

# 2 Away from home

## 2.1

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

**Core language:**

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

## I miss my friends

### LISTENING

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

A snow B sun C food D rabbits


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

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

c Play recording 1.21 to check.

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

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

 Learners tell each other the things they wrote down.

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

3 *Reading.* Give learners time to read the email, or read it aloud. Discuss the questions and establish that:  
– Carly is in Japan.  
– Scott is in Canada. He's going to visit Carly in Japan.

4 a *Listening.* Read through the items and check that learners know what *boots* and *rucksack* mean (draw pictures or show through gestures).

Play recording 1.22. Learners listen and tick the things they talk about.

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

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

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

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

## Would you like ...?

### VOCABULARY Offers and requests

#### Optional presentation with books closed

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

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

Learners suggest suitable answers for each question.


**Offers:** No, thanks. Yes, please.

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

#### Note

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

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

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

## GRAMMAR *a, an, some*

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

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

Use this to establish that:

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

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

### Note: Grammar practice

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



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

## PRONUNCIATION Word stress 1

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

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

Point out that:

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

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

## SPEAKING

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

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

- b Learners have conversations.

Look at the second situation and follow the same procedure.

### Optional extras

#### 1 Individual preparation for stronger classes

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

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

They have the two conversations.

#### 2 Extension: New pairs

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

## 2.2

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

### Core language:

GRAMMAR Present simple: positive sentences  
VOCABULARY Interests and wants

## Sofasurfing

### READING

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

### Alternative: Groups

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

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

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

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

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

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

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

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

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

## GRAMMAR Present simple: positive sentences

- 4 a Learners complete the sentences.

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

Point out that:

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

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

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

b If necessary, play recording 1.25 as a model.

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

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

**Note: Grammar practice**

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

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

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

**Alternative: Pairs or groups**

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

## I'm interested in ...

### VOCABULARY Interests and wants

**Optional presentation with books closed**

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

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

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

Write the expressions on the board:

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

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

**Interested in:**

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

**Would like to go to:**

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

**Wants to:**

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



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

## WRITING

2 To introduce the activity, look at the profiles with the class, and tell them a few things you might say yourself.

a Give learners time to think of things they are interested in, and things they want to do or would like to do. They could write a few notes at this stage, and also ask you about any words they don't know.

b Learners write a profile, using Melek's and Fiona's profiles as a model.

3 a Reading other learners' profiles. Collect learners' profiles. Divide the class into pairs and give each pair two profiles (not their own) to read. They discuss how much the two learners have in common.

b Each pair reports back to the class on the two people whose profiles they read, and say how much they have in common.

**Alternative: Homework**

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

## 2.3 Target activity: Take care of a guest

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

**Core language:**

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

### TASK READING AND LISTENING

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

Learners read the email and find answers to the questions.

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

Ask what the email is about.

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

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

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

## TASK VOCABULARY Taking care of a guest

3 a / Learners match the questions and answers.

1 e 2 b 3 a 4 d 5 c

b Play recording 1.27 to check.

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

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

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

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



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

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

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

**Languages:** in English, in German

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

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

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

c Learners read out their sentences to each other. *Round-up.* Ask a few learners to tell you one interesting thing they found out about their partner.

## TASK

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

### Alternatives for the preparation stage

#### 1 Individual preparation

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

#### 2 Pair work preparation

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

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

### Alternative: New pairs

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

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

## 2 Explore

### Keyword: in

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

#### Core language:

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

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

Languages: in English, in Japanese ...

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

/ Learners write the other expressions in three lists.

b Learners add the expressions to their lists.

## Independent learning: Finding information

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

### Core language:

Parts of a coursebook: *plan, unit, script, chart, reference, list*  
Parts of speech: *noun, verb, adjective, pronoun, preposition*

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

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

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

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

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

### Note

To help learners, you could:

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

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

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

### Optional extension: Dictionary task

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

### Optional homework: Using a dictionary

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

## Explore writing

**Goal:** write a letter or email requesting something

### Core language:

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

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

Punctuation: Capital letters

### 1 Reading

#### Optional lead-in

Write the word *email* on the board. Ask learners:

- *Do you write emails?*
- *How often do you write them? (How many a day?)*
- *Who do you write them to? (friends, colleagues, ...?)*

Learners read the emails and choose the correct answers.

**2 stay with Erkan in Turkey 3 a gift from Lebanon**

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

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

Point out that:

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

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

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

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

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

### Optional practice

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

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

Teacher: *concerts*

Learner: *Could you tell me about concerts?*

### 4 Punctuation: Capital letters



#### Elicitation with books closed

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

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

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

**Turkey, Ju-Yung, August**

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


### 5 Writing an email

#### Optional oral preparation

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

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

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

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

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

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

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

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

#### Optional extension

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

## 2 Look again

### Review

#### GRAMMAR Present simple: positive sentences

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

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

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

#### VOCABULARY Offers and requests

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

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

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

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

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

##### Alternative: Whole class activity

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

## Extension

#### SPELLING AND SOUNDS Two consonants together

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

##### Note

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

- b Learners underline the consonants that are together.

want Sweden lots please  
host Spain great guest

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

#### NOTICE Adjectives

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

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

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

#### Self-assessment

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

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

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

### 2A One or more

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## 2A One or more

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

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

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

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

**Time:** 15–20 minutes

### 2B Talk about ...

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## 2B Talk about ...

**Activity type:** Speaking – Board game – Groups

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

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

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

**Time:** 20–30 minutes

### 2C Interests and wants bingo

Match each question with two responses.

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


Make questions from the words in the box.

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

Work in pairs to ask and answer the questions.

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## 2C Interests and wants bingo

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

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

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

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

**Time:** 20–40 minutes

# Unit 2 Self-study Pack

## In the Workbook

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

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

## On the DVD-ROM

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

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