To introduce the topic of invitation, write the word *invite* on the board, and ask learners what it means (= ask someone to come to your home, or ask someone to go out with you).

Ask two or three learners where they invite people to go. On the board, build up a list of places where learners go.



Alternative: Group brainstorming

To show what to do, tell the class a few places where you sometimes invite people to and write them on the board, e.g. *the cinema, my home*. In groups, learners brainstorm other places where they might invite people to, and write a list. Ask groups to tell you the places on their lists, and write them on the board.

- 2 *Listening for main idea.* Play recording 1.38. Learners listen and answer the questions.

1 Rocio: *to her home for dinner*
Léon: *to a football match (Chelsea/Real Madrid)*
2 Rocio: *Yes, he can.*
Léon: *No, he has a seminar.*

TASK VOCABULARY Invitations

- 3 a  /  *Checking, inviting and answering.* Learners complete the sentences.

2 Are 3 want 4 like 5 Yes 6 sorry

- b Play recording 1.38 again to check.

Books closed. Write these expressions on the board:

- *Are you free on ...?*
- *Are you interested in ...?*
- *Do you want to ...?*
- *Would you like to ...?*

Ask learners how they might continue.


To activate the expressions, ask the questions in 3a 1–4 (or similar questions of your own) to two or three learners, and get them to respond.

Then learners ask you the questions, and you respond.

TASK

- 4 *Preparation for the task.* To introduce the activity, choose an event and write it on the board. Then add details, e.g. *a party; my flat; Saturday, 8pm; my birthday; bring some food*

Then choose a strong learner, and have a conversation. Invite him/her to your party and give details of where and when it is.

- a  Learners choose three events to invite people to.
b For each one, they note down the date, time and other details.
- 5 *Mingling activity.* Learners move freely around the class. They try to find someone to come to each of the three events.

Alternative: Pairs

If it is hard for learners to move freely around the class, divide the class into pairs. Learners invite their partner to their three events.

Round-up. Ask who has found people for all three events. Ask them to tell you who they found and where they are going.

3 Explore

Keyword: go

Goal: use common phrases with go

Core language:


go to (Cuba), go for a (meal), go out (with friends), go + -ing

- 1 a Learners complete sentences 1–6 with the words in the box.

1 happy 2 boat 3 bed 4 work 5 meal 6 Ireland

- b  /  Learners add the words to the table.

go to: concerts, parties, Japan
go for a: drink, walk
go out with: colleagues, family
go + -ing: shopping, skiing

- c  Learners cover the table and test each other. You could prepare for this by doing the activity round the class first.


Optional extension: Memory game

One learner says a sentence using one of the expressions, e.g. *I often go out with friends*. The next learner repeats the sentence and adds a new one, e.g. *Anna often goes out with friends, and I often go skiing*. The third learner adds another sentence: *Anna often goes out with friends, Joshi often goes skiing, and I sometimes go for a walk*. And so on round the class.

You could play this game round the class, or learners could play it in groups of four or five. You could also use it later, for review.

- 2 a *Practice in using 'go'.* Learners match the questions and the answers.

2 c 3 b 4 e 5 a

- b  *Writing questions.* Learners write questions using the expressions in 2a. As they do this, go round and check.

- c  Learners ask each other their questions.

Round-up. Ask a few learners to tell you one interesting thing they found out about their partner.

Alternative: Mingling activity

Learners write three questions. Then they move freely around the class, asking other learners their questions, and finding out more information.

As a round-up, ask learners what was the most interesting thing they found out.



You could use photocopiable activity 3B on the Teacher's DVD-ROM at this point.

Across cultures: Conversation 'dos and don'ts'

Goal: to make learners aware of acceptable topics of conversation in different cultures

Core language:

Topics of conversation: *age, religion, money, work, politics, health, home, family*
usually, don't usually; OK, polite

- 1 *Topics of conversation.* Look at each picture in turn. Ask what it shows (e.g. *a doctor*), and which of the words it goes with (e.g. *health*). Use this to present any new items.

Point out that these are *topics of conversation* (= things people often talk about). To make this clear, give examples of things you might say, or ask learners to suggest examples, e.g.

age: asking *How old are you?* or saying *My mother is 60.*

- 2 a *Listening.* Play recording 1.39: Ruth. Then discuss the questions.

OK: *(nothing)*

Not OK: *money, religion, politics, age*

- b Play recording 1.40: Amina, and discuss the questions.

OK: *religion, politics*

Not OK: *health (problems), money (problems)*

If necessary, play the recordings again, or let learners read the scripts.

- 3 *Preparation for discussion.* Learners look at the topics and think about which they would talk about with people they don't know.
- 4 / *Discussion.* Learners talk about each topic in turn. They say what they do themselves, and also talk about what is OK in their culture.

Round-up. Ask pairs or groups to summarise what they said.

Alternative: Preparation in pairs and whole class discussion

To prepare, learners talk about the topics together in pairs. Then have a discussion about each topic with the whole class together.

Single nationality classes. Ask learners what they do themselves, and see if they agree about what is 'normal'. Ask them whether there are differences between older and younger people.

Mixed nationality classes. See if there are differences between learners from different cultures.

Explore speaking

Goals: take a phone message
ask people to repeat and speak more slowly
show you understand

Core language:

Telephone expressions: *Can I speak to ...? Can I take a message? He/She isn't here at the moment.*

Asking someone to repeat or slow down: *Sorry, can you say that again? Sorry, can you slow down (a bit), please?*

Showing you understand: *I see; Right; OK*

- 1 To introduce the listening activity, look at the pictures, and establish that Rocio is calling and Paul is taking a message.

Use this to present these expressions:

phone or *call* someone (these mean the same)

a message (see picture and 2a)

take a message (= write what the person says, to give to someone else)

- 2 a *Listening for detail.* Ask learners to cover the conversation (on the blue panel). Play recording 1.41. Learners listen and complete the message.

Go through the answers. You could write the message on the board, getting learners to tell you what to write.

1 Gilberto 2 Friday 3 944 6532

- b If necessary, play recording 1.41 again, and let learners read the text as they listen.

- 3 a *Noticing task.* Learners look at the questions and find the expressions in the script.

1 Can I talk to Blake, please?

2 Sorry, he isn't here at the moment.

3 Can I take a message?

4 Sorry, can you slow down a bit, please?

5 Sorry, can you say that again?

6 I see. Right. OK.

Alternative: Stronger classes

Books closed. Ask the questions in 3a, and see if learners can remember (or guess) the expressions. Write those they know on the board.

Then read the conversation and play it again to check.

- b Say the expressions or play recording 1.42, so learners can hear how the expressions sound.



You could use photocopiable activity 3C on the Teacher's DVD-ROM at this point.

- 4 a *Phone message expressions.* Learners complete the conversations.

1 Can I speak ... She isn't here. I see.

2 ... can you say ...

3 ... can you slow down ...

- b Learners practise the conversations.

- c Ask learners to think of a name and country, and write it down (they will use these in the first conversation).

Learners practise again. In the first conversation, they use the name and country they wrote down. In the others, they use their own name and address.

- 5 a *Speaking: Role play.* Give learners time to read their role cards. Make sure they know they have to *take a message* during the conversation.
- Learners have the two conversations, and take a message each time.
- b After each conversation, they show their message to their partner to check if it is correct.

3 Look again

Review

GRAMMAR Present simple

- 1 a Learners complete the sentences. They can either write them out, or just say the sentences.

- 2 *Do you enjoy your job?*
Well, usually, but I don't like it at the moment.
- 3 *What time does the supermarket shut?*
Sorry, I don't remember. At six, I think.
- 4 *Do you go to the gym at the weekend?*
On Saturdays, yes, but it doesn't open on Sundays.
- 5 *Where do you go out to eat?*
We don't often go out. My husband loves cooking.
- 6 *Do you go out on Friday nights?*
No, never. I don't like going into town at night.

- b Learners ask the questions and give their own answers.

VOCABULARY Activities

- 2 a Working together, learners write a list.
Ask groups to say the activities they wrote, and build up a list on the board.

Optional game

You could give groups 1 point for each correct word or phrase, and 2 points if other groups didn't think of it. At the end, see who has the most points.

- b Mime one of the activities on the board. Learners guess which one it is. The learner who guesses correctly stands up and mimes another activity, and so on.
- c Choose one of the activities and ask a few learners questions about it, as in the example. Then learners ask each other questions in pairs or groups.

CAN YOU REMEMBER? Unit 2 – Offers and requests

Optional elicitation with books closed

Give three situations, e.g.
– *It's hot. The window's closed.*
– *You need to write something. You don't have a pen.*
– *I'm visiting your town. Offer to show me something.*
Ask learners what they might say in each situation, and build up these expressions on the board:
– *Can I ...? Could I ...? Would you like ...?*
– *Can you ...? Could you ...? Do you want ...?*

- 3 a Learners make questions from the two halves.

- 2 f *Would you like to go for a coffee?*
3 c *Could you get me a workbook, please?*
4 a *Can I use that dictionary?*
5 d *Could you spell your surname?*
6 e *Would you like something to eat?*

- b Learners ask and answer the questions.

Extension

SPELLING AND SOUNDS *ch, tch, sh*

- 4 a *Consonant sounds.* Either say the words in the box yourself, or play recording 1.43 as a model. Ask learners to practise saying them.

Note

If learners find /ʃ/ difficult, get them to say /s/, and then slide the tip of their tongue slightly up and back towards the roof of their mouth.

If they find /tʃ/ difficult, get them to put their tongue in the position to say /t/, and keep it there as they try to say /ʃ/ – this should produce /tʃ/.

- b Learners complete the words. Go through the answers, and write any words they have problems with on the board.

1 *check* 2 *which* 3 *children* 4 *relationships*
5 *March* 6 *shopping* 7 *chocolate* 8 *match*

Say the words and ask learners to repeat them.

- c *Books closed.* Play recording 1.44, or say the words yourself. Learners write them down.
- d *Books open.* Learners check the spellings on p150. Alternatively, ask learners to spell the words and write them on the board.

NOTICE Time expressions

- 5 a Learners complete the sentences with *at*, *on* and *in*.
- b Learners check their answers in the scripts (1.33, p149, and 1.34, p150), and add the expressions to the table.

at one on Friday evening in January
on January 1st

If necessary, make these points:

- *at*: We say *at* for time (*at one*, *at 3.30*).
– We also say *at night* and *at the weekend*.
– *on*: We say *on* for days and dates.
– *in*: We say *in* for months and years.

- c Learners use similar expressions to tell each other about things they do at different times.

Optional topic prompts

Write these prompts on the board:
bed work weekend birthday
Tell the class what time you go to bed, when you go to work, what you do at the weekend, and when your birthday is.

Learners tell each other the same things.

Self-assessment

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

Unit 3 Extra activities on the Teacher's DVD-ROM

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

3A A day in the life

1 a I always walk to work
b I never feel hungry
c the students often arrive late

b I'm usually quite tired
d I often go out for a drink
f I don't usually go out in the evening

I always wake up when my alarm rings at 7.00, and I lie in bed for ten minutes before I get up. After a quick shower I have breakfast. _____ in the morning but I know I need to eat something so I have toast and a banana, and one or two cups of tea.
I _____ it takes me about 40 minutes. I catch a bus and the buses are really expensive. My first lesson starts at 9.15, but I usually arrive at school at 9.30, so I have 45 minutes to prepare everything. I always try to start the lesson on time but _____ particularly when the weather is bad. I love my job because every day is different. I meet a lot of people, and they come from all over the world, so I learn a bit about different cultures.

The great thing about my job is that I finish work at 3.15, so I have most of the afternoon free to do normal things like shopping or cleaning my flat. Because I live far away from the city centre, _____ I usually cook something for dinner, or if I feel lazy I have a pizza or something quick and easy like that. Then I watch a DVD or read a book. On Fridays _____ with friends after work. I love going to the cinema as well, but _____ in the evening, so I often fall asleep in the middle of the film. I love sleeping – it's like a hobby for me!

Photo: M. H. from Unesco - How an English teacher in London

2 1 What time do you usually ... ?
"7.00, and I get up 10 minutes later."
2 Do you always ... ?
"Yes, always. Toast and a banana, and tea."
3 How ... ?
"I walk."
4 What time ... ?
"About 8.30."
5 ... ?
"Yes, I love it. It's different every day."
6 ... ?
"3.15, so most of my afternoon is free."
7 ... ?
"Normal things like shopping and cleaning."
8 "Not usually, because I live quite far from the city centre."
9 "Yes, to have a drink with friends."

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

3B 'Go' chains

A

B

• a good place to go for a walk near your home
• somewhere you don't like going to
• how often you go out in the evening

• a country you would like to go to
• a restaurant you love going to
• what time you usually go to bed in the week

• somewhere you want to go for your next holiday
• somewhere you're going to in the evening
• how often you go for a meal in a restaurant

• what time you usually go to bed at the weekend
• a shop where you like to go shopping for clothes
• a good place to go for a drink near your home

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

3C Answerphone

1

Hi Erkan, this is Greg. Can you ask Louise to phone Camilla tonight? I can't go to the concert with her and Michaela tomorrow night. Can Louise go with them? I can give Louise my ticket if she wants to go. Thanks, bye!

A Louise, Can you phone Camilla tonight? Greg can't go to the concert tomorrow. Can you go with Camilla and Michaela? Greg can give Camilla your ticket if she wants to go. Erkan

B Louise, Can you phone Camilla tonight? Greg can't go to the concert tomorrow. Can you go with Camilla and Michaela? Greg can give you his ticket if you want to go. Erkan

C Louise, Can you phone Camilla tonight? She can't go to the concert tomorrow. Can you go with Greg and Michaela? Camilla can give you her ticket if you want to go. Erkan

2

Hi Sam, this is Amy. Can you ask Steve to phone me on my mobile? I need to take Jill to the doctor's on Monday afternoon. Can I take her in his car? Thanks, Sam. Bye!

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

3A A day in the life

Activity type: Reading and writing – Writing an article – Individuals / Pairs

Aim: To practise reading an extended text; to practise writing; to practise using adverbs of frequency and forming questions

Language: Adverbs of frequency – Use at any point after 3.2.

Preparation: Make one copy of the worksheet for each learner.

Time: 30–50 minutes

3B 'Go' chains

Activity type: Speaking – Guessing game – Pairs / Whole class

Aim: To practise using *go* in a range of expressions

Language: Expressions with *go* – Use at any point from the Keyword, p31.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet along the dotted line.

Time: 20 minutes

3C Answerphone

Activity type: Reading and writing – Understanding and writing messages – Pairs

Aim: To practise writing short notes; to practise using subject and object pronouns and possessive adjectives

Language: Take a phone message – Use at any point from Explore Speaking, p32.

Preparation: Make one copy of the worksheet for each learner.

Time: 20 minutes

Unit 3 Self-study Pack

In the Workbook

Unit 3 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Free time activities; Adverbs of frequency
- **Grammar:** Present simple: negative sentences; Present simple: questions
- **My English:** João from Portugal
- **Explore writing:** Invitation
- **DVD-ROM Extra:** Happiness is ... – Mainda, Patrizia, Adam, Laura, Salvatore and Claire

On the DVD-ROM

Unit 3 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Word stress
- **Explore speaking:** *So, ...*
- **Listening:** On the telephone
- **DVD-ROM Extra:** Happiness is ...

4 Changes

4.1

Goals: talk about past events
talk about first times

Core language:

GRAMMAR Singular and plural nouns
Past simple verbs
VOCABULARY Past time expressions

Technology firsts

READING

- 1 *Whole class.* Look at the pictures and establish what they show:
– a personal music player (or MP3 player) – a mobile (or mobile phone) – a laptop
Ask each question to a few learners round the class. To introduce each topic, you could tell the class whether you have a mobile, what you use it for, etc.
Ask follow-up questions to encourage discussion, e.g. *Mobile phone: How often do you use it? Do you always have it with you? Do you ever turn it off?*

Alternative: Pairs or groups

Learners discuss the questions in pairs or small groups. Then discuss the questions together, or ask a few learners to say what they found out from their partner.

- 2 a *Pre-reading task.* Look at the pictures again. Establish that they show:
– the first laptop etc.
– a modern laptop etc.
Then discuss sentences 1 and 2, and use them to teach *invent, invention, 1970s*.
b *Reading for main idea.* Give learners time to read the articles. Then ask if the sentences in 2a are true.


mobiles: 1 yes (1973); 2 yes (\$3,995)
laptops: 1 yes (1979); 2 yes (\$9,000)
music players: 1 yes (1972)
2 We don't know (he didn't sell it)

- 3 *Reading for detail. Note-taking.* Learners read the articles again and complete the notes. *Possible answers:*

The first mobile phone
Inventor: Martin Cooper Year: 1973
The first laptop
Name: GRID Compass Inventor: William Moggridge, Year: 1979 Price: \$9,000
Company: GRID Systems Corporation
The first personal music player
Name: Stereobelt Inventor: Andreas Pavel Year: 1972

Optional questions

Ask other questions to check that learners have understood the articles, e.g.
– *What did Martin Cooper use his mobile for?*
– *When could you buy it?*
– *Who bought the first laptops?*
– *Why couldn't Andreas Pavel sell his idea?*

- 4  *Discussion.* Together, learners make a list of other things that are different from twenty or thirty years ago. As they do this, they discuss how they are different.

Talk about this together and build up a list of items on the board, getting ideas from different pairs or groups.

Optional follow-up: Plurals with '-ies'

Books closed. Write on the board:

university company

Ask learners to give the plural form and add them on the board (*universities, companies*). Then ask if they know other words which change in the same way. *Possible answers: family, party, city, baby*

To find more rules for plural nouns, look together at the Grammar reference on p135.

Talking about the past

GRAMMAR Past simple verbs


Optional lead-in with books closed

Write on the board: *use*

Give an example using the present (e.g. *I often use a laptop*). Then say *Yesterday I ...* and ask learners to give you the past form. Write it on the board.

Then write on the board: *go*, and go through the same procedure, eliciting the past form *went*.

Use this to establish the idea of regular and irregular past forms.

- 1 a  Learners find past simple verbs in the texts and write them in the spaces.
b Go through the answers. Say the verbs and ask learners to repeat them, or use recording 1.45 as a model.

Regular:

2 worked 3 liked 4 wanted 5 listened 6 loved

Irregular:

8 went 9 cost 10 had 11 bought 12 met 13 said 14 sold

Point out that:

– regular verbs that end in *-e* just add *-d* in the past (*liked, loved*).

– *cost* has the same form in the present and past:
cost → *cost*

– *said* has a short sound: /sed/.

- 2 *Practice with past simple verbs.* Learners add verbs in the gaps. Learners who finish early can compare answers with their neighbour.

Text A: 1 worked 2 cost 3 bought 4 used

Text B: 5 made 6 went 7 met 8 listened 9 had 10 wanted



You could use photocopiable activity 4A on the Teacher's DVD-ROM at this point.

VOCABULARY Past time expressions

- 3 a *Listening for main idea.* Play recording 1.46 once. Then ask the class:
- *Is Sang-mi good with new technology?* (No)
 - *What does she talk about?* (her first mobile phone, first text message, first computer, first CD, first music online, first digital camera)
- Use this to teach *text message* (or *text*) and *online*.
- b Look at the questions together. Learners try to answer them using the phrases in the box.
- Then play recording 1.46 again, pausing from time to time to check the answers.

1 in 1998 2 6 or 7 years ago 3 about 25 years ago (at school) 4 in 1993 5 last year 6 in 2003

Look at the box again, and focus on the phrases with:



- *last* (*last week, last month, last year*)
- *ago* (*six months ago, seven years ago, 25 years ago*)

To check the meaning, give a few examples, e.g.

- *I went to university 25 years ago. Which year was that?*
- *I was on holiday last month. When was that?*

Point out that we say *six months ago*, not *for six months ago* or *before six months*.

SPEAKING

- 4 To demonstrate the activity, tell the class about the first time you did the things in 3b. Try to use a range of past time expressions. You can check by asking the class: *What did I say?*
- a Give learners time to think about the items in 3b. If necessary, they can note down time phrases, but they shouldn't write out complete sentences.
- b  /  Learners ask each other the questions.
- c *Round-up.* Ask one or two learners about each of the items. Ask them whether they think they are good with technology.

4.2

Goals: talk about past events
talk about trips



Core language:

VOCABULARY	Things for a trip
PRONUNCIATION	Sentence stress 1
GRAMMAR	Past simple

Going away

VOCABULARY Things for a trip


- 1 To introduce the language for the activity, tell the class a few things about what you do. Use this to focus on the verb *travel*, the nouns *journey* and *trip* (these mean roughly the same), and the phrase *go on a trip/journey*. One way to do this is to say sentences, then ask learners what you just said and write key words and phrases on the board.
- You could also introduce *fly, drive* and *take the train/bus* in the same way.

 /  Learners ask each other questions 1–3. You could give this more focus by asking groups to find out who travels most and who likes travelling most.

Whole class. Ask a few learners what they found out about their partner or others in their group.

Alternative: Whole class discussion

Taking each question in turn, tell the class about yourself, then ask a few learners what they do and what they like doing.



- 2 a  Learners match the items to the pictures.

1 keys 2 address book 3 toothbrush 4 passport
5 comb 6 mobile 7 map and directions 8 tickets 9 pen
10 sunglasses 11 money 12 driving licence

- b Play recording 1.47 or say the words yourself, and practise saying the words. Focus on the pronunciation of /sʌŋɡlɑ:sɪz/, /tu:θbrʌʃ/ and /kəʊm/.

Language note

Sunglasses is always plural; *money* is always singular.

- 3 a  *Writing lists.* Learners make a list of items from 2a for each situation.
- b  Learners compare their lists.
- Whole class.* Ask pairs what they wrote and build up three lists on the board.

Optional practice: Memory game

Write on the board:

Don't forget to take your ...

Learners continue the sentence round the class, with each learner adding a new item, e.g.

Learner 1: *Don't forget to take your passport.*

Learner 2: *Don't forget to take your passport and money.*

Learner 3: *Don't forget to take your passport, money and sunglasses.*

You could also play this game in groups, or use it in a later lesson for revision.

- 4 Ask learners to think about going out or travelling. Ask them to write one thing they sometimes (or often) forget. It could be one of the things in 2a, or something else (e.g. glasses).
- Ask learners what they wrote. Additionally, you could write items on the board to find out which thing most people forget.

LISTENING

- 5 a *Listening for main idea.* Play recording 1.48 once, and check answers to the questions.

1 Seattle 2 next Thursday

- b *Listening for detail.* Ask learners if they can remember what Mick gives Sang-mi for the trip. Then play recording 1.48 again to check.

money, tickets and directions

- 6 a *Listening.* Tell the class the situation: *Sang-mi is now in Seattle, and she's talking to Mr Donovan.* Before you play the recording, read sentences 1–4.
- Play recording 1.49. Learners write 'T' or 'F' beside the sentences.

1 T 2 F 3 F 4 T

- b Play recording 1.50 of Sang-mi's conversation with her husband. Then go through the sentences in 6a again.

- 1 F (She hates flying)
2 T (She couldn't find the office)
3 T (She couldn't understand the directions)
4 F (She didn't like the restaurant)

With stronger classes, you could ask why Sang-mi gave different answers to Mr Donovan and her husband.
(Answer = She wanted to be polite to Mr Donovan.)

PRONUNCIATION Sentence stress 1

- 7 a Play recording 1.51. Learners listen and read the sentences.
- b Use the question to establish that:
- we usually stress nouns, main verbs and adjectives in sentences. These are the words that give the main information.
 - we don't usually stress 'small' words like *and, the, in,* or the verb *be (was, were)*.

Ask learners to find the nouns, verbs and adjectives in the sentences and write them on the board.

Nouns: *ticket, money, packet, tickets, directions, meal, client*
Main verbs: *had, have (unstressed: was, were)*
Adjectives: *good, lovely, new*

- c Learners practise saying the sentences round the class. Focus on the stress.

Did you have a good time?

GRAMMAR Past simple

- 1 / *Past simple questions and answers.* Learners match the questions and answers.

1 c 2 d 3 a 4 b

- 2 a Learners complete the table.

- *Did you have a good time? Well, I didn't like the restaurant.*
– *Did you have a good journey? Yes, I did.*

Use this to establish that:

- in past simple questions, we use *did + verb*.
- in past simple negative, we use *didn't + verb*.
- in questions and negatives, the verb is in the *infinitive* (basic) form: it doesn't change into the past (so we say *Did you have ...?*, not *Did you had ...?*).
- in short answers, we repeat *did* or *didn't*, but not the main verb (so we don't say *Yes, I did have*).

- b Say the questions and answers yourself or use recording 1.52 as a model. Learners practise saying them.
- 3 *Practice in forming questions.* Learners write the questions in the correct order.

- 1 *Did you have a good weekend?*
2 *What did you do at the weekend?*
3 *Where did you go on Saturday?*
4 *Did you go out last night?*
5 *What time did you get up this morning?*
6 *Did you watch TV this morning?*
7 *What did you have for breakfast?*
8 *What time did you go to bed last night?*

Note: Grammar practice

You could do the grammar practice on p135 at this point.

SPEAKING

- 4 a *Asking and answering questions.* Learners write three more questions like those in 3. You could write prompts on the board to guide them:
Did you ...? When did you ...?
What did you ...? What time did you ...?
Where did you ...?
- As they do this, go round and check, and help where necessary.
- To introduce the pair work, ask a few questions to different learners and get them to give true answers. Then ask learners to ask you a few of the questions.
- b Learners ask and answer all the questions.

Alternative: Mingling activity

Give each learner two of the questions in 3 to ask, plus their own three questions. They move freely around the class, asking their questions to other learners.

4.3 Target activity: Talk about an important event

Goals: talk about past events
talk about important events in your life

Core language:

TASK VOCABULARY Good and bad experiences
4.1 VOCABULARY Past time expressions
4.2 GRAMMAR Past simple

TASK LISTENING

- 1 Learners look at the pictures and read about Onyinye. Ask what differences between Nigeria and Scotland they think she will mention. You may need to teach the following items:
- *remember* (give an example)
 - *memory – memories* (= things you remember)
 - *grew up in (the UK)* (= lived there as a child)
 - *moved to (Scotland)* (= went to live somewhere else)
- 2 *Listening for main idea.* Read sentences 1–4. Ask learners what they think Onyinye will say.
- Play recording 1.53. Learners listen and circle the correct words.

1 five 2 different 3 remembers 4 enjoyed

TASK VOCABULARY Good and bad experiences

- 3 *Adjectives; phrases with 'had'.* Go through the table with the class, and ask which expressions can be about good experiences and which about bad ones. You could build them up in three columns on the board.
- Possible answers:*

Good:	Bad:	Both:
<i>It was exciting</i>	<i>It was boring</i>	<i>It was interesting</i>
<i>I had a great time</i>	<i>I had a terrible time</i>	<i>It was strange</i>
<i>I had a lovely time</i>	<i>I had a very bad time</i>	<i>It was difficult</i>
<i>I had lots of fun</i>		

If necessary, show what the adjectives and phrases mean by giving simple examples and using facial expressions, e.g.

– *I went on a plane for the first time. It was really exciting.*

– *I went to live in Japan. It was difficult because I didn't speak Japanese, but it was interesting because everything was different.*



You could use photocopiable activity 4B on the Teacher's DVD-ROM at this point.

TASK

- 4 a *Preparation for the task.* Learners choose one or two of the events, or similar events from their own life, and write them down. To show what to do, you could write two events from your own life on the board, e.g.
- I moved to London. I met my wife.*
- b To introduce the next stage, choose one of the sentences you wrote on the board, and add brief notes in answer to the four questions in 4b, e.g.
- I moved to London.*
– *five years ago, in September*
– *I moved from Manchester*
– *I got a new job, I bought a flat*
– *It was exciting, difficult, very different*
- Learners do the same with each of their sentences. As they do this, go round and check.
- 5 Learners ask and answer questions about each other's events. If possible, they should do this without reading their notes.

Alternatives

- 1 *Oral preparation in pairs*
Instead of writing notes, learners work in pairs, and tell their partner what they did, to 'try out' what they will say. Then learners form new pairs, and ask and answer questions about each other's events.
- 2 *Groups*
Learners form groups of four or five. In turn, they tell the group about their events, and the others ask questions.

4 Explore

Keyword: *have*

Goal: use *have* in a range of common expressions

Core language:

have for possessions
have for activities
have for food and drink
have for relationships

- 1 *Different uses of 'have'.* Look at the four groups in the table, and check that learners know what the headings mean:
- possession* = a thing which is mine, e.g. a car, a TV
activity = something I do, e.g. learning English, going to a restaurant
relationships = family (e.g. father, brother) or other people I know (e.g. friend, colleague)

Learners add phrases to the four lists. If necessary, do a few items together first.

Possessions: a cat; a digital camera; a nice flat
Activities: a bath; a break; a shower; a meeting; a lesson; a conversation
Food and drink: lunch; a meal; something to eat; a sandwich; a drink; a coffee
Relationships: two brothers; a lot of friends

Note

Check that learners understand *have a break* = stop work for a short time.

- 2 *Speaking: Class survey.* Read through the 6 items and ask learners what questions they could ask to find out the information, e.g.
- *Do you have a big family? How many brothers and sisters do you have?*
– *What time do you have breakfast?*
- a *Mingling activity.* Give each learner two or three questions to ask. They move freely around the class, asking their questions. When they find a person who answers *Yes*, they write down their name.
- b *Round-up.* Go through the items, and ask what learners found out.

Alternative: Groups

Learners sit in groups of 4 or 5. They ask the questions round the group, and note down names of people who fit the descriptions.
Round-up. Each group reports back on what they found out.

- 3 To introduce the activity, ask if anyone in the class can remember when they had a bad morning. Tell them the last time you had a bad morning, and what happened.
- Learners ask each other the questions.
Round-up. Ask learners what was the most interesting thing they found out from their partner.

Independent learning: Self-study

Goals: to encourage learners to reflect on their own learning to make learners aware of the self-study components of *English Unlimited*

Core language:

Language study words: *reading, writing, speaking, listening, pronunciation, vocabulary, grammar*
Verbs: *use, try*

- 1 a *Skills and language areas.* Read the words in the box and make sure learners understand what they mean. Give examples if necessary.
- Give learners time to think about questions 1–3.
- b Then learners compare their ideas.
- Feedback.* Take each question in turn, and ask learners some of the things they said. Ask follow-up questions to encourage discussion, e.g.
- *Why do you like listening?*
– *Why is it important?*
– *Which is more important, grammar or vocabulary? Which is easier? Why?*

- 2 a *Components of the coursebook.* Go through the items together, and ask learners to identify the picture which goes with each one. Briefly explain what they are and where learners can find them.

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

- b *Whole class.* Ask learners which self-study materials they use at present, and which they would like to try.

Explore writing

Goal: write a personal letter or email giving news

Core language:

Starting an email: *How are you? I hope you're well. We're fine.*

Responding: *It's good to hear from you.*

Finishing an email: *That's all for now. Hope to hear from you soon.*

Punctuation and capital letters

1 Reading: emails

Optional lead-in with books closed

Ask learners to imagine they are writing an email to a friend. They last met a few months ago. Ask: *How could you begin the email?*

Use this to elicit the phrases: *Hi; How are you?; Hope you are well;* and so on.

Look at questions 1–3. Then learners read the emails and choose the correct answers. Learners who finish early could discuss the answers with a partner.

- 1 *Thailand; She went swimming, went on a boat trip and visited the Rose Garden.*
 2 *She moved to France and got a job in a bank.*
 3 *She bought a new car; she started French lessons.*

- 2 a *Email expressions.* Learners cover the emails and match the sentence halves.
 b Then let them check the answers in the emails, and go through them together.

- 2e *I hope you're well.*
 3f *We're fine.*
 4a *It's good to hear from you.*
 5b *That's all for now.*
 6c *Hope to hear from you soon.*

- c Ask which phrases start an email and which finish an email.

Start: 1, 2, 3, 4 Finish: 5, 6

Point out that *It's good to hear from you* is a useful way of replying to an email from a friend.

- 3 a *Review of past simple verbs.* Learners cover the emails. They add verbs in the gaps.

- | | | | |
|--------|--------|---------|-----------|
| 1 was | 3 had | 5 moved | 7 bought |
| 2 were | 4 went | 6 got | 8 started |

- b Learners find the verbs in the emails. Note that in sentence 6, *found* would also be correct.
 c Ask learners to suggest other words to replace those that are underlined. *Possible answers:*

- 1 *second, third ...*
 2 *apartment, restaurants, cafés, people, weather ...*
 3 *good, wonderful, sunny, terrible, wet, dry, rainy ...*
 4 *shopping, sightseeing, sailing, walking ...*
 5 *son, mother, friends, neighbours, uncle ...*
 6 *shop, supermarket, office, school ...*
 7 *nice, big, cheap ...; flat, house, sofa, TV ...*
 8 *German, Chinese, dancing ...*

- 4 *Punctuation: Full stops, question marks and capital letters*

Elicitation with books closed

Write a sentence and a question on the board without punctuation, e.g.

its good to hear from you

how are you

Ask learners what is missing. Use this to establish that:

- we use a capital letter to start the first word of a sentence.
- we use a full stop at the end of a sentence.
- we use a question mark at the end of a question.

Then open books and look at 4a.

- a Learners cover Judy's email and write the sentences with correct punctuation.
 b Go through the answers together, or let learners check their own answers from Judy's email.

Note

If learners have exactly the same punctuation features in their own language (e.g. languages using a Roman alphabet), you could leave out this section, as it will be very easy for them.

- 5 *Planning an email.* Learners make a list of things they did recently. They should just make brief notes at this stage, not start writing the email. You could show what to do by writing notes on the board.

As they do this, go round and check.

- 6 a *Writing emails.* Learners write an email. As they do this, go round and give any help they need.

When they have finished, give learners time to read through their email and check punctuation.

- b Learners swap emails with their partner. In turn, they read each other's emails and ask questions to find out more.

Round-up. Ask a few learners to summarise what their partner wrote to them.

Alternative: Written replies

Instead of asking questions, learners could write a reply to the email they received.



You could use photocopiable activity 4C on the Teacher's DVD-ROM at this point.

4 Look again

Review

GRAMMAR Questions and negatives

- 1 a Either write the table on the board, and add questions 1–3 to it, or ask learners to write the table on a piece of paper.

Q word	aux vb	subject	verb
What	did	you	study at university?
	Does	your family	have a pet?
	Can	you	play the piano?

- Use this to point out question pattern rules:
- The auxiliary verb comes before the subject.
 - The main verb doesn't change into the past, or add an -s ending (*study*, not *studied*; *have*, not *has*).
 - Sometimes we add a question word at the beginning.
 - Sometimes we start a question with an auxiliary verb.

- b** Learners write three more questions. As they do this, go round and check.
Learners ask and answer all the questions.
- c** Repeat the same procedure for the negative forms.

subj	aux vb + n't	verb
She	doesn't	enjoy watching TV.
I	can't	get up early in the morning.
My camera	didn't	cost a lot.

- Point out that in negatives, as in questions:
- the auxiliary verb changes its form to show the 3rd person or the past (*doesn't*, *didn't*).
 - the main verb doesn't change.

- d** Learners write more negative sentences.
Round-up. Ask pairs to read out their sentences.

VOCABULARY Past verbs, last and ago

- 2 a** Play recording 1.54. Learners answer questions 1–4.

1 Six years ago 2 On a boat in Indonesia 3 Friends
4 He hated it at first, then he relaxed.

- b** Learners read the script on p151 to check, and underline the past verbs.

went, was (4 times), wanted, learned, said, pushed, relaxed, started

- c** Write on the board:
– *I first*
Ask learners how the sentence could continue (e.g. *I first ate ..., I first went to ..., I first met ...*). Give a few examples of your own first experiences.
Give learners time to think about a first experience.
- d** In turn, learners tell the class about a first experience. Other learners ask questions.

CAN YOU REMEMBER? Unit 3 – Free time activities

- 3 a** Review. Learners match each activity to a verb.

1 watch films	5 read books
2 listen to the radio	6 play computer games
3 go shopping	7 see family (or films)
4 go to restaurants	8 go for a walk

- b** Look at each pair of activities in turn (e.g. *play the drums, play computer games*). Ask two or three learners if they do either of them, and if so when.

Alternatives

- 1 Pairs**
Learners say when they do the activities, and find out when their partner does them.
- 2 Groups**
Learners sit in groups of four or five. Each learner chooses a pair of activities (e.g. *read newspapers, read books*) and asks others in the group when they do the activities.

Extension

SPELLING AND SOUNDS th

- 4 a** Read the words aloud or play recording 1.55, and get learners to practise saying them.
- /θ/: get them to say /t/, then allow air to pass between the tip of their tongue and the back of their teeth.
 - /ð/: get them to say /d/, then allow air to pass between their tongue and the back of their teeth.
- b** Learners add words to the groups. Then build up lists on the board and practise saying the words.

/θ/: think, bath, toothbrush
/ð/: that, other

- c** Play recording 1.56 or read out the words. Learners write them down.
- d** Check spellings by asking them to read the words back to you, or let them check on p151.

NOTICE Ordinal numbers

Optional lead-in with books closed

Write on the board:
1st 2nd 3rd 4th
Ask learners to say the numbers aloud, and write them as words on the board. Use this as the basis for your presentation.

- 5 a** Books open. Read the examples, and point out that:
- we say *first, second, third*; after that we add -th to the number.
 - if we write these as numbers, we add the last two letters of the word:
1st = first; 2nd = second; 3rd = third
- Learners write the full forms, or they could simply say them round the class. Point out that:
- *fifth, eighth, ninth* and *twelfth* are slightly irregular.
 - numbers ending in -y change to -ieth:
twenty → twentieth
- b** To introduce the activity, write a date on the board and ask learners to guess why it is important to you.
Learners write down three important dates.
Learners show each other their dates, and ask questions about them.
Round-up. Ask a few learners to tell you one of their partner's dates, and why it is important.

Self-assessment

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

Unit 4 Extra activities on the Teacher's DVD-ROM

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

4A Past simple maze

A		B	
HEAR	SAY	HEAR	SAY
liked	want	lived	drink
had	hear	walked	sell
asked	watch	listened	eat
BEGINNING	live	bought	speak
sold	catch	told	wash
decided	get	played	like
washed	put	watched	sing
ate	go	saw	have
C		D	
HEAR	SAY	HEAR	SAY
read	END	thought	decide
heard	think	went	see
put	drive	visited	tell
drank	work	caught	read
sang	visit	said	buy
got	say	drove	walk
wanted	listen	worked	play
hated	ask	spoke	hate

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

4B First times

A

My first day at school was about 20 years ago, when I was 5 years old. I went to school with my mum, and the teacher took me to the class. I played games with the other children. It was really exciting and I had a lot of fun!

What do you remember about ...

- ... your first day at school?
- ... the first time you had a birthday party?
- ... the first time you went to the dentist's?
- ... when you learnt to swim?
- ... your first trip to another country?

B

It was about 15 years ago, when I was 10 years old. I was at primary school, and it was really difficult. I was very nervous, but I worked hard and I passed!

What do you remember about ...

- ... the first time you did an exam?
- ... your first holiday?
- ... when you learnt to ride a bicycle?
- ... the first time you saw the sea?

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

4C The Lazy Email Generator

Do you have a busy life? Is it difficult for you to keep in touch with your friends? Perhaps the **Lazy Email Generator** is the solution you need!

Hi _____

How are you? I hope you're well. I'm fine and I started my new job last month.

I was very nervous! I also started a new course last week.

It's very interesting but quite hard. And did I tell you about the trip I went on recently?

I went to New York with my boss on business and I had a very busy week.

Oh, I nearly forgot, my girlfriend's birthday is next month and I'd like to have a surprise party for her. Would you like to come? Let me know soon.

Anyway, that's all for now. Hope to hear from you soon!

Best wishes,

a moved into a new flat b OK
 c did my exams on Tuesday d in June
 e my sister is getting married f They were difficult, but I passed
 g to Barcelona for a holiday h invite you to the wedding
 i it's really nice j a great time

Why not try the **Lazy Email Generator** yourself?
Write an email to a friend, giving them all your news!

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

4A Past simple maze

Activity type: Grammar, pronunciation and listening – Hear/Say – Groups

Aim: To practise recognising and pronouncing the past simple forms of regular and irregular verbs

Language: Past simple verbs – Use at any point from 4.1.

Preparation: Make one copy of the worksheet for every four learners and cut each worksheet along the dotted lines.

Time: 10–15 minutes

4B First times

Activity type: Speaking and listening – Discussion – Pairs / Whole class

Aim: To practise using the past simple to talk about your experiences

Language: Past time expressions – Use at any point after 4.1.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet along the dotted line.

Time: 20 minutes

4C The Lazy Email Generator

Activity type: Reading and writing – Writing an email – Pairs / Individuals

Aim: To practise giving news in an email

Language: Write a personal email giving news – Use at any point from Explore Writing, p40.

Preparation: Make two copies of the worksheet for each learner.

Time: 20–30 minutes

Unit 4 Self-study Pack

In the Workbook

Unit 4 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Past time expressions; Things for a trip
- **Grammar:** Past simple verbs; Past simple
- **Time out:** Technology crossword
- **Explore reading:** Newspaper article: *Songs that changed my life*
- **DVD-ROM Extra:** Technology firsts – Patrizia, Fred and Laura

On the DVD-ROM

Unit 4 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Sentence stress; *do* or *did*?
- **Explore speaking:** *Did you?* – Showing interest
- **Animated video:** Meeting a visitor
- **DVD-ROM Extra:** Technology firsts

5 Your space

5.1

Goal: talk about cities and neighbourhoods

Core language:

VOCABULARY Places
 Describing places
 Prepositions of place

Place to place

VOCABULARY Places

- 1 a Learners find the things in the pictures.
b Play recording 2.1 and practise saying the words.

A a forest, mountains C a beach, the sea
B a market D a bridge, a river

- 2 To introduce *close to*, *far from* and *away*, give two examples from the town where you are (e.g. *Where's the nearest bus stop? Is it close to here or far from here? How far is it? ...*).
- a Learners decide which things in 1a are close to / far from them, and write them in two lists.
- b Learners compare their lists. Go through the answers with the class on the board.

Language note

We can say *close to*, *near to* or *near*:
– We live *close to* the station.
– We live *near (to)* the station.
We can say *far from* or *far away from*:
– We live *far (away) from* the station.

READING

- 3 To introduce the reading, look at the title of the text. Ask what *800 kilometres away* means (800 kilometres from my home).

Reading for main idea. Learners read the text and find answers to the questions.

– José Luis lives in a small village in San Luis; he works in Buenos Aires.
– Lawrence lives in Malta; he works in London.

- 4 *Reading for detail.* Learners answer questions 1–6, referring back to the text if necessary.

1 JL: 14 hours, L: 3–4 hours
2 JL: 2, L: 2
3 JL: Friday and Sunday nights, L: Monday morning, Thursday evening
4 JL: a river, mountains, L: the sea, a school, an airport
5 Both: wife and children
6 JL: His village is safe, quiet, cheaper, L: They can have a bigger house, it's a nicer place to live.

- 5 Ask around the class if learners know anyone who lives and works in different places. To make this more focused, ask: *Does anyone in your family work in a different place? What about friends, or famous people? ...*

Write on the board: *Do you live near your place of work/study?* To demonstrate, tell the class how far away you live, and how long your journey is. Then learners do the same.

Round-up. Ask a few learners what they found out about their partner.

VOCABULARY Describing places

- 6 a Learners find the opposite adjectives.

safe/dangerous noisy/quiet expensive/cheap;
ugly/beautiful polluted/clean

- b Play recording 2.2 and practise saying the words.

SPEAKING

- 7 To demonstrate the activity, write one place you like and one place you don't like on the board. Tell the class why you like or don't like it, using adjectives from 6a where appropriate.
- a Learners write a list of five places they really like or don't like.
- b / They tell other learners about the places on their list, and see if they agree.

Option: Mingling activity

Learners move freely around the class, telling other learners about the places on their list. They should each talk to three or four other learners.

Where I live

VOCABULARY Prepositions of place

- 1 a Learners complete the sentences.

1 in 2 on, in 3 next to 4 from

- b If necessary, look back at the article to check.

Alternative: Elicitation with books closed

Write phrases without prepositions on the board, and ask learners to give the preposition each time. *Example:* Write *the centre*, and say *My flat is ...* (*Answer: in or near*). Focus on all the prepositions in this way. Learners could then do 1a quickly as a check.

- 2 *Focus on 'in' and 'on'.* Go through the expressions together, or let learners work through them in pairs and then check the answers. Focus on any expressions that are different in the learners' own language (e.g. *on the ground floor*).

1 in 2 in 3 on 4 in 5 on

Option

Give (or elicit) other examples with *in* and *on*:
– *in the street, in the main square, in the suburbs*
– *on a railway line, on a main road, on the sea, on the border*

- 3 *Writing sentences.* Learners write sentences about where they live. As they do this, go round and check.

Round-up. Ask a few learners to read out their sentences.

SPEAKING

- 4 To demonstrate the activity, tell the class where you live and work, and why you like or don't like it. Then tell them where you would like to live and work, and why.

Option for stronger classes

Write these sentences and questions on the board, if possible eliciting the forms from the class:

I live in ...

→ *Where do you live?*

I'd like to live in ... (= I would like ...)

→ *Where would you like to live?*

Quickly practise the questions round the class. Focus on the stress:

Where do you live?

Where would you like to live?

- a Give learners a minute to think about the questions.
b / Learners ask and answer the questions.

Round-up. Ask learners to say one interesting thing they found out from their partner.

5.2

Goal: talk about homes

Core language:

VOCABULARY	Things in the home
GRAMMAR	<i>There is, there are</i>
PRONUNCIATION	Sentence stress 2

Carole's flat

VOCABULARY Things in the home

- 1 *Rooms.* Look at the pictures and ask what rooms they show.

1 a kitchen 2 a living room 3 a bathroom 4 a bedroom

Check that learners know *study* (a room where you work or study) and *dining room* (a room where you eat).

Ask a few learners which of these rooms they have in their own home.

- 2 a *Furniture and appliances.* Learners match the items to the pictures. Then go through the answers with the class, and use the pictures to present any new items.

(a) a cooker	(j) a computer
(b) plates	(k) a plant
(c) a shelf	(l) a sofa
(d) a cupboard	(m) a washing machine
(e) cutlery	(n) towels
(f) a drawer	(o) a bath
(g) a fridge	(p) a wardrobe
(h) a toaster	(q) bedclothes
(i) pots and pans	

- b Play recording 2.3, and practise saying the words. Focus on the pronunciation of /kʌbəd/, /drɔː/, /wɔːdrəʊb/, /bedkloʊðz/, /taʊəl/.

To activate this language, ask a few questions round the class, e.g.

- *Have you got cupboards or wardrobes in your flat? Which rooms are they in? What do you have in them?*
- *Have you got plants? How many? Which rooms are they in? Who looks after them? ...*

- c Learners cover the words and test each other:
What's that? It's a washing machine.

Option: Memory game

Write the sentence opening on the board: *In our flat, we've got ...*. Learners continue the sentence round the class, with each learner adding a new item, e.g.

Learner 1: *In our flat, we've got a cooker.*

Learner 2: *In our flat, we've got a cooker and a microwave.*

Learner 3: *In our flat, we've got a cooker, a microwave and five plants.*

You could also play this game in groups, or use it in a later lesson for revision.



You could use photocopiable activity 5A on the Teacher's DVD-ROM at this point.

SPEAKING

- 3 Look at the pictures again, and ask learners which they think is Carole's favourite room. Use this to check the meaning of *favourite* (= the room she likes most).

- a *Listening.* Read the questions. Then play recording 2.4 and check the answers.

- *Her favourite room is the kitchen.*
- *She has breakfast and dinner there; she reads; she cooks for other people.*

- b If necessary, play the recording again, and let learners follow the script on p151.

- 4 / Learners ask each other the questions.

Round-up. Ask learners to tell you something interesting they found out from their partner.

Alternative: Mingling activity

Learners move freely around the class, asking each other the questions.

Round-up. Ask learners to tell you the most interesting thing they heard.

House-sitting

LISTENING

- 1 To introduce the topic of house-sitting, read the definition with the class, then ask the questions. If necessary, prompt learners to talk by asking related questions, e.g.
– *What do you do if you go away? Do you give a key to anyone? Do you tell anyone?*
- 2 *Listening for main idea.* Play recording 2.5. Learners listen and match the parts to the topics.

2 the bedroom 3 the living room 4 things near the flat

- 3 a *Listening for detail.* Learners try to answer the questions. Then go through them with the class, and see if different pairs agree.

- b Play the recording again to check, pausing after each section.

1 A couple of yoghurts 2 In the wardrobe 3 It doesn't have internet
4 three or four times a week
5 No – they're in the town centre 6 Yes (Kafé Kontakt)

GRAMMAR *There is, there are*

- 4 Look at the examples with the class and ask learners to complete them. Alternatively, let them do this alone or in pairs.

– *There's / There are a couple of yoghurts in the fridge.*
– *There's / There are a lot of DVDs.*
– *There's no microwave.*
– *There are no shops near here.*

Point out that:

- we usually say *there's* instead of *there is*.
- we can form the negative by adding *no*:
There's no ...; There are no ...
- before *a lot of, a couple of*, we can use *there's* or *there are*.

- 5 *Quantity phrases*. Learners do the exercise, then check in pairs.

1 a couple of radios 5 a couple of towels
2 a lot of eggs 6 no
3 a microwave 7 Are; aren't
4 a lot of plates 8 Is; is

Note: Grammar practice

You could do the grammar practice on p136 at this point.

PRONUNCIATION Sentence stress 2

- 6 a Check with the class which words are stressed (*Answer*: those in 1 – information words).

Alternative: Books closed

Write on the board:

– *There are a couple of radios in the house.*
Ask learners which words are stressed, and add the stress marks. Then ask what kind of words these are (*Answer*: information words: nouns, verbs, adjectives).

- b Ask learners to read out the sentences in 5, focusing on the stressed words.
c Play recording 2.6 to check, and get them to repeat the sentences with the correct stress.

WRITING AND SPEAKING

- 7 a Learners find examples of *in* and *on*. Check the answers with the class.
b To introduce the writing activity, look at the first topic (food and cooking). Ask learners to suggest sentences they might write. *Possible sentences*:
– *There's tea and coffee in the cupboard next to the fridge.*
– *You can use the cooker or the microwave.*
– *Please buy some milk before you leave.*
 / *Writing*. Learners write sentences. Go round and check.
Learners read out their sentences.

- 8 a *Speaking: Role play*. To demonstrate the role play, ask the class to imagine they are going to house-sit for you. Get them to ask you questions, and give suitable replies.

- b Learners improvise a conversation.
c Then they change roles and have another conversation or talk to a new partner.

5.3 Target activity: Rent a room

Goals: talk about cities and neighbourhoods
talk about homes
find information in adverts for rooms

Core language:

TASK VOCABULARY Adverts for rooms
5.1 VOCABULARY Places
Describing places
Prepositions of place
5.2 GRAMMAR *There is, there are*

TASK READING

- 1 *Reading for detail*. Look at the adverts, and establish what they are: adverts for rooms and flats to rent. Use this to present:
– *advert* (= advertisement)
– *rent* (as a verb: *rent a room, rent a flat*; as a noun: *pay rent*)
– *flat/room to let* (usually used in adverts = to rent)
Give learners time to read through the adverts and find answers to the questions. Then discuss them with the class.

1 B (non-smoking, parking included, 4.3 km from city centre)
2 A (single apartment, quiet house, on main bus route)
3 C (furnished)

TASK VOCABULARY Adverts for rooms

- 2 Ask learners to find words or expressions to match the definitions. Give examples to show the meaning of any that cause difficulty.

2 single 3 central heating 4 males/females
5 available 6 immediately 7 furnished
8 own 9 shared

Point out that:

- we usually say *my own, your own* etc. I have *my own* room.
- *shared* is the adjective from the verb *share*:
The flat has a *shared* kitchen.
I *share* the kitchen with two other people.

Option: Personalisation

To activate these expressions, ask a few questions round the class, e.g.
– *Do you have your own flat, or is it a shared flat? Do you share the kitchen?*
– *Where did you live when you were a student? Did you share a flat?*
– *How many males live in your house/flat? How many females?*

TASK LISTENING

- 3 *Listening for main idea.* Play recording 2.7. Learners listen to find out which flat Alicja is interested in (*Answer:* B).
- 4 a *Focus on questions.* Learners match the questions and answers. Check that learners understand *included* (= it isn't extra).

1 c 2 d 3 a 4 e 5 b

- b Play recording 2.7 again to check.

TASK

- 5 a *Speaking: Role play.* Give each learner a letter, A or B. Tell learner A that they are interested in the apartment in advert A, and learner B that they are interested in the room in advert C. Working alone, learners think of a few questions to ask and write them down.

Alternatives

1 Whole class preparation

Prepare possible questions with the whole class. Get learners to make suggestions, and write questions on the board.

2 Preparation in pairs

Divide the class into pairs, and give each pair a letter, A or B (i.e. they are both A or both B). Together, they prepare questions to ask. Then learners form new pairs (one A and one B) for the role play.

- b *Role play.* Learners work in pairs, with one A and one B. They have the first conversation, A phoning B to ask questions about the apartment on Oxmantown Road. B should look at p124 and answer A's questions.
- c Now they change roles and B phones A to ask about the room in Hazelwood. A should look on p128 and answer B's questions.

Round-up. Ask a few learners whether they decided to take the room/apartment, and why or why not.



You could use photocopiable activity 5B on the Teacher's DVD-ROM at this point.

5 Explore

Keyword: on

Goal: use *on* appropriately to express a range of meanings

Core language:

on + places (*on a sofa, on the second floor*)
on + days, dates (*on Mondays, on January 1st*)
on + transport (*on a bus, on a plane*)
on + words for communication (*on TV, on the internet*)

- 1 *Noticing task.* To show what to do, look at sentence 1 with the class, and focus on the expression *on the shelf*. Ask where it should go in the table (*Answer:* under *places*).
Learners add the other expressions to the four lists.

Places: *on the second floor, on the shelf, on the left, on a sofa*

Days, dates: *on March 25th, on January 1st, on Friday*

Transport: *on the bus, on planes or trains*

Media and communication: *on the phone, on TV, on Sofasurfing.com*

- 2 a *Practice with 'on'.* Learners add *on* to the questions. You could do this round the class, or let learners work in pairs.

2 *on the internet* 3 *on TV* 4 *on the radio*
5 *on a plane* 6 *on Mondays*

- b *Writing.* Learners write four more questions. They can use expressions from the table, or other similar expressions with *on*. As they do this, go round and check.

- c Learners ask and answer the questions.

Alternative: A/B pairs

Give learners a letter, A or B.

- Learner A asks Questions 1–3, plus his/her own questions.
- Learner B asks Questions 4–6, plus his/her own questions.

Round-up. Ask a few learners to tell you three things they found out about their partner.

Across cultures: Personal space

Goal: to make learners aware of the idea of 'personal space' in different cultures

Core language:

close to, far (away) from; too (close)

- 1 To introduce the topic, use the diagram and gestures to show what *space* is. Ask learners what they think *personal space* is (= the space you need round you, your own space).
To show the concept of personal space, ask a learner to come to the front. Start talking to him/her, then gradually move closer. Ask the class what happens: he/she feels uncomfortable. Use this to teach the words *far away, too close, feel uncomfortable*.
 Give learners time to read the text and answer the questions. Then go through the answers with the class.

1 *a metre*
2 *50-90 cm*

3 *less than 50 cm*
4 *30 cm or less*

As you go through the answers, check that learners understand *more than* and *less than* (use gestures).

- 2 Learners match the highlighted expressions with their opposites.

feel uncomfortable / feel comfortable
too far away / too close *crowded / empty*

- 3 *Discussion.* Ask questions 1–3 to the whole class, and encourage learners to give different ideas. Prompt them by asking further questions, e.g.
– *Do you stand closer to colleagues or to friends? Why? What about strangers?*
– *What do you do if someone stands too close?*

- 4 a *Quiz*. Learners read the quiz and mark their answers.
- b / Then they move into pairs or groups to compare their answers.
- Round-up*. Go through the quiz with the class and find out what answers most learners gave.

Explore speaking

Goal: show interest in a conversation

Core language:

Expressions for showing interest: *Really? Right! Oh no! Yeah. That's great. That's terrible. That's wonderful. That's awful.*

- 1 a *Pre-listening task*. Look at the photos and the quotation, and establish the meaning of *crack* and *ceiling*. Ask a few learners if they would like to live in Estrella's flat.

Optional focusing task

Ask learners to write three words that describe the house in the photo (they could be adjectives or nouns). Then build up a list of words together on the board.

- b *Listening (Part 1)*. Ask learners to cover the script. Read through the questions in **1b** together. Then play recording **2.8** and discuss the answers.

- 1 *In her bedroom.*
2 *She didn't think it was dangerous.*
3 *A couple of years.*
4 *A friend.*

- 2 a *Listening (Part 2)*. Learners keep the script covered. Ask them to guess what happened next. Try to get several different ideas and get learners to imagine details (Ask: *Then what did she do? Then what happened?*). If you like, summarise suggestions on the board.
- b Play recording **2.9** to check. Establish what really happened (– the bedroom ceiling fell down).
- c Now let learners read the script.
- 3 a Learners underline the expressions in the script. They discuss which expressions go in each of the four groups.
- b Learners look at the expressions and add them to the groups. You could build these up on the board.

- 1 *OK. Right. Yeah.*
2 *Really? Oh no!*
3 *That's great. That's wonderful.*
4 *That's terrible. That's awful.*

- c Play recording **2.10** and practise saying the expressions.
- 4 a *Using expressions to show interest*. Learners add suitable expressions to the conversation. *Suggested answers:*

- 1 *Right, Yeah, That's wonderful or That's great.*
2 *Really?*
3 *Oh no!, That's awful or That's terrible.*
4 *Oh no!, That's awful or That's terrible.*

- b Learners practise the conversation. If possible, ask them to try to improvise the conversation without looking at the script.



You could use photocopiable activity 5C on the Teacher's DVD-ROM at this point.

5 Speaking

Optional lead-in

Tell the class about something you did recently. Do this sentence by sentence, addressing each to a different learner. Get them to respond with an appropriate expression each time.

- a Give learners time to prepare what to say. They could note down a few words to help them, but they shouldn't write complete sentences.
- b / Learners tell their story in turn. The others respond with suitable expressions to show interest. For more practice, learners could form new pairs or groups and repeat their story.

5 Look again

Review

VOCABULARY Places, describing places

- 1 a Do this with the whole class, or learners could do it in pairs.

- 2 *mountains (the others are buildings)*
3 *dangerous (it's bad – the others are good)*
4 *airport (the others are buildings)*
Or: farm (it's in the country – the others are in a town)

- b As you discuss each answer, ask learners to give reasons for their choices, using full sentences.
- c / Learners write three more 'odd one out' questions.
- d Ask pairs or groups to read out their questions. Write the words on the board. Other learners answer them. Make sure they give reasons for their answers.

VOCABULARY Things in the home, prepositions of place

- 2 a Play recording **2.11**. Learners identify the rooms.

- 2 *bedroom 3 living room 4 kitchen*

- b Learners write a list of items for each room. If you like, you could set a time limit (e.g. 1 minute).
- c Ask each group to read out their lists. Give learners one point for each correct answer.
- d Learners look at the picture on p124 for 30 seconds. Then ask them to cover the page.
- e Divide the class into two teams. In turn, learners from each team make sentences. Give each team points for each sentence.

CAN YOU REMEMBER? Unit 4 – Past simple

- 3 a *Review*. Say the verbs, and ask learners to give the past forms.

- bought, cost, went, had, liked, listened, loved, made, met, used, wanted, worked*


If you like, write these on the board in two lists: regular and irregular.

b Ask learners to add verbs to the questions.

... bought/used/watched a DVD?
... went to the cinema?
... made/bought/ate a cake?
... met an old friend?

Then ask learners to suggest other possible questions beginning *When was the last time you ...?* and write them on the board.

c Demonstrate the pair work by asking a few of the questions to different learners around the class.

 Learners use the questions to start conversations with their partner.

Alternatives

- **Groups**
Learners sit in groups of four or five. Each learner chooses one question and asks it in turn to all the others in the group.
- **Mingling activity**
Learners choose one question. Then they move freely around the class, using their question to start conversations with three or four other learners.

Extension

SPELLING AND SOUNDS Final e

- 4 a Read the words or play recording 2.12, and get learners to practise saying them. Focus on any sounds that they have problems with and point out that these sounds are made up of *two sounds together*. If necessary, practise each sound separately, then run them together: /e/ + /ɪ/ → /eɪ/.
- b Learners add words to the groups. Then go through them with the class and build up lists on the board. Practise saying the words.

/eɪ/ age, male, date, plane
/aɪ/ invite, life, mobile, write
/əʊ/ mobile, note, postcode, Rome, wrote

- c Ask learners to read out the words, and play recording 2.13 or check yourself that they say them correctly.
- d Play recording 2.14 or read out the words. Learners write them down.
- e If you like, check by asking them to read the words back to you or look at the correct spellings on p152.

NOTICE away

- 5 a Ask learners to tell you the title, and write it on the board. (*Answer*: I live here but I work 800 kilometres away.)
Quickly practise the forms by asking questions about places in your town, learners' homes, other towns, etc., e.g. *How far away is your flat? How far away is the main station? How far is the nearest café?*
- b Learners ask each other questions in groups. Alternatively, ask learners to write a few questions, then ask them to other learners.

Self-assessment

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

Unit 5 Extra activities on the Teacher's DVD-ROM

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

5A It's a place where ...

A

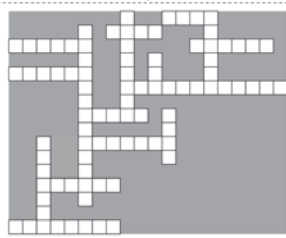
airport	farm	market	sea
hospital	train station	petrol station	school

It's a place where ...

B

drawer	toaster	cooker
bath	wardrobe	fridge
sofa	shelf	

You use it to ...



English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

5B A perfect match

PROPERTY CARDS

Property 1

- You are a student and you live with three other students. Your house is five minutes on foot from the university.
- You are all very friendly, and you usually have a party every Saturday night.
- The spare room is big but there is no bed, and the bathroom has a bath but no shower.
- The room costs £250 a month, including bills.

Property 2

- You are a 35-year-old man. Your house is 20 minutes by bus from the city centre.
- You work from home and you are very busy, so you need someone who is quiet.
- Your house is very clean, but there is no washing machine.
- The room has a bed, wardrobe and bedclothes and costs £225 a month.

Property 3

- You are a young woman.
- You live with your husband, two-year-old child and dog in a three-bedroom flat, ten minutes on foot from the city centre.
- Your kitchen is very small, so you'd like someone who doesn't like cooking. There is a large garden.
- The room is furnished and costs £420 a month, including bills and internet access.

Property 4

- You are a 70-year-old woman with four cats.
- You like peace, and you want to live with someone that you can talk to.
- The room is very small and unfurnished. There is no internet access, and the house has no central heating, so it is cold in winter.
- You love cooking and the price of the room (only £180 a month) includes dinner every day.

Property 5

- You are a 30-year-old man and you have a one-bedroom flat at the top of a modern apartment block in the city centre.
- You are going away for one year, and you need someone to live in your flat and look after it.
- You have free internet access and a private garage. No smoking and no pets!
- The rent is £500 a month, but it includes all bills.

Property 6

- You are a 55-year-old woman.
- You live in a big house in the countryside, 5 kilometres from the shops, and you have five cats and two dogs.
- The house has a large garden, a tennis court and a swimming pool.
- The room has a private bathroom, and costs £200 a month plus bills, but it includes free internet access.

TENANT CARDS

You run your own business on the internet, so it is very important for you to live somewhere with internet access. You can't pay more than £200 a month. You can't drive, so you need to live somewhere near the city centre.

You are a student at the university. You want to rent a room in a shared house, possibly with other students. You like meeting new people and going out with friends. You can pay about £200 a month.

You are a taxi driver, so you need somewhere near the city centre with a safe place to park your taxi. You love cooking, so you want a big kitchen, and you'd like a garden or somewhere to sit outside. You can pay about £350 a month. You have a dog.

You are a writer. You want to rent a room in a flat or a house. You want to live alone if possible, and you definitely don't want to share with students because you need a quiet place to work. You can pay £220 a month. You are a smoker.

You are a scientist at the university. You want to rent a room in a house with a garden. You can pay about £250 a month. You want to live somewhere quiet.

You are an architect. You want to rent a modern flat with good views. You can pay £300 a month. You want to live somewhere quiet, and not in the city centre. You don't smoke and you don't have any pets.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

5C Expressing an interest

Yeah.	Yeah.	Yeah.
Oh no!	Oh no!	Oh no!
OK.	OK.	OK.
Right.	Right.	Right.
Really?	Really?	Really?
That's great.	That's great.	That's great.
That's wonderful.	That's wonderful.	That's wonderful.
That's terrible.	That's terrible.	That's terrible.
That's awful.	That's awful.	That's awful.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

5A It's a place where ...

Activity type: Vocabulary, writing and speaking – Crossword – Pairs

Aim: To write definitions of basic nouns; to practise using vocabulary for talking about places and things in the home

Language: Places and things in the home – Use at any point from p44.

Preparation: Make one copy of the worksheet for every two learners. Cut along the dotted lines, so that you have a definition worksheet, A or B, for each learner, and a crossword for every two learners.

Time: 30–40 minutes

5B A perfect match

Activity type: Speaking and listening – Role play – Pairs / Whole class

Aim: To practise describing houses and flats and discussing accommodation preferences

Language: Adverts for rooms – Use at any point from the Target activity, p46.

Preparation: Make one copy of the worksheet for every twelve learners. Cut up each worksheet along the dotted lines to make sets of six Property cards and six Tenant cards. For ten learners, use five of each, for eight, use four of each, and so on.

Time: 30 minutes

5C Expressing an interest

Activity type: Speaking – Guided conversation – Groups

Aim: To practise using expressions for showing interest in order to develop conversations in a natural way

Language: Expressions for showing interest in a conversation – Use at any point from Explore Speaking, p48.

Preparation: Make one copy of the worksheet for every three or four learners. Cut up each worksheet along the dotted lines to form sets of 27 cards.

Time: 15–25 minutes

Unit 5 Self-study Pack

In the Workbook

Unit 5 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Places; Describing places; Prepositions of place; Things in the home
- **Grammar:** *There is, There are*
- **My English:** Jürgen and Ute from Germany
- **Explore writing:** Description of a flat
- **DVD-ROM Extra:** Living space – Martina and Monica

On the DVD-ROM

Unit 5 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Word stress; Sentence stress
- **Explore speaking:** Responding – Showing interest
- **Animated video:** Renting a room
- **DVD-ROM Extra:** Living space

6.1

Goal: buy things in shops

Core language:

VOCABULARY Shops and shopping
Buying things

PRONUNCIATION Sentence stress 3

Do you like shopping?

LISTENING AND SPEAKING

1 To introduce the topic, ask the class: *Do you like shopping?* Find out briefly who likes shopping and who doesn't. Tell them whether or not you like shopping.



a *Listening for main idea.* Play recording 2.15 once, and establish if Andrew and Dorien like shopping. (*Answer:* No, they hate it.)

b *Listening for detail.* Play recording 2.15 again, and discuss what they each say.

1 Andrew: *likes shopping on the internet (they deliver the shopping at home).*
2 Dorien: *shops after work, because it's quick.*
3 Dorien and Andrew: *both go to a supermarket and buy shopping for the whole week.*

Alternative


Discuss the questions first. Then play the recording to check.

2  /  Learners discuss the questions.

Whole class. Take each question in turn, and ask learners from different groups what their group said about it. Also tell them what you do.

VOCABULARY Shops and shopping

3 To introduce the vocabulary task, look at the plan with the class, and ask what it shows. (*Answer:* a shopping centre or shopping mall).

a  Look at item 1 together (a bookshop) and ask learners to find it on the plan (*Answer:* D). Then learners look at items 2–8 in pairs and find as many as they can.

2 E 3 B 4 F 5 G 6 A 7 H 8 C

Present any new items. You could do this by giving examples of well-known shops or chains in your town, and ask e.g. *Is there a pharmacy near here? Where is it?*

b  Learners find places 9–15 on the plan.

9 I 10 N 11 L 12 K 13 O 14 M 15 J



c As you go through, say the words or play recording 2.16 as a model, and get learners to repeat. Focus on the pronunciation of /kəmˈpju:tə/, /kləʊðz/, /eskəleɪtə/, /ɪnfəmeɪʃən/.

Language note

- 1 Instead of *pharmacy*, you can also say *chemist* (British English only).
- 2 American English: *toilets* = *rest rooms*; *lift* = *elevator*; *shop* = *store*

4 a Look at the items and ask learners to say the shops and places. *Possible answers:*

1 shoe shop, sports shop
2 bookshop, newsagent
3 cash machine (ATM)
4 clothes shop, sports shop
5 sports shop
6 toilet
7 pharmacy
8 newsagent, bookshop

b  /  Learners think of one other item for each shop in 3a and write it down. You could build up a list of items for each shop on the board. *Possible answers:*

Bookshop: books, CD, dictionary
Pharmacy: medicine, toothpaste, toothbrush
Shoe shop: shoes, trainers, sandals
Sports shop: trainers, tennis ball, rucksack, tent
Computer shop: computer, laptop, monitor, printer
Music shop: CD, musical instruments (guitar, piano ...), music
Clothes shop: coat, jeans, shirt, dress, socks, jumper
Newsagent: pen, paper, newspaper, postcard

Option: Game

Give pairs or groups a score for the words they think of: 1 point for each correct word; 2 points for a word that no one else thought of.



You could use photocopiable activity 6A on the Teacher's DVD-ROM at this point.

Shopping trip

LISTENING

1 Look at the picture of Jon. Ask what he is doing (*Answer:* He's shopping).

a *Listening for main idea.* Play recording 2.17. Pause after each conversation and ask what shops he goes to.

1 sports shop 2 bookshop 3 shoe shop

b *Listening for detail.* Play recording 2.17 again. Ask learners what Jon buys in each shop.

1 sports shop: a tennis racket, six tennis balls
2 bookshop: a map of Melbourne (Australia)
3 shoe shop: a pair of shoes

VOCABULARY Buying things

2 a *Questions and answers.* Read out item 1 (*Do you need some help?*) and ask who says it, Jon or the shop assistant (*Answer:* the shop assistant).

/ Learners decide who says the other remarks, and write 'J' or 'A'.

1 A 2 A 3 A 4 J 5 J 6 J 7 A

b Ask learners to find the reply to the question *Do you need some help?* (Answer: **c**, I'd like a new tennis racket.)

/ Learners match the other replies in **2b** to the questions in **2a**.

c Learners can check in the script (p152) if necessary. For each pair of items, get one learner to ask a question from **2a** and a different learner to give the reply.

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

3 Look again at the expressions with *How much* and *How many* in **2a**. Ask learners which are about the price and which are about the number of things.

Price: *How much ...?* Number: *How many ...?*

Alternative: Presentation on the board with books closed

Ask learners to imagine they are buying a map. Write on the board: *How much ...?* Ask learners to complete the question: *How much is it?* Then add the reply: *It's 5.99.* Then ask learners to imagine they are buying shoes. Ask them to complete the question and give the reply: *How much are they? They're 79.95.* Establish that these questions are about the price. Then ask learners to imagine they are buying tennis balls. Write the assistant's question on the board: *How many ...?* Ask learners to complete it and add a reply: *How many do you want? I'll have six, please.* Establish that this question is about the *number* of tennis balls.

4 Learners cover **2b** and look only at **2a**. To demonstrate the activity, ask one or two questions from **2a**, and get learners to reply.

Learners take it in turn to ask and answer the questions.

PRONUNCIATION Sentence stress 3

5 a Play recording **2.18** or say the questions yourself. Learners underline the stressed words.

Write the questions on the board.

2 *How many would you like?*
3 *Do you have any street maps?*
4 *Would you like anything else?*

b Establish that:
– *How much* and *How many* are stressed at the beginning of questions.
– *Do you* and *Would you* are not stressed.

c Say the questions or play recording **2.18** as a model, and ask learners to repeat them to practise the stress patterns.



You could use photocopiable activity 6B on the Teacher's DVD-ROM at this point.

SPEAKING

6 *Role play.* To demonstrate the role play, choose a shop, and write three things to buy on the board. Then act out a conversation with one learner. Take the part of the customer, with the learner playing the part of the shop assistant.

a Learners choose a shop and write down three things they want to buy.

b Learners practise their conversations, taking it in turn to be the customer and the shop assistant.

7 Ask pairs to act out their conversation. The other learners listen and guess which shop it is.

Alternative: Writing

In pairs, learners write a conversation in the shop they chose. They use this as a basis to act out their conversation.

6.2

Goals: talk about shopping and food
talk about preferences and give reasons

Core language:

VOCABULARY	Food Talking about preferences and giving reasons
GRAMMAR	Countable and uncountable nouns

Shopping list

VOCABULARY Food

1 Read through the items on the shopping list and check that learners know what they mean. Present any new items by simple drawings on the board or using the pictures on p144.

Language note: Meat

Beef is meat from a *cow*; *chicken* and *lamb* are used for the animal and for the meat (a lamb is a young *sheep*). You could also teach the word *pork* (= meat from a *pig*) at this point.

/ Learners say which foods they like or don't like.

Whole class. Choose a few items from the list, and ask who likes or doesn't like them. Then ask a few learners which items they like most or least on the list.

2 a Read through the categories, and check that learners know:

- *sweet* (= like sugar)
- *good for you* (= healthy)
- *skin* (show this by drawing a half onion on the board)
- *round* (show with gestures)
- *on a diet* (= taking care about what you eat, to be healthy or lose weight)
- *high/low in carbohydrates* (= has / doesn't have a lot; *carbohydrates* are in foods like sugar, rice, pasta)

Learners find one more item for each category and write it down.

- b Discuss the answers with the class. Encourage learners to express opinions about the items, and see if they all agree. *Possible answers:*



sweet: apples, chocolate, watermelon
good for you: (this is a matter of opinion, but probably not butter or chocolate)
a skin: banana, potatoes, apples, carrots, watermelon, lemon; chicken, salmon
round: potatoes, onions, apples, lemon, lettuce
good on a diet: prawns, salmon, lamb, beef; onions, yoghurt, apples, carrots, lettuce, lemon, broccoli
high in carbohydrates: bread, chocolate, rice, (bananas)
low in carbohydrates: all the items that are good on a diet; also butter

Language note: Skin, peel

Fruit has a *skin* or *peel*; so we can also say *lemon peel*, *apple peel*.

READING

- 3 Look at the title of the article and ask learners what *weird* means (= strange) and *veg* (short for *vegetables*, pronounced /vedʒ/).

 /  *Reading for main idea.* Learners quickly read the article (you could give them one minute for this) and find which pictures Charlie talks about.

A (= purple carrots)
 C (= square watermelons)
 D (= red bananas)
 E (= low-carb potatoes)
 F (= strawmatatoes)

- 4 *Reading for detail.* Learners read the article again and find out which fruit and vegetables Charlie likes and which he doesn't like. Discuss the answers with the class, and ask learners to say why he does or doesn't like them.

Purple carrots: He doesn't like them (they taste the same as normal carrots, so there's no reason to buy them).
Strawmatatoes: He likes them (they're sweet, you can eat them with desserts).
Low-carb potatoes: He doesn't like them (people should eat either normal potatoes or a different food, such as lettuce).
Square watermelons: He doesn't like them (they aren't natural).
Red bananas: He likes them (they taste good, they're sweet).

VOCABULARY Talking about preferences and giving reasons

- 5 a Learners cover the article. Ask them to match the phrases.
 b When learners have finished matching the phrases, check them in the article.

1 b 2 c 3 a 4 d

Use this to present:

I prefer ... (= I like it more)

I'd rather have ... (= I'd prefer it, I'd like it more)

Give a few examples to show how these phrases are used, e.g.

– *I like potatoes, but I prefer rice.*

– *I don't like pasta very much. I'd rather have rice or potatoes.*



SPEAKING

- 6 To introduce the discussion, say a few things yourself about normal/low-carb potatoes, to show the range of language learners can use:

– *I prefer low-carb potatoes.*

– *I'd rather have low-carb potatoes because they don't make you fat.*

– *I think low-carb potatoes are a good idea.*

 /  Learners look at each pair of items in turn, and discuss what they think about them.

Round-up. Ask different pairs what they think about the foods and why.

Options:

- 1 *Other kinds of food or drink*

Write more pairs of food items on the board, e.g.

– *white bread / brown bread*

– *milk chocolate / dark chocolate*

– *tea / coffee*

Use these for a discussion about which learners prefer and why.

- 2 *Mingling activity: Class survey*

Write the question on the board: *Which do you prefer: X or Y?* Then give each learner one pair of items on a piece of paper. They move round the class, asking other learners which they prefer (e.g. *Which do you prefer: pasta or rice?*).

Round-up. Ask learners which of the foods in their pair most learners prefer.

Some carrots

GRAMMAR Countable and uncountable nouns

- 1 a Look at the pictures and use the questions to focus on the difference between countable and uncountable nouns:

– You can count the food in A, D and E: there is one watermelon, five bananas, six carrots. We call these *countable* nouns.

– You can't count the food in B and C: it's not one watermelon, or one lettuce – it's just watermelon and lettuce (or pieces of watermelon, a bowl of lettuce). We call these *uncountable* nouns.

– The same word may be countable or uncountable, depending on what we mean. So picture A shows *a watermelon* (countable); picture C shows *watermelon* or *some watermelon* (uncountable).

- b Read the sentences in the table and ask learners to match them with the pictures.

1 A 2 E 3 D 4 C 5 B

- c Ask learners to complete the rules.

1 b 2 c 3 a

Point out that:

– Countable nouns have a singular and plural form.

In the singular, we use *a* or *an*: *a banana, a watermelon*. Write on the board:



– *a banana – bananas*

In the plural, we can use *some* or *a lot of*. Write on the board:

– *some bananas – a lot of bananas*

– Uncountable nouns have only a singular form, without *a* or *an*: *lettuce, watermelon*. We can also use *some* or *a lot of*. Write on the board:

– *lettuce – some lettuce – a lot of lettuce*

2 a  /  Learners circle the correct words.

Go through the answers and check that learners understand which are countable nouns (C) and which are uncountable nouns (U).

- | | |
|-------------------------|----------------------|
| 1 How many tomatoes (C) | 5 a lot of bread (U) |
| 2 How much milk (U) | 6 some bananas (C) |
| 3 some rice (U) | 7 some lettuce (U) |
| 4 an apple (C) | 8 six tomatoes (C) |

Monolingual classes

Some nouns may be countable in learners' own language but uncountable in English, or the other way round. Point out these differences as you come across them.

b Say the sentences or use recording 2.19 as a model. Get learners to practise saying them. Focus on the /ə/ sound in /təmə:təʊ/, /æpəl/, /wɔ:təmelən/

3 *Writing phrases*. To introduce the exercise, tell learners a few things that you buy or eat every week. Use a mixture of countable and uncountable nouns. Learners write sentences. As they do this, go round and check.

Feedback. Ask learners to read out one or two of their sentences.

Note: Grammar practice


You could do the grammar practice on p137 at this point.



You could use photocopiable activity 6C on the Teacher's DVD-ROM at this point.

SPEAKING

4 *Discussion*. To introduce the activity, you could get learners to ask you the questions.


 Learners take each question in turn and answer it round the group.

Feedback. Focus on each question in turn. Ask each group to tell the class their most interesting answer.

Alternative: Mingling activity

Give learners numbers: 1, 2 or 3. Learners should ask the question corresponding to their number. They move freely around the class, asking their question to other learners.

6.3 Target activity: Order a meal

Goals: talk about shopping and food 
order a meal

Core language:

TASK VOCABULARY	Ordering food
6.1 VOCABULARY	Buying things
6.2 VOCABULARY	Food
6.2 GRAMMAR	Countable and uncountable nouns

TASK LISTENING

1 As a lead-in to the discussion, ask learners how they usually travel and what they eat: Do they take food with them? Do they buy food on the journey? Do they eat in a café or restaurant?

 Then divide learners into groups to talk about this.

Feedback. Ask a learner from each group how they and other people in their group travel and where or what they usually eat.

2 a *Pre-listening task*. Give learners time to look at the picture and read the sentences about Indra. Then ask what the picture shows (*Answer*: an airport café or restaurant, probably self-service; they have meals and drinks).

Read through the menu. Check that learners know what the words mean, and present any new items, e.g. *seafood* (= prawns, tuna, etc.).

Discuss which things Indra can order. (*Answer*: anything except steak or chicken).

b *Listening for main idea*. Play recording 2.20 without pausing. Learners listen and tick the items she orders.

fish with potatoes; vegetables (carrots); tea

TASK VOCABULARY Ordering food

3 a *Listening for detail*. Look at the sentences and ask if learners can complete them (they may be able to remember or guess what goes in the gaps). Then play recording 2.20 again, pausing from time to time so that learners can write the answers.

b Learners check their answers in the script on p153.


- 1 What's that one?
- 2 I'll have the fish, thanks.
- 3 Does it come with anything?
- 4 Could I have some of those carrots, please?
- 5 Can I have a tea, please?
- 6 How much is that?

Focus on these ways of asking for things in a restaurant, and write them on the board:

– *I'll have ...* – *Can I have ...?* – *Could I have ...?*

TASK

4 a *Role play*. Establish the situation: learners are travelling by plane, and they are in an airport restaurant. Give learners time to choose one of the roles.

b  Learners work in A/B pairs. They have a conversation: Learner A orders things to eat and drink; Learner B serves the food and says how much it costs.

c When most pairs have finished, ask them to stop. They change roles and have a second conversation.

- 5 *Round-up.* Ask a few pairs in turn to repeat one of their conversations. The other learners listen and say which role in 4a they think Learner A chose.

6 Explore

Keyword: *this, that, these, those*

Goal: use *this, that, these, those* in conversations




Core language:

this, that, these, those for indicating things you see
that for responding to things people say

- 1 Learners look at pictures A–D and match them with sentences 1–4.
Ask when we use *this, that, these* and *those*, and establish that:
- we use *this* and *that* with singular nouns; *these* and *those* with plural nouns.
 - we use *this* and *these* with things close to us (= here); we use *that* and *those* with things further away (= over there).

Note

In some cases we can use either *this/these* or *that/those*, for example when looking at photos on a computer.

- 2 a Learners cover the sentences and try to remember them by looking at the pictures.
b Hold different objects up and ask *What's this?* or *What are these?* Then point to things around the class and ask *What's that?* or *What are those?* Introduce any new vocabulary that arises.
 Learners point to things and ask questions.
3 a  /  Learners find expressions that mean the same as the underlined phrases.

Option: Presentation with books closed

Write on the board:

- *Are you a student?*
- *Yes, I am.*

Then rub out *Yes, I am* and write *That's right*. Tell the class that we often use phrases with *that* when we reply to what someone says.

- 2 *That's all right, That's OK*
- 3 *That's great!*
- 4 *something like that.*
- 5 *No, that's fine, thanks.*
- 6 *that's a good idea.*

- b Learners cover the conversations. Say the first lines of the conversations in random order, and see if learners can reply with one of the expressions from the box.

 Learners cover the conversations and test each other.

Independent learning: Using a dictionary

Goals: to encourage learners to reflect on their own learning
to help learners to use monolingual and bilingual dictionaries effectively

Core language:

Language study words: *check, find out, mean* (vb), *meaning* (n.), *spelling*

- 1 *Discussion.* Give learners time to read through the types of dictionary and think about what they use. Then focus on each type of dictionary in turn and ask if any learners use it. Ask learners which they think is useful, and why.
- 2 a *Reasons to use a dictionary.* Read through the list with the class. If necessary, present these words:
- *check / find out* (I don't know a word, so I look in a dictionary = I *check* the meaning of the word, or I *find out* what the word means)
 - *mean* (a verb: 'What does this word *mean*?')
meaning (a noun: 'I don't know *the meaning* of this word.')
 - *spell* (a verb: 'How do you *spell* this word?')
spelling (a noun: 'I know the word, but I need to check *the spelling*.')

Learners tick the reasons why they use a dictionary. Then compare the answers together.


- b Look together at the entries for *live*, and ask learners to match the letters with the reasons.

1 A 2 D 3 B 4 E 5 C

Use this to point out to learners the different kinds of information that they can find in a dictionary.

- c Read questions 1–4 together and see if learners can answer them.

1 *verb or adjective* 2 *Verb: /lɪv/ Adjective: /laɪv/*
3 *Four (Two as a verb, two as an adjective)* 4 *Verb: in Adjective: animals, concert, music, performance*

- 3 a  *Using a dictionary.* Give learners a letter, A or B. Learner A looks at the word *book*, Learner B looks at the word *match*. They use either a real dictionary or the dictionary entries on p146. They find answers to the questions in 2c and then tell each other about their word.
b *Round-up.* Ask learners what they found out about the two words.

Explore writing

Goal: write short practical requests and reminders

Core language:

Requests and reminders
Action verbs and phrases; *and, but*

- 1 To introduce the topic, look at the photos and establish who the people are (husband and wife and their son) and what we know about them (Tim works in an office, Mario plays football).

/ Learners read the notes and decide who they are from and who they are to.

1 From Lydia to Tim 2 From Tim to Lydia
3 From Tim to a colleague 4 From Tim to a neighbour
5 From Tim to a teacher

2 **Reading.** Learners complete the sentences, using the information in the messages.

– ask Annie to take Mario to school
– write note to Miss Fenlon about uniform
– tell Andrew to cancel meeting with Denise
– book a table at Luigi's

3 **Requests and reminders.** Learners read the notes again and underline the key phrases.

Go through the answers with the class, and build up phrases on the board, showing how they continue:

– Don't forget to pick up ...
– Can you call ...

Point out that:

– Remember to ... and Don't forget to ... mean the same.
– Can you ... and Could you ... mean the same. They are both followed by infinitive without *to*: *Can you call ...?* (not '*Can you to call...?*').

4 **Verbs and phrases.** Ask learners to complete the five expressions.

1 cancel 2 book 3 pick up 4 take 5 reply

Make sure learners understand:

– *cancel* (show by gestures, and give an example)
– *book* (= reserve; give an example)
– *pick someone up* (= meet them and take them somewhere, usually in a car)

Option: More expressions

Ask learners to suggest other words that could follow each of the verbs and build these up on the board.

1 *cancel* a meeting, an appointment, an English lesson
2 *book* a table, a ticket, a flight, a holiday
3 *pick up* someone from football club, from school, from the station, from the airport
4 *take someone* to school, to the station, to the airport, home
5 *reply* to an email, to a letter, to an invitation, to a text

5 Learners write the sentences, adding *and* or *but*.

1 ... the meeting and reply to ...
2 ... the chicken and carrots ...
3 ... the meal but I didn't ...
4 ... to Carolina but she didn't ...
5 ... the restaurant and book ...
6 ... pick up Johan but he wasn't ...

Optional lead-in with books closed

Write these sentences on the board:

– Can you call Denise? Can you cancel our meeting?
– I phoned to book a table. There was no answer.

Ask learners how to join each pair together to make a single sentence, and change them on the board:

– Can you call Denise and cancel our meeting?
– I phoned to book a table but there was no answer.

6 a **Writing messages.** Learners choose three people to write to and things they want them to do. They should just make brief notes at this stage. If you like, show what to do by writing example notes on the board. As they do this, go round and check.

b Learners write three messages. As they do this, go round and give any help they need.

c Learners swap messages with their partner. In turn, they read each other's messages and guess who they are for.

Round-up. Ask a few learners to tell you about the messages their partner wrote.

Option: Written replies

Learners take the roles of the three people the messages are for, and write a reply. They then 'send' their replies back to their partner.

6 Look again

Review

VOCABULARY Food

1 a Learners find the 'odd one out' in each group.

b Then they add the words to the correct group. Look together at the example ('apples') so that they can see what to do.

Meat: chicken, beef, lamb (not apples)
Seafood: salmon, tuna, prawns (not yoghurt)
Fruit: bananas, watermelon, apples (not lamb)
Vegetables: potatoes, carrots, onions (not prawns)
Dairy products: cheese, butter, yoghurt (not onions)

c Ask learners to suggest other words for each group, and build these up on the board.

Alternative: Group competition

– Learners think of other words for each category, and one person in the group writes them down.
– Go through the answers together. Groups score one point for each correct word, and two points for words that other groups haven't thought of.

GRAMMAR Countable and uncountable nouns

2 a Look at the picture. Ask what the items are and whether they are countable or uncountable. Write them on the board in two lists.

Countable: 1 chickens 2 sausages 4 carrots 5 onions
6 tomatoes 7 apples 8 bananas 9 olives 11 potatoes
Uncountable: 3 lamb 10 cheese 12 bread

b Learners think of a meal, and choose two or three items from the picture.



c Learners have conversations, taking it in turn to be the customer and the person working at the market.

d Learners form new pairs and have another conversation. Ask a few learners what they bought and how much it cost.

CAN YOU REMEMBER? Unit 5 – Adverts for rooms

- 3 Ask learners what phrases they remember for describing flats/apartments, and build up words on the board. Prompt them by asking questions, e.g.
- *What kinds of apartment are there? (one-room, two-room; furnished, unfurnished)*
 - *What is the money you pay for an apartment? (rent)*
 - *You're looking for an apartment. What will you want to know? (How much is the rent? When is it available? Is it quiet? Is there central heating?)*

If learners have difficulty with this, let them look at the adverts on p46 to help them remember.

- a  /  *Books closed.* Learners write an advert for a flat or house in their home town.
- b Learners pass the adverts from group to group. They look at the other groups' adverts and decide which one they would prefer to live in.
- Round-up.* Ask each group which flat/house they would like to live in and why.

Extension

SPELLING AND SOUNDS ou


- 4 a Read the words aloud or play recording 2.21, and get learners to practise saying them. If necessary, show learners how to pronounce the vowel sounds:
- /aʊ/: get them to say /æ/ and /ʊ/ separately, then run them together.
 - /ɔɪ/: this is a long sound, with the mouth shaped into a circle (but lips not rounded).
 - /uɪ/: is a long sound, pronounced with lips rounded.

- b Learners add words to the groups. Then go through them with the class and build up lists on the board. Practise saying the words:

/aʊ/: *round, accountant, sound*
/ɔɪ/: *course, fourteen, bought*
/uɪ/: *group*

- c Play recording 2.22 or read out the words. Learners write them down.
- d If you like, check by asking them to read the words back to you, or let them check answers on p153.

NOTICE Shopping expressions

- 5 a Learners complete the sentences.
- b Let them check their answers in scripts 2.17 and 2.20 on pp152–3.
- Focus on these expressions:
- *It's not in* = not in the shop, we haven't got it
 - *try something on* = put clothes or shoes on to see if they're OK
- c  Learners write a conversation. As they do this, go round and help them.
- Round-up.* Ask a few learners to act out their conversation. After each conversation, ask other learners what happened. (*What did he/she want? What was it like? Did he/she buy it? How much was it?*)

Self-assessment

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

Unit 6 Extra activities on the Teacher's DVD-ROM

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

6A Shopping planners

Shopping Centre Plan

FIRST FLOOR

GROUND FLOOR

A

new ideas for Daniel
 service needed
 back to read on holiday
 new printer for computer
 haircut - 2.30pm!
 coffee with Mike - 7pm?

B

buy for Andrew
 blouse
 shoes
 rabbit food

C

present for dad - 10?
 something for dinner
 ideas for M's party
 baby's first magazine

D

new sofa - check price!
 something for Jane's new baby?

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

6B Happy shoppers

QUESTION CARDS

How much is this one?	Is that everything?	Would you like anything else?
Do you need some help?	How much are they?	Can I help you?
How many would you like?	I'm looking for some shoes.	How much would you like?
Do you have these in any other sizes?	What time do you close?	Can I pay by credit card?

RESPONSE CARDS

It's _____.	Yes, that's all.	No thanks, that's everything.
No, I don't, thanks. I'm just looking.	They're _____.	Yes, I'm looking for a present for my mother.
I'll have _____ of them, please.	OK. What kind would you like?	About _____ kilos, please.
No, I'm afraid we've sold out.	_____ o'clock.	No, we don't take cards, I'm afraid.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

6C Dieticians

DIET SHEET Name: _____

1	a) less than twice a day b) two to four times a day c) more than four times a day
2	a) less than twice a day b) about once every three hours c) twice or more an hour
3	a) less than once a day b) once or twice a day c) more than twice a day
4	a) less than four times a week b) four to six times a week c) more than once a day
5	a) hardly ever b) about four times a week c) every day
6	a) never b) about twice a week c) more than twice a week
7	a) once a week or less b) two or three times a week c) four or more times a week
8	a) less than three times a week b) three to six times a week c) every day
9	a) never - I'm a vegetarian b) at least once every two days c) every day
10	a) about once every two days b) about once a day c) twice or more every day

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

6A Shopping planners

Activity type: Vocabulary and speaking – Role play – Pairs

Aim: To practise using expressions for different shops and parts of a shopping centre

Language: Shops and shopping – Use at any point from 6.1.

Preparation: Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted lines.

Time: 20–30 minutes

6B Happy shoppers

Activity type: Speaking and listening – Matching game and role play – Groups / Pairs

Aim: To practise understanding and using shopping language

Language: Buying things – Use at any point from 6.1.

Preparation: Make one copy of the worksheet for every four learners. Cut up the cards and shuffle the grey Question cards and white Response cards together.

Time: 20 minutes

6C Dieticians

Activity type: Vocabulary and speaking – Questionnaire – Pairs

Aim: To practise talking about different types of food and drink

Language: Food; Countable and uncountable nouns – Use at any point from 6.2.

Preparation: Make one copy of the worksheet for each learner.

Time: 25 minutes

Unit 6 Self-study Pack

In the Workbook

Unit 6 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Shops and shopping; Buying things; Food and ordering food
- **Grammar:** Countable and uncountable nouns
- **Time out:** Food word search
- **Explore reading:** Takeaway menu
- **DVD-ROM Extra:** A world of food – Adam, Mouhammad and Laura

On the DVD-ROM

Unit 6 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Sentence stress; Word stress
- **Explore speaking:** Stating the same or different opinions
- **Animated video:** Buying a snack
- **DVD-ROM Extra:** A world of food

7 Work-life balance

7.1

Goal: talk about work and studies

Core language:

VOCABULARY Work and studies 1
spend

What do you do?

VOCABULARY Work and studies 1

- 1 a *Jobs and study subjects.* Learners match the jobs and study subjects with the pictures.

Check the answers together and present any new words. Use the reference section on p145 to do this, or give simple examples.

A an engineer, engineering
B an accountant, accounting
C a doctor, medicine
D a chef, catering
E a musician, music

Language note: chef

A *chef* (pronounced /ʃef/) is a head cook and works in a restaurant. The head of a company is the *boss* (or *managing director*).

- b Ask learners what other jobs they know, and build up a list on the board. Then ask what subjects of study they know, and build them up on the board.

Alternatives

- *Use the reference section*
Look at Vocabulary reference: Jobs and Study subjects on p145. Ask learners to find pairs of jobs and study subjects like those in 1a. Possible pairs: *marketing assistant – marketing; nurse – medicine; lawyer – law; office manager – management; journalist – journalism; architect – architecture*
- *Professional adult classes*
Find out what learners' own jobs are and build up a list on the board. Add subjects of study that are related to the jobs.

- 2 a / *Discussion.* If learners have not already looked at the reference section, ask them to look at the jobs on p145 now. In pairs or groups, they discuss questions 1–3, and write down suitable jobs for each type of person.
- b Discuss the answers with the class. Ask different learners round the class which of the things in 2a they like doing.
- 3 a Read through sentences 1–7 and ask which are about work and which are about study.

Work: 1, 2, 3, 6, 7 Study: 4, 5

- b Learners replace the highlighted words with the words in 3b.

1 part-time 2 a chef 3 a bakery 4 full-time
5 history 6 my children 7 self-employed

- c Play recording 2.23 or say the sentences yourself, and get learners to practise saying the phrases.

As you go through the sentences, present any new words and phrases. Focus especially on:

- a *full-time job* (= every day for about 8 hours)
- a *part-time job* (= e.g. only in the mornings, or only some days of the week)
- *do a course* (= study something at college or university)
- a *full-time course* (= every day)
- a *part-time course* (= e.g. two or three days a week)
- *unemployed* (= you don't have a job)
- *self-employed* (= you work for yourself)

Option: Adult classes

Activate this language by asking a few questions round the class, e.g.

- *Is anyone doing a course? Is it a full-time course or a part-time course?*
- *Do you have a job? Is it a full-time job? Are you self-employed?*

WRITING

- 4 a *Writing sentences.* To introduce the activity, tell the class a few things about your present job, jobs you did in the past, and subjects you studied or courses you did.

Learners write a few sentences about work or studies, now or in the past.

- b *Round-up.* Collect the sentences and read them out. See if learners can guess who wrote them.

Alternative: Classes of school or university learners

Learners write about themselves and about other people in their family. If learners have not had a full-time job, they can write about voluntary work or holiday jobs.

Work-life balance

READING

- 1 a *Pre-reading: Guessing sound effects. Books closed.* Play recording 2.24, and ask learners to guess what kind of work the two people do, and what they do in their free time.
- b *Books open.* Learners form A/B pairs. Learner A reads about Pete on p59; Learner B reads about Dagmara on p125. They tell each other what they found out.

Pete:

1 He's a catering assistant on an oil platform;
2 He does weight training in the gym, watches films, reads, sees his friends.

Dagmara:

1 She's a theatre manager;
2 She learns English and Spanish, spends time with her family, goes to the cinema/theatre.

- 2 a *Jigsaw reading.* Learners read their text again and note down answers to the questions.

Pete: 1 helps prepare breakfast, lunch and dinner ... (see text); 2 watches a film; 3 reads or chats to roommate; 4 goes home for 2 weeks
Dagmara: 1 spends 2 ½ hours on the bus; 2 goes to Spanish classes; 3 reads; 4 goes to the cinema/theatre, meets friends ...

- b** Learners form A/B pairs. They tell each other about Pete and Dagmara. They should also ask further questions about the people.

Round-up. Ask learners to tell you about the two people.

- 3** Write the expression *work-life balance* on the board. Ask learners what they think it means (= that you have a good balance between your work and other things in your life). Ask who they think has a better work-life balance, Pete or Dagmara, and why.

VOCABULARY *spend*

Optional presentation with books closed

Tell the class how you spend your day. Use a range of phrases like those in the table, e.g. *I spend a lot of time with my family; I spend about eight hours working; I usually spend the evening at home.* Then ask the class what you said, and write examples with *I spend ...* on the board.

- 4 a** Learners add expressions to the table.

Places: *in the gym / on the bus / at home / at work*
Activities: *talking / sleeping / driving / watching TV*
People: *with my family / with friends / with my girlfriend / with my husband*

Point out that the verb *spend* is followed by:

- a time phrase (*a lot of time, 45 minutes*).
- a phrase with a noun (*with friends, in the gym*).
- a verb + *-ing* (*talking, watching TV*).

- b** Learners write sentences about how they spend their day. They can use the expressions in the table or other similar expressions (e.g. *with my wife, at school, cycling*).

Round-up. Ask a few learners to read out their sentences.

SPEAKING

- 5** *Listening.* Look at the picture and establish that the people in it are *rowing* (verb = *row*, pronounced /rəʊ/). Play recording 2.25. Learners answer the questions. If necessary, play the recording again to check.

1 35 hours a week
 2 15 hours a week
 3 seven and a half to eight hours a night
 4 the rest of the time

Establish that she's happy, but would like to work a bit less.

- 6** *Speaking.* To introduce the activity, tell the class about your typical week.

Learners ask each other the questions, and say what they spend time doing and how much.

Round-up. Ask each pair or group to summarise what they said. You could find out who spends the most time working, sleeping and so on.



You could use photocopiable activity 7A on the Teacher's DVD-ROM at this point.

7.2

Goals: describe present activities
 say why you can't do things

Core language:

VOCABULARY Saying you're busy
 PRONUNCIATION The schwa sound 1
 GRAMMAR Present progressive

I'm just watching the news

LISTENING

- 1** *Whole-class discussion.* To introduce the activity, ask each question to one or two learners.

Learners ask each other questions 1–4.

Feedback. Ask a few learners what they found out about their partner, and whether they are similar or different in the way they feel about phone calls.

Language note

We can use *call* as a verb or a noun. We often use the phrase *a phone call*.

– *I'll call you tomorrow.* (= verb)

– *I get a lot of (phone) calls.* (= noun)

We can also say *phone* as a verb instead of *call*:

– *I'll phone you tomorrow.*

- 2 a** *Listening for main idea.* Look at the pictures of Dean, and ask what kind of life he has. (*Possible answers:* he's busy, he gets a lot of phone calls, he's always on the phone)

- b** Play recording 2.26. Learners listen and number the calls in order. Either pause after each call to check the answer, or play the recording straight through and check the answers at the end.

2 a telephone salesperson 3 a colleague in Madrid
 4 his son 5 a friend

- 3 a** *Listening for detail.* Read Dean's replies and ask learners who he says them to.

- b** Then play recording 2.26 again to check. Pause after each conversation, and ask why the person is calling.

1 a colleague in Madrid. (we don't know why she called)
 2 a telephone salesperson (he wants to sell windows)
 3 a friend (he wants to chat)
 4 his son (he wants help with his homework)
 5 a colleague (she wants advice for her seminar)

VOCABULARY *Saying you're busy*

- 4** Look at the table, which shows ways of saying we're busy. Point out that:

1 We often begin with:

– *Sorry, but ...* – *I'm afraid ...* – *Actually, ...*

- 2 To say how or why we're busy, we can use:
- a phrase with a preposition
 - an adjective
 - a verb + *-ing*

a Learners add the expressions to the groups.

+ **preposition:** *on the internet, in a meeting*
 + **adjective:** *busy, tired*
 + **-ing:** *studying for an exam, writing an essay, making dinner, watching a film, not feeling well*

Note

The examples of verb + *-ing* are in fact the present progressive tense (*I'm + -ing*). This is introduced in the following section. At this point, you can just treat these forms as phrases, without going into grammar explanations.

b Ask learners to suggest other expressions. You could prompt ideas by using mime or gestures. *Possible answers:*

+ **preposition:** *I'm at work, at school, in bed, in the shower, in the car*
 + **adjective:** *I'm ill, not well*
 + **-ing:** *I'm doing my homework, watching TV, having lunch, having a shower, driving to work*

PRONUNCIATION The schwa sound 1

5 a *Noticing task.* Play recording 2.27 and point out that the words marked with an /ə/ are unstressed, weak forms.

Get learners to copy the sound in individual words, then in whole phrases, e.g.
 /kən/ → /kən juː tɔːk naʊ/

b Learners practise the complete conversation.

SPEAKING

- 6 a *Role play.* Learners plan four short conversations. They don't need to write the conversations, but they should work out together what they will say.
- b Learners work in new pairs to practise each conversation.

Alternative: Whole-class preparation

Look at each situation with the whole class, and ask them to suggest how they might reply. Try to get two or three possible replies for each situation. Then learners practise the conversations in pairs.

Talking about now

GRAMMAR Present progressive

1 *Present simple and present progressive.* Read the examples, and ask learners which means *all the time* and which means *now*. (*Answer:* 1B, 2A)

- If necessary, give a few more examples of present simple and present progressive to make this clear, e.g.
- *John lives in London. At the moment he's staying with friends in New York.*
 - *Lucia is a student. She studies in Barcelona. Just now it's the summer vacation, so she isn't studying. She's working in a café.*

2 *Present progressive form.* Make sure learners understand the basic form of the present progressive tense: *be (I'm, you're, he's ...)* + verb + *-ing*. If necessary, show this on the board:

study → *I'm studying*
live → *we're living*

a Learners complete the sentences and questions in the table.

is working; aren't working; Are you feeling; are you doing; are they studying; No, he isn't.

b Play recording 2.28 or say the sentences yourself, and get learners to practise saying them.

Use the table to point out that:

- we make negative sentences with *I'm not, he isn't, they aren't ... + -ing*.
- to make questions, we change the word order:
He is working → *Is he working?*
- to make short answers, we repeat *am/is/are* without the main verb:
Is he working? Yes, he is. / No, he isn't.
 (not *Yes, he is working*)

Note: Grammar practice

You could do the grammar practice on p137 at this point.

3 *Practice with present progressive.* To prepare for the activity, write these verbs and *-ing* forms on the board, and present them through drawings or mime (they will be needed for describing the pictures):

<i>stand</i> – <i>standing</i>	<i>sleep</i> – <i>sleeping</i>
<i>look</i> – <i>looking</i>	<i>draw</i> – <i>drawing</i>
<i>sit</i> – <i>sitting</i>	<i>listen</i> – <i>listening</i>
<i>write</i> – <i>writing</i>	<i>show</i> – <i>showing</i>
<i>talk</i> – <i>talking</i>	<i>ask</i> – <i>asking</i>

- a Give each learner a letter, A or B. Learner A looks only at the picture on p125; Learner B looks only at the picture on p129. Learners think about questions 1–3 and write six sentences. As they do this, go round and check.
- b Learners form A/B pairs. They describe their picture to their partner, and ask questions to see how the pictures are different. They shouldn't look at each other's pictures.

Alternative: Pair work-preparation

Divide the class into pairs at the beginning, and give each pair a letter, A or B. They look at their picture together and write sentences. Learners form new pairs, so there is one A and one B in each pair. They describe their picture to their new partner.

Round-up. Ask learners what differences they found.
Possible differences:

A: There are six people.
A woman is standing and talking.
A man is talking to a woman.
A woman is talking on the phone.
A man is listening.
A man is sleeping.
B: There are seven people.
A man is standing and talking.
A woman is talking to a man.
A man is asking a question.
A man is looking at a bird.
A man is drawing.
A woman is writing.
In both pictures the people are colleagues at a meeting.

Let learners see both pictures, and find any differences they didn't guess earlier.

SPEAKING

- 4 To introduce the activity, write on the board:
– *What are you doing these days?*
Ask learners what this means: *these days* = not exactly now, but this week or this month – in this period.
- a Learners suggest answers to the question. Build up verbs on the board, e.g.
I'm reading ... I'm living ...
I'm studying ... I'm learning ...
I'm working ... I'm not working ...
- b Learners ask each other the question, and reply.
- 5 Learners form new pairs. They tell each other about their first partner.

Alternative: Mingling activity

After the first pair work stage, learners move freely around the class, and tell other learners one thing they are doing themselves, and one thing their partner is doing.



You could use photocopiable activity 7B on the Teacher's DVD-ROM at this point.

7.3 Target activity: Explain what you do

Goals: talk about work and studies
describe present activities

Core language:

TASK VOCABULARY Work and studies 2
7.1 VOCABULARY Work and studies 1
7.2 GRAMMAR Present progressive

TASK LISTENING

- 1 *Pre-listening task.* Look at the photos and ask learners to find the things in 1.
- 1 *He's drawing fashion designs.*
2 *They're in a theatre. They are actors in a play, and they're wearing costumes.*
3 *He's in a library.*
- 2 *Listening for main idea.* Play recording 2.29 and discuss answers to the questions.

1 No, they just met 2 Dmitri 3 Liam

- 3 a *Listening for detail.* Learners complete the sentences.

1 Dmitri 2 Liam 3 Dmitri 4 Dmitri 5 Liam

- b Play recording 2.29 again to check. As you go through the answers, focus on these words and phrases:
– *design clothes* (= have the idea and draw them)
– *do a Master's degree* (= do a course at university, for an MA)
– *business administration* (= how to be a manager)
– *project* (= a long piece of work)
– *dissertation* (= a long piece of writing, to get a degree)
- c Ask which verbs are in the present simple and which are in the present progressive.

Present simple: 1 *designs*, makes 3 *works*

These verbs say what the person does *all the time*, what his job is.

Present progressive: 2 *is doing* 4, 5 *is working*

These verbs say what the person is doing *at the moment*, *during this period*.

TASK VOCABULARY Work and studies 2

- 4 Read through the verbs and phrases, and ask learners to add other words to each group. As you do this, present any new items.

– *design websites*
– *have meetings with my professor, with clients*
– *go to conferences, go on business trips*
– *read / write essays, emails*

Activate some of these phrases by asking a few questions round the class, e.g.

- *Do you have meetings? Who do you have meetings with?*
– *Do you read anything in your job? What do you read? What do you write?*
– *What are you working on at the moment?*

Note: School and university classes

Ask questions connected with studying. You could also ask 'work' questions about other people they know (e.g. *Does anyone in your family go on business trips? Where? Does anyone go to conferences?*)

TASK

- 5 a *Preparation for the task.* Learners think about answers to the questions. They could make brief notes, but they shouldn't write complete sentences. You could show the class what to do by giving your answers to the questions and writing brief notes on the board.
- b Learners take it in turn to ask questions, and to tell each other what they do and what they are doing at the moment.
- c *Round-up.* Ask a few learners what they found out about their partner. Ask learners if they would like to change jobs or courses with anyone and why.

Alternative: Mingling activity

Learners move freely round the class. They ask other learners the questions in **5a**, and answer other learners' questions.



You could use photocopiable activity 7C on the Teacher's DVD-ROM at this point.

7 Explore

Keyword: of

Goal: use *of* appropriately to express a range of meanings

Core language:

Phrases with *of*: containers and quantities

Phrases with *of*: places and times

- 1 / *Containers and quantities.* Learners complete the gaps in sentences 1–5.

Go through the answers together, and check that learners understand what the phrases mean.

- 1 a pair of shoes (= two)
- 2 a bottle of water
- 3 a bit of French (= not much)
- 4 lots of, a lot of (= many)
- 5 a couple of (= two or three)

Language note

- *lots of, a lot of, many*
Lots of and *a lot of* mean the same. We tend to use *lots of* or *a lot of* in positive sentences, and *many* in negative sentences and questions:
 - There are a lot of / lots of good shops.
 - There aren't many good shops.
 - Are there many good shops near here?
- *a bit of*
A bit of means the same as *a little*:
 - I speak a bit of French.
 - I speak a little French. (not *a little of*)

- 2 *Brainstorming: More examples*

Look at each sentence in turn, and ask learners to suggest other words to replace the underlined phrases.

- 1 a pair of glasses, sunglasses
- 2 in my bag, in my fridge, in my car
- 3 German, Russian, Chinese
- 4 nice cafés, good restaurants, old churches
- 5 appointments, visitors, emails, problems

Alternative: Groups

Learners brainstorm ideas in groups. Then go through the sentences, and ask each group to suggest two possible words or phrases.

- 3 *Places and times.* Point out that we often use phrases with *of* to say *where things are* or *when things happen*.
 / Learners look at sentences 1–6 and decide which phrases are about places and which are about times.

Discuss the answers together, and write the phrases in two lists on the board.

Places: 1, 2, 4 Times: 3, 5, 6

- 4 *Speaking: Phrases with 'of'.* Learners ask and answer the questions.

Feedback. Ask a few learners what their partner told them. Alternatively, ask if anyone had any unusual or surprising answers from their partner.

Optional pair work

After learners have asked and answered questions in pairs, one learner from each pair moves to a new pair, and they ask their new partner the same questions.

Across cultures: Workplaces

Goal: to make learners aware of different relationships in the workplace in different cultures

Core language:

casual/formal clothes; make a decision; a team; a leader; employees

- 1 *Listening for main idea.* Look at the pictures, and ask what they show (*Answer:* people at a business meeting). Ask how these two workplaces are different. Establish that:

- in the first picture the people are less formal: they are wearing casual clothes; they are sitting together round a laptop.
- the second picture is a more formal meeting: everyone has his/her place; the boss is at the end of the table; the men are wearing ties.

Use this to introduce the words *formal* and *casual*.

Play recording 2.30. Then ask which picture looks like Annabel's workplace, and which looks like Geoff's workplace. (*Answer:* The first picture is like Annabel's, the second is like Geoff's.)

Ask if Annabel and Geoff like where they work. If possible, get learners to say why.

Annabel:

Yes – because they are a team, they all make decisions.

Geoff:

Yes – because the company president is a strong leader and looks after his employees.

Use this to introduce the phrases *team, president, leader, employees, make a decision*.

Language note

Geoff talks about the *company president*. You can also say *MD (managing director)* or *CEO (Chief Executive Officer)*. Informally, people usually say *the boss*.

- 2 a *Listening for detail.* Read through sentences 1–7 and ask learners which Annabel says and which Geoff says. Focus on any new words you have not presented already.

b Play recording 2.30 again to check.

1 G 2 A 3 G 4 A 5 G 6 G 7 A

- c Ask learners where they would prefer to work, and why. You could get them to vote by raising their hands.

- 3 a / *Discussion.* Learners think of their own workplace and discuss questions 1–5.

- b** Ask learners if they have worked anywhere very different from where they work now. Learners discuss this in their groups.

Round-up. Go through the questions together, and see if learners gave the same answers. In a mixed nationality class, this could develop into a discussion of differences between different countries.

School or university classes

In classes with no direct experience of a workplace, use one of these alternatives:

- **Homework task**
For homework, learners interview someone they know who works (e.g. a parent, a brother or sister, a neighbour), and find answers to questions 1–5. They report back on what they found out in the next lesson.
- **Role-play interview**
Learners take the role of either Annabel or Geoff. They cover the sentences in **2a** and interview each other in turn. They could ask the questions in **3a**, and also whether they like their workplace and why.

Explore speaking

Goal: say when you're not sure about facts and numbers

Core language:

Phrases for saying you're not sure: *I'm not sure; I don't know (exactly); I think ...; maybe; about; probably*

- 1** *Listening for main idea.* To introduce the listening, ask learners how much time they spend every day:
– working – sleeping – with their family
Find out who spends the most and the least time doing these things.
Learners cover the conversation script. Read questions 1 and 2 with the class. Then play recording **2.31** and discuss the answers.

1 Working: 40–45 hours (more than 40)
Sleeping: 6–7 hours
With family: 0 hours (he doesn't live with his family)
2 He'd like to work less and sleep more.

- 2 a** *Listening for detail.* Learners keep the script covered. Play recording **2.31** again. Learners listen and tick the expressions they hear.
b Learners read the script to check. (*Answers:* I think ...; I don't know; I don't know exactly.)
3 Learners find words in the script to complete the sentences.

1 maybe **2** about **3** probably

- 4 a** Read question 1 and ask learners to find a suitable reply (*Answer:* c).
 Learners find replies for questions 2–5.
b Play recording **2.31** to check.

1 c **2** b **3** e **4** a **5** d

Write these key phrases on the board:

I don't know exactly. *maybe*
I'm not sure. *probably*
I think ... *about*

- Learners ask questions 1–5 and give true answers.

- 5 a** *Writing questions.* Read through the questions, and write these question words on the board:

How many ...? How far ...?
How old ...? How much ...?

- Learners write three more questions. As they do this, go round and check.

- b** Learners ask and answer the questions in **5a** and their own questions.

Round-up. Ask a few learners to tell the class any differences they found between them and their partners.

Alternative: Mingling activity

Give each learner one of the questions in **5a** to ask, as well as their own three questions. They move freely around the class, asking their questions and answering other learners' questions.

7 Look again

Review

VOCABULARY Work and studies

- 1 a** Learners match the verbs in the box with the correct expressions in 1–7.

1 work on **2** work **3** study **4** look after
5 have meetings with **6** go **7** write

- b** Learners choose a job and write five sentences about it. As they do this, go round and check, and give help where necessary.
c In turn, learners read out their sentences. The others guess the job.

Note

If it is difficult for learners to sit in groups or if you have a small class, do this with the whole class together.

GRAMMAR Present simple or present progressive

- 2** Ask learners what they remember about Dmitri and Liam (e.g. they are at a party; they talk about their jobs; Dmitri designs clothes; Liam is a student).

- a** / Learners circle the correct words.

- b** They check their answers on p153.

1 design **2** am working **3** am designing
4 am doing **5** am doing **6** am working




- c** Learners think of three people they know and write their names down. Then give them time to think about what they do, and what they are doing now.

Note

They could think about what they are doing *right now* (e.g. *She's having lunch*), or about what they are doing *these days* (e.g. *She's going to yoga classes, She's studying for an exam*).

- Learners tell each other about their three people. Then ask learners to tell the whole class about one of the people.

CAN YOU REMEMBER? Unit 6 – Food

- 3 a  *Review.* Learners think of words in each category and write them down.
- Ask pairs or groups to tell you the words they thought of, and write them on the board. You could give points to each pair or group for each correct answer, and see who gets the most points.
- b  Learners write two lists: of things they have at home, and of things they need to buy.
-  Learners tell each other what is on their two lists.
- Round-up.* Choose different kinds of food or drink (e.g. *fruit, rice, coffee*). Ask two or learners if they have it at home, or if they need to buy it.

Extension

SPELLING AND SOUNDS c

- 4 a Read the words or play recording 2.33, and get learners to practise saying them. Make sure learners understand the rule:
- normally, we say ‘c’ as /k/.
 - before the vowels ‘i’ or ‘e’, we say it as /s/.
- b Learners add words to the groups. Then go through them together and build up lists on the board. Practise saying the words.



/k/ *college, doctor, accountant, project*
/s/ *advice, exercise*

- c Play recording 2.34 or read out the words. Learners write them down. If you like, check by asking them to read the words back to you.
- d Learners can check their spelling on p153.

NOTICE so

- 5 Ask learners what they remember about Pete and Dagmara. (Pete works on an oil platform, he cooks meals; Dagmara is a theatre manager in Poland.)
- a Read the sentences, and ask learners to remember (or guess) how they continue. Ask them not to look at the articles at this point.
- b Let learners read the articles to check, and go through the answers together.

1 ... *I'm very tired*
2 ... *only about 30 people can see a film*
3 ... *two and a half hours on the bus every day*
4 ... *spend a lot of time with my family*
5 ... *my free time*
6 ... *so I'm always tired*

- c  Learners write continuations for sentences 1–5.
- d  Learners compare their ideas to see if they are the same or different.

Round-up. Ask a few learners to read out their continuations. *Possible continuations:*

1 ... *I'm not eating bread or potatoes.*
2 ... *most people have air-conditioning.*
3 ... *I can't invite you to stay.*
4 ... *I don't spend much time with my children.*
5 ... *I'll buy some more.*

Self-assessment

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

Unit 7 Extra activities on the Teacher's DVD-ROM

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

7A Spend, spend, spend

FIND SOMEONE WHO ...

	NAME	ANSWER
1 ... spends more than one hour cooking every day. How much time do you spend cooking every day?	Cassandra	an hour and a half
2 ... spends more than 10 hours a week watching TV. How many ...?		
3 ... doesn't spend a lot of time getting ready to go out in the evening. How much time ...?		
4 ... spends more than five hours a week on public transport. How much ...?		
5 ... spends most of their free time outdoors. Do you ...?		
6 ... spends too long on the internet. ...?		
7 ... spends more time with their friends than with their family. ...?		
8 ... doesn't spend enough time doing exercise. ...?		
9 ...		
10 ...		

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

7B Busy lives

A

Anna, Rita and Enrique have very busy lives: one is a designer, one works as an accountant and one works as an engineer. One works full-time, but another only works part-time. The other is self-employed. At the moment, one of them is looking for a new job, one is travelling a lot, and one is working on a big project.

But which is which? Share the clues with a partner and complete the grid.

CLUES

- Anna works full-time.
- Enrique doesn't work part-time.
- The accountant is looking for a new job.

	JOB	STATUS	ACTIVITY
NAME	designer	accountant	engineer
NAME	Anna	Rita	Enrique
STATUS	full-time	part-time	self-employed
STATUS	part-time	self-employed	new job
ACTIVITY	travel	big project	

B

Anna, Rita and Enrique have very busy lives: one is a designer, one works as an accountant and one works as an engineer. One works full-time, but another only works part-time. The other is self-employed. At the moment, one of them is looking for a new job, one is travelling a lot, and one is working on a big project.

But which is which? Share the clues with a partner and complete the grid.

CLUES

- The designer is self-employed.
- Rita works as an engineer.
- Enrique is travelling a lot at the moment.

	JOB	STATUS	ACTIVITY
NAME	designer	accountant	engineer
NAME	Anna	Rita	Enrique
STATUS	full-time	part-time	self-employed
STATUS	part-time	self-employed	new job
ACTIVITY	travel	big project	

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

7C Career advice 2

Career advice chart for _____

7C Career advice 1

Match the jobs with the pictures.

1 accountant	6 journalist
2 chef	7 hairdresser
3 doctor	8 architect
4 engineer	9 farmer
5 musician	10 lawyer

Job types

In which of the jobs do people ...

... work outdoors?	()	... work in an office?	()
... travel overseas?	()	... work with other people?	()
... have a regular routine?	()	... help other people?	()
... work with their hands?	()	... work at home?	()
... use their imagination?	()	... ?	()

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

7A Spend, spend, spend

Activity type: Vocabulary, writing and speaking – Mingle – Pairs / Whole class

Aim: To practise using expressions with *spend*

Language: *spend* – Use at any point from p59.

Preparation: Make one copy of the worksheet for each learner.

Time: 20–30 minutes

7B Busy lives

Activity type: Grammar, reading and speaking – Logic puzzle – Pairs

Aim: To practise using the present simple to talk about jobs, and the present progressive to talk about actions happening around now

Language: Present progressive – Use at any point from 7.2.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet along the dotted line.

Time: 30 minutes

7C Career advice

Activity type: Speaking and writing – Matching / Giving advice – Pairs

Aim: To practise talking and writing about jobs

Language: Work and studies 1 + 2 – Use at any point from the Target activity, p62.

Preparation: Make one copy of worksheet 1 for each learner and one copy of worksheet 2 for every two learners, cutting along the dotted line.

Time: 30–40 minutes

Unit 7 Self-study Pack

In the Workbook

Unit 7 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Work and studies; *spend*; Saying you're busy
- **Grammar:** Present progressive: talking about now
- **My English:** Sara from Argentina
- **Explore writing:** Blog about working in a new country
- **DVD-ROM Extra:** Working from home – Paivi and Luis

On the DVD-ROM

Unit 7 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** The schwa sound /ə/
- **Explore speaking:** Being polite
- **Listening:** Inviting and refusing
- **DVD-ROM Extra:** Working from home

8 What's she like?

8.1

Goals: talk about your family
describe people's personality

Core language:

VOCABULARY Family
PRONUNCIATION The schwa sound 2
VOCABULARY Personality

Family

VOCABULARY Family

- 1 a Learners look at the words and decide which are male family members, which are female and which could be either.

Discuss the words together and write male–female pairs on the board. As you do this, check the meaning by asking questions, e.g. *Who is your aunt?* (She's your mother's sister, or your father's sister). Alternatively, let learners check the meaning of new words on p145.

Male	Female	Either
father/dad	mother/mum	child
grandfather	grandmother	children
brother	sister	cousin
uncle	aunt	parents
nephew	niece	twins
son	daughter	

- b Play recording 2.35 or say the words yourself, and practise saying them. Focus especially on:
– the /ð/ sound in /fɑːðə/, /mʌðə/, /brʌðə/
– the pronunciation of /dɔːtə/, /ɑːnt/, /kʌzən/
- 2 *Listening for main idea.* Read the questions, and check that learners know the meaning of *closest to* (= the person you know best and spend most time with). Then play recording 2.36, pausing after each part. Learners listen and decide which question Onyinye answers in each part, and what the answer is.

A1 Seven
B3 In England and in Nigeria
C2 Her sister

- 3 a *Listening for detail.* Learners complete the sentences.

1 sisters 2 Nigeria 3 nine 4 sister
5 parents 6 sister 7 look

- b Play recording 2.36 again to check.
- 4 *Whole class.* Ask learners if they think Onyinye's family is large. Ask them what they see as:
– a large family.
– a normal-size family.
– a small family.

PRONUNCIATION The schwa sound 2

- 5 a Remind learners that words and syllables that are not stressed often have the sound /ə/. If you like, ask them to give examples of words that often have this sound. (*Possible answers: can, but, an, the, of*)
Learners look at the phrases and find six more /ə/ sounds.
- b Play recording 2.37 to check, and if necessary let learners read the script on p154. (*Answers: see script.*) Practise saying the phrases. Focus on the stressed syllables and the /ə/ sounds.



You could use photocopiable activity 8A on the Teacher's DVD-ROM at this point.

SPEAKING

- 6 a To introduce the activity, get learners to ask you the questions in 2, and tell them about your family.
- b / Learners ask each other the questions in 2, and talk about their families.
Round-up. Ask a few learners to tell you something interesting or surprising they heard from their partner.

Friends

READING

- 1 Read the information in the two texts, and ask learners how they think they met.
- 2 a *Jigsaw reading.* Give learners a letter, A or B. They read the article written by Vikram Seth on p67 or the one by Ed Smith on p126 and answer questions 1–6 on the same page.

Vikram Seth on Ed Smith

- 1 About 16
2 At Ed's father's house
3 To thank Ed for giving him his room
4 Years later, in Australia
5 Outgoing, adventurous, very independent and hardworking
6 They don't ask a lot of each other, they enjoy being friends, it's always interesting.

Ed Smith on Vikram Seth

- 1 In 1994. Ed was 16
2 He was giving a reading in the town. Ed's dad was his English teacher
3 In 2000, in Australia
4 Talking about books and music, having dinner
5 He's a serious person, great company, intelligent, creative, very funny
6 No – only from time to time (occasionally)

- b Learners form A/B pairs. They tell each other what their article says, and ask each other questions to find out two more facts.

Round-up. Ask learners to tell you as many things as possible about the friendship between Ed and Vikram.

VOCABULARY Personality

- 3 a Learners look at the adjectives in the box, and tick those they think they know. Then they check the meaning of the others in a dictionary or on p146.
- Ask learners which adjectives they knew already, and if there are any they are still unsure about. If necessary, give more examples of your own to make the meaning clear.
- b Say the words or play recording 2.38 as a model, and ask learners to practise saying them. Focus especially on the /ə/ sounds in /ədventʃərəs/, /ɪndɪpendənt/ and /ɪntelɪdʒənt/.
- To activate these adjectives, ask learners to choose two adjectives that are true of them and two that aren't. Then find out who in the class thinks they are adventurous, creative, etc.

Note

You could use this opportunity to teach other common personality adjectives, e.g. *shy*, *reserved* (= not outgoing), *lazy*, *cheerful* (= often smiles), *sociable* (= likes to be with people).

SPEAKING

- 4 a Learners write the names of five people (family, friends or colleagues).
- To introduce the pair work, write these questions on the board:
- *Who is ...?*
 - *What does he/she do?*
 - *What is he/she like?*
 - *Where does he/she live?*
 - *How did you meet?*
- b Learners look at their partner's list of names, and ask questions to find out about them.
- Round-up.* Ask a few learners to tell you about one person on their list and one person on their partner's list.

8.2

Goal: describe people's appearance

Core language:

VOCABULARY Appearance
GRAMMAR *have got*

Fashion sense

READING

- 1 *Pre-reading vocabulary task.* Write the word *fashion* on the board. Ask learners what it means (= how people dress at a certain time). Ask learners what colours and clothes are *in fashion* or *fashionable* this year, and write these words on the board. Ask learners a few questions about fashion, e.g. *Is fashion important to you? Do you read magazines about fashion?*
- Tell the class they are going to read an article about the history of fashion.
- Look at expressions 1–5, and ask learners to find them in the pictures.

1 A, B 2 C 3 B 4 C 5 B, C

- 2 Reading for main idea. Look at topics 1–5, and check that learners understand *hairstyle* and *skin*.
- Learners read the text quickly and find out which part talks about each topic. They shouldn't try to understand every word at this stage. You could give them a time limit of 1 minute to do this.

1 Part 2 2 Part 1 3 Part 2 4 Part 1 5 Part 1

- 3 Reading for detail. Read questions 1–3, and check that learners understand *pale skin* (= nearly white) and *a tan* (= brown skin from the sun).
- Learners read the text again more carefully, and find answers to questions 1–3. They could do this alone, then work with a partner to compare answers.

- 1 **Wigs:** *Because the king of France wore a wig and they became fashionable.*
Pale skin: *It showed you didn't work in the fields.*
Tan: *It showed you had money and could travel to hot countries.*
- 2 **Sari:** *Age, occupation, religion, where she comes from.*
Bindi: *that you are married (but now unmarried women also wear them).*
- 3 **Women wear traditional dress. Men in towns wear western clothes.**

As you go through the answers, focus on any words that learners don't understand, e.g. *occupation* (= job, what you do), *religion* (e.g. Hindu, Buddhist, Muslim), *traditional dress* (clothes which people always wore), *clothing* (= clothes).

Language note: dress

Women wear a *dress*; but *dress* (without 'a') is a general word meaning *clothes*: so we say *traditional dress*, *Western dress*. We could also say *traditional clothes* or *traditional clothing* – these all mean the same.

We can also use *dress* as a verb:

- He *dresses* fashionably (= he wears fashionable clothes)
- Men and women *dress* differently (= they wear different clothes)

SPEAKING

- 4 Read through questions 1–5, and check that learners understand them. You can give examples to help learners think about the topics, e.g.
- *What fashions do you like? For example, do you like jeans? Do you like bright colours?*
 - *Do you wear special clothes for special occasions? For example, what do you wear at a smart party? What about the theatre? What about a meal in a restaurant?*
 - *Do you like jewellery? For example, do you often wear a necklace? What about earrings?*
- Learners sit in groups of four or five. They discuss each question in turn, and see if they agree or disagree.
- Round-up.* Take each question in turn, and ask learners from different groups to summarise briefly what they said about it.

VOCABULARY Appearance

- 5 Look at the table, and ask which words could describe the three people in the exhibition guide on p68. Then ask learners to describe people in the class. As you do this, present any new words, e.g. *high heels*, *a beard*, *a moustache* (do this with gestures or by drawing pictures on the board). *Possible answers:*

Alternative: Use magazine pictures

If it is not appropriate in your culture to describe each other's appearance, or if you just want to activate the language further you could cut out pictures from newspapers or magazines (or print out pictures from the internet) which illustrate some of the words in the table. Hold them up in turn and ask learners to make sentences about them. Alternatively, write letters or numbers on them, and pass them round the class; learners write sentences about them using words in the table.



You could use photocopyable activity 8B on the Teacher's DVD-ROM at this point.

WRITING

- 6 *Guessing game.* To introduce the activity, think of a famous person yourself. Say sentences about him/her and get learners to guess who the person is. If they can't guess easily, they can ask you other questions to help.
- a Working together, learners think of a famous person, and write a description. As they do this, go round and check, and give any necessary help.
- b A learner from each pair or group reads out their description. The other learners try to guess the person, and ask further questions if necessary.

He's got a beard

GRAMMAR *have got*

- 1 a Read the example sentences. Point out that we often say *have got* or *has got* instead of *have* or *has*. It means the same.

Learners complete the sentences in the box.

1 *Have* 4 *haven't got* 5 *Has* 7 *has got* 8 *hasn't got*

Point out that:

- to make negative sentences, we add *-n't* (= not).
- to make questions, we change the order of the words:
She has got → *Has she got?*
(not *Does she have got?*)
- in short answers, we repeat just the verb *have* or *has*:
Have you got ...? Yes, I have. No, I haven't.
- *he's got* = *he has got*, *she's got* = *she has got*
(not *is got*)

- b Say the sentences and questions or use recording 2.39 as a model. Learners practise saying them. Focus on the way the words are run together in /həv ju: gɒt/, /ɑ: v gɒt/, /ʃi: z gɒt/.
- 2 *Practice of 'have got'.* Learners read the paragraph and add forms of *have got* in the gaps.

1 *have got* 2 *has got* 3 *has got*
4 *hasn't got* 5 *haven't got*

Note: Grammar practice

You could do the grammar practice on p138 at this point.

SPEAKING

- 3 *Information gap activity.* Turn to p126. To show what to do, choose one of the people and describe him/her. See how quickly learners can guess the person.
- In turn, learners describe a person and their partner guesses who it is.
- 4 a *Whole class.* Look at each picture in turn, and ask learners where they think the people are from and when they lived.
- b Read the descriptions on p129 to check.

8.3 Target activity: Describe someone you admire

Goals: describe people's personality
describe people's appearance
describe relationships

Core language:

TASK VOCABULARY Relationships
8.1 VOCABULARY Personality
8.2 VOCABULARY Appearance

TASK LISTENING

- 1 To introduce the listening, look at the photos in turn. Ask learners what they imagine each person is like. Ask these questions:
- *How old do you think he/she is?*
 - *Is he/she rich or poor?*
 - *What is his/her job?*
 - *Is he/she married? Has he/she got children? What about grandchildren?*
 - *Where and how does he/she live?*

Alternatively, learners could discuss this in groups. Then ask each group what ideas they had.

Check that learners know what *admire* means (= you think they are good, you have a good opinion of them). Mention a few famous people who you admire.

Play recording 2.40. Learners listen and say which person it is (*Answer: 5*).

Alternative: Active listening

Instead of playing the whole recording at this stage, you could start recording 8.6 and ask learners how quickly they can identify the person. As soon as a learner answers, stop the recording. They should be able to do this as soon as they hear she is over 80.

- 2 a *Listening for detail.* Play recording 2.40 again. Learners listen and circle the correct words.
- b Learners read the script on p154 to check. If necessary, go through the answers together.

1 *a neighbour* 2 *talking* 3 *alone* 4 *happy* 5 *uncle* 6 *cup*

Alternative: Prediction

If you only played the start of recording 2.40 (see alternative above), you could ask learners to look at the choices in 2a before they listen, and try to guess what the answers will be. Then play recording 2.40 to check.

TASK VOCABULARY Relationships

- 3 Check that learners know the meaning of *relationship*. Give a few examples, e.g. *I have a good relationship with my brother* (= We like each other, we're friends). Explain that you can have a relationship with people in your family, with friends or other people you know.

- a Read questions 1–3. Point out that these are all things which are important in a relationship.

Look at sentences a–i, and ask which category each sentence goes with. As you do this, make sure learners understand the meaning of each expression, and give examples if necessary.

1 a, e, g 2 d, h, i 3 b, c, f


- b Play recording 2.41. Learners practise saying the expressions.

To activate these expressions, ask a few questions to different learners round the class, e.g.

- *Do you get on well with your brothers and sisters?*
- *Do you keep in touch with your friends from school?*
Do you see each other a lot?
- *What about your neighbours? Do you know each other well? Do you spend a lot of time together?*
- *Do you and your husband like the same things? Or do you like different things?*

You could get learners to ask you similar questions.

TASK

- 4 a  *Preparation for speaking task.* Give learners time to choose a person and to think about answers to questions 1–5. They could make brief notes, but they shouldn't write out complete sentences. You could show what to do by choosing a person yourself and writing notes on the board.

- b  In turn, learners talk about the person they chose and answer any questions from the group.

Round-up. Ask each group to choose the most interesting person they heard about. The learner who talked about that person describes him/her again for the whole class.



You could use photocopiable activity 8C on the Teacher's DVD-ROM at this point.

8 Explore**Keyword: like**

Goal: use *like* with a range of different meanings

Core language:

like as a verb

I'd like and *Would you like?* (= want)

like before a noun (= similar to)

like before a noun (= for example)

- 1 a *Noticing task.* Look at the examples, and point out that we use the word *like* in four different ways:

A *like* as a verb (*I like ...*, *I don't like ...*)

B *I'd like* (*I would like* = *I want*)

C *like* before a noun (*like twins*) = similar to

D *like* before a noun (*like the man*) = for example

You could give a few other examples of your own to make these meanings clear.

 /  Learners add *like* to each sentence.

- b Go through the answers, and ask learners which meaning of *like* each sentence is: A, B, C or D.

1 (*Would you like ...*) B

2 *I don't like ...* A

3 *It's like chess.* C

4 *... people like José Luis ...* C


5 *... would you like?* B

6 *..., like writing reviews.* D

7 *I like going ...* A

8 *..., like shirts and trousers.* D

- 2 a *Writing sentences.* Learners write true sentences about themselves, using the phrases given. As they do this, go round and check.

- b  Learners read out their sentences. Their partner asks questions to find out more.

Round-up. Ask a few learners to say one thing they found out about their partner.

Alternative: Whole class activity

In turn, learners read out one of their sentences to the whole class. Other learners ask questions to find out more.

Independent learning: Reading the phonemic script 1: consonants

Goals: to make learners aware of the phonemic script to introduce learners to the phonemic symbols for consonants

Core language:

Language study words: *phonemic script*, *sound*, *symbol*, *pronunciation*, *consonant*

- 1 To introduce the topic, look at the dictionary entry for *adventurous* and focus on the phonemic script in green. Ask what this shows (*Answer:* how to pronounce the word). Turn to p160 and show learners the phonemic chart (= all the *phonemic symbols*). Point out that the symbols show the *sounds* of a word, not the letters. Make sure learners understand what a *symbol* is (give examples of symbols from maths or chemistry) and what a *sound* is.

- a Look at the words and symbols in **1a**, and ask learners to match the blue symbols with the sounds in red.

short 3, outgoing 7, children 5, usually 4, brother 2, jewellery 6, yellow 8

- b Play recording **2.42** to check the sounds, and write the symbols on the board.

Go through all the symbols, saying them and asking learners to repeat.

- 2 **Writing consonant symbols.** Learners complete the words by adding the consonant symbols.

Go through the answers, and write the words in phonemic script on the board.

/bɪg/ /lɪsən/ /fɒrɪst/ /kɒli:g/ /dʒɒb/
/kɪtʃɪn/ /rɪ:dɪŋ/ /pɑ:spɔ:t/ /mæθs/

- 3 a **Practice reading phonemic symbols.** Learners try reading the words aloud.

- b Ask learners to say the words, then play recording **2.43** to check.

alphabet, because, next, office, together

- 4 a **Dictionary task.** Using a dictionary or p146, learners find out how to say the words.

- b Go through the answers together, and play recording **2.44** to check.

Explore writing

Goal: write a web posting giving an opinion

Core language:

Personality adjectives: *artistic, creative, ambitious, serious, confident, relaxed, outgoing*

Joining ideas with *so*

Giving opinions: *I agree with ...; I don't agree with ...; I think ...; Personally, ...; the important thing is ...*

- 1 To introduce the topic, look at questions 1–4 and check that learners know what the words mean. Ask how many people in the class are of each category, and write numbers for each on the board.

- 2 **Reading for main idea.** Look at questions a–d. If necessary, present the meaning of:
– *artistic* (= good at art, music, etc.)
– *ambitious* (= you want to be successful, get a good job, etc.)
– *confident* (= you believe you can do things)
– *relaxed* (= you take things easy)

Learners read the article and find answers to the questions.

a last-born children
b first-born children
c only children
d middle children

- 3 **Reading for detail.** Learners read the web postings, and decide who agrees and who disagrees with Michael Grose.

Go through the answers together, and ask learners how they know the answer.

W Chen agrees. ('I agree with Michael Grose.')
Erika disagrees. ('I don't agree with the writer.')
Sapna agrees. ('I think Michael Grose is right.')
Eduardo Lopez disagrees. ('I agree with some of Michael Grose's ideas, but ...')

Language note

The opposite of *I agree* is *I don't agree* or *I disagree*.

- 4 a **Joining sentences with 'so'.** Learners cover the web postings and add *so* to sentences 1–3.
b They read the web postings to check their answers.
5 **Noticing task: phrases for giving opinions.** Learners add words to sentences 1–5.

1 agree 2 with 3 think 4 Personally 5 but, don't

Build up on the board a list of expressions for giving opinions, for learners to use in the writing stage:

I agree with ... *Personally, I think ...*
I don't agree with ... *The important thing is ...*
I think ...

- 6 a **Writing a web posting.** Learners write a web posting about the article. If possible, they should refer to their own experience as a child in their family. As they write, go round and give any help they need.

- b Learners swap web postings with their partner. In turn, they read each other's postings and say if they agree.

Round-up. Ask a few learners whether they agree with what their partner wrote, and why or why not.

8 Look again

Review

VOCABULARY Appearance

- 1 To prepare for the gap-filling task, ask learners to tell you the forms of *have got* and write them on the board: *I have got, you have got*, etc.
a Learners complete the profile, using forms of *be* or *have got*.

1 is 2 am 3 am 4 have got 5 has got 6 is
7 have got 8 am 9 am 10 have got 11 am

Note: Short forms



Nicky could also use short forms: *I'm, I've got*, etc. As this is a piece of informal writing, either full or short forms would be normal.

- b Learners write a profile, using Nicky's as a rough model. As they do this, go round and check, and give help if necessary.
c Collect all the profiles and give them out to different learners to read.


Learners find the person whose profile they read, and ask three questions about what they read.

Round-up. Ask a few learners what they found out.

GRAMMAR *have got*

- 2 a  Learners write a list of possessions. They can be either their own possessions or family possessions (e.g. their parents' car, a painting, a clock). They give their list to the person next to them.
- b To show what to do, write *my car* on the board. Get learners to ask questions (these can be questions with *have got* or other questions), e.g.
- *What kind of car have you got?*
 - *Has it got air conditioning?*
 - *How many doors has it got?*
 - *What colour is it?*
 - *How old is it?*
- c  Learners ask and answer questions.
- Round-up.* Ask a few learners to tell you about one of their partner's possessions.

CAN YOU REMEMBER? Unit 7 – Work and studies

- 3 a *Review.* Learners complete questions 1–7.
- 1 at 2 in 3 on 4 at 5 for 6 on 7 to
- b Learners write two more questions about work or studies. If necessary, prepare for this by asking for a few questions round the class.
- c  In turn, learners ask questions 1–7 and add their own questions.

Alternatives

- If most learners in your class don't have a job, use one of these alternatives:
- Learners talk about someone in their family (e.g. a parent, a brother or sister).
 - Guessing game.* Learners choose a well-known person (e.g. a politician, a top executive or owner of a company, a musician). They answer the questions as if they are that person. Their partner tries to guess who the person is.
 - School or university classes.* Re-write the questions on a handout so they work for learners, e.g. *Where do you do your homework? Do you ever go on school/university trips? What is your favourite subject at school? How often do you go to lectures?*

Extension

SPELLING AND SOUNDS *ee, ea, ie*

- 4 a Read the words aloud or play recording 2.45, and get learners to practise saying them. If necessary, show learners how to pronounce the vowel sound /i:/: it is a long sound, with the lips spread. (To practise, get learners to smile, as if you are taking a photo.)
- b Learners complete the words. Then go through them together and write the words on the board.
- | | | |
|-----------|-----------|---------|
| 1 jeans | 5 three | 8 each |
| 2 meet | 6 reading | 9 team |
| 3 believe | 7 green | 10 free |
| 4 meat | | |
- c Play recording 2.46 or read out the words. Learners write them down.
- d You can check by asking them to read the words back to you, or let them check answers on p154.

NOTICE to for giving reasons

- 5 a Learners join the sentences, then check the answers in the two articles.
- 1 b 2 c 3 a
- b You could introduce the task by writing on the board:
He visited Tonbridge to ...
Ask learners to suggest other ways to continue the sentence, e.g. *... to meet a friend; ... to see the old church; ... to do some shopping.*
Learners re-write the sentences in 5b, so that they are true for them.
- c *Round-up.* Look at each sentence in turn, and ask learners to read out what they wrote.

Self-assessment

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

Unit 8 Extra activities on the Teacher's DVD-ROM

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

8A Schwa bingo

of do the and has from
can are but can at for

have to you are for to
the of an do has at

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

8B Wanted!

Suspect Profile	A	He's wearing ...	B	He's got ...	C
He's ...	striped trousers	a beard			
He's ...	striped trousers	a beard			
He's ...	striped trousers	a beard			

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

8C The best of friends?

A

I love science fiction and action films, but she likes comedies. She's quite shy, but I'm very outgoing.

We talk a lot about football and other sports. When we met, I thought he was very friendly.

1. Where and when did you meet?
2. What was your first impression of your partner?
3. What adjectives describe your personalities?
4. What do you talk about together?
5. What kinds of food do you both like?
6. What was the best time you spent together?
7. What bad habits do you both have?
8. What films and music do you both like?

We met at primary school, when we were five years old. I never wash up, and she buys too many clothes!

He loves fast food, but I prefer fruit and vegetables. Our best time together was a camping holiday at the beach.

B

The best time we spent together was when we were in the same class at school. He loves romantic films, but I like action films more.

I think I'm very serious, but she is really relaxed and funny. We both spend too long chatting on the phone!

At first I thought she was very rude! She loves Chinese food, but I prefer Mexican.

We met when he started working for the same company last year. We like talking about films and famous people.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

8A Schwa bingo

Activity type: Pronunciation – Bingo game – Groups

Aim: To practise recognising the schwa sound in weak forms of words like *of, a, the, do ...*

Language: The schwa /ə/ sound – Use at any point from Pronunciation 8.1.

Preparation: Make one copy of the worksheet for every four learners and cut up the worksheets along the dotted lines. Prepare a list of sentences containing one or two examples of weak form pronunciation.

Time: 15–20 minutes

8B Wanted!

Activity type: Vocabulary and speaking – Card game – Groups of three

Aim: To practise talking about appearance

Language: Appearance – Use at any point from 8.2.

Preparation: Make one copy of the worksheet for every three learners, and cut each worksheet up along the dotted lines. Cut up the picture cards to make one set for each group of three.

Time: 40 minutes

8C The best of friends?

Activity type: Speaking – Role play interview – Pairs

Aim: To practise using language for talking about relationships and personality

Language: Relationships – Use at any point from the Target activity, p70.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet along the dotted line.

Time: 20–30 minutes

Unit 8 Self-study Pack

In the Workbook

Unit 8 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Family; Personality; Appearance; Relationships
- **Grammar:** *have got*
- **Time out:** Relatives word snake
- **Explore reading:** Magazine article: *My favourite outfit*
- **DVD-ROM Extra:** Families – Hitin, Nilgun and Leo

On the DVD-ROM

Unit 8 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Schwa /ə/; Phonemic script: consonants
- **Explore speaking:** Responding to questions and requests
- **Listening:** Meeting someone you don't know
- **DVD-ROM Extra:** Families

9.1

Goal: get information in places you visit

Core language:

VOCABULARY Using transport
Getting information
PRONUNCIATION Sentence stress and /ə/

How do you get there?

VOCABULARY Using transport

Optional lead-in with books closed

Ask learners: *How do you usually get to work/school/university?* Get answers from two or three learners (at this stage, it doesn't matter exactly what they say – the focus should be on understanding the question). Then ask what your question was, and write it on the board. Use this to introduce the question form: *How do you get to ...?*


- 1 Learners read Vijay's answers a–e and match them with questions 1–5.

Go through the answers, and ask learners how they know the answer.

1 d (He says 'It's difficult to park in the centre'.)
2 c (He says 'I usually buy ...')
3 e (He says 'If I'm late ...')
4 a (He says 'He rides a motorbike ...' He = My friend.)
5 b (He says 'If it's a business trip ...')

- 2 *Transport words and phrases.* To check that learners know the basic nouns, look at the pictures and ask what they show.

1 underground 2 bus 3 train 4 bicycle (or bike)
5 motorbike 6 taxi 7 car 8 someone walking

- a  Learners find a highlighted verb or expression to go with each picture.
- b Go through the answers together. Play recording 2.47 or say the phrases yourself, and get learners to practise saying them.

1 get the underground 5 ride a motorbike
2 get the bus 6 get a taxi
3 get the train 7 drive
4 cycle 8 walk

Language note: get (the), take (the), go by

Learners may also know phrases with *take* or *go*:

– take the bus, train ...
– go by bus, car ...


These are also correct, and mean the same as phrases with *get*. When people talk about what they usually do, they most commonly use *get* or verbs like *drive* or *cycle*.

- c Learners think of other kinds of transport. Build up words on the board. Focus especially on kinds of transport that are common in the town or country where you are.

Alternative: Group brainstorming

Learners work in pairs or groups. Together, they think of other kinds of transport and write them down. Then get ideas from different groups, and write them on the board.

SPEAKING

- 3  Learners ask and answer the questions in 1, taking each question in turn and asking it round the group. They try to find out who in the group walks or cycles the most, drives the most and uses public transport the most.

Feedback. Take each of the three forms of transport in turn, and find out who does it the most in each group.

Alternative: Pairs

If it is difficult to form groups in your class, learners could ask the questions in pairs, and find out if they or their partner walks more, drives more and so on.

A visitor in Lucknow

LISTENING

- 1 *Listening for main idea.* To establish the situation, look at the two photos on p74, and ask:
– Who are Vijay and Meera? (Cousins)
– Where does Vijay live? (London, England)
– Where does Meera live? (Lucknow, India)
– Where are they now? (In Lucknow)

Play recording 2.48 straight through. Ask whether it is Vijay's first visit, and how we know. (*Answer:* Yes. He doesn't know anything about the town.)

- 2 a *Listening for detail.* Before listening, read sentences 1–5, and see if learners can say if they are true or false.

Play recording 2.48 again, pausing from time to time if necessary. Learners listen and write *True* or *False* beside the sentences.



- b Either let learners read the script on p154 to check their answers, or go through the answers together. Ask learners to correct the false sentences, and to add further information.

1 False. There are some in the main shopping area.
2 True. He didn't bring any books to read.
3 False. It opens at 10.00 or 10.30.
4 True. It takes about 20 minutes.
5 False. It's too hot and crowded. They decide to get an auto-rickshaw.

VOCABULARY Getting information

Optional lead-in with books closed

Give learners a situation: You're in a town you don't know. You want to buy some shoes. What question can you ask? (*Is there a shoe shop near here?*). You want to know if it's far away (*How far is it?*), etc. Elicit possible questions and write them on the board. Then open books and look at the questions in 3a.

- 3 a  /  Learners complete the questions with the words in the box.
- b Then they add questions from 3b to the correct group.

Asking where something is

Is there a cash machine near here?
Where's the nearest rickshaw stop?
 + *Where can I buy some shoes?*

Asking how to get there

What's the best way to get there?
Can we walk?

Asking how far away it is

How long does it take?
 + *Is it far?*
 + *How far is it?*

Asking when it's open

Do you know when it's open?
 + *What time does it open?*

To get learners used to hearing the key phrases, use them in questions to the class, e.g. ask learners: *Is there a café near here? How far is it? Where's the nearest newsagent's? Where can I buy some chocolate?*

- 4 a *Phrases for getting information.* Learners look at conversations 1–3 and write out the complete questions.
- b Go through the answers, and play recording 2.49 to check.


- 1 *What's the best way to get there?*
How far is it?
- 2 *Is there a bank near here?*
Is there a bus?
How long does it take?
- 3 *Where can I buy some shoes?*
Is it far?
What time does it open?

PRONUNCIATION Sentence stress and /ə/


- 5 To remind learners of weak forms, ask:
- *When do words have the sound /ə/: in stressed syllables or unstressed syllables?* (unstressed)
 - *What words often have the sound /ə/?* (*a, the, of, can, ...*)
- a Learners underline the stressed syllables and mark the /ə/ sounds.
- b Go through the answers, or let learners check in the script on p154.

Note


If you think learners will find this difficult, you could do it with the whole class. Show the conversation on the board and play recording 2.49, so that learners can hear the stress patterns and the sounds.

 Learners practise the conversations.

- 6 *Conversation practice.* Look at each conversation in turn, and ask learners to suggest what phrases they might use instead of the highlighted words. Try to get two or three ideas for each.

 Learners practise the conversations, changing the highlighted words.

SPEAKING

- 7 a *Asking for information.* Ask learners to imagine they are in this town for the first time. Look at the places, and ask them to choose three of them. If necessary, choose one (e.g. a bank) and ask learners what questions they will ask about it.
- b  Learners take it in turn to ask about the three places. The other learner gives information.
- c Learners form new pairs, and ask their new partner the same questions.
- Round-up.* Ask a few learners if they received the same answers from the two people they asked.

Alternative: Mingling activity

Imagine the classroom is a street. Learners walk up and down, and stop other learners to ask their questions. If you like, you could divide the class into two halves: *strangers* and *locals*. The *strangers* stop people and ask questions; the *locals* reply with information. If a learner asks another *stranger*, he/she replies *Sorry, I'm not from around here*, and moves on.

9.2


Goal: compare ways of travelling

Core language:

GRAMMAR Comparatives and superlatives
 VOCABULARY Prepositions of movement

King of the road

READING

- 1 *Whole class.* To introduce the topic, look at the picture, and use this to teach the word *unicycle*. Ask if any learners know how to ride a unicycle (or if they know anyone else who rides one), and how far they can go on it. Discuss whether it would be easy to ride, and why or why not.
- a  *Prediction task.* Learners cover the text and look at sentences 1–6. With their partner, they decide the reasons why Joe Marshall rides a unicycle to work. Then discuss the reasons together.
- b Learners read the text to find out the answers. Go through the answers together, and ask how they know from the article.

- 1 *He enjoys it (the daily journey is fun)*
- 2 *It's quick (50 minutes – the same as the bus or underground, and quicker than by car)*
It's safe ('Unicycles are safer than they look', 'Drivers are more careful with me')
- 4 *It's good exercise ('It's great exercise too, because you can't stop moving')*
- 5 *It's good in traffic jams. ('They're the best thing in traffic jams')*

- 2 / *Reading for detail.* Learners read the article again and answer the questions.

fun: *Joe Marshall*
 dangerous: *many people*
 stupid: *an old lady in the street*

- 3 *Whole class discussion.* Ask learners what they think of the idea. To give this more focus, you could ask learners to complete this sentence: *I think Joe's form of transport is ...* Then ask learners to read out their sentences and give reasons for their opinion.

Comparing

GRAMMAR Comparatives and superlatives

- 1 Learners look at the second paragraph of the article and answer questions 1–3.

1 a bike 2 a car 3 a unicycle

Use this to focus on comparative and superlative adjectives. Point out that:

- *quicker, slower* are comparative forms of the adjectives *quick* and *slow* (they mean *more quick, more slow*)
- *the best* is the superlative form of the adjective *good* (cars, buses, bicycles are all good, but a unicycle is *the best*)

- 2 *Comparative and superlative forms.* Look at the table. Point out that:

– we can form comparatives and superlatives in two ways:

- 1 we can add *-er* and *-est* to the adjective.
- 2 we can use the words *more* and *most* before the adjective.

- with two-syllable adjectives ending in *-y*, we remove the *-y* and add *-ier* or *-iest*.
- three adjectives (*good, bad, far*) have irregular forms.

- a Learners complete the forms in the table.

Comparative: *quicker, safer, more careful, more dangerous, easier*
Superlative: *the longest, the most crowded, the best*

- b Play recording 2.50 or say the forms yourself, and get learners to practise saying them. Focus on:

- the /ə/ sound in /kwɪkə/, /seɪfə/, ...
- the /ɪst/ sound in /kwɪkɪst/, /lɒŋgɪst/, ...
- the /ɜ:/ sound in /wɜ:st/, /fɜ:ðɪst/, ...

- c Learners write the comparative and superlative forms of the words.

cheap, cheaper, the cheapest
busy, busier, the busiest
clean, cleaner, the cleanest
expensive, more expensive, the most expensive
interesting, more interesting, the most interesting
nice, nicer, the nicest
comfortable, more comfortable, the most comfortable

Note: Grammar practice

You could do the grammar practice on p138 at this point.

- 3 Read each conversation, and ask learners to use the correct form of the words in brackets.

1 *more interesting, nicer* 2 *cheaper* 3 *easiest*
 4 *nicest, best* 5 *quickest, most comfortable*

- Learners practise the conversations, using one of the adjectives in brackets each time.



You could use photocopiable activity 9A on the Teacher's DVD-ROM at this point.

Journeys

VOCABULARY Prepositions of movement

- 1 *Reading.* Tell learners they will read about a woman's favourite journey. Ask them to find out:

- where she starts
- where she goes to
- why she likes it

Learners read the text. Then discuss the questions.

- *She starts at her house.*
- *She goes to the shops and a café.*
- *She likes it because it's a beautiful walk through a park.*

- 2 Learners match the prepositions with pictures A–H.

A out of C into E up G from
 B through D down F across H to

To practise, ask learners to cover the text, and say where Jayne goes:

- *She goes from her house to the shops. First she goes out of ...*

WRITING AND SPEAKING

- 3 *Writing: Describing a journey.* Learners write a description of a journey they like. As they do this, go round and check.

- 4 *Speaking.* In turn, learners describe their journey. If possible, they should do this without reading what they wrote.

Round-up. Ask each group to choose the most interesting journey. Ask that learner to describe it again to the whole class.

9.3 Target activity: Buy a ticket

Goals: get information in places you visit
 compare ways of travelling
 buy a travel ticket

Core language:

TASK VOCABULARY Buying a ticket
 9.1 VOCABULARY Getting information
 9.2 GRAMMAR Comparatives and superlatives

TASK LISTENING

- 1 *Pre-listening discussion.* Ask learners what a *coach* is (*Answer:* a bus that goes from one town to another). Ask learners if they ever travel by coach, and what their last journey by coach was.

Look at the coach ticket and discuss answers to questions 1–4.

1 London (Victoria) 2 Basingstoke 3 Return
4 19 May 5 £15.45

- 2 Play recording 2.51 and discuss answers to questions 1–5.

1 today 2 today 3 any time 4 cheaper 5 slower

If necessary, play recording 2.51 again, pausing to focus on answers to the questions.

TASK VOCABULARY Buying a ticket

- 3 a Learners match questions 1–6 and answers a–f.
b Go through the answers together. Then play recording 2.51 again to check.

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

Optional pair work

Learners ask and answer the questions. Then they cover the questions and answers. One learner tries to remember the questions, and the other learner gives any suitable answer. Then they change roles.

- c Look at the words. Ask learners to make new questions using the words with the highlighted expressions in 3a.

1 How much does a day return / a single cost?
2 What time does the next bus/train leave?
4 How long does it take to Birmingham?
5 Which bus/train do I get?



You could use photocopiable activity 9B on the Teacher's DVD-ROM at this point.

TASK

- 4 a Preparation for the task. Give learners a letter, A or B. Learner A reads the role cards on p127; Learner B reads the role cards on p129.
b They think of questions to ask. They could write their questions, but they shouldn't look at them during the role play activity.
- 5 a Speaking: Role play. Learners form A/B pairs. They have conversation 1, then conversation 2.
b Learners move to form new pairs. To do this, ask all A learners to move and B learners to stay where they are. They have the two conversations again.

For more practice, learners could swap role cards and have another conversation.

9 Explore

Keyword: get

Goal: use *get* appropriately to express a range of meanings

Core language:

get = receive, obtain, buy
get = travel, arrive

- 1 'get' = receive, obtain, buy. Point out that we often use *get* to mean receive or obtain. Show this meaning with hand gestures, and give a simple example, e.g. – *I don't get many letters, but I get a lot of adverts in the post.*

We also use *get* to mean buy. Give an example, e.g. – *There isn't any bread. We need to get some.*

/ Learners complete sentences 1–6. If necessary, they can look back at earlier units to find the examples.

1 comments 3 salary 5 job
2 calls 4 dollars 6 newspapers

- 2 Learners ask and answer questions 1–5.

Feedback. Ask learners to tell you two or three things about their partner. Make sure they use the correct form:

1–3: He/She gets ... 4: He/She got ... 5: You can get ...

Alternative: New pairs

Learners form new pairs. They tell their new partner what their original partner told them.

- 3 'get' = travel, arrive. Point out that *get (to)* is often used to mean arrive (*at*). Give an example:
– *I usually get to school at 8.30.* (= arrive at school)

We also use *get* to mean travel on. Give an example:
– *I always get the 5.30 train.* (= travel on)

/ Learners look at sentences 1–4 and decide what *get* means in each one.

1 travel on 2 arrive 3 travel on 4 arrive

Note

When do you get to work? = When do you arrive?
How do you get to work? = How do you travel?

- 4 Learners ask each other the questions. You could get learners to give longer answers using the prepositions of movement from p77.
5 Learners ask and answer the two questions.
Round-up. Ask a few learners what they found out from their partner in 4 and 5.



You could use photocopiable activity 9C on the Teacher's DVD-ROM at this point.

Across cultures: Transport culture

Goal: to make learners aware of different 'transport cultures' in different parts of the world, and to think about their own culture

Core language:

traffic lights, bike lanes, public transport, private transport

- 1 a *Listening for main idea.* Look at the pictures, and ask learners which cities they think they show.
b Play recording 2.52. Ask learners to listen for the name of the city, and also the main kinds of transport people use.

Amsterdam: bikes, public transport
Dubai: cars, taxis


2 a *Listening for detail.* Check that learners understand the meaning of *government* and *bike lanes* (= a part of the road just for bikes). Look at each topic in turn, and ask if learners remember what Marike and Hasan say about it.

b Play recording 2.52 again to check, pausing if necessary to focus on particular points.

- 1 M: *The government thinks about bicycles and public transport first.*
 2 M: *They have traffic lights for bikes.*
 3 H: *Petrol's not too expensive (but prices are going up).*
 4 H: *People use taxis, but there aren't enough.*
 5 H: *They have great roads.*
 6 M: *They have 400 kilometres of bike lanes.*

3 Learners match 1–6 with a–f. Then go through the answers and ask which city each sentence is about.

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

4  *Discussion.* Learners discuss questions 1–6. You could ask them to choose a 'secretary' to note down their answers to each question (this will give the discussion more focus).

Feedback. Take each question in turn, and ask the secretary from each group to summarise what they said. See if all the groups agree.

Mixed-nationality classes

As learners will have different answers, you could ask learners from similar countries to sit together in groups.

Alternative: Class survey

- Give each learner a number from 1 to 6 round the class; this is the number of the question they will ask.
- Learners move freely around the class, asking their question to two or three other learners, and answering other learners' questions.
- Learners with the same number sit in groups and compare the answers they received.
- Ask each group what answer most learners gave to their question.

Explore speaking

Goals: correct yourself and other people
 check and summarise information

Core language:

Checking information: *Was that ...? Sorry, is that ... or ...?*

Summarising information: *So, just to check, ... So, just to repeat, ...*

Correcting yourself: *Sorry, not ... I mean ... Sorry, I'm wrong.*

Correcting other people: *It's not ..., it's ...*

1 *Listening for main idea*

Optional lead-in with books closed

Present the situation: two people are arranging to meet. Ask: *What do you think they talk about?* Get learners to suggest possible ideas, e.g.

- Where to meet
- What time to meet
- What to do

Learners cover the script below the picture. Read questions 1 and 2 with the class. Then play the first part of the conversation (recording 2.53) and discuss the answers.

1 Friday 2 Go out for dinner

2 Play the rest of the conversation in recording 2.54, and ask when and where they will meet.

At eight o'clock, in a café near the Royal Theatre.

3 a *Correcting, checking and summarising.* Look at categories 1–4. Make sure learners know what these verbs mean: *check, correct, summarise*. If necessary, give simple examples to show the meaning.

Look at the script below the picture and read the first highlighted expression: *Was that Campie Street?* Ask: *What is she doing?* (Answer: checking information)

Learners look at the other expressions and match them with the four types. They could write the expression numbers 1–10 next to categories 1–4.

1 Checking information

Was that Campie Street? (1) P for Peter? (2) Sorry, is that 393 or 353? (6) ... right? (9)

2 Correcting yourself

Sorry, not the Palace Theatre. I mean the Royal Theatre. (5)

3 Correcting other people

No. Cambie Street. (3) B for Bob (4) It's 353. (7)

Well, it's not next to the theatre exactly. It's near it. (10)

4 Summarising information

So, just to check ... (8)

b Ask what the expressions in the box are for.

So, just to repeat, ... = checking information
Sorry, I'm wrong. = correcting yourself
No, it's ... = correcting other people
Do you mean ...? = checking information

4 a *Noticing task: Stress.* Play recording 2.55 and see if learners can spot the two stressed words in each line. Get them to practise saying sentences 1–5.


b If you think learners will find this difficult, you could let them follow in the script on p155.

5 a *Correcting yourself and other people.* Look at sentence 1 with the class. Then learners add corrections to the other sentences. *Possible answers:*

2 No/Sorry, not the Astoria. I mean the Astor.

3 No/Sorry, not East Broadway. I mean West Broadway.

4 No/Sorry, not 332. I mean 342.

b  Learners do the exercise together. Then check round the class. *Possible answers:*


1 No, it's not 'a - n', it's 'a - y - n'.

2 No, not Thursday. Tuesday.

3 No, not Ottawa. Toronto.

4 No, it's Malton. M for mother.

6 *Checking information.* Look at the example in the speech bubble. Then ask learners to check the other pieces of information in the same way.

 Learners practise repeating the information to check.

- 7 a *Role play.* Give learners a letter, A or B. Learners look at their role cards on p127 or p129.
They have two conversations. As they do this, go round and help if necessary.
- b Learners change roles, and repeat the conversations.

9 Look again

Review

GRAMMAR Comparatives

- 1 a To show what to do, you could draw the square on the board. Then draw lines between the words, and ask learners to make comparisons. *Possible comparisons:*

*A plane is faster than a car
The bus is slower than the metro
A car is more comfortable than a bus
A plane is more expensive than a car*

- b Learners choose four forms of transport and make more comparisons.
- c Choose a different topic, and ask learners to suggest four words to write. They draw the square and write the words. In pairs, they draw lines between the words and make comparisons.
Continue in the same way with one or two other topics.

GRAMMAR Superlatives

- 2 a Learners complete the sentences. Then go through the answers.

*2 the most dangerous 6 the most expensive
3 the most crowded 7 the slowest
4 the fastest 8 the most boring
5 the busiest*

- b Learners ask and answer the questions, and give reasons for their answers.
Round-up. Take each item in turn, and ask one or two pairs what their answers were.

CAN YOU REMEMBER? Unit 8 – Personality adjectives

- 3 a *Review.* Write the first word on the board, with the vowels missing. Ask learners to tell you the missing vowels. (*Answer: adventurous)*

/ Learners add vowels to the other words.

creative, funny, hardworking, independent, intelligent, interesting, serious

- b Learners think of one person for each adjective, and write down their names.
- c Learners talk about the eight people.
Round-up. Choose different adjectives in turn, and ask a learner to tell you about the person they chose.

Extension

SPELLING AND SOUNDS Double consonants

- 4 a Look at the question and the table, and use this to focus on the rules:
- Normally, we add *-er* and *-est* to one-syllable adjectives.
 - If the word has one vowel and one consonant at the end, we *double* the consonant before *-er* and *-est*.

Note

The reason we double the consonant is to keep the sound of the word the same: e.g. *biger*, with only one *g*, would be pronounced /baɪgə/ – the double *g* keeps it as /bɪgə/

- b Learners write the comparative forms of the words. Then go through them with the class and write them on the board.

*1 fatter 2 nicer 3 older 4 wetter
5 longer 6 fitter 7 safer 8 faster*

- c Say the words and get learners to repeat after you. See if they can think of any more examples.
- d Play recording 2.56 or read out the words. Learners write them down.
- e Learners could check on p155 or by reading the words back to you.

NOTICE *safer than it looks*

- 5 a Use the questions and examples to focus on the meaning of the expressions *safer than they look* and *commoner than people think*:
- *Unicycles look dangerous, but actually they are quite safe.*
 - *People don't think unicycling is common, but in fact it is.*
- b Learners add beginnings to the sentences.
- c Learners tell each other what they wrote and decide whether or not they agree.

Alternative: Whole class activity

Learners think of sentence beginnings alone or in pairs. Then go through the items with the whole class, getting different ideas for each one.

Self-assessment

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

Unit 9 Extra activities on the Teacher's DVD-ROM

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

9A Superlative facts

Team A

1 What is _____ city in Europe? (big)	A London B Moscow C Paris
2 What is _____ animal in the world? (dangerous)	A the crocodile B the hippopotamus C the mosquito
3 Where is _____ bone in the human body? (small)	A the ear B the hand C the foot
4 Where is _____ place on Earth? (big)	A Australia B China C the USA
5 What is _____ country in Europe? (crowded)	A Malta B the Netherlands C England
6 In which country are three of _____ cities in the world? (safe)	A Japan B Switzerland C the USA
7 What is _____ distance a human has travelled from Earth? (far)	A 400,000 km B 1,000,000 km C 10,000 km

Team B

1 What is _____ language to learn? (difficult)	A Hungarian B Chinese C Spanish
2 What is the speed of _____ flying bird? (slow)	A 20 km/h B 8 km/h C 2 km/h
3 How old is _____ living thing on Earth? (old)	A 40,000 years B 250,000 years C 500 years
4 Where is _____ bridge in the world? (long)	A Saudi Arabia B Thailand C China
5 How much is _____ potato in the world? (expensive)	A \$200 a kilo B €10,000 a kilo C €100 a kilo
6 Which is _____ airport in the world? (busy)	A Tokyo, Japan B Atlanta, USA C Mexico City, Mexico
7 What was the weight of _____ man in the world? (heavy)	A 500 kilos B 200 kilos C 480 kilos

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

9B Single or return?

Passenger

Good morning. What time's the next train to Cambridge, please?
So that's in 10 minutes. And what time does it arrive?
12.30. OK. How much is it?
Standard, please.
Return, please.
Day return, please. To come back this evening.
Thanks.

Ticket Office Clerk

There's one that leaves at 11.35. Platform 3.
It's a direct train, so it takes about an hour. It gets in at 12.30.
First or standard class?
Single or return?
Day return is £23, open return is £28.
OK. That's £23, please – and here's your ticket.
You're welcome. Thank you.

Passenger

- what time / next train / London?
- how much?
- standard
- day return tickets / London
- day return
- what platform / next train?

Ticket Office Clerk

- 10.18
- 12.10
- first / standard class?
- single / return?
- day return £48.75 / open return £51.50
- £37.50
- platform ?

1 2 3 4

A city centre single? £2.25
B Frankfurt next Thursday return Sunday one-way? £7.70
C Malpas Drive – how much? number? about £7
D travel card zones 1 & 2 £12.50

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

9C Get a move on!

START!

How old / when / you / get / first job?

How / usually get around your / town or city?

GET A MOVE ON! Move forward two spaces.

How many / text messages you / get / a day?

What / last phone call / you / get?

GET A MOVE ON! Move forward three spaces.

What / best place / get / meal / your town?

What presents / you / get / last birthday?

Where / you / get / clothes / wearing / today?

GET A MOVE ON! Move forward two spaces.

How / you / get / school / today / and how long / take?

What / best present / ever / get / for someone else?

FINISH!

What / last time / you / get / taxi?

What / most important / text message / you / ever / got?

What / newspapers and magazines / you / normally / get?

GET A MOVE ON! Move forward three spaces.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

9A Superlative facts

Activity type: Speaking and grammar – Quiz – Groups

Aim: To practise using the superlative forms of adjectives

Language: Comparatives and superlatives – Use at any point from 9.2.

Preparation: Make one copy of the worksheet for every two learners and cut up each worksheet along the dotted line.

Time: 20 minutes

9B Single or return?

Activity type: Speaking – Role play – Pairs

Aim: To practise language for using public transport

Language: Buying a ticket – Use at any point from the Target activity, p78.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet along the dotted lines to form a set of dialogue cards, two role cards and a set of pictures and prompts.

Time: 30–40 minutes

9C Get a move on!

Activity type: Speaking – Board game – Groups

Aim: To practise using expressions with

Language: *get* – Use at any point from the Keyword, p79.

Preparation: Make one copy of the worksheet for every three or four learners, and bring one counter for each learner, and one coin for every three or four learners.

Time: 20–30 minutes

Unit 9 Self-study Pack

In the Workbook

Unit 9 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Using transport; Getting information; Buying a ticket
- **Grammar:** Comparatives and superlatives
- **My English:** Yuko from Japan
- **Explore writing:** Instructions on how to get to your home
- **DVD-ROM Extra:** Journeys – Claire

On the DVD-ROM

Unit 9 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Sentence stress with /ə/
- **Explore speaking:** Using stress to check information
- **Listening:** Buying a ticket
- **DVD-ROM Extra:** Journeys

10 Getting together

10.1

Goals: talk about films
find information in a cinema programme
make and respond to suggestions

Core language:

VOCABULARY Films
 Suggestions

World cinema

VOCABULARY Films

1 a To introduce the topic of films, play the film extracts on recording 3.1, pausing after each one to establish what kind of film it is. Use this to present the vocabulary in the box.

1 a horror film 2 an action film 3 a romantic film
4 a comedy 5 a drama 6 an animated film
7 a documentary 8 a science fiction film


b Give other examples of films to make the meaning clear, or ask learners to give examples.

Alternative: Present the vocabulary first

Learners look at the kinds of film in the box, and mark the words they know (or can guess). Then go through them together, presenting any new words and giving examples of well-known films.

Then play the extracts, and use this to activate the vocabulary.

c Learners look at the box again, and choose one kind of film they like, and one kind they don't like.

 Learners tell each other what they chose and why.

Feedback. Go through the kinds of film, and for each one ask if anyone chose it, either because they like it or because they don't like it. Ask them to say why.

Note

To say why they like or don't like kinds of film, learners may need adjectives, e.g. *frightening, boring, interesting, silly, exciting*. You could present these and write them on the board before the pair work stage.

READING

2 *Reading for detail.* Look at the cinema programme, and ask learners where they might see it (*Answer:* In a magazine, or in an information leaflet).

Learners read the programme quickly to see what kind of film is on each day. They shouldn't try to understand every word at this stage. You could give them a time limit of about 2 minutes.

Discuss the answers together. *Possible answers:*

Tuesday: Family Law, a comedy
Wednesday: The Others, a horror film (or maybe science fiction)
Thursday: 2 Days in Paris, a romantic comedy
Friday: Yeelen, a drama
Saturday: Ratatouille, an animated film

Language note: on

We talk about a film being 'on' (= the cinema is showing it; you can see it). Useful expressions:

- *What's on at the cinema?*
- *Are there any good films on today?*

3 *Reading for detail.* Learners read the programme again and find films to match questions 1–5.

Discuss the answers together, and present any new vocabulary. If possible, get learners to say why they chose particular films. *Possible answers:*

- 1 *Yeelen (seems to be a serious story)*
Family Law (a comedy with a serious message)
- 2 *Ratatouille ('animated fun')*
2 Days in Paris ('romantic comedy')
- 3 *The Others (on in the afternoon)*
Ratatouille (on in the afternoon)
- 4 *Ratatouille (Family Film, 'fun for all the family')*
Annarh (action film – for teenage children)
- 5 *Annarh (180 minutes)*

Choosing a film

VOCABULARY Suggestions

1 Look at the picture and ask: *What are Jon and Mia looking at? Why? (Answers:* The cinema programme. They want to see a film.)

a Learners read the conversation and add phrases in the gaps.

b Go through the answers and play recording 3.2 to check. (*Answers: see script.*)

Alternative: Presentation with books closed


Present a situation: *We decide to go to the cinema, and I want to see Ratatouille.* Write on the board:

- *Let's see Ratatouille.*

Ask learners to suggest other phrases we could use instead of *Let's*. Build up a range of expressions on the board for making suggestions. These could include the ones in the unit (*Why don't we ...?, Would you like to ...? We could ...* and also others (e.g. *Shall we ...? I'd like to ...*).

Then open books and look at the picture and the conversation.

2 a *Making and responding to suggestions.* Write the group headings on the board. Learners add expressions from 1a to each list.

b  Learners add the expressions in the box to their lists. Ask learners to suggest expressions for each list in turn and build up three lists on the board.

<u>Making suggestions</u>	<u>Saying yes</u>	<u>Saying no / not sure</u>
<i>Why don't we ...?</i>	OK.	<i>I don't know.</i>
<i>Would you like to ...?</i>	Good idea.	<i>I'm not sure.</i>
<i>We could ...</i>	Fine with me.	No, thanks.
<i>Let's ...</i>	That sounds good.	<i>I don't really want to.</i>

Do some quick practice. Suggest seeing a film, using one of the expressions, and choose a learner to respond. Repeat this three or four times, using different expressions.

Then learners suggest seeing a film, and other learners respond (open pair work).

- 3 Learners practise the conversation, using different expressions from the list.

Note

If you have already practised suggestions and replies in exercise 2, you could leave this stage out.

SPEAKING

- 4 a Learners choose two films they'd like to see, and two they don't want to see.

- b Learners make suggestions and try to choose a film to see together.

Feedback. Ask each group whether they agreed, and if so, which film they decided to see and why.

Note

If learners can't easily sit in groups in your class, they could do the activity in pairs.

- 5 *Discussion.* To introduce the activity, you could get learners to ask you questions 1–4, and reply. Encourage them to ask you further questions.

/ Learners discuss questions 1–4.

Round-up. Ask pairs or groups what things they agreed about, and what things they disagreed about.

10.2

Goals: make and respond to suggestions make arrangements to meet

Core language:

GRAMMAR Present progressive for future arrangements
PRONUNCIATION Compound nouns

What are you doing tonight?

READING

- 1 a *Prediction task.* Ask learners to cover the page except for the first email. Read the email together. Then ask learners what they think Kimiko will reply. Try to get a range of ideas, and write some of them on the board.

- b Learners uncover Kimiko's reply and read it to check if they were correct.

- 2 / *Ordering task.* Learners read the texts and put them in order.

Discuss the answers, and ask who wrote each text.

- 1 Hi. Going to see *The Others* ... (Jon)
2 Can't come for coffee ... (Kimiko)
3 7.30. meet 7.00 ... (Jon)
4 7.00, OK (Kimiko)
5 Where are you? ... (Jon)
6 Sorry, stuck in traffic ... (Kimiko)

Check that learners understand *stuck* (*Text 2*: = she can't leave the office; *Text 6*: = she can't move – she's in a traffic jam).

- 3 *Reading for detail.* Learners answer questions 1–5 round the class.

1 Jon 2 Jon and Mia 3 Kimiko 4 Jon and Mia 5 Kimiko

LISTENING

- 4 *Listening for main idea.* Play recording 3.3. Then ask learners if Jon and Kimiko can meet this week. (*Answer:* No.)

- 5 *Listening for detail.* Read questions 1–3, then play recording 3.3 again.

- 1 To have a pizza (at Delmonico's)
2 No. She's too tired.
3 Friday: She's flying to Singapore.
Monday night: She's coming back.

Alternative

Discuss the questions after the first listening. Then play recording 3.3 again to check.

Optional extension: Re-telling the story

Ask learners to tell the story of what happened round the class: *Kimiko was at work. Jon sent her an email, and invited her to ...*

Arrangements

GRAMMAR Present progressive for future arrangements

- 1 Learners look at the sentences and decide which are about *now* and which are about *future arrangements*.

Note: Arrangements

Make sure learners know what *arrangement* means = something you know you're doing, or you've already fixed. Give a simple example, e.g. *I'm going to the theatre on Saturday. I've bought tickets for me and a friend, so it's quite certain.* That's an arrangement (*we've arranged to go, we know we're going*).

Now: 4, 5 **Future:** the others

Use this to point out that we use the present progressive tense in two ways:

- to talk about things happening *now* (at this moment)
- to talk about things in the *future* (things that we have arranged to do)

You could give a few other examples of each use.

- 2 *Future time expressions.* Write the group headings on the board. Ask learners which group or groups the phrases in the box should go in, and add them on the board.

-	at	on
tonight	at 6.15	on Monday night
tomorrow	at 11 o'clock	on 12 March
this	next	in
this Friday	next December	in December
this evening	next year	
this December		
this year		

Ask learners when we use *at, in, on*, etc. Establish that:

- we use *at* with times, *on* with days and dates, *in* with months (and years).
- we can use *this* and *next* with days or months; we can also say *this year* and *next year*.
- we say *this evening* but *tomorrow evening* (not *next evening*).

3 a **Speaking: Information gap.** Give learners a letter, A or B. Learner A should look at Jon's arrangements on this page; Learner B should turn to p123. Give learners time to read the information.

b Learners form A/B pairs. Explain the aim of the activity: to find out when Jon and Kimiko will see each other. To show what to do, look at Monday together. Ask a Learner A to tell you what Jon is doing (*Answer: He's meeting Kimiko at the airport*).

Then ask a Learner B to tell you what Kimiko is doing (*Answer: She's meeting the sales team in Singapore, then she's flying to Perth*). Ask if they will meet (*Answer: Yes*).

Learners do the same for the other days. Remind them to use the present progressive.

Round-up. Ask how many times Jon and Kimiko will meet (*Answer: 3 times*).

- Monday 11pm, at Perth airport
- Thursday lunchtime, they're both meeting Mia
- Friday evening, at Gillian's party

Note: Grammar practice

You could do the grammar practice on p139 at this point.

PRONUNCIATION Compound nouns

4 a To show what a compound noun is, write *phone call* on the board. Show it is two nouns together, and that the stress is on the first noun.

Look at the words in 4a. Say them yourself or play recording 3.4 as a model. Practise saying them with the correct stress.

b Learners underline the stress in the compound nouns in 4b.

- a yoga class a guitar lesson a tennis match
- a cinema programme

c Play recording 3.5 to check and practise saying them.

SPEAKING

5 a **Arranging to meet.** Learners write down four times when they are free (during the next 7 days).

b Together, learners try to arrange a time to meet, and say what they are doing on different days.

c **Round-up.** Ask each group whether they can all meet, and when.



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

10.3 Target activity: Arrange a film night

- Goals:** talk about films
make and respond to suggestions
make arrangements to meet

Core language:

- TASK VOCABULARY Talking about films
10.1 VOCABULARY Films
Suggestions
10.2 GRAMMAR Present progressive for future arrangements

TASK LISTENING

- 1 To introduce the topic, ask the questions to several learners round the class. To make this more focused, you could ask:
- *Who watches films on TV? on the computer? on DVDs?*
 - *Who rents DVDs? Who buys them?*
 - *Who likes watching films alone? With your family? With friends?*
 - *Who prefers watching films at home? What about in the cinema?*

From the questions, you could build up a 'class profile' of what most people do or like doing.

Alternative: Group survey

Type the questions above onto a worksheet. Learners answer the questions in groups. Then each group reports back on what most people in the group like doing.

- 2 **Listening for main idea.** Read through questions 1–3. Then play recording 3.6. Learners listen and answer the questions.

- 1 Sunday at 6.00
- 2 Pan's Labyrinth, The Bourne Supremacy, Yeelen
- 3 Yeelen

TASK VOCABULARY Talking about films

- 3 a / **Expressions for talking about films.** Learners match the sentences and questions 1–4, and the responses in a–d.
- b Learners check their answers in the script on p155.

- 1 d 2 c 3 a 4 b

Focus on these expressions:

- What's it *about*? It's *about* ... (= the topic is ...)
- It's *set in* ... (= the place and time)
- What's it *like*? (= Is it good? What kind of film is it?)
- It *sounds* interesting (= I think it's interesting, from what you say.)

c Learners cover the responses and test each other.

Optional extension

Learners say another film they know. Their partner asks questions 1–3, and they answer.



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

TASK

- 4 a *Preparation for the task.* Give learners time to decide when they are free, and to think about two films (they can be films they have seen, or which they know something about). They can make brief notes, but they shouldn't write out complete sentences. You could show what to do by choosing a film yourself and writing notes on the board.

Note

If you think learners will have difficulty thinking of films, you could prepare names of a few well-known films with brief descriptions, and give them to learners who need them. As learners will be in groups of four or five, you will only need to do this for five films.

- b In turn, learners decide when to meet. Then they talk about the films they chose and decide together what to watch.
- c One person from each group 'visits' the next group, and tells them what his/her group decided to watch. The group tells the 'visitor' what they decided to watch.

Optional round-up

Ask the 'visitors' which film they would prefer to watch, their own group's film or the new group's film.

10 Explore

Keyword: *about*

Goal: use *about* with a range of different meanings

Core language:

about + noun, to refer to a topic
about with numbers

- 1 *Noticing task.* Give simple examples to show the two common uses of *about*:
– *I saw a good TV programme last night. It was about life in Mongolia.* (= this was the topic)
– *What's the time? It's about 6.00.* (= not exactly)

/ Learners look at the four sentences, and underline the topic or the number after *about*.

- 1 *the difficult relationship between a father and son. (topic)*
2 *this film called Yeelen. (topic)*
3 *sixteen (number)*
4 *New Year (topic)*

- 2 a '*About*' with topics. Learners match questions 1–7 and answers a–g.
- b Go through the answers together, and play recording 3.7. Learners practise the conversations.

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

On the board, build up a list of common verb phrases with *about*:

think about *talk about*
know ... about *tell someone about*
hear about *have a question about*

- c *Practice.* Learners cover the answers and test each other.

- 3 a '*About*' with numbers. Look at the example. Explain that in this quiz, learners should guess the answer. So they should use *about* with a number.

Learners work in groups of three or four. Each group is a team. Together, they guess the answers to questions 1–8, and one person in the group writes their answers.

- b Look at each question in turn. Ask each group to give their answer, then play the appropriate bit of recording 3.8. Give 1 point to the group with the nearest answer. Groups add up their score. The group with the highest score wins.

Independent learning: Reading the phonemic script 2: vowels

Goals: to make learners aware of the phonemic script
to introduce learners to the phonemic symbols for vowels

Core language:

Language study words: phonemic script, sound, symbol, pronunciation, vowel

- 1 *Review of consonants.* Before you begin, quickly review the phonemic symbols for consonants (from Unit 8, p71). To do this, write phonemic symbols for consonants on the board, and ask learners to say them.

- a Tell the class that now they will learn the symbols for vowel sounds. Remind them that the symbols tell you what the *sounds* are, not the letters.

Look at symbols 1–12 in 1a, and say each sound. Ask learners to find the word that they think has this sound.

- b Play recording 3.9 to check.

2 park 3 help 4 first 5 six 6 meet 7 lot
8 sport 9 but 10 good 11 food 12 sister

You could then go through all the symbols again, saying them and asking learners to repeat.

- 2 a *Practice reading the phonemic script.* Learners try reading words 1–6 aloud.
- b Go through the answers, and write the words on the board. Say the words yourself or play recording 3.10 to check.

1 horror 3 comedy 5 mother
2 morning 4 beautiful 6 moustache

- 3 a Learners find pairs of words with the same vowel sound and write them down.
- b Either let learners check their answers in a dictionary or in the key on p127, or go through the answers together and write pairs of words on the board.



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

Explore writing

Goals: write and reply to an invitation
write a thank-you note

Core language:

Invitations: *This is to invite you to ... Can you ...? I'd like to ... I hope you can ... Please let me know if you can ...*

Replies: *We'd love to ... (It) sounds ... Sorry ...*

Saying thank you: *It was great, We had a great time, It was a (lovely evening)*


- 1 To introduce the topic of invitations, ask a few learners when they last invited a friend to their home, and how they invited them. Discuss possible ways of inviting people, and build up this list on the board:

invite someone ... by phone

by email

by text

face to face

 Learners ask each other how they usually invite people, and whether other people in their family do the same.

Note

If you feel some learners might be embarrassed to talk about this (e.g. for personal or cultural reasons), simply leave this stage out.

- 2 a **Reading and ordering task.** Learners read the emails and decide what order they should be in.

B, C, A

Ask learners to say simply what the emails are about and who the people are, e.g.

Claudia invites friends to her birthday party in Toni's Restaurant. Ana replies and says they'll come. Then she thanks Claudia for the party, and says she'll invite her and her family for dinner soon.


- b Learners read the text messages and put them in order.

F, H, G, D, E

Ask learners to say simply what the texts are about, e.g.

Ana invites Claudia and Paul to dinner on Saturday. Paul is away, so Claudia suggests the next weekend. Ana is away at the weekend, but suggests Friday. Claudia says they can come. Then Claudia thanks Ana for a lovely evening.

- 3 Ask learners which are invitations (B, F), which are replies (C, H, G, D) and which are thank-you notes (A, E).

- 4 a  **Expressions to make invitations.** Learners cover the emails and text messages, and match the sentence beginnings 1–6 with endings a–f.

- b Then they check their answers in the texts. Ask learners to suggest other ways of continuing the sentences. *Possible answers:*


1 ... a party, ... dinner

2 ... invite you to my party, ... go out for a meal

3 ... if you are free

4 ... are free, ... would like to come

5,6 ... on Friday?, ... tomorrow evening?

- 5  **Replies and thank-you notes.** Learners cover the emails and text messages again. Ask them to suggest ways to continue sentence beginnings 1–8. You could write them on the board. If necessary, look back at the emails and texts to see what the people actually wrote.

Note

The expressions could continue in various ways, e.g. *We had a great/wonderful/fantastic/lovely time.* Encourage learners to suggest different possibilities.

- 6 **Language focus: Ellipsis**


Optional lead-in with books closed

Write on the board:

That was a lovely evening.

We're going away.

Tell learners these are text messages, so we can make them shorter. Discuss which words could be left out. Then open books and look at the examples.


 Look at sentences 1–4 and discuss ways to make them shorter. You could tell learners how many words you want to reduce the message to, and then write shortened versions on the board. *Possible answers:*

1 *Sounds fantastic.*

2 *Busy this weekend. Can't come to picnic. Hope you have a good time.*

3 *Lovely to see you. Meet next weekend?*

4 *Going to see The Others at Picture House. Having coffee first.*

- 7 a  **Writing an invitation.** Learners choose an event and write an invitation. As they do this, go round and check, and help where necessary. Learners can use the expressions in the emails and texts to help them.

- b Collect the emails, and give them to other learners. They write a reply, accepting the invitation.

- c Then tell learners to imagine the event has taken place. They each write a thank-you note.

Round-up. Give the emails back to the people who wrote the first email. Ask a few learners to tell you what they wrote and what reply they received.

10 Look again

Review

VOCABULARY Suggestions

- 1 a Look at the outline of the conversation. Ask learners if they know where Heidelberg is (*Answer:* it's a historic town in Germany).

Ask learners what they think the two people want to do. Try to get a few ideas from different learners. Then play recording 3.11 and check if learners were right.

They want to go to Heidelberg. Suzi wants to do some shopping and buy a coat. Michelle wants to visit the castle.

- b Play recording 3.11 twice more. Learners listen without writing, then after each listening they write as much as they can remember of the dialogue.

- c Learners compare what they wrote and try to complete the conversation.
They check their answers in the script on p156.
Alternatively, you could go through it together.
(Answers: see script.)

Note: Stronger classes

With a strong class, you may only need to play recording 10.11 once more.

- d Learners find expressions in the conversations for suggestions and replies. Write these on the board:
Why don't we ...? That sounds good
We could ... All right.
Let's ... I don't know
- e Tell learners they are going to plan a trip to a town in groups. They should make suggestions and agree or disagree. First, working alone, they think about where to go, how to get there, what to do and when to go.
- f Learners discuss their day trip together.
Round-up. Ask pairs or groups where they are going and what they want to do.

GRAMMAR Present progressive for arrangements

- 2 a Look at the sentence (Brno is pronounced: /bɜːnəʊ/), and get learners to suggest possible questions. You could build these up on the board:
– *Why are you going (there)?*
– *Who are you going with?*
– *Where are you staying?*
– *How long are you staying?*
– *How are you going (there)?*

Alternative: Your own country

Books closed. Write a similar sentence on the board, but replace Brno with a town in your country or a neighbouring country.

- b Learners write four things they have arranged to do this month on a piece of paper. You could give them ideas for this, e.g. travel, visiting people, concerts, going out, classes, exams, appointments. (They should be things that are definitely arranged.)
 Learners exchange papers. They read their partner's sentences, and write one or two questions. They exchange papers again, and write answers to the questions. Then they give back the paper.
- c *Round-up.* In small groups learners talk about their partner's arrangements. Then ask a few learners what they found out about their partner.

CAN YOU REMEMBER? Unit 9 – Getting information

Optional lead-in

Books closed. Give learners a situation: they are staying with a friend in a town they don't know, and they want to buy a book. What questions could they ask their friend? Try to get a range of questions. If necessary, prompt them by suggesting topics: *What about getting there? What about time?*

- 3 a *Review.* Learners write the questions in the correct order.

- 1 *Are there any bookshops near here?*
2 *What's the best way to get there?*
3 *How long does it take?*
4 *What time does it open?*

- b Learners ask the questions, and give answers about a bookshop in the town where you are now.
- c Ask learners to suggest other places, e.g. shopping centre, pharmacy, clothes shop, hotel, and write them on the board.
 Learners choose two other places, and have two more conversations.

Extension

SPELLING AND SOUNDS g

- 4 a Read the words in the table or play recording 3.12, and get learners to practise saying them. Make sure learners understand the rule:
– Normally, we say 'g' as /g/.
– Before the vowels 'i', 'e' or 'y', we say it as /dʒ/.
b Learners add words to the groups. Then go through them together and build up lists on the board. Practise saying the words.

- | | |
|-------|--|
| /g/: | <i>agree, colleague, green, group</i> |
| /dʒ/: | <i>college, dangerous, engineer, message, technology</i> |

- c Look at the words and practise saying them (they all have a /g/ sound).
d Play recording 3.13 or read out the words. Learners write them down. You could check by asking them to read the words back to you.

NOTICE sounds + adjective

- 5 a Read conversations 1–4, and see if learners can remember (or guess) what words go in the gaps. Then they turn to p156 to check.
b Go through the answers together, and ask which are positive and which are negative.

- | | |
|-----------------------|----------------------------|
| 1 <i>boring (neg)</i> | 3 <i>great (pos)</i> |
| 2 <i>good (pos)</i> | 4 <i>interesting (pos)</i> |

- c / Together, learners make a list of films that are on, or coming soon, and tell each other what they know about them. Other learners respond with *It sounds + adjective*. You could prepare for this by brainstorming possible adjectives and writing them on the board, e.g.

<i>It sounds</i>	<i>interesting</i>	<i>It sounds</i>	<i>boring</i>
	<i>good</i>		<i>awful</i>
	<i>exciting</i>		<i>frightening</i>
	<i>great</i>		<i>sad</i>

Optional homework

You could ask learners to find out what films are on and to read about them. Then they report back in the next lesson.

Self-assessment

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

Unit 10 Extra activities on the Teacher's DVD-ROM

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

10A What are you doing on ...?

A

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 Train to Glasgow for Conference	8:15 Breakfast with class 10:00			9:00 Trip out with group
Conference		FIS	Afternoon off - take Pam out for birthday lunch	1:00
5:30 Arrive back	Football final - pick Chris up at 6:00	6:30 Tennis with Sam 8:00 Cinema with Sue		

B

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	Drive back from London - arrive 10:00	10:00 Meeting with accounting	1:30 Lunch with Peter	4:45 Dinner
1:30	1:30 Meeting with accounting	3:30 Meeting with accounting	5:30 Meeting with accounting	

C

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:00	8:00	8:30 Arrive back from Paris	8:00
2:00	2:00	2:00 Flight to Paris	7:30 Meeting with accounting	8:30 Arrive at hotel
6:00 Dana's concert ending with - the deal!	6:00 Dana's concert ending with - the deal!	6:00 Dana's concert ending with - the deal!	7:30 Meeting with accounting	8:30 Arrive at hotel

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

10A What are you doing on ...?

Activity type: Speaking and listening – Role play – Groups of three / Whole class

Aim: To practise using the present progressive to talk about arrangements

Language: Present progressive for future arrangements – Use at any point from 10.2.

Preparation: Make one copy of the worksheet for every three learners and cut each worksheet up along the dotted lines.

Time: 25 minutes

10B Film festival

1 _____ (USA, 2009) (Comedy) _____ Robert De Niro, Ben Stiller, Teri Poole

Greg is a nurse who wants to marry his girlfriend, Pam. Unfortunately for Greg, Pam's family is more complicated than he imagined.

2 _____ (USA, 1997) (Romantic drama) _____ Leonardo DiCaprio, Kate Winslet

A rich girl and a poor boy meet and fall in love on a ship taking them to a new life in America, with tragic consequences.

3 _____ (Japan, 2001) (Animated drama) _____ Rumi Hiragi, Miyu Inno

When her family is moving to a new home, a young girl becomes lost in a world of gods and monsters and realises her parents are in danger.

4 _____ (Spain, 2007) _____ (Horror) _____ Geraldine Chaplin, Belén Rueda

A woman returns to the children's home where she grew up, and discovers a terrible secret which puts her family in danger.

5 _____ (Germany, 1998) (Action) _____ Franka Potente, Moritz Bleibtreu

A young woman has only 20 minutes to find the 100,000 deutschmarks which her boyfriend needs to pay to a crime boss.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

10B Film festival

Activity type: Reading, speaking and vocabulary – Information gap – Pairs / Groups

Aim: To practise using language for talking about films

Language: Talking about films – Use at any point from the Target activity, p86.

Preparation: Make one copy of the worksheet for every two learners and cut up each worksheet along the dotted line.

Time: 20 minutes

10C Vowel race 2

A

10C Vowel race 1

A

- The opposite of fast /fast/
- The things at the end of your legs /feet/
- What we eat to stay alive /food/
- The position of the person who wins a race /first/
- What we do when a friend has a problem /help/
- Two times three /six/
- What you do when you hear a good joke /laugh/
- The place where you have an operation /hospital/
- What people do on the telephone /talk/
- A male child /boy/
- The colour of the sky at night /black/
- What you should do if you are dirty /wash/

hospital	laugh	wash	fast	feet	six	tought	food
black	moon	talk	good	sad	bit	son	meat
help	stop	pen	learn	car	could	run	tomato

B

- A popular kind of past /past/
- A good place to play football /field/
- A container to keep things in /box/
- What you have under your feet /feet/
- What you have if you enjoy yourself /fun/
- Your female parent /mother/
- The best thing to wear for a job interview /suit/
- Definitely not the best! /worst/
- The past of say /said/
- How to prepare something for dinner /cook/
- The Mediterranean is an example of one /sea/

past	words	box	woman	mother	red	sun	door
cook	cat	big	said	sea	cup	floor	tomato
park	far	nurse	watch	man	tree	new	book

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

10C Vowel race

Activity type: Pronunciation – Board game – Pairs / Groups

Aim: To practise recognising and producing the 12 basic vowel sounds

Language: Vowel sounds – Use at any point from Independent learning, p87.

Preparation: Make one copy of worksheet 1 for every two learners and one copy of worksheet 2 for every four learners. Cut worksheet 1 up along the dotted line.

Time: 25 minutes

Unit 10 Self-study Pack

In the Workbook

Unit 10 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Talking about films; Suggestions
- **Grammar:** Present progressive for future arrangements
- **Time out:** Cinema quiz
- **Explore reading:** Events programme
- **DVD-ROM Extra:** Cinema – Amanda and Hitin

On the DVD-ROM

Unit 10 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Compound nouns; Phonemic script: vowels
- **Explore speaking:** Making suggestions
- **Listening:** Asking for information about a film
- **DVD-ROM Extra:** Cinema

11 Journeys

11.1

Goal: check in and board a flight

Core language:


VOCABULARY Airports

PRONUNCIATION Polite intonation

At the airport

VOCABULARY Airports

- 1 To introduce the topic of flying, ask a few learners if they travel by plane. If they say that they do, ask follow-up questions, e.g.
- *How often do you travel by plane?*
 - *Do you like flying? Why? / Why not?*
 - *Tell me about your longest flight. Where did you go?*

 Learners ask each other similar questions.

Round-up. Find out who in the class:

- never flies
 - often flies
 - likes flying
 - doesn't like flying
- 2 a Learners look at the words and phrases, and try to match them with pictures A–F.
- Go through the answers, and use the pictures to present new items. Ask what you do at each of these places, and write useful words on the board.

A baggage collection: *you collect your baggage.*
B boarding gate: *you board (= get on) the plane.*
C customs: *they check your baggage; ask what you have with you.*
D security: *they check your hand baggage.*
E check-in: *you check in (your baggage).*
F passport control: *they check your passport.*

Note

If learners have experience of flying abroad, they will probably recognise many of these words and phrases. With classes who have no experience of airports, you may need to go through the words with the whole class together, match them to the pictures and explain what they mean.

- b Ask learners to say where you go and in what order. You could do this round the class, with each learner giving one stage. Get them to tell you what happens or what you do at each stage.

 Learners cover the words and test each other.

Language note: *baggage, luggage*

Baggage is the international word for suitcases, bags, etc. In British English, people also say *luggage*. The things you take with you on the plane are *hand baggage* or *hand luggage*. *Baggage* and *luggage* are singular, uncountable nouns: we say: *How much baggage have you got?* (not *How many baggages ...?*)

- 3 a *Reading: Understanding flight information.* Look at the boarding pass, and ask what it is for. (*Answer:* It shows your flight, your seat and your flight time. You take it on the plane with you.)

Learners look at the boarding pass, and find answers to questions 1–3.

1 Tokyo (Japan) 2 British Airways 3 12.35

- b Learners look at the flight information on the Departure board and answer questions 1–3.

1 No, it's delayed (10 minutes late) 2 12.45pm
3 Gate 20

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

- *your flight* (= the plane you are travelling on)
- *on time* (= at the correct time)
- *delayed* (= late)
- *travel* (= go on a journey)

Getting a flight

LISTENING


- 1 *Phrases at check-in.* Look at the picture of Belinda on p90. Ask where she is and what she's doing. (*Answer:* She's at check-in. She's checking in.)

Language note: *check in*

Check-in is a noun (= the place where you check in).
Check in is a two-word verb. You can use it with or without an object:

I need to check in.

I need to check in my baggage.

- a Play recording 3.14 and ask what Belinda gives the person at check-in (*Answer:* her passport).
- b  Learners complete the gaps in 1–5. Then play recording 3.14 again to check, and go through the answers. If necessary, pause to focus on the questions.

1 passport 2 hand 3 bags 4 anything 5 12.15, gate

- c Go through questions 1–5, and ask learners to choose an answer from a–e.

1 Here you are. 2 Just this bag. 3 Yes, I did.
4 No. 5 Thanks.

- d Learners cover the page. Play recording 3.15 and say questions 1–5 yourself, and get learners to respond. You could ask them to do this again in pairs.
- 2 a *Listening: Objects at security.* Play recording 3.16. Ask where Belinda is and what she's doing. (*Answer:* She's at security. She's putting things through the X-ray.)

Read the words in the box aloud, and check that learners know what they mean.

- b Play recording 3.16 again without pausing. Learners listen and tick each time they hear one of the words.

bag: three times; keys: twice; the other objects: once each

- c / Learners write the words they think go in gaps 1–10.
- d Play recording 3.16 again, pausing after each conversation to check the answers.

1 keys	3 laptop	5 keys	7 bag	9 belt
2 bag	4 shoes	6 wallet	8 mobile	10 bag

PRONUNCIATION Polite intonation

- 3 a Play each expression in recording 3.17 (said in two different ways). Ask which sounds more polite each time.

1 B is more polite	3 A is more polite
2 A is more polite	4 B is more polite

Use this to make these points:

- normally, the voice goes *down* at the end of a sentence (e.g. *I live in England.*).
- when we reply to what someone says, this can sound unfriendly (as if we want to finish the conversation).
- to avoid this, we often go *up* at the end of a remark. This makes it sound less ‘final’.

- b Say the remarks yourself or play recording 3.17 again, and get learners to practise saying them with their voice going up. Do this individually round the class, getting a few learners in turn to try saying each remark.

- 4 a Learners practise the conversation.

- b Then they cover the words and practise again.

SPEAKING

- 5 a *Role play.* Give learners a letter: A, B or C. Working alone, they turn to the page indicated, and complete their role cards.

- b Learners form groups of three, so that each group has one A, one B and one C (extra learners can join a group as a second airport worker or a second passenger). They have two conversations.

- 6 Give learners a different letter. They complete the role cards for their new role.

In groups of three, they have a new conversation.



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

11.2

Goal: tell a story

Core language:

GRAMMAR Articles

VOCABULARY Storytelling expressions

A traveller's tale

READING

- 1 a *Pre-reading task.* Learners match the pictures to the words. Use the pictures to teach any unknown words.

A a spider	C a snake	E a pigeon
B a bear	D a rat	F a bat

- b Ask learners which animals exist in their country and which are dangerous.

Optional extra

Ask learners to imagine they meet each of these animals. Would they feel frightened? Ask them to put the animals in order from most frightening to least frightening. Use this to teach the words *frightening* and *frightened*.

- 2 *Reading for main idea.* Learners read the story quickly and find answers to the two questions.

Belinda: a spider The receptionist: a bear

Use this to focus on the point of the story. Ask why the receptionist thought it was a bear (*Answer: because Belinda said the wrong word in Japanese.*)

- 3 *Reading for detail.* Learners read the story again and answer questions 1–6.

Discuss the questions together, and ask learners to tell you how they know the answers.

**1 Belinda 2 Belinda 3 The receptionist
4 The receptionist 5 The policeman
6 The policeman and the receptionist**

Options

- 1 *Language focus: Verbs*

Ask learners to find all the past verb forms in the story. Ask them to say the present and past forms (e.g. *wake up – woke up*), and write any new verbs on the board.

- 2 *Re-telling the story*

Learners cover the story. They tell the story round the class. They could also do this in groups or pairs, taking it in turns to say a sentence.

- 4 *Discussion*

Learners think of words in their own language that non-native speakers sometimes mix up.

Ask learners to tell you examples they thought of.

GRAMMAR Articles

- 5 Write on the board:

– a spider – the spider – spiders

Use this to point out that before a noun we can use:

– a/an – the – no article

Learners read the examples and circle the correct form.

a: to talk about a person or thing for the first time
the: when the reader or listener knows which thing (you have already mentioned it, or it's well-known, e.g. Where's the station?)
No article: to talk about things in general

Note

If learners don't have articles in their own language, focus on these points and give other simple examples of your own. If learners have similar articles in their own language, focus on any differences in English article usage.

- 6 Expressions with 'the'. Look at the examples in the table on p93. You could ask learners to give an example using each expression, e.g.
I get up early in the morning.
The hotel is at the end of this street.

Then ask learners which categories the expressions from the story should go in.

1 place 2 time 3 before an adjective

- 7 a / Practice with articles. Learners complete sentences 2–8.

2 – 3 an 4 the 5 a 6 the 7 – 8 the

- b Play recording 3.18, and focus on the pronunciation of *a*, *an* and *the*. Establish that:
 – *a*, *an* and *the* usually have a reduced /ə/ sound: /ə/, /ən/, /ðə/.
 – before a word beginning with a vowel, *the* is pronounced /ði:/.
 c Learners write two or three questions using the phrases in the table. As they do this, go round and check.
 d Learners ask and answer the questions in 7a, and add their own questions.

Note: Grammar practice

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



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

Telling a story

VOCABULARY Storytelling expressions

- 1 a Look at the examples in the box, and expand each one into a line from a story, e.g.
 – *Later, she phoned me and said she was sorry.*
 – *It was two in the morning, and I was asleep ...*
 – *... I never saw them again. It was really strange.*

After each one, ask if the expression is probably used to start a story, link a story, or end a story. You could build the expressions up on the board in three lists.

- b Play recording 3.19 to check, and practise saying the expressions.

SPEAKING

- 2 a *Preparation for telling a story.* Give learners a letter, A or B, and ask them to look at the notes for their story.
 b Learners think about how they could tell the story, using the past simple tense and adding storytelling expressions. They should also think of an ending for their story.
 3 *Telling a story.* Learners form A/B pairs. They tell each other their story. As they do this, go round and help learners if necessary.

Alternative: Preparation in pairs

- *Preparation*
 Divide the class into an even number of pairs (extra learners can form groups of three), and give each pair a letter, A or B. Working together, learners prepare their story and practise telling it.
- *Telling the story*
 Learners form new pairs, so that each pair has one A and one B. They tell each other their story.

- 4 *Round-up: Listening to compare.* Take each story in turn, and ask learners to tell it round the class. Then ask a few learners to tell you their own endings.
 Play recording 3.20, pausing after each story. Ask how the story ended (*Answer:* see script 3.20). Ask if anyone thought of the same ending.

11.3 Target activity: Describe a journey

Goals: tell a story
 talk about a journey

Core language:

TASK VOCABULARY Talking about a journey
 11.1 VOCABULARY Airports
 11.2 VOCABULARY Storytelling expressions

TASK LISTENING

- 1 a *Pre-listening task.* Look at each picture in turn and ask learners to guess what happened. If possible, use this to introduce some of the key expressions that appear in 2a (underlined below). *Possible answers:*

- 1 He drove to the airport. He was worried that he would be late, and miss the plane.
- 2 He arrived at the airport, but all the planes were delayed or cancelled (maybe the weather was bad).
- 3 He spent the night at the airport. He couldn't sleep. It was very uncomfortable.
- 4 The next day he caught the plane. The stewardess told them something was wrong (maybe the plane had to go back, or couldn't land).

- b *Listening to check.* Play recording 3.21. Ask which parts of the story they guessed correctly, and what was different.

TASK VOCABULARY Talking about a journey

- 2 a Learners choose the correct words to complete sentences 1–10.

1 drove to 2 cancelled 3 a seat on another flight
 4 all night 5 uncomfortable 6 caught 7 took off
 8 in the south 9 a five-star hotel 10 a great time


As you go through the answers, focus on key verbs and write present and past forms on the board (e.g. *take off* – *took off*).

- b Play recording 3.22, and if necessary get learners to practise saying some of the expressions.

Optional practice: Re-telling the story



Books closed. Ask learners to tell the story round the class, using the key verbs and expressions from **2a**. Alternatively, they could do this in pairs.

TASK

3 a  *Preparation: Describing a journey.* Learners think of two or three journeys they could describe.

b Then they think about how they could answer questions 1–4. They can make brief notes, but they shouldn't write complete sentences.

You could show the class what to do by 'thinking aloud' about a journey you went on and writing brief notes on the board in answer to the questions.

4  /  *Describing a journey.* Learners take it in turn to ask questions, and to tell each other about their journeys.

Round-up. Ask a few learners what they found out from their partner.

Alternative: Mingling activity

Learners move freely around the class. They tell other learners about one of their journeys, and answer the questions in **3b**.

11 Explore**Keyword: at**

Goal: use *at* appropriately to express a range of meanings

Core language:

at for times
at for places
at to describe group events
good at + noun / *-ing*

1 *Noticing task.* To show what to do, look with the class at sentence 1, and focus on the expression *at the party*. Ask where it should go in the table (*Answer: under group events*).

 /  Learners write the other expressions in four lists.

times: *at the time, at midnight*
places: *at his father's house, at school*
group events: *at the party*
good at: *good at meeting new people*



Point out that:

– Time: we use *at* with clock times (*at 7.00*); we also use it with nouns, e.g. *at the moment, at the time, at the weekend*.


– Places: we use *at* in the phrases *at home/work/school*, and we say *at X's flat/house*.

– we use *at* with group events, e.g. *at a lecture, at a party, at a meeting, at a football match, at a wedding*.

– we use the phrase *good at*, followed by a noun or a verb + *-ing*: *good at French, good at driving, good at talking to people*.

2 a  /  *Asking and answering questions.* Learners add *at* to sentences 1–8.

1 <i>at a party</i>	5 <i>at the weekend</i>
2 <i>at school</i>	6 <i>at a wedding</i>
3 <i>at home</i>	7 <i>good at sport</i>
4 <i>at the moment</i>	8 <i>good at geography</i>

b  Learners ask and answer questions.

Feedback. Ask learners to tell you something interesting or surprising they found out about their partner.

Alternative: Mingling activity

Give each learner two of sentences 1–8. They move freely around the class, trying to find someone who the sentences are true for, and asking for further information. As a round-up, take each sentence in turn and ask learners if they found people it was true for.

Across cultures: Saying sorry



Goals: to make learners aware of the different meanings of *sorry* in English
 to sensitise learners to how people say *sorry* in different parts of the world, and to think about their own culture

Core language:

sorry, apologise, understand, ask for information, complain, give bad news

1 *Saying 'sorry' in English.* Look at each picture in turn. Establish what the situation is, and which use of *sorry* this shows.

A (*In a hotel*) 4 (*She's complaining*)
 B (*At a station*) 3 (*She's asking about a train*)
 C (*In a shop*) 1 (*He's apologising because he walked into the other person*)
 D (*On a station platform*) 2 (*He doesn't hear or understand what he says*)
 E (*At a ticket office*) 5 (*He's telling her that her card isn't working*)

2  /  *Reading and discussion.* Learners read the quotations and discuss questions 1–3.

Whole class. Discuss questions 1–3 with the class, and see if everyone agrees. Look again at the situations shown in the pictures, and ask learners what they would say.

Mixed nationality classes

Ask learners from each nationality in the class what people do in their country. For question 2, you could draw a scale on the board from *Apologise a lot* to *Don't apologise much*, and ask learners where they think their country comes on the scale, as well as other countries they know.

Explore speaking

Goals: ask questions to develop a conversation
 change the topic of a conversation

Core language:

Starting a topic: *How are you? Did you see ...? What did you ...?*

Developing a topic: *What happened? What did she say? ...*

Changing the topic: *Anyway, ... So, ...*

Optional lead-in with books closed

Ask learners what topics they talk about to colleagues at work or other learners at school/university; or ask them what topics they talk about to other learners on this course (e.g. in the break or before the class). Alternatively, learners could sit in pairs or groups and brainstorm topics they talk about. Then build up a list on the board.

- 1 Look at the picture and ask where the people work (*Answer*: at an airport check-in).
- 2 *Listening for main idea*. Look together at the topics. Then ask learners to cover the script beside the picture, and play recording 3.23 once. Learners listen and tick the topics the people talk about.

a TV programme, last night, a meal, family

With stronger classes, you could ask learners what they said about each topic.

- 3 *Starting, developing and changing topics*. Look at the headings in the notes. Make sure learners know what *Developing a topic* means (= saying or asking more about it) and what *Changing a topic* means (= starting a new topic).

Look at the script and read the first two highlighted expressions: *How are you?* and *Did you see ... ?* Establish that these are both ways to *start* a topic. Then read *What happened?* Establish that this is a way to *develop* a topic (= ask more about it).

Learners look at the other expressions and add them under the three headings.

Starting a topic:

- 2 *Did you see ... last night?*
- 6 *What did you do last night?*
- 9 ... *how's your family?*

Developing a topic:


- 4 *What did she say?*
- 7 *What did you do?*

Changing the topic:

- 8 *So, ...*


Point out that:

- to start or develop a topic we often ask questions.
- *so* and *anyway* are good ways to show that we want to change the topic.

- 4 a  *Practice with starting, developing and changing topics*. Working together, learners complete the conversation.

Discuss the answers together, getting a range of different ideas from the class. *Possible answers*:


- *Did you go out last night?*
- *What did you do?*
- *Did you see (The Family)?*
- *What happened?*
- *Anyway, ...*

- b  Learners practise the conversation twice, taking it in turn to start.



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

- 5 a *Keeping a conversation going*. Give learners time to think of some questions to start a conversation. If necessary, they could write these down.

- b  Tell learners they should try to continue their conversation for two minutes (or, with a weaker class, one minute). They have a conversation. Tell them when the time is up.

- 6 *Feedback*. Ask pairs if they managed to continue for the whole time, and what topics they talked about. You could find out which were the most popular topics of conversation.


11 Look again

Review


VOCABULARY Airports

- 1 a Learners complete the words. Those who finish early can compare their answers with their partner. Go through the answers, and ask learners what you do at each place.

- 1 *boarding gate (board the plane)*
- 2 *check-in (check in, check in your baggage)*
- 3 *security (put your hand baggage, belt, mobile, etc. through the X-ray)*
- 4 *baggage collection (collect your baggage when you arrive)*
- 5 *customs (open your baggage)*
- 6 *passport control (show your passport)*

- b  Learners read questions 1–8 and discuss the answers together. *Possible answers*:


- 1 *check-in*
- 2 *security*
- 3 *security, customs*
- 4 *check-in*
- 5 *security, customs, passport control*
- 6 *check-in, boarding gate*
- 7 *check-in, security*
- 8 *security, boarding gate*

- c  Learners ask the questions and give suitable answers. Alternatively, do this round the class in open pairs.

GRAMMAR Articles

- 2 a *'the', 'a'/'an', no article*. Learners complete questions 1–6. Then go through them with the class.

- 1 – 2 *the* 3 *a, the* 4 – 5 *an, the* 6 –

- b  Learners ask each other the questions, and give answers.

Round-up. Ask the questions, and get answers from a few different learners.

Note: If all learners are from the same town or area, see if they agree about the answers.

CAN YOU REMEMBER? Unit 10 – Suggestions

- 3 a *Review*. Write the example on the board. Ask learners to suggest other phrases to replace *Why don't we ...?* *Possible answers*:

- Let's ... We could ... How about (going) ...? What about (going) ...? Would you like to ...? Shall we ...?*

- b** 👤 Learners think of suggestions and write them down. As they do this, go round and check.
- c** 👤 / 👤 👤 Learners compare their suggestions, and choose the *best* suggestion for each situation. Look at the situations together, and ask each pair or group for the idea they chose. *Possible answers:*

- 1 *Let's take a taxi. Why don't we take the bus?*
- 2 *We could watch a film on television. Let's go for a walk.*
- 3 *How about going out? We could ask him to turn it down.*
- 4 *Why don't you go home? Would you like to lie down?*
- 5 *Why don't you read for a bit? Would you like a cup of tea?*
- 6 *Let's go to a restaurant. We could buy some food.*

Extension

SPELLING AND SOUNDS *ng*

- 4 a** Read the two sounds and the words or play recording 3.24, and get learners to practise saying them.
- b** Learners add words to the groups. Then go through them together and build up lists on the board. Practise saying the words.

/ŋ/: skiing, long, running, thing,
/ŋg/: longer, stronger, youngest

- c** Play recording 3.25 to check. Point out that we pronounce *ng* as /ŋg/ before *-er* and *-est*.
- d** Play recording 3.26 or read out the words. Learners write them down.
- e** You can check by asking learners to read the words back to you.

NOTICE *start and stop*

- 5 a** Read the two example sentences.

Alternative: Presentation with books closed

Write on the board:

When the receptionist saw the spider on the wall, she started

Well, actually, I stopped ... before the end.

Ask if learners can remember where these sentences are from, and what word they think goes in the gap. Use this to focus on the *-ing* form of the verb.

Learners complete sentences 1–5.

1 running 2 boarding 3 eating 4 shouting 5 playing

Language note: *start*

Start can be followed by verb + *-ing* or *to* + verb. *Stop* can only be followed by verb + *-ing*.

The baby started crying.

or *The baby started to cry.*

The baby stopped crying.

(but not *The baby stopped to cry*).

- b** To demonstrate the activity, tell the class about some of your present and past interests. Get them to ask you questions 1 and 2.

In turn, ask learners to come to the front of the class.

They mention some of their present or past interests, and other learners ask them questions.

Self-assessment

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

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

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

11A Where are you travelling to? 2

A Hong Kong B New York C Munich

11A Where are you travelling to? 1

CHECK-IN

Next please. Good morning.

a) OK. b) I'm going to London.

a) Thanks. b) Here you are.

a) Is it just the one suitcase? b) Yes, of course.

a) OK. b) Yes, just the one.

a) And? b) No, I'm not.

a) OK. b) Just this bag.

a) OK, that's fine. b) Thank you.

a) Your plane leaves from Gate 12. b) Thanks.

a) You're welcome. Have a good flight.

a) Are you carrying anything for anyone else? b) Did you pack your suitcase yourself?

a) Here's your passport, your ticket, and your boarding card. b) Can you put your bags on the scales?

a) Where are you travelling to? b) Do you have any hand luggage?

a) Can I see your passport and ticket? b) It'll start boarding in about 45 minutes.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

11B And the moral is ...

One day, a little boy went for a walk in the forest. Suddenly he saw a snake at the side of the road. The snake looked at the boy and said: "Please, little boy, can you take me to the top of the mountain? I am very old, and I want to see one more sunset before I die."

The boy said: "Mr Snake, I am not stupid. I know that snakes bite people, and if I pick you up you will bite me and I will die." The snake said: "No, little boy, I promise not to bite you. Please take me up the mountain." In the end the little boy decided to help the snake, so he picked it up and carried it to the top of the mountain. 1

One day, a little boy went for a walk in the forest. Suddenly he saw a snake at the side of the road. The snake looked at the boy and said: "Please, little boy, can you take me to the top of the mountain? I am very old, and I want to see one more sunset before I die."

The boy said: "Mr Snake, I am not stupid. I know that snakes bite people, and if I pick you up you will bite me and I will die." The snake said: "No, little boy, I promise not to bite you. Please take me up the mountain." In the end the little boy decided to help the snake, so he picked it up and carried it to the top of the mountain. 2

At the top, they sat down and watched sunset together. It was the most beautiful thing in the world. After, snake turned to boy and said: "Can I go home now? I am tired, and I want to die in my own home in the forest." The little boy picked snake up and carried it back down mountain to its home in forest. When they arrived at the snake's home, it suddenly turned its head and bit the boy's arm. The boy cried out with pain. "Mr Snake, why did you bite me? Now I'm going to die!" The snake looked up at the little boy and replied: "Yes, little boy. But you knew I was snake before you picked me up." 3

At the top, they sat down and watched the sunset together. It was most beautiful thing in world. After, the snake turned to the boy and said: "Can I go home now? I am tired, and I want to die in my own home in forest." The little boy picked the snake up and carried it back down the mountain to its home in forest. When they arrived at snake's home, it suddenly turned its head and bit boy's arm. The boy cried out with pain. "Mr Snake, why did you bite me? Now I'm going to die!" The snake looked up at little boy and replied: "Yes, little boy. But you knew I was a snake before you picked me up." 4

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

11C Tell me more!

TOPIC CARDS

your last holiday	your first day at school	something interesting you saw on TV recently
what you did last weekend	your first job	your last birthday
what you did last night	the last time you played a sport	an expensive thing you bought in the past
the last film you saw at the cinema	the last time you ate out	a beautiful place you have visited

QUESTION CARDS

What did you do?	So what happened?	And what happened next?
Where did you go?	What was it like?	Who was with you?
What did you think?	Did you like it?	What was it about?
What did you say?	When was it?	Did you have a good time?

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

11A Where are you travelling to?

Activity type: Speaking and listening – Role play – Pairs

Aim: To practise using the language of airports and flying

Language: Airports – Use at any point from 11.1.

Preparation: Make one copy of both worksheets for every two learners. Cut up cards a–h on worksheet 1 along the dotted lines.

Time: 25 minutes

11B And the moral is ...

Activity type: Reading, speaking and grammar – Story-telling – Pairs / Whole class

Aim: To practise using definite, indefinite and zero articles

Language: Articles – Use at any point from 11.2.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet up along the dotted lines to make four boxes.

Time: 20 minutes

11C Tell me more!

Activity type: Speaking – Card game – Groups

Aim: To practise asking questions in order to show interest and keep a conversation going

Language: Using questions to develop a conversation – Use at any point from Explore Speaking, p96.

Preparation: Make one copy of the worksheet for every three learners, and cut up the worksheets to form a set of white topic cards and a set of grey question cards for every three learners.

Time: 20–30 minutes

Unit 11 Self-study Pack

In the Workbook

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

- **Vocabulary:** Airports; Storytelling expressions; Talking about a journey
- **Grammar:** Articles
- **My English:** Nadya from Ukraine
- **Explore writing:** Letter of complaint
- **DVD-ROM Extra:** Travellers' stories – Justyna and Luis

On the DVD-ROM

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

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Polite intonation; *the*
- **Explore speaking:** *sorry*
- **Listening:** At the airport
- **DVD-ROM Extra:** Travellers' stories

12 Are you OK?

12.1

Goals: talk about health
buy things in a pharmacy
understand instructions on medicines

Core language:



VOCABULARY The body and health
PRONUNCIATION Linking consonants and vowels 1

I've got a headache

VOCABULARY The body and health

1 a *'Parts of the body' quiz.* Tell learners they will do a quiz about the body. Look at the highlighted words and check that learners know what they mean. Present them by pointing or by simple drawings.

Whole class. Read the first question together. Ask the class what they think the answer is. (*Answer: 5.5*)

 /  Learners do the quiz together.

Alternative: Learners use dictionaries

Instead of presenting the new words, learners could look them up in dictionaries or in the Vocabulary reference section on p147 as they do the quiz.

b Go through the answers, and after each question play recording 3.27 to check.

1 5.5 2 four 3 12, 70 4 grow, stop growing
5 half a kilo 6 50% 7 ear 8 nose 9 20, 32
10 100,000

Language note: Plurals

These plurals are irregular: *tooth – teeth; foot – feet.*

2 *More parts of the body.* Ask learners what other words they know for parts of the body. You could prompt these by pointing to e.g. your hair, mouth, shoulder, arm, and so on.

Alternatively, turn to p147 so learners can check in the Vocabulary reference section.

Alternative: Pairs or groups

In pairs or groups, learners write down other parts of the body that they know. Then go through these together and build up a list of words on the board. You could give pairs or groups one point for each correct word, and two points for words that no one else thought of.

Optional practice

Point to parts of your own body and ask learners to say the words. Then learners test each other in pairs in the same way.

3 a *Common health problems.* Look at the pictures, and ask learners what they think each person is saying.

A I've got a pain in my back.
B I've got a sore throat.
C I've got a temperature.
D I've got a problem with my knee.
E I've got a headache.
F I feel sick.
G I've got a cold.
H I feel tired.

b As you go through each item, play recording 3.28 or say the sentence yourself, and get learners to practise saying it. Focus especially on the pronunciation of /hedɜ:k/, /ni:/, /taɪəd/ and /tempɾətʃə/.

Language notes

- We can use some of these phrases with other body parts:
– I've got a headache, a stomach ache, a backache ...
– I've got a sore throat, a sore back, a sore toe ... (= it hurts)
– I've got a pain in my back, my leg, my arm ...
– I've got a problem with my knee, my back, my shoulder ...
With stronger classes, you could quickly practise these by pointing to different parts of your body and miming pain.
- I've got a temperature = my temperature is above normal (= a fever).
- I feel sick. Br Eng = I want to be sick (e.g. I've eaten something bad). US Eng = I feel ill (in general).

4 *Role play.* Look at the outline conversation together. Then demonstrate two or three possible conversations:

1 Choose a learner to ask you the first question: *Are you OK?* Give a reply, e.g. *Not really. I've got a headache.* Then get the learner to respond, e.g. *I'm sorry to hear that.*

2 Demonstrate again, but this time you ask the question and get a learner to reply.

3 Choose two learners to have a conversation in open pairs.

 Learners have conversations, taking it in turn to ask and answer.



You could use photocopiable activity 12A on the Teacher's DVD-ROM at this point.

What are your symptoms?

LISTENING AND READING

Optional lead-in with books closed

Write the word *pharmacy* on the board. Ask: *Why might you go to a pharmacy?* (Possible answers: Maybe you feel ill, you've got a cold, a headache; you want to buy medicine.) Use this to present the word *medicine*.

1 Play recording 3.29. Learners listen and answer the question.

a pain in his back, a headache

2 *Pharmacy questions and answers.* Learners match the questions and answers.

1 c 2 a 3 b

Use this to focus on the highlighted words, and if necessary, give simple examples to show the meaning.

To activate these words, you could ask a few questions, e.g.

– *Is anyone here allergic to dairy products? Is anyone allergic to cats? What about flowers?*

– *If you have a cold, do you take medicine? What medicine do you take? What about a headache?*

If necessary, play recording 3.29 again, and establish how long Marc has had the symptoms (*Answer: the back pain started last night; he's had a headache for an hour*).

- 3 a *Reading for main idea.* Learners read the medicine packages and decide which is best for Marc and why.

Paracetamol (He hasn't got a cold or a temperature; he wants tablets)

- b Play recording 3.30 and check what he buys (*Answer: paracetamol*).

Ask further questions, e.g.

- *What does the chemist say about paracetamol?* (It's for all aches and pains)
- *What should he do if they don't work?* (See a doctor)
- *What shouldn't he do?* (Take anything else)

- 4 *Reading for detail.* Learners read the packages again and mark sentences 1–6 *true* or *false*.


Go through the answers together, and ask learners why they chose their answers.

- 1 *True.* ('Do not give to children under 12.')
 2 *True.* ('Contains paracetamol.')
 3 *False.* ('Do not take more than 4 sachets ...')
 4 *False.* ('Do not take with alcohol.')
 5 *True.* ('Do not take more than ...')
 6 *False.* ('Not for children under six.')

PRONUNCIATION Linking consonants and vowels 1

- 5 a Play recording 3.31 or say sentences 1–5 yourself, and get learners to repeat them. Focus on the way the consonants link to the following vowels.
- b If learners have difficulty with this, get them to repeat individual phrases first (*need any, what are, for about, an hour*), then the complete sentences. There should be no pause between the two linked words.


SPEAKING

- 6 a *Role play.* Give learners a letter, A or B. A chooses a problem and thinks of the symptoms. B thinks of questions he/she will ask.
- b  Learners form A/B pairs and act out a conversation.
Round-up. Ask a few pairs to act out their conversation with the whole class listening. After each conversation, ask other learners what happened (what A's problem was and what he/she bought).

Option: Learners visit several pharmacies

After the first pair work stage, A moves on to form a pair with a B (i.e. they visit another pharmacy). They have the conversation again with their new partner. Then A moves on again and has a third conversation. As a round-up, ask a few A learners which pharmacy was the best, and ask a few B learners what their customers wanted.

12.2

Goals: talk about health 
 give advice



Core language:

VOCABULARY Giving advice
 GRAMMAR Giving advice with *if*

Home remedies

READING

- 1 *Whole class discussion.* Look at situations 1–4, and the things you might do. You could introduce the activity by telling the class what you do if you have a toothache.



 /  Learners look at the situations in turn and discuss what they do in each.

Take each situation in turn, and ask different pairs or groups what they said. If you like, you could go through the different possibilities, e.g. *Who takes a day off work? Who sees a dentist? Who takes medicine?*

Note

Learners may start looking at the pictures in 2 or reading the web postings. To prevent this, do the pre-reading activity with books closed, writing the situations on the board, or ask learners to cover the page below section 1.

- 2 a *Pre-reading task.* Write the word *remedy* on the board. Give an example, e.g. *Paracetamol is a remedy for a temperature*, and ask learners to guess what it means (*Answer: something that helps, that makes it better*). Then ask learners what they think a home remedy is (*Answer: a remedy using things you have at home, i.e. not a medicine*).

 /  Learners cover the web postings. Together, they decide which problems the things in the pictures might be remedies for, and how they might use them. Before reading the text, discuss the answers together.

- b Learners read the web postings to check.

Discuss the answers together, and establish how each remedy is used and what it does.

A stomach ache (you eat it; the toast is the remedy; the honey makes it taste better)
B temperature (you tie half an onion to your bare feet)
C toothache (you put it on the tooth)
D headache (put a few drops of warm salt water in your ears, then lie down and close your eyes)

As you go through the answers, check that learners understand *tie*, *bare feet* (= without socks), *drops* of water.

- 3 As you talk about each remedy, ask learners what they think of it and why, and if they know of any similar remedies.

VOCABULARY Giving advice

Option: Presentation with books closed

- Tell the class: *I've got a temperature. Write on the board: Go to bed. Go to work.* Ask which is correct, and how to change the second sentence to make it correct: *Go to bed. Don't go to work.* Point out that these are imperative forms (we use them to tell people to do things or not to do things).
- Now ask: *How can we say the same thing using 'should'?* Add these sentences on the board: *You should go to bed. You shouldn't go to work.* Point out that *You should ...* means: *It's a good idea.*

- 4 a Look at the table. Learners complete the sentences.

take a garlic clove
hot water
a wet teabag
wear socks
bare feet

- b Play recording 3.32 to check.

Optional practice

Say a problem, and give phrases representing possible advice, e.g.

You're feeling cold and tired:

- go to the doctor – go to bed
– go for a swim – have some hot soup

Learners add *Don't ...*, *You should ...* or *You shouldn't ...* as appropriate.

You could do this with two or three different problems.

- 5 a Practice in giving advice. Give learners time to think of advice for each of the problems.
- b / Learners give their advice, using imperatives or *should(n't)*. Other learners guess what problem they are giving advice for.

Alternative: Learners write sentences

- Working alone, learners write a sentence giving advice for each of the problems. They should use imperatives or *should(n't)*. As they do this, go round and check.
- Learners read out their advice (not in order). Other learners say what problem it is for.

If you get stomach ache ...

GRAMMAR Giving advice with *if*

- 1 a Read the sentences in the tables, and point out the basic structure:
- The first part is *If* + present simple tense (= in general, at any time).
 - The second part is giving advice, using imperative or *should/shouldn't*.

Learners put the sentence in the correct order. When they have done this, write it on the board:

If you get a temperature, use an onion.

- b Play recording 3.33. Learners practise saying the sentences.

Grammar practice

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

- 2 a Practice giving advice with '*if*'. Learners match the sentences, and practise joining them with *if*.
- b Try to get different possible answers each time.
Possible answers:

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

Note: Grammar practice

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



You could use photocopiable activity 12B on the Teacher's DVD-ROM at this point.

SPEAKING

- 3 *Listening for main idea.* Read through the remedies, and check that learners understand *inhale* (show this by miming) and *steam*.
- a Play recording 3.34. Learners listen and tick the remedies the people talk about.
- b Go through the answers together, or let learners check their answers in the script on p157. (*Answer:* They mention all the items except 'eat oranges'.)
- 4 *Speaking.* To introduce the activity, briefly tell the class what you do if you've got a cold. Ask them to think of what they do, but also of unusual or interesting remedies that they know of.
- Learners discuss the questions, and make a list of possible remedies they know of. If you like, ask one learner to act as 'secretary' and note down the group's ideas.
- Ask each group to tell you the remedies they thought of, and write them on the board.

12.3 Target activity: Give advice

Goals: talk about health
give advice

Core language:

TASK VOCABULARY Giving reasons for advice
12.2 VOCABULARY Giving advice
12.2 GRAMMAR Giving advice with *if*

TASK READING

- 1 *Reading for main idea.* Look at topics a–c. Make sure learners understand *relationships with colleagues* (= Do you like them? Are you close to them? Do you spend time together?), *office environment* (= the things and people around you, the kind of office you are in) and *exercising* (= walking, running, doing exercises ...).

Alternative: Lead-in with books closed

Write on the board: *Working environment.* Ask learners if they know what this means (= the place where you work, the room, the people round you, etc.; it can be quiet, noisy, comfortable, friendly, ...).

Ask learners to say a few things about their working environment: *Is it an office, a room at home, a school, the street ...? Do they like it? Do they feel good in it? What are the good and bad things about it?*

Ask learners to talk about this in pairs. Then ask a few pairs to tell you some of the things they said.

Look at the article heading ('Stay healthy in the workplace'), and check that learners understand *tips* (= practical advice: things you should and shouldn't do). Learners read the article quickly and decide what the main topic is (*Answer: b*).

- 2 *Reading for detail.* Learners read the article again and find things you should and shouldn't do.

Things you should do:

- 1 sit near a window
- 2 open the window
- 3 get some plants
- 4 get a good chair
- 5 make sure the top of your computer is at eye level
- 6 change the colour of the office walls (have light colours)
- 7 use the stairs

Things you shouldn't do:

- 1 sit near an air-conditioner
- 2 use the lift

- 3 Look at the tips that are most likely to apply to your learners. Ask learners whether they do these things or not.

Option

To focus this activity more, you could ask learners to look at the tips, and think about their own working environment. They choose one thing they do and one thing they don't do, and note it down. Then ask learners what they wrote down.

TASK VOCABULARY Giving reasons for advice

- 4 a Learners cover the article and complete sentences 1–5.

- 1 Natural light
- 2 Fresh air
- 3 Plants
- 4 The right colour
- 5 Using the stairs

- b As you go through the answers, check that learners understand the highlighted phrases. If necessary, give simple glosses to show the meaning, e.g.
- *makes you feel* = if you have natural light, you feel happier.
 - *improve the appearance* = if you have plants, the room looks better.
 - *helps you be more creative* = you can be more creative.
 - *keeps you fit* = if you use the stairs, you stay fit.

Alternative: Presentation with books closed

Ask learners if they can remember the reasons for the tips, e.g. ask: *Why is natural light a good idea?* (It makes you feel happier.) *What about fresh air?* (It's good for you.) Use this to focus on the key phrases, and present them on the board. Then do exercise 4a as a quick check.

TASK

- 5 a *Preparation for speaking.* Read through the topics together, and present any new words, e.g. *audience* (= the people listening to the talk), *effectively* (= using your time well, getting results), *entertain* (= give them a good time, e.g. a party), *organise* (= plan the party, decide what food to get, etc.). To show what to do, choose one topic, say what the problem is, and ask the class for advice, e.g. *I want to*

work at home, but I've got two children, and we live in a small flat.

Get suggestions from several different learners, and if necessary ask further questions.

Then look through the other topics, and ask learners to suggest what problems the person might have.

- b Learners choose a topic, and imagine what the problems are. If they like, they could make brief notes.

Alternative: Personal problems

As an alternative to these topics, learners could think of more personal problems that they might want to ask advice about, e.g. difficulties with parents, partners, colleagues at work, etc. These could be real or invented. You could also prepare four or five 'problems' to ask advice about, and give them out to learners.

- 6 Speaking: *Asking for and giving advice.* In turn, learners say what they want to do, and other learners give advice.
- 7 *Round-up.* Ask learners what advice they got, and whether they agree with it.

Alternatives

1 *Preparation in pairs*

In pairs, learners choose a topic together and think what to say about it. Then they form a group with another pair, and they ask each other for advice.

2 *Mingling activity*

After the preparation stage (done individually or in pairs), learners move freely around the class. They tell other learners what they want to do and ask their advice, and they give advice to other learners. They should have conversations with two or three different learners. As a round-up, ask learners what advice they got and which they found most useful.

12 Explore

Keyword: take

Goal: use *take* in a range of different contexts

Core language:

- take + noun
- take + time expressions

- 1 a *'take' with nouns.* Learners complete sentences 1–5.

- 1 taking medicine
- 2 take more than four tablets
- 3 take photos
- 4 take a message
- 5 take a trip

- b Ask learners which examples are about transport, journeys and medicine. Ask them if they know other examples of each type. *Possible answers:*

- Transport:** take a bus, take a train, take a taxi ...
- Journeys:** take a trip
- Medicine:** take medicine, take tablets, take paracetamol, take an aspirin ...

- 2 *Speaking: Personalisation.* Remind learners that the past of *take* is *took*. To introduce the activity, ask a few learners: *Can you remember the last time you took a taxi?* Ask each learner to give a few details (when, where they went to, how much it cost, why they took a taxi and so on).

Learners ask and answer questions.

Round-up. Ask a few learners to tell you something interesting or surprising they found out from their partner.

- 3 a *'take' with time. Noticing task.* To remind learners how we use *take* to talk about time, write an example on the board, e.g. *It takes 30 minutes to get to the town centre.* Ask learners what this means (*Answer:* You need 30 minutes; the journey is 30 minutes).

Learners underline the activities and circle the times.

- 2 *Activity: to walk to the centre of Lucknow*
Time: about twenty minutes
3 *Activity: to travel ... across London by unicycle*
Time: 50 minutes

- b Learners complete sentences 1–8, so that they are true for them. As they do this, go round and check.

Learners compare their answers.

Round-up. Go through the sentences, and find out what times most learners wrote.



You could use photocopiable activity 12C on the Teacher's DVD-ROM at this point.

Independent learning: Learning collocations

Goals: to make learners aware of collocations
to encourage learners to record collocations rather than single words

Core language:

Collocations: *take a break, spend time, watch TV, spend money, have a party*

- 1 *Introduction: Listening for main idea.* Write the word *collocation* on the board, and ask if anyone knows what it means.

Play recording 3.35 and answer the question.

b *It's two words that go together.*

- 2 *Listening for detail.* See if learners can answer the questions. If necessary, play recording 3.35 again to check.

– *He said 'see TV' and 'use money'.*
– *You say this in Japanese.*

- 3 a *Discussion: Recording collocations.* Ask learners how they write new words (you could do this with a show of hands – ask: *How many people write single words?* etc.). Learners may well do all three of these.

- b Use this to point out that:
– although all these are useful, it often helps to learn collocations rather than single words. This helps us learn how to use the word.
– writing collocations is easier than writing complete sentences, and it's easier to learn them.

- 4 *Reading task: Noticing collocations.* Learners read the texts and find collocations with *take, spend* and *have*.

take a break, spend time, have a party

Optional extension

- Ask learners to think of other collocations with *spend* and *have*, and build them up on the board (collocations with *take* are in the Keyword section above). *Possible answers:* *spend the day with someone; spend money have a meal, a shower, breakfast, a pizza ...*
- Write a few other words on the board, and ask learners to think of collocations. They could use a dictionary to help. *Possible words:* *an exam; use; a message; make.*

Explore writing

Goal: write an email or note apologising

Core language:

Apologising: *I'm (really) sorry; I'm sorry for ...; Sorry to ...; I'm afraid ...*

- 1 *Reading for general idea*

Optional lead-in with books closed

Give the learners a situation: *You are meeting someone for coffee, but you have a cold so you can't go.* Ask them what they could write in an email. Use this to focus on expressions like: *Sorry I can't come, I'm really sorry, etc.*, but don't go into too much detail at this point.

- a Learners look at the photos and read the emails quickly to find out who they are.

1 Marc 2 Abby 3 Sammy

- b Learners make a list of things they know about Abby.

Discuss the answers together, and build up a list of points on the board. *Possible answers:*

– *She has a son, Sammy.*
– *She stayed at her parents' house while they were on holiday.*
– *She's studying for an exam.*
– *She's just had a headache and sore throat.*

- 2 *Saying sorry.* Learners cover the emails and match sentence halves 1–5 with a–e.
Learners read the emails again to check their answers.

1 d 2 c 3 a 4 e 5 b

Use this to present these common ways of saying sorry:

I'm (really) sorry. *I'm sorry, but ...*

I'm sorry for (not) + -ing *I'm sorry to ...*

You could give a few more simple examples to show how these forms are used, e.g.

– *I'm sorry for not phoning you; for being late yesterday.*
– *I'm sorry to be late (now); I'm sorry to trouble you.*
– *I'm sorry, but I'm busy just now.*

Language note

We can use various structures after *I'm sorry* with no great difference in meaning:

– *I'm sorry I'm late.*

– *I'm sorry for being late.*

– *I'm sorry to be late.*

I'm sorry + to is usually used to apologise about the present (something I'm doing or not doing now).

- 3 *Reading for main idea.* Learners look at emails A and B, and find answers to questions 1–3.

- 1 *She had a headache and sore throat.*
 2 *She didn't have his home or mobile numbers.*
 3 *She's got an exam the next day.*

4 *More email phrases.* Learners cover the emails and complete sentences 1–7.

- 1 *Could (Can also possible)* 2 *Can (Could also possible)*
 3 *Let's* 4 *Hope* 5 *Hope* 6 *Thank* 7 *Thanks*

- 5 a *Preparation for writing.* Either let pairs choose one of the topics, or assign different topics to each pair so that all the topics are covered.
- b Working together, they plan what they might say, but without writing anything down.
- 6 a *Writing an email.* Learners write an email. As they do this, go round and check, and give help where necessary.
- b Learners work with their original partner. Together, they look at their emails and make any improvements.
- 7 *Exchanging emails.* Learners pass their email to another learner (not their partner). Alternatively, collect the emails and give them out to other learners. Learners read out the email they received. Ask them if they think the reasons are good enough.

Alternative

Learners read the email they received, and check it against the situation in 5a. They imagine they are the friend or colleague involved, and write a reply. Then they give their reply to the person who wrote the email.

12 Look again

Review

VOCABULARY Health and advice

1 a Learners make sentences from the table. You could either do this round the class, or ask learners to write sentences, then go through the answers together.

I've got ... toothache, a cold, a sore throat, a high temperature, stomach ache, a problem with my knee.
I feel ... tired, sick.

b Learners make sentences from the table. *Possible answers:*

You should go to a doctor.
You shouldn't go to work.
You should take a day off work.
You should drink/try hot lemon juice with honey.
You should eat/try black toast and honey.
You should/shouldn't drink coffee.
You should take some tablets.

c They take it in turns to say a problem and reply with advice.

Option: Memory game with books closed

Learners sit in groups of 4 or 5 and make sentences round their group, adding a phrase each time, e.g.
 A: *I feel tired.*
 B: *I feel tired and I've got a sore throat.*
 C: *I feel tired, I've got a sore throat and I've got a stomach ache.*
 ... and so on.
 They could use the phrases in 1a and any others they remember from the unit.

GRAMMAR Giving advice with if

- 2 a / Learners add continuations to sentences 1–8.
- b Either learners form groups to compare their sentences, or go through them with the whole class together. *Possible continuations:*

- 1 ... *you should try After Eights.*
 2 ... *you should buy one online.*
 3 ... *try the New Shanghai.*
 4 ... *you should buy Film Review.*
 5 ... *call this number.*
 6 ... *you should visit Kerala in Southern India.*
 7 ... *try Eva Luna by Isabel Allende.*
 8 ... *you shouldn't drink coffee in the evening.*

CAN YOU REMEMBER? Unit 11 – Articles

3 *Review of articles*

Optional lead-in

Do a quick review of articles. Write on the board:
There was a man at the door. When I opened the door, the man walked away.
Where's the car? It's in the garage.
I like fast cars.
 Discuss why we use *a*, *the* or no article.

- a Learners add *a*, *the* or no article to the story.
 b They check their answers on p156.

Extension

SPELLING AND SOUNDS *ay, ai*

4 a Read the words or play recording 3.36, and get learners to practise saying them. If learners have problems, get them to say /e/ and /i/ separately, and then say them together:

1 *ay* 2 *ai*

- b Play recording 3.37 or read out the words. Learners write them down.
 c You could check by asking them to read the words back to you.

NOTICE *it, they*

5 a Look at the text, and ask what *it* means in each case.

1 *toast and honey* 2 *honey* 3, 4 *toast and honey*

b Learners look at the second text, and discuss what *it* and *they* mean.

5, 6 *a wet teabag* 7 *a garlic clove* 8 *these ideas*

Self-assessment

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

Unit 12 Extra activities on the Teacher's DVD-ROM

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

12A What's the matter?

Hi, Steve. How are things?
 er... I'm not feeling too... actually, Tom.
 Why? What's the matter?
 I'm feeling... I just haven't got any...
 I think you should go and...
 Yes, maybe. But I've got...
 Really? Perhaps you should get...
 That's a good idea. I'll go this afternoon.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

12B Advice.com

You go to get money from a cash machine and you find €200 on the floor next to the machine ...	Your friend asks you to give a speech at their wedding but you hate speaking in public ...
Your best friend decides to get married but you know the fiancée(s) only wants his/her money ...	You are a vegetarian and an important client invites you for dinner at a steakhouse restaurant ...
You find out that your best friend cheated in an important exam ...	You can't sleep because your neighbour's dog barks all night ...
You think a colleague at work is stealing things from you and other colleagues ...	You are offered a boring but very well-paid new job ...
Your new boss tells you to stay at work one hour later every day ...	You borrow your friend's new car and scratch the door ...
Your food keeps disappearing from the fridge in the flat you share with two people ...	One of your friends never pays for their food or drinks when you go out together ...

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

12C 'Take' quiz

FIND ...	take	NAMES
1 someone who ...	takes [from work / more than / to get / an hour / home] more than an hour to get home (from work)	
2 two people who ...	How long does it take you to get home from work? [to get ready / half an hour / to go out / over / in the evening]	
3 two people who are ...	How long ...? [in the next / abroad / two months / a trip]	
4 someone who ...	Are you ...? [last week / one taxi / at least]	
5 two people who don't ...	Did ...? [thirty minutes / to school / getting / more than]	
6 someone who ...	[one / yesterday / or more / photos]	
7 someone who ...	[lights / or more / four / last year]	
8 someone who ...	[any days / last month / off work]	
9 two people who ...	[apart from / lessons / in something / English]	
10 someone who ...		
11 two people who ...		

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

12A What's the matter?

Activity type: Speaking and vocabulary – Role play – Pairs

Aim: To practise using language for talking about the body and health

Language: The body and health – Use at any point from 12.1.

Preparation: Make one copy of the worksheet for each learner.

Time: 25 minutes

12B Advice.com

Activity type: Reading, writing and grammar – Collaborative writing – Pairs / Groups

Aim: To practise using language for giving advice

Language: Giving advice; Giving advice with *if* – Use at any point from 12.2.

Preparation: Make one copy of the worksheet for every six learners and cut each worksheet along the dotted lines to form sets of cards.

Time: 25–40 minutes

12C 'Take' quiz

Activity type: Speaking and vocabulary – Mingle – Individuals / Whole class / Groups

Aim: To practise using expressions with *take*

Language: *take* – Use at any point from Keyword, p103.

Preparation: Make one copy of the worksheet for each learner.

Time: 25 minutes

Unit 12 Self-study Pack

In the Workbook

Unit 12 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** The body and health; Giving advice; Collocations
- **Grammar:** Giving advice with *if*
- **Time out:** Parts of the body word search
- **Explore reading:** Advice leaflet on flying
- **DVD-ROM Extra:** Staying healthy – Lona

On the DVD-ROM

Unit 12 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Linking sounds; Linking consonants and vowels
- **Explore speaking:** Giving reasons for advice
- **Animated video:** At the pharmacy
- **DVD-ROM Extra:** Staying healthy

13 Experiences

13.1

Goals: talk about experiences
say what you've never done and always wanted to do

Core language:

GRAMMAR Present perfect verbs

I've never ...

SPEAKING

Optional review with books closed

To review past time expressions, write on the board:



– *When was the last time you ate a hamburger?*

Ask the class what answers they could give, and write them on the board in two lists:

<i>yesterday</i>	<i>a few days ago</i>
<i>last week</i>	<i>about a week ago</i>
<i>on Sunday night</i>	<i>about two years ago</i>

Ask the question to a few learners round the class, and get them to say more about it, e.g. *Where was it? Was it good? How much was it?*

- 1 *Books open.* Look at questions 1–8, and make sure learners know the meaning of *gym* (= fitness centre – shown in the picture).

 /  Learners ask and answer the questions, and ask for a few more details each time.

Round-up. Ask a few learners to tell you something interesting or surprising they found out about their partner.

Note: I've never ...

It may be that learners have never done some of these things, e.g. they've never smoked a cigarette. You could quickly introduce the phrase: *I've never (smoked) ...* at this point, but without giving a detailed grammar presentation. This use of the present perfect appears in the reading that follows, and is presented later in the lesson.

READING

- 2 a Look at the web postings, and ask: *What kind of people wrote them? (Possible answer: people who feel they are different from other people, or who like to be different.)*

Read the first posting with the class, and ask: *How is Frances different from other people? (Answer: She doesn't have a mobile phone, she doesn't like them.)* Ask if anyone in the class is like Frances (perhaps no one).

 Learners read the other postings, and mark any that are true for them.

- b Go through the postings together, and for each one ask if it is true for anyone in the class. You could build up a list of sentences on the board, showing numbers of learners, e.g.
- *I've never played golf* – 11
 - *I've never smoked* – 5

GRAMMAR Present perfect verbs

- 3 Write on the board:

I've never had a mobile phone.

Ask the questions, and establish that:

– she is talking about her whole life up to now (she didn't have a mobile phone before, and she hasn't got one now).

– to express this, we use the *present perfect tense*. It is formed: *have/has* + the past participle of the verb. So the present perfect of the verb *have* is:

have/has + *had*.

To show this, underline the example on the board:

– *I've (= I have) never had a mobile phone.*

- 4 Learners complete the sentences in the table.

1 *I've* 2 *You've* 3 *He's* 4 *We've* 5 *They've*

Play recording 3.38 and practise saying the sentences.

- 5 Look at the highlighted verbs in 4a. Point out that these are *past participles*.

- a Learners find the past participles in the web postings.

1 (*played*) 2 *liked* 3 *worked* 4 *believed*
5 *smoked* 6 *wanted* 7 (*been*) 8 *had* 9 *read*
10 *seen* 11 *eaten* 12 *understood* 13 *done* 14 *said*

- b With the class, look at the list of irregular verbs on p160, and point out that the third column shows past participle forms. Ask learners to find the seven past participles.



You could use photocopiable activity 13A on the Teacher's DVD-ROM at this point.

Language note

1 Past participles

With regular verbs, the past participle has the same form as the past tense (*played, worked*).

With irregular verbs, it may have the same form as the past tense (*had, understood*), or it may be different (*been, seen, eaten, done*).

Point this out to the class, and focus especially on the forms that are different.

2 *been*

Been is shown here as the past participle of both the verb *be* and the verb *go*. This is because we say:

– I often *go* to the gym.

but She's never *been* to the gym. (not 'gone')

- 6 Learners make sentences. Then go through the answers, and write the verb forms on the board.

1 *I've never done ...* 5 ... *have never been ...*
2 *I've never understood ...* 6 *I've never been ...*
3 *We've never had ...* 7 ... *has never liked ...*
4 ... *has never smoked.* 8 ... *has never worked ...*

WRITING

- 7 To show what to do, write two sentences about yourself on the board, one true and one false. Learners guess which one is true and which is false.

- a Learners write three true and three false sentences about themselves or people they know. They can use the examples in 2, 4 and 6 as a model. As they do this, go round and check.

Weaker classes

Learners could write just two true and two false sentences, or even just one of each.

- b Learners read out their sentences for other learners to guess which are true and which are false.

I've always wanted to ...

LISTENING

- 1 Look at the pictures, and ask what they show: dolphins, and the Sphinx and Pyramids in Egypt. Read the remarks beside the pictures, and establish the meaning of *I've always wanted to ...* (= in my whole life up to now – I wanted to do this before, and I still want to do it now – but I've never done it). Play recording 3.39, and establish which person goes with each picture. (Answer: Andrei: Egypt; Anne: dolphins.)
- 2 a Discuss why they want to do these things, then play the recording again to check, pausing to focus on the main points.


Andrei: He wants to see the Pyramids. He's read about them. (He read about them as a child.)
Anne: She once saw dolphins in Scotland (on a boat trip).

- b Learners read the script on p157 to check. If necessary, play recording 3.39 again.

SPEAKING

- 3 a Write on the board:


I've always wanted to ...

 Learners think of two or three things they have always wanted to do. If you like, they could write them down.

Option

To give this more focus and help generate ideas, you could write useful verbs on the board:

<i>read</i>	<i>see</i>	<i>visit</i>	<i>learn</i>	<i>go</i>	<i>try</i>
<i>meet</i>	<i>eat</i>	<i>drink</i>	<i>live</i>	<i>stay</i>	<i>work</i>

- b  Learners tell each other about the things, and ask further questions.

Round-up. Ask each pair or group to tell you the most interesting thing they talked about.

13.2

Goals: talk about experiences
talk about places you've been to

Core language:

VOCABULARY	Sights
GRAMMAR	Present perfect
PRONUNCIATION	Linking consonants and vowels 2

Great places

VOCABULARY Sights

- 1 To introduce the topic, ask the class: *I'm visiting this town. What are the main sights?*


Don't go into detail at this point, but use learners' answers to establish the meaning of *a sight* and *the sights of a town* (= buildings and places that visitors want to see).

Read the words in the box. Check that learners know what they mean and can say them correctly. Focus especially on /kɑ:səl/, /faʊntɪn/, /skɹɪptʃə/, /tu:ɪm/. You could use the Vocabulary reference on p147 to make the meanings clear.

As you go through each item, ask if you can see it in the town where you are (e.g. *Is there a castle? Can you see city walls? Where are they?*).

Optional extra

Working alone, learners mark the words they already know or think they know. Then they compare with a partner. Then go through the words together, focusing on the pronunciation and asking if learners know what they mean.

- 2  *Question 1:* Learners make a list of three or four famous sights either in their country or from around the world They can write the names in their own language, but they should think of the English word to describe it (e.g. The Burj Dubai: *it's a skyscraper*. Fontana di Trevi: *it's a fountain*). As they do this, go round and help.

Question 2: Learners use their lists to tell each other what kind of sights they like going to see.

Ask pairs or groups to tell you the places they thought of. Build up a list on the board.

Mixed-nationality classes

Learners work in groups or pairs with other people from the same country. Or, working alone, learners note down a few sights in their town or capital city. Then they form pairs or groups with learners from a different country and exchange information. Then ask a learner from each country to tell you about one of the sights they chose.

READING

- 3 Look at each picture in turn. Ask if learners know anything about the places (e.g. what you can do there, how old it is, who built it, why it's famous).

- 4 a *Jigsaw reading.* Divide the class into either three, six or nine pairs or groups. Give each pair/group a letter: A, B or C.

Learners in each group read about one of the places. Together, they discuss what the numbers mean.

- b Learners form new groups, so that each group has at least one A, one B, and one C. (The easiest way to do this is to give learners in each group numbers: then all number 1s sit together, all number 2s sit together, and so on.) They tell each other what they read. If possible, they should try to do this without reading their text.

Alternative: Large or crowded classes

If it is difficult for learners to form groups in your class, they could do the reading in pairs (give each pair a letter: A, B or C). Then call a few learners to the front to tell the rest of the class about their text and to answer any questions.

LISTENING

5 *Listening for main idea.* Play recording 3.40. Then ask which places each person has been to.

Monica: *Guell Park*, Prema: *Angel Falls*
(Neither of them has been to the *Taj Mahal*.)

6 a *Listening for detail.* Play recording 3.40 again. Learners listen and mark the sentences *true* or *false*.
b Go through the answers and ask learners to correct the false sentences.

- 1 *False* She grew up in Pamplona.
- 2 *False* She doesn't think it's beautiful. She doesn't really like Gaudi's style.
- 3 *True* 'I've always wanted to go there.'
- 4 *True*
- 5 *False* She saw it from a plane.
- 6 *True*

Alternative: Stronger classes

See if learners can answer the questions in 6a after the first listening, then play recording 3.40 a second time to check.

7 Ask learners to imagine they could go to one of the places. Ask which they would choose and why. Get ideas about this from a number of learners. If you like, ask learners to 'vote' for each place by raising their hands.

Have you ever ...?

GRAMMAR Present perfect

1 a Remind learners of when we use the present perfect: to talk about *your life up to now*. So if we ask: *Have you been to Guell Park?*, we mean *at any time in your life*. Learners look at the table and complete the sentences with *been*, *seen* and *heard*.
b Go through the answers with the class. Play recording 3.41 and practise saying the sentences and questions.

2 seen 3 been 4 seen 5 been 6 heard

2 a Learners complete the conversations.

- 1 b *I've heard*
- 2 a *Have you heard*, b *Yes, I have*.
- 3 a *Have you eaten*, b *No, I haven't*.
- 4 a *Have you read*, b *I haven't read; I've seen*,
- 5 a *Have you played*, b *I've seen, I've never tried*

b To introduce the pair work, ask one or two of the questions to individual learners, and get them to give a true reply. Then get learners to ask you some of the questions, and give a reply.

Learners ask and answer the questions, giving true replies.

Note: Grammar practice

You could do the grammar practice on p141 at this point.

PRONUNCIATION Linking consonants and vowels 2

3 *Books closed.* Write on the board:

It's a very unusual place.

Ask learners to say the sentence, and check how they pronounce *It's a ...* Point out that:

- 'It's' ends in a consonant; the beginning of the next word is a vowel.

- We link them together, as if 'it's a' was one word.

a Learners look at the sentences and mark the words that link.

b They look at the script on p158 to check.

As you do this, play the recording (3.42) of each sentence or say it yourself, and ask learners to repeat it. Focus on the pronunciation of the linked words.

2 lots of 3 heard of it 4 seen it on 5 What's it

SPEAKING

4 a Learners work in groups of four or five to make lists, following the instructions.

b To introduce the next stage, write a few places on the board, and ask learners what questions they could ask about them, using the examples in 4b, e.g.

- *Shanghai: Have you been to Shanghai?*

- *What's it like?*

- *The Arts Theatre: Have you heard of the Arts Theatre?*

- *Have you been there?*

- *Does it have a café?*

Learners find out who has been to the places on their list, and ask further questions.

Round-up. Ask each group which places on their list they have all been to, and which no one has been to.



You could use photocopiable activity 13B on the Teacher's DVD-ROM at this point.

13.3 Target activity: Get information and recommendations

Goals: talk about experiences
find out information about things

Core language:

TASK VOCABULARY	Getting information
13.1 GRAMMAR	Present perfect verbs
13.2 GRAMMAR	Present perfect

TASK LISTENING

1 To introduce the listening, establish the situation: *someone from another town or country visits you and you want to take them to a nice restaurant*. Find out who in the class has had this experience (either themselves or their family).

Whole class. Look at the questions in 1, and ask learners to choose what they (or their family) usually do. They could talk about this in pairs first, then discuss the questions together. Try to find out what most people in the class do in this situation, and if there is anything that no one does.

- 2 *Listening for main idea.* Read the questions, then play recording 3.43. Learners listen and answer the questions.

1 *His wife's sister is visiting from France.*
2 *Probably the Indian restaurant.*

Additionally, you could ask what's good and bad about each restaurant.

Sicilia: expensive, only has pizzas
Browne's: Prema thinks the food's good, but Monica doesn't.
Akash: not expensive, good food, nice people

TASK VOCABULARY Getting information

- 3 a / Learners match the remarks and the responses.
b Play recording 3.43 again to check, pausing when necessary to focus on what the people say.

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

Focus on these expressions:

Asking for a recommendation:

Have you been to ...?

Have you tried ...?

Replying to a recommendation:

I'll try it.

I'll think about it.

I'll ask her.

You could give a few more examples to show how they might be used. (e.g. *Have you tried the North China? Yes, I went there last night.*)

Language note: I'll ...

When we decide to do something, we use *I'll ...*
It's a good restaurant. – OK, I'll try it. (not I-try-it)

- 4 *Practice of getting information.* Learners cover sentences a–g, and practise saying sentences 1–7, responding from memory.

TASK

- 5 *Preparation for speaking.* Explain that learners are going to choose one situation from the box, and then ask other learners what they recommend. They should try to use the expressions from 3a.
a Learners choose a topic, and make brief notes of places or things to ask about.
 Learners tell their partner what they want to do, and mention the things they thought of. Their partner gives advice and makes recommendations.
b Learners form new pairs and repeat the activity with their new partner. They could then repeat the activity again with a third partner.
6 *Round-up.* Learners choose the recommendation they liked best. Ask learners in turn which recommendation they chose, and why.

Alternative: Mingling activity

After the preparation stage, learners move freely around the class. They ask for recommendations from three or four different learners, and give recommendations to other learners.

13 Explore

Keyword: thing

Goal: use *thing* and *things* appropriately as general words referring to objects and activities

Core language:

thing(s) for objects
thing(s) for activities

1 Gap-filling task

Optional lead-in

To introduce this section, give a few examples to show how we use *thing* as a general word in English, e.g.

- *I'm very busy at the moment. I've got lots of things to do.* (= work, activities)
- *Excuse me, what's that thing on your desk?* (an object – I don't know what it is)
- *I've got a cold. What's the best thing to take for it?* (= medicine, or something else)

Ask if learners have a similar 'general' word in their own language.

- a / Learners complete the sentences.
b Go through the answers with the class, and ask what *thing(s)* means in each case.

1 *things (activities)*
2 *things (activities = sightseeing, visiting museums ...)*
3 *thing (object = medicine or other remedy)*
4 *thing (object = in the room)*
5 *things (objects = dishes, knives, forks ...)*

- 2 a / Learners match the sentences and responses.

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

Go through the answers together, and ask learners what *thing(s)* refers to each time.

1c = a *unicycle* 4b = *activities, interests*
2a = *jobs, work* 5e = *task, thing to do*
3f = *baggage, clothes* 6d = *activities*

Point out that we use *thing(s)*:

- if we don't know what something is called
- if we don't want to be too precise
- in phrases like *the first thing is ..., the best thing is ..., the important thing is ...*

- b Learners cover sentences a–f, and test each other.

- 3 *Speaking: Class survey.* Look at prompts 1–6 with the learners and ask them what other questions they could add to find out the information, e.g.
– *What do you have in your pockets? What about your coat pocket?*
– *What music do you like? Do you like sport? Do you go out a lot?*
– *Do you like going to the gym? Do you go running? Do you walk a lot? Do you play sport?*

To show what to do, ask several learners in turn if they have a lot of things in their pockets. Ask about jacket pockets, trouser pockets, etc. Continue until you find someone who has a lot of things.

Mingling activity. Give each learner two or three questions to ask. They move freely around the class, asking their questions. When they find a person who answers 'yes', they write down his/her name.

Round-up. Go through the items, and ask what learners found out.

Alternative: Groups

Learners sit in groups of four or five. They ask the questions round the group, and note down names of people who fit the sentences.

Across cultures: Your experiences

Goals: to make learners more aware of how they experience other cultures
to sensitise learners to the interesting and positive aspects of other cultures

Core language:

Talking about reactions and impressions: *surprised that ...*, *I got interested in ...*, *I remember + -ing*

- 1 a *Listening for main idea.* Tell learners they will hear three people talking about experiences of different countries. Play recording 3.44. Learners listen to find out which countries and topics the speakers talk about.

Jessica: *Spain, food*
David: *Egypt, people*
Hyun: *Brazil, music*

- b Learners discuss what else the speakers say.
Possible answers:

Jessica: *Some friends in Spain took her to a fish restaurant, and she was surprised that she enjoyed eating shellfish. People eat it on special occasions ...*
David: *Egyptian people are very hospitable. He was walking to work for the first time, and people came up to him to say "Welcome to Egypt" ...*
Hyun: *He loves Brazilian music, especially samba and Brazilian jazz, because it's lively, but also relaxing. His dream is to go to Brazil one day ...*

- 2 a *Listening for detail.* Learners match the sentence halves together.
b Play recording 3.44 again to check the answers.

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

Focus on these expressions for talking about experiences, and write them on the board:

- *I was surprised that ...*
- *I got interested in ...*
- *I remember ...-ing*

To activate these expressions, ask one or two learners if they have been to a foreign country. If they have, ask them to tell you something they were surprised by, were interested in, or they remember doing.

- 3 a *Speaking.* Give learners time to look through the topics, and choose one that they have experience of.
b Learners tell their partner about their experience, and answer further questions.

Round-up. Ask a few learners what they found out from their partner.

Optional extra: Making the activity more focused

- 1 *Learners write a sentence*
Learners choose a topic and then write a sentence about their experience, using one of the highlighted expressions in 2a.
They read out their sentence to their partner, and tell them more about the experience.
- 2 *Learners ask and answer questions*
Look through the topics with the class, and get them to suggest questions they could ask about them, e.g.
– *Have you ever eaten food from another country?*
– *Have you ever listened to music from another country?*
– *Have you met people from another country? ...*

Explore speaking

Goal: start and finish conversations in different situations

Core language:

Starting a conversation: *How are you? How are things? Can you talk now? Have you got a moment? I haven't seen you for a long time. Are you doing anything now? Have you got time for (a chat)?*
Finishing a conversation: *I'll talk to you later. Thanks for your help. See you at (the meeting). It was good talking to you. I'll (text) you some time. Take care.*

- 1 *Listening.* To introduce the listening, look at the pictures and ask where the people are or what they are doing. *Possible answers:*

A *Colleagues in an office. The woman is asking or showing the man something.*
B *She's talking on the phone (maybe from work).*
C *They're meeting (or saying goodbye) in the street.*

- a Learners cover the scripts below the pictures. Play recording 3.45. Pause after each conversation and ask which picture it goes with.

1 B 2 A 3 C

- b Let learners read the scripts to check.
- 2 *Expressions for starting or finishing a conversation.*
To introduce the language focus, point out that the people use various expressions to start a conversation, and various expressions to finish a conversation.

- a Learners put the highlighted expressions in the correct column of the table.
- b Play recording 3.46 to check. Ask learners to repeat the expressions to practise saying them correctly. Make sure learners understand these expressions:
– *How are things?* (= How is everything? How are you?)
– *Have you got a moment?* (= Are you free? Have you got time to talk?)
– *Take care* (a common phrase when you say goodbye)

- 3 a *Responses.* In groups, learners cover the scripts and think of suitable responses to the expressions in 2a.
b Play recording 3.46 again. Pause after each remark, and ask learners to give a response. After each one, let them uncover the script down to that point to compare their answer.

Note

There are of course several possible responses to each remark. Try to get a range of possible answers from the class each time.

- 4 a *Practice of conversation expressions.* Learners cover the conversations. Ask them to make sentences or questions with the words in 1–10. (*Answers:* see script.)
- b Learners practise saying the sentences and responding.



You could use photocopiable activity 13C on the Teacher's DVD-ROM at this point.

- 5 *Role play.* Read situation 1 with the learners. Then give each learner a letter, A or B. A will start the conversation. Give learners a short time to think what they might say.
- 6 Learners have a conversation.
- Read situation 2 together, and repeat the activity. This time B starts the conversation.

Round-up. Ask a few learners what they found out from their partners.

13 Look again

Review

VOCABULARY Sights

- 1 a Learners complete the words. Those who finish early can compare their answers with their partner.

castle, city walls, fountain, museum, palace, ruins, sculpture, statue, tomb, waterfall

- b Learners think about their own country and write a list of examples of tourist sights there.
- c Learners tell each other about the places they chose and why they recommend visiting them or not.

Alternative: 'Hangman'

Books closed. Choose one of the words and write it on the board as blank letters, e.g. (for castle): _ _ _ _ _ . Tell learners that it's a sight in a town. In turn, learners guess letters. If they are right, add them to the word.

GRAMMAR Present perfect

Optional lead-in

Write the words *Past participle* on the board. Ask learners what they are, and anything they know about them. Ask them to give a few examples.

- 2 a / Learners complete the questions with the past participles.

1 *met* 3 *bought* 5 *read* 7 *been*
2 *seen* 4 *played* 6 *done* 8 *eaten*

- b / Learners ask and answer the questions.

Round-up. Ask a few learners to tell you one of their questions, and the answer.

Alternative: Mingling activity

Learners move freely around the class, asking their three questions and answering other learners' questions.

CAN YOU REMEMBER? Unit 12 – Health and advice

- 3 a Look at the conversation together. Ask learners to suggest words to go in the gaps, and write them on the board.
- b Play recording 3.47 to check.
- c Learners suggest more expressions, and build up a list on the board. Alternatively, learners could do this in pairs first, and write expressions down.
- d To demonstrate the pair work, have a conversation with one learner, like the one on the board but with a different problem and different advice.
- Learners have conversations, choosing a different problem and different advice each time.

Extension

SPELLING AND SOUNDS wh-

- 4 Write *what* and *who* on the board, and ask learners to say them. Use this to point out that we can say *wh-* either as /w/ or as /h/.
- a Play recording 3.48 or say the words yourself. Learners listen and circle the sound. Alternatively, ask learners to choose the sounds first, then play the recording to check.

1 *what* /w/ 4 *which* /w/ 7 *wheel* /w/ 9 *whisper* /w/
2 *who* /h/ 5 *why* /w/ 8 *whole* /h/ 10 *whose* /h/
3 *when* /w/ 6 *white* /w/

- b Learners complete the rule (*Answer:* o).
- c Play recording 3.49 or read out the words. Learners write them down. You could check by asking them to read the words back to you.
- d Learners check on p158 that they have spelt the words correctly.

NOTICE both, neither

- 5 a Read the conversation and discuss the questions.

both = Sicilia and Browne's
neither = not Sicilia and not Browne's

Point out that we can say:

– *both, neither* – *both of them, neither of them*

- b Read the two conversation extracts and ask what goes in each gap.

1 *Neither* 2 *both*

- c Write some pairs of things on the board for learners to talk about. Get learners to make suggestions:

a computer / a laptop *skirts / dresses*
dogs / cats *brothers / sisters*
Chinese food / Japanese food *potatoes / bread*

Learners ask and answer the questions.

Self-assessment

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

Unit 13 Extra activities on the Teacher's DVD-ROM

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

13A Past participle dominoes

/red/	play	/pleɪd/	speak
/spəʊkən/	have	/hævd/	eat
/i:tən/	see	/si:tən/	go
/gəʊnd/	want	/waɪntd/	do
/dʌn/	understand	/ʌndəstəʊd/	work
/waɪkt/	like	/laɪkt/	be
/bi:t/	meet	/met/	write
/ri:tən/	say	/sed/	hear
/rʌnd/	run	/rʌn/	learn
/breɪkd/	break	/breɪkən/	fly
/swɪm/	swim	/swam/	ride
/vɪzɪt/	visit	/vɪzɪtd/	try
/drɪnk/	drink	/drɪŋk/	travel
/wɪnd/	win	/wɒn/	read

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

13B Are you experienced? 2

13B Are you experienced? 1

QUESTIONS:

- Have you ever run a marathon?
- Have you ever saved someone's life?
- Have you ever broken a bone?
- Have you ever seen a ghost?
- Have you ever succeeded anywhere?
- Have you ever flown in a helicopter?
- Have you ever given a speech to more than 100 people?
- Have you ever done a bungee-jump?
- Have you ever forgotten to do something really important?
- Have you ever eaten snake?
- Have you ever climbed a mountain?
- Have you ever been in a band?
- Have you ever lost something really important?
- Have you ever been to a rock concert?
- Have you ever climbed a mountain?
- Have you ever been in a band?
- Have you ever lost something really important?

MECHANICS: START, JUMPS FORWARD 3 SQUARES!, THE WINNER!

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

13C Have you got a moment?

1 Are you _____ now?	2 See you _____	3 Can you _____ ?
4 How are _____ ?	5 I haven't seen you _____ .	6 How's _____ ?
7 Well, it was good to see you. Take _____ .	8 I'll call _____ .	9 Anyway, I won't _____ .
10 It was nice _____ .	11 I'll talk _____ .	12 Have you got time _____ ?

KEY:

- doing anything for a cup of tea talk now
- later you some time things
- it going keep you care
- for a long time to you later talking to you

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

13A Past participle dominoes

Activity type: Pronunciation and speaking – Matching game – Groups / Whole class

Aim: To practise pronouncing past participles

Language: Present perfect verbs – Use at any point from 13.1.

Preparation: Make one copy of the worksheet for every four learners and cut up each copy along the dotted lines to make a set of 28 dominoes.

Time: 15–20 minutes

13B Are you experienced?

Activity type: Speaking – Board game – Groups

Aim: To practise using the present perfect to talk about past experiences

Language: Present perfect – Use at any point from 13.2.

Preparation: Make one copy of worksheet 1 for every three or four learners. Make one copy of worksheet 2 for every 12 learners and cut the TRUE and FALSE cards up along the dotted lines. Each group of three or four will need a coin, and each learner will need a counter.

Time: 15–25 minutes

13C Have you got a moment?

Activity type: Speaking – Role play – Pairs

Aim: To practise using language for starting and finishing conversations

Language: Starting and finishing conversations in different situations – Use at any point from Explore Speaking, p112.

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

Time: 20–30 minutes

Unit 13 Self-study Pack

In the Workbook

Unit 13 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Sights
- **Grammar:** Present perfect; *Have you ever ...?*
- **My English:** Piet from Netherlands
- **Explore writing:** Recommendations for a visitor to your area
- **DVD-ROM Extra:** A great experience – Patrizia

On the DVD-ROM

Unit 13 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Linking consonants and vowels
- **Explore speaking:** Asking questions to continue a conversation
- **Listening:** Experiences
- **DVD-ROM Extra:** A great experience

14 Choices

14.1

Goal: give opinions

Core language:

VOCABULARY *too much, enough, not enough*

PRONUNCIATION Review

Exercising your brain

READING

- 1 *Pre-reading discussion. Books closed.* Write the title of the article on the board, and check that learners understand what it means (*in top condition* = healthy, working well).


Learners suggest things that are good for the brain, and things that are bad for the brain. To start them thinking, suggest a few things yourself, e.g. ask: *What about walking a lot? Do you think that's good for the brain or not? What about sleeping a lot? What about smoking?*

Try to get as many suggestions as possible, and build up two lists on the board.

Alternative: Pairs or groups

Learners brainstorm ideas in pairs or groups and make lists under the headings *Good* and *Bad*. Then collect ideas and build up two lists on the board.

- 2 *Reading to check.* Learners read the article. They should do this fairly quickly, without trying to understand every word. You could give them a time limit (e.g. 2 minutes).
- Look at the lists on the board, and ask which items were also mentioned in the article.
- 3 *Reading for detail.* Read the questions, and present any unknown items, e.g.
- write *backwards* (see picture, or demonstrate)
 - *take up* (= start) new *hobbies* (= interests)
 - *chew gum* (mime this)
 - *memory games* (= which help you remember better)

 Learners read the article again and find answers to the questions.

- 1 *It makes new connections in the brain, and helps you get new ideas.*
- 2 *You use new parts of the brain.*
- 3 *If you don't, it's harder for the brain to produce language or get new ideas.*
- 4 *It exercises the hippocampus, important for making new memories.*
- 5 *It helps you to stay young.*
- 6 *It keeps your brain young.*
- 7 *It's good exercise for the brain.*
- 8 *Stress is bad for the brain.*

- 4 *Discussion.* Ask learners if they have done (or do) any of the things in the article. If they haven't, ask if they would like to and why.

Option

To make this more focused, you could ask learners to go through the article and give themselves a score from 0 to 3 for each idea (0 = they don't do it or have never done it; 3 = they do it a lot). Alternatively, they could interview their partner.

Then they add up their score, and you can find out who keeps their brain in the best condition!

Lifestyle choices

VOCABULARY *too much, enough, not enough*

- 1 a Learners complete sentences 1–4, then check in the article.
- b Learners match expressions 1–3 with definitions a–c.

1 b 2 c 3 a

Language note

Too much, enough and *not enough* are followed directly by a noun, without *of*:

– *too much junk food* (not ~~too much of junk food~~)

– *not enough sleep*

We can also use *too, enough* and *not enough* with adjectives: *too late, not good enough*. These forms are not taught in this unit.

- 2 *Listening for main idea.* Learners cover the conversation in 3a. Play recording 3.50. Learners listen and answer the questions.
- 3 a *Listening for detail.* Learners complete the gaps in the conversation.
- b Play recording 3.50 again, pausing from time to time to check the answers.

– *Dan doesn't get much sleep (because he has a baby).*
– *Sue gets a lot of sleep (9 hours).*

Do you think you get enough sleep?
That's not enough.
I think that's probably too much sleep.



PRONUNCIATION Review

- 4 *Stress and weak forms; linking consonants and vowels.* Ask learners what they remember about:
- stress (Nouns, verbs and adjectives are usually stressed.)
 - weak forms (In unstressed syllables, the vowel is sometimes pronounced /ə/.)
- a Learners mark the stressed words in the sentences. Then they write an /ə/ symbol above the weak forms. When they have finished, they could compare their answers with a partner.
- b Ask learners when we link consonants and vowels (*Answer:* when one word ends in a consonant and the next word begins with a vowel). Ask learners to find an example in sentence 1 (*Answer:* get_enough).

Learners find examples in the other sentences, and mark the links.

- c Learners look at the script on p158. Play recording 3.51 and check the answers.

SPEAKING

- 5 *Personalisation.* To introduce the activity, go through the items yourself and say whether you do each activity *enough*, *not enough* or *too much*. Say a few more things about some of the activities.
- a Give learners time to think about their answers for each activity.
- b  /  Learners tell each other their answers, and ask any further questions.
- Round-up.* Ask learners to tell you some of the things their partner told them.

Alternative: Class survey

Take each activity in turn, and find out what most people in class do (e.g. ask: *Who gets enough sleep? Who doesn't get enough sleep? Who gets too much sleep?*).



You could use photocopiable activity 14A on the Teacher's DVD-ROM at this point.

14.2

Goal: talk about hopes and plans

Core language:

VOCABULARY Life changes
GRAMMAR *be going to*, *be hoping to*, *would like to*

Barry Cox

LISTENING

- 1 To introduce the listening, look at the picture and ask:
– *Where is he from?* (Liverpool, England)
– *What does he do?* (He's a singer.)
– *What did he do before?* (He worked in a supermarket.)
- 2 a *Listening for main idea.* Read the questions, then play recording 3.52. Learners listen and answer the questions.


Become a singer: No. *He only knew when he went to the Leon Lai concerts.*
Happy: Yes. *He's having a fantastic time in Macau.*

- b Read items 1–5, then play recording 3.52 again. Let learners check the answers in the script on p159, or discuss them together. If necessary, play recording 3.52 again.

1 *He started Spanish lessons after he left school, but then learned Chinese.*
2 *He got a job in one.*
3 *He went to a concert by a popular singer from Hong Kong.*
4 *He entered a singing competition at Chinese New Year. Later, he won a competition in Canton.*
5 *He's a famous singer in China. People know him as Gok Pak-wing.*

- 3 Ask if any learners would like to change their job (or what they study). Ask them what they would like to do. Ask if any learners would like to live in another country. Ask them which country, and why.

VOCABULARY Life changes

- 4 a  Learners put the sentences in the correct order.
- b Discuss the answers together. If necessary, let learners read the script again to check.

5 – 4 – 1 – 3 – 2 – 6

- c Learners look at each sentence in turn, and make new expressions.


1 *I went to school; I went to university.*
2 *I decided to move home.*
3 *I had a baby; I had Japanese lessons.*
4 *I took up dancing.*
5 *I left home; I left university.*
6 *I got divorced.*

Alternative: Presentation on the board

Write these phrases on the board:

I went to ... *I took up ...*
I had ... *I left ...*
I moved ... *I got ...*


Ask learners how they might continue, using the words in 4c.

- 5 a *Personalisation: Writing sentences.* Learners write sentences. As they do this, go round and check.
- b  Learners tell each other what they did and what they would like to do. If possible, they should do this without reading their sentences.

Alternative: Guessing game

Collect learners' sentences. Read them out to the class, and see if learners can guess who wrote them.

Alternatively, do this as a mingling activity: collect the sentences, then give them to different learners. They move around the class and try to find the person who wrote their sentences.

- 6 a  *Prediction.* Without looking at the script, learners discuss what they think Barry Cox wants to do, choosing from the possibilities given.
- Discuss the possibilities together, and write learners' suggestions on the board.
- b Play recording 3.53 to check, and establish what he actually wants to do.

Stay in Macau, continue singing. Then move to another country and learn another language.



You could use photocopiable activity 14B on the Teacher's DVD-ROM at this point.

Hopes and plans for the future

GRAMMAR *be going to*, *be hoping to*, *would like to*

- 1 Look at the sentences and ask which is more certain. Use this to establish that:
- *I'm going to ...* = I've decided to do this, it's fairly certain.
– *I'm hoping to ...* = I want to do this, but I'm not certain it will happen.

- 2 a Form of 'going to', 'hoping to', 'would like to'.
Learners complete the table.
- b Go through the answers, and play recording 3.54 to check.

1 I'm (or He's) going to ...
2 I'm (or He's) hoping to ...
3 I'd like to ...
5 Are they hoping to ...
6 Would you like to ...
7 What are you going to ...

Point out that *I'm going to* and *I'm hoping to* have the same form as the present continuous tense (*be + -ing*).

Get learners to practise saying the sentences. Focus especially on the pronunciation of /gəʊwɪŋ tə/, /həʊpɪŋ tə/, /aɪd laɪk tə/.

Note: Grammar practice

You could do the grammar practice on p142 at this point.

- 3 / **Board game. Writing questions.** Look at the game. Learners write questions.
Go through the questions, and if necessary write them on the board.

2 What are you going to do tomorrow?
4 Would you like to learn another language?
6 What are you going to do this weekend?
8 What are you going to do tonight?
10 Would you like to move in the next ten years?
12 Would you like to take up a new hobby?
14 What are you hoping to do in the future?

- 4 / **Game.** Note that learners will need counters to play the game. Read through the instructions for the game and make sure learners know what to do:
– if they land on a dark square, they *ask* the question.
– if they land on the square a second time, they ask the question to another learner.
– to move, they throw a coin. Demonstrate this, and show what *heads* and *tails* are.

Learners play the game in small groups of three or four.

Note: Crowded classes

If learners can't easily sit in groups, they could play the game in pairs.



You could use photocopiable activity 14C on the Teacher's DVD-ROM at this point.

14.3 Target activity: Plan a weekend break

Goals: give opinions
talk about hopes and plans
make decisions

Core language:

TASK VOCABULARY Planning
14.2 GRAMMAR *be going to, be hoping to, would like to*

TASK LISTENING

1 Reading for main idea

Optional lead-in

Write on the board: *National park*. Ask learners what they think this means (= an area which is kept for nature; usually a beautiful area with mountains, lakes, forests, wildlife, etc.). Ask if they know any national parks in their country.

Learners look quickly at the web page and say what you can do in *La Maurice*. Get a few different ideas from the class, without going into too much detail.

Possible answers:

– you can stay there in a hotel.
– you can camp.
– you can ride horses.
– you can see bears.
– you can go walking or canoeing.

/ Learners look at the web page and find the places shown in the pictures.

A Camping du Parc
B Riding Centre, Saint-Georges
C Chalet Joel Migneault
D 'From tree to tree'

- 2 a *Listening for main idea.* Play recording 3.55. Learners listen and tick the things they talk about.

Camping du Parc, Chalet Joel Migneault, National Park, Black bear observation, From tree to tree, Riding Centre

- b Discuss questions 1–3. Then play recording 3.55 again to check.

1 at the chalet (Chalet Joel Migneault)
2 to the National Park
3 to the Riding Centre

TASK VOCABULARY Planning

- 3 a Look at the table together, and ask learners to complete the sentences.

What are we going to do about accommodation?
What are we going to do on Saturday?
I think it's too expensive.
The campsite looks nice to me.
But camping is really uncomfortable.

- b Play recording 3.56 to check and get learners to practise saying the sentences.

Option

To focus on these expressions, ask learners what other words could go in the gaps, e.g.

What are we going to do about food/transport?

What are we going to do on Sunday/Monday?


I think it's too difficult/dangerous.

The campsite looks awful/expensive/wonderful to me.

But camping is really fun/nice/cheap.

TASK

- 4 *Preparation for speaking.* Learners look at the expanded web page on p130, and decide where they would like to stay and what they would like to do. They could make brief notes of places and activities.

- 5  *Discussion.* Learners decide together where to stay and what to do. They should put forward their own choices and give reasons, but also try to reach agreement together. They might decide to do everything together, or to split up and do different things.
- 6 *Round-up.* Ask one learner from each group to say what they decided.

Alternatives

- *Preparation in pairs*
In pairs, learners read the web page and decide what they would like to do. Then they form groups with another pair to plan the weekend together.
- *Pair work activity*
If it is difficult for learners to form groups in the class, they could prepare alone, then form pairs and plan the weekend with their partner.

14 Explore

Keyword: *really*

Goal: use *really* and *very* in a range of different contexts

Core language:

really + adjective (= very)

really + verb

really as a sentence adverbial (= in fact)

- 1 a *Noticing task.* To show what to do, look at sentence 1 together and ask if we could say *very uncomfortable* (Answer: Yes). Then look at sentence 2, and ask if we could say *I very like working with numbers* (Answer: No).

Learners look at the other sentences, and write *very* beside those that can change.

1 Yes 2 No 3 Yes 4 No 5 Yes 6 No

- b Learners complete the rules.

– You can use very with adjectives, but not verbs.
– You can use really with both adjectives and verbs.

- 2 a *Practice in using ‘really’.* Ask learners to add *really* to the sentences.

1 Who do you really admire?
2 What do you do if you’re really bored?
3 Do you know a really good place to buy gifts?
4 What do you really enjoy doing in the evenings?

- b At this stage, you could get learners to ask you the questions, and give true replies.

 Learners ask and answer the questions.

Round-up. Take each question in turn, and ask different pairs what answers they gave.

- 3 *Presentation: really = truly.* Give an example of your own to show this meaning of *really*, e.g.

– *She speaks French. Most people think she’s from France, but really she’s from Montreal in Canada.*

– *really* = in fact, this is the truth

Learners match the sentence halves.

1 c 2 a 3 b

- 4 a *Sentence completion.* Look at sentence 1 together, and try and get a range of different ideas.

 Learners complete sentences 2–5.

- b When learners have finished, they sit with a partner and compare what they wrote.

Round-up. Find out what ideas learners had for each sentence. *Example sentences:*

- 1 *A lot of people think he’s a genius, but really he’s not very intelligent.*
2 *Everyone says we’re in love, but really we’re just friends.*
3 *I often think I don’t watch much TV, but really I watch it all the time.*
4 *I sometimes say I don’t like my job, but really I enjoy it.*
5 *My friend believes my parents are very rich, but really they’re quite poor.*

Independent learning: How can you learn languages?

Goals: to make learners think about their own learning to help learners think about ways to improve their English

Core language:

subtitles, graded reader, local (people), methods

- 1 *Listening for main idea.* To introduce the listening, look at the pictures and ask learners what the phrases mean:
– *a film with subtitles* = the film is e.g. in English, but it has sentences in your own language.
– *a graded reader* = a book (e.g. a story) in simple English, at the right level for the learner.
– *a language exchange* = e.g. you help someone with a language that you speak well, and they help you with a language that you want to learn.

As you look at each item, ask a few questions, e.g.


- *Do you watch films with subtitles, or are they translated? Do you like watching films with subtitles?*
– *Have you ever read a graded reader? What was it like? Was it better than reading a normal book?*
– *Do you know anyone who has done a language exchange? Who did they do it with? What language(s) did they exchange? Did they enjoy it?*

Play recording 3.57. Learners listen and circle the things the people talk about.

reading newspapers or magazines, reading books, reading graded texts, a discussion group, a language exchange

- 2 a *Listening for detail.* Look at the methods that learners circled. Ask which ones the speakers tried, and whether they worked or not. If necessary, play recording 3.57 again.
- b Learners check the answers in the script on p159 or go through the answers together.

reading newspapers or magazines: it worked
reading books: it didn’t work
reading graded texts: it worked
a discussion group: she’d like to try it
a language exchange: he’d like to try it

- 3  *Discussion: Methods for learning English.*
Learners look at each method in turn, and say:
– whether they've tried it or not.
– if so, whether it worked or was useful.
– if not, whether they think it might be useful.
Ask learners if they've tried any different methods of learning languages.
Round-up. Ask different pairs or groups to tell you some of their ideas.

Explore writing

Goal: write a profile for a networking website

Core language:


Time and sequence expressions: *after* + noun, *after that*; *now*; *in a few years' time*; *then*

Life changes (see 14.1)

Plans for the future (see 14.2)

- 1 To introduce the topic, look at the website, and establish why people would use it. Use this to teach these expressions:
– *lose touch with someone*
– *get in touch with someone*
Ask if learners know of any websites like this, or if they've ever used one.
- 2 *Reading for main idea.* Learners read the emails and answer the questions.

They were all at school together. Tom is now in Los Angeles, USA; Marek and Jessie are in Poznan, Poland.

- 3  *Reading for detail.* Learners read the emails again and discuss the answers together.

- 1 *Tom went to Liverpool University; spent a year in China; moved to the USA, etc. Marek went back to Poland; got a job; moved into a flat, etc.*
- 2 *Tom is managing an internet business in LA; he lives alone; he has a cat. Marek lives in Poznan; he's married to Jessie; they live in a small flat.*
- 3 *Tom would like to get in touch with Jessie; he'd like to get married and have children. Marek is planning to move into a bigger flat (they're having a baby).*

- 4 a *Time expressions.* Learners cover the emails and complete the sentences.
- b They read the email to check (*Answers: see email*).
- c They underline time and sequence expressions in Marek's email.


Go through the email together. You could write the expressions on the board as you go through. *Possible answers:*

<i>After (university)</i>	<i>last year</i>
<i>After a few months</i>	<i>next summer</i>
<i>Ten years later</i>	<i>and then</i>
<i>but then</i>	

Optional presentation




Focus on the expression *ten years later*, and give a few other examples to show how it is used, e.g.

- *I got to the airport at 10, but the flight was delayed.*
- *At 6.00 p.m. we boarded the plane.*
→ *Six hours later, we boarded the plane.*
- *In 2000, I lost a very valuable ring. In 2010 I found it again.*
→ *Ten years later, I found it again.*

- 5 a  *Preparation for writing.* Learners make notes about their life since they left school.

Note

If learners are still at school or left school recently, change this to a friend who they last saw when they were 10 years old. If learners haven't done many different things in real life, they could invent a life for themselves, in which more things happened!

- b  Learners tell each other about their life, joining the ideas with time expressions like those on the board.
- 6 a *Writing an email.* Ask learners to imagine they saw their friend's name on *FindOldFriends.com*, and they are writing an email to get back in touch.
 Learners write an email. As they do this, go round and check, and give help where necessary.
- b  Learners exchange emails and read them. They ask each other about anything they don't understand, or which they want to know more about.
Round-up. Ask a few learners to tell you one interesting thing they found out about their partner.

Alternative

Learners pass their email to another learner. Learners read the email they received. They imagine they are the old friend, and write a reply. Then they give their reply to the person who wrote the email. As a round-up, ask a few learners to read out their emails and the replies.

14 Look again

Review

GRAMMAR Hopes and plans for the future

- 1 a Play recording 3.58. Learners tick the topics they hear Khaled mention.

studying, work, marriage, travel

- b Ask learners what he says about each topic. They should use the expressions given.

Studying: *He's going to finish his studies by the end of the year.*

Work: *He's going to look for a job.*

He's hoping to start his own business.

Marriage: *He's hoping to get married.*

Travel: *He'd like to travel round the world.*

Language note: hope to

Khaled says *I hope to start my own business*. This is an alternative to *I'm hoping to ...* They are both correct, and they mean the same thing.

- c Learners tell each other their hopes and plans for the future.
- d Together, they write typical hopes and plans for a 20-year-old, a 40-year-old and a 60-year-old.
Take each age group in turn, and ask learners to read out their sentences.

Alternative: Writing and guessing

Write on the board:
I'm going to ... I'm hoping to ... I'd like to ...
Ask learners to write one sentence about their hopes and plans, beginning with one of the phrases on the board. Then ask learners to think of a typical hope or plan for a 20-year-old, and write it down, beginning in the same way. Then ask them to do the same for a 40-year-old, and then for a 60-year-old.
Learners read out all their sentences, but not in order. Other learners listen and guess which one is the learner's own hope or plan.

VOCABULARY Planning

- 2 a Learners complete the conversation.
- 1 going 2 OK 3 looks 4 too 5 about 6 enough**
- b Learners choose one learner from another group and plan something special for them (e.g. a party, a trip somewhere, an evening out). They decide what to do, and when and where to go.
- c In turn, one learner from each group tells the learner they chose what they decided, and see if he/she likes it.

CAN YOU REMEMBER? Unit 13 – Present perfect

3 Review

Optional lead-in with books closed

Ask learners to give an example using the present perfect tense, and write it on the board. Ask:
– *When do we use this tense?*
– *How do we form it?*

- a To show what to do, give examples about yourself based on sentences 1–4.
 Learners complete the sentences. As they do this, go round and check.
- b / Learners tell each other what they wrote, and see if other learners have the same or similar ideas.

Alternative: Mingling activity

Learners move freely around the class, telling other learners what they wrote.

Extension

SPELLING AND SOUNDS Silent consonants

- 4 a Point out that in English consonants are sometimes *silent* (= we don't pronounce them, you can't hear them).
Read the words or play recording 3.59, and get learners to practise saying them.
- b Learners try saying the words and crossing out the silent consonants.
- c Go through them together, and play recording 3.60 to check.

<i>talk, half, would: silent 'l'</i>	<i>two: silent 'w'</i>
<i>tomb, plumber: silent 'b'</i>	<i>sign: silent 'g'</i>
<i>knee, knew: silent 'k'</i>	<i>autumn: silent 'n'</i>
<i>wrong, wrist: silent 'w'</i>	

Practise saying the words. Focus especially on the vowel sounds in /tu:m/, /saɪn/, /ɔ:təm/.

- d Play recording 3.61 or read out the words. Learners write them down.
- e You could check by asking them to read the words back to you.

NOTICE Gerunds

- 5 a Read the examples in the table to show how we use a gerund (= verb + *-ing*) when the verb takes the place of a noun. Give an example to make this clear:
– *I like sport.* (= noun)
– *I like walking.* (*walk* + *-ing* = gerund)
– *Sport is good for you.* (= noun)
– *Walking is good for you.* (gerund)

Learners find five more gerunds in the article on p114.
Possible answers:

try writing, start using, Not getting enough sleep, producing language, by listening, remembering long lists of words, less chance of developing Alzheimer's

- b Learners complete the conversations.

1 eating 2 smoking, smoke 3 swimming, swim

Self-assessment

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

Unit 14 Extra activities on the Teacher's DVD-ROM

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

14A Life coaches 2

LIFE BALANCE REPORT for

14A Life coaches 1

LIFE BALANCE REPORT for *Jan Santos*

1 Work
You have too much stress at work, with too much responsibility and not enough time off. You earn enough money to live well, but you don't have enough time to enjoy it. Because you have too much work to do you don't have enough holidays, so you don't have enough opportunities to relax.

2 Diet
You eat enough fruit and vegetables, but you don't eat enough carbohydrates, so sometimes you don't have enough energy to get through the day. You also drink too much coffee and you eat too much fast food sometimes, especially at the weekend.

3 Free time
You do enough exercise because you go to the gym three times a week. You spend too much time on the Internet and not enough time outside in the fresh air. Also, you don't do enough activities which exercise your brain.

4 Friends & relationships
You don't have enough friends, and you spend too much time alone or always with the same people. You don't make enough effort to meet new people and make new friends, and your friends don't make enough social activities like going out for meals, going to the cinema, or playing sport.

TOTAL LIFE BALANCE SCORE: **20**

What / your responsibilities?
How much time off / leave?
How many hobbies / films / every year?
How often / eat fast / vegetables?
How often / eat / carbohydrates?
How much / coffee / drink / every day?
When / eat / fast food?
How often
Do you spend ...
How much time ...
What activities
How many ...
Do you spend ...
How often do you ...
What kind of ...

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

14B A life-changing experience

Welcome to Volunteer World!

You are invited with your teacher to visit something different with your class! Volunteer World is a worldwide organisation which finds people to work on all kinds of six-month projects around the world. You spend one month at one of our 40 training centres, learning about the country you are going to work in and receiving training from our project experts. Then you travel to your project centre, where you spend five months living and working with local people. No experience or qualifications are necessary, because we give you all the necessary training. All you need is an interest in finding out about a new part of the world and lots of enthusiasm and energy!

Kim Allen
"When I left school 18 months ago I didn't really know what I wanted to do next. I planned to go to university to study medicine, but I wanted to do something new and exciting first. A friend told me about Volunteer World, so I decided to look at their website and it was exactly what I wanted. I got a place on a project in Ecuador, in South America, helping to preserve the tropical rainforest. I spent one month at the UK training centre, learning the basic skills I would need, and then flew to Quito, the capital, before heading to the site of the project. The work was hard and very physical - planting trees and collecting scientific data - but it was very interesting, the people were really friendly, and it was an experience I'll never forget. It really changed my way of looking at the world."

Hiroyuki Kameguchi
"I left school at sixteen and got a job in a factory. After seven years I decided I wanted to do some travelling while I was still young. I didn't want to move to another country for ever, but I read about Volunteer World in a magazine and it sounded interesting. I applied to join a project in Thailand, teaching some basic computer skills to local children to help them find a good job in the future. They accepted me, and after one month of training in Tokyo I flew out to join the project. The first month was hard, but after that it was great. The children were very keen to learn, and I made a lot of new friends. If you want to do something different with your life and have an adventure as well, Volunteer World is exactly what you need."

	Kim Allen	Hiroyuki Kameguchi
Reason for applying		
Location of project		
Responsibilities		
Comments		

Panda conservation in China
Take this opportunity to get close to these rare animals in the beautiful forests of China.

Teach street kids to paint in LA
Learn to paint, and help street kids to do the same and sell their work on the beaches of California.

Build homes in Malawi
Help the people from poor areas by working on local projects to improve housing.

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

14C Looking ahead

an ambition you're hoping to achieve next year
the job you're hoping to have in five years' time
something you're planning to buy soon
a project you're hoping to finish in the near future
a present you're hoping to get for your next birthday
where you're planning to go for your next holiday

something you're planning to do next weekend
a book you'd like to read
a place you'd like to visit in your lifetime
what you're planning to have for dinner tonight
a famous person you'd really like to meet
something you'd like to learn to do in the future

NAME: _____

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

14A Life coaches

Activity type: Speaking, writing and vocabulary – Interviews – Pairs

Aim: To practise using the expressions *too much*, *enough*, and *not enough*

Language: *too much*, *enough*, *not enough* – Use at any point from 14.1.

Preparation: Make one copy of both worksheets for each learner and cut worksheet 1 up along the dotted line.

Time: 30–40 minutes

14B A life-changing experience

Activity type: Reading, speaking and writing – Information gap and guided writing – Pairs

Aim: To practise speaking and writing about life changes

Language: Life changes – Use at any point from 14.2.

Preparation: Make one copy of the worksheet for each learner and cut each worksheet up along the dotted lines.

Time: 30–40 minutes

14C Looking ahead

Activity type: Speaking and grammar – Guessing game – Pairs / Whole class

Aim: To practise talking about hopes and plans for the future

Language: *be going to*, *be hoping to*, *would like to* – Use at any point from 14.2.

Preparation: Make one copy of the worksheet for each learner.

Time: 25 minutes

Unit 14 Self-study Pack

In the Workbook

Unit 14 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** *too much*, *enough*, *not enough*; Life changes; Planning
- **Grammar:** *be going to*, *hoping to*, *would like to*
- **Time out:** Puzzles
- **Explore reading:** Short holidays web page
- **DVD-ROM Extra:** Big plans – Mainda, Leo and Salvatore

On the DVD-ROM

Unit 14 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Silent consonants
- **Explore speaking:** Conversation fillers
- **Animated video:** Opinions
- **DVD-ROM Extra:** Big plans

Grammar reference – Coursebook pp131–142: Answer key

Intro

Subject pronouns and possessive adjectives

2 their 3 you 4 she 5 His 6 our 7 my 8 Her

Can for ability

2 Can you remember your postcode?

3 I can't remember your name.

4 Can you say 'hello' in six languages?

5 I can speak four languages.

6 I can't spell his name.

7 She can speak Arabic and French.

8 I can't remember his email address.

Unit 1

Possessive 's and s'

1 2 brother's 3 Lucia's 4 friend's 5 Maria Teresa's 6 man's 7 sister's
8 cat's

2 1 parents' 2 parents 3 Charles's 4 sisters 5 grandparents'
6 colleagues'

be present: am, is, are

1 'm 2 's; isn't; 's 3 Are; 'm not; 'm 4 are; 's; 's 5 Are; are 6 Is; 's
7 am; are 8 's; aren't

be past: was, were

2 ... were you at Stamford ... 3 We were colleagues ... 4 Were Mario
and Lucia ... 5 I was in Athens ... 6 Where was Mr Gomez ...

7 How was your exam? 8 Alex and Paul were at the same school ...

Unit 2

a, an, some

2 some new boots 3 a cup of coffee 4 a good job 5 a spare room

6 some good clubs 7 a café 8 an architect 9 some biscuits

10 an old computer

Present simple – positive

1 misses 2 speak; speak 3 have; has 4 stay; stay 5 live; lives
6 study; studies 7 wants; want 8 cooks; cook

Unit 3

Present simple – negative

2 don't 3 doesn't 4 don't 5 don't 6 doesn't

Present simple – questions

2 Do you live near here?

3 Where does your brother live?

4 What sports do you play?

5 Do you always watch TV in the evening?

6 Where does she usually go on holiday?

Subject and object pronouns

1 He 2 she 3 us 4 She 5 her 6 We 7 me 8 they 9 you 10 them

Unit 4

Singular and plural nouns

2 emails 3 sisters 4 cities 5 friends 6 newspapers 7 women

8 schools 9 parties

Past simple

1 Did; didn't 2 did; didn't 3 Did; did 4 did; didn't 5 did; didn't

6 Did; didn't 7 Did; did 8 Did; didn't; didn't

Unit 5

there is / there are

1 is; 's 2 Are; are; 's 3 Are; aren't; 's 4 Is; isn't

Unit 6

Countable and uncountable nouns

1 1 an 2 some 3 an 4 some 5 some 6 a 7 much 8 many

2 1 much 2 many 3 many 4 much 5 many 6 much

Unit 7

Present progressive

2 I'm going out now ...

3 ... what are you doing?; I'm talking to someone ...

4 I'm making dinner.

5 I'm using it ...

6 He's not working ...; He's doing a course ...

Unit 8

have got

1 2 've got 3 's got 4 Have, got 5 haven't got 6 haven't got

2 2 We usually have 3 Has she got 4 have 5 I had

Unit 9

Comparatives and superlatives

1 1 slower 2 nicer 3 more dangerous 4 more crowded 5 better

6 more expensive 7 more interesting 8 quicker 9 cheaper

2 1 the most beautiful 2 more expensive 3 the healthiest 4 safer

5 the biggest 6 taller 7 the tallest 8 worse than

Unit 10

Present progressive – future arrangements

1 1 's meeting 2 're going 3 'm working 4 's getting 5 'm seeing

6 's giving 7 're having 8 'm going 9 're getting 10 'm having

2 1 Where are you going after this class?

2 What time are you getting up tomorrow?

3 Are you seeing friends tonight?

4 How are you spending your next birthday?

5 What are you doing at the weekend?

6 Are you having a holiday in the next six months?

7 What are you doing next week?

8 Are you going shopping for food soon?

Unit 11

Articles

1 the moon 2 a drink 3 a sister; a brother 4 (-) 5 the next train

6 an announcement 7 a fantastic flat; the sea 8 (-) 9 (-) 10 a bank

Unit 12

Giving advice with if

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

2 2 If you want some fruit, you should go to the shop.

3 Don't eat food with lots of salt if you want to be healthy.

4 You shouldn't eat a lot late at night if you want to sleep well.

5 If you go out, don't forget your keys.

6 You should go to bed early if you feel tired.

7 Take these tablets if you have a headache.

8 You should check the Internet if you want travel information.

Unit 13

Present perfect

1 2 Have you met ... 3 Have you had ... 4 Have you swum ...

5 Have you read ... 6 Have you learned ... 7 Has your country won ...

8 Have you ridden ... 9 Have you done ... 10 Have you been ...

2 1 Did you see 2 She's been 3 I left 4 were you 5 were 6 have been

7 He's visited 8 He visited 9 have never 10 started

Unit 14

Future – be going to, be hoping to, would like to

1 2 'm going to go 3 'm going to change 4 's going to finish

5 'm going to make 6 's going to stay 7 'm going to ask

8 're going to visit

2 1 Which country would you most like to visit?

2 Which person would you most like to meet?

3 What are you going to do next summer?

4 Are you hoping to learn another language one day?

5 Would you like to live or work in another country one day?

6 What are you hoping to do in the next five or ten years?

7 What are you going to do at work or school in the near future?

8 What would you like to buy soon?