

# 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 *Janet Fletcher*

**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:**

What / your responsibilities?  
How much time off / leave?  
How much / spent?  
How many hobbies / have / 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...  
What kind of...

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**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.

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**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: \_\_\_\_\_

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## 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