

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: *shop assistant*
Best job: *journalist*
Worst job: *cook*

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

2d *cook* 3e *marketing assistant*
4a *office manager* 5c *journalist*

VOCABULARY Talking about jobs

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

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

- 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?

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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 ...

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1C Genograms

KEY
 Female (circle) Male (square)
 Fa = family Fr = friend W = work O = other

Example
 Taberna (circle) — colleague (square) — W (circle)

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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