

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



Next please. Good morning.

a? _____ please? e? Good morning.

a? OK. _____ please? e? Here you are.

a? Thanks. _____ please? e? Yes, of course.

a? Is it just the one suitcase? e? Yes, just the one.

a? OK. _____? e? Yes, I did.

a? And _____? e? No, I'm not.

a? OK. _____? e? Just this bag.

a? OK, that's fine. _____? e? Thank you.

a? Your plane leaves from Gate 12. _____? e? Thanks.

a? You're welcome. Have a good flight.

a Are you carrying anything for anyone else? **b** Did you pack your suitcase yourself?

c Here's your passport, your ticket, and your boarding card. **d** Can you put your bags on the scales?

e Where are you travelling to? **f** Do you have any hand luggage?

g Can I see your passport and ticket? **h** It'll start boarding in about 45 minutes.

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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, _____ little boy went for a walk in the forest. Suddenly he saw _____ snake at the side of the road. _____ snake looked at _____ boy and said: "Please, little boy, can you take me to _____ 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 the snake up and carried it back down the mountain to its home in the 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 the 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!" snake looked up at little boy and replied: "Yes, little boy. But you knew I was a snake before you picked me up." 4

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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?

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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