

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
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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*

2a = *jobs, work*

3f = *baggage, clothes*

4b = *activities, interests*

5e = *task, thing to do*

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
/ɪtən/	see	/siːn/	go
/ɡəʊn/	want	/wɒntɪd/	do
/ɒdn/	understand	/ʌndəstəʊd/	work
/waɪkt/	like	/laɪkt/	be
/biːn/	meet	/met/	write
/rɪtən/	say	/sed/	hear
/rʌn/	run	/rʌn/	learn
/breɪk/	break	/breɪkən/	fly
/swɪm/	swim	/swɪm/	ride
/vɪzɪt/	visit	/vɪzɪtɪd/	try
/drɪnk/	drink	/drɪŋk/	travel
/wɪn/	win	/wɒn/	read

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13B Are you experienced? 2

13B Are you experienced? 1

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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 _____ ?

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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