

3 Your time

3.1

Goals: say what you do in your free time
say what you like and dislike

Core language:

GRAMMAR Subject and object pronouns
VOCABULARY Free time activities
GRAMMAR Present simple: negative sentences

Happiness

READING

Optional lead-in

Look at pictures A–D and ask what they show. Use this to teach:

A fishing B dancing C playing the drums D taking photos

- 1 *Reading for main idea.* Check that learners understand the meaning of *I'm happy* (smile to show this), then show that *happiness* is the noun from *happy* (the adjective for the *feeling*). Ask learners what the website is about. (*Answer:* People write what they think happiness is.)

Learners read the comments. When they have finished, they discuss in pairs which comments go with the pictures.

A 2 B 7 C 4 D 3

Read the web postings together and check that learners understand key words and phrases, e.g.

- *go fishing, catch fish*
- *a photographer, take photos*
- *play the drums*
- *grandchildren, bad news*
- *do a course* (= lessons in your free time, e.g. English, yoga, photography)

You can show the meaning of most of these phrases through gestures.

- 2 *Responding to the text.* To show what to do, tell the class one activity in the texts that you also like. Ask a few learners whether they also like the same thing.

Learners read the texts again and underline three things they like.

/ Then they form pairs or groups, and tell each other the things they chose.

Note

At this stage, learners can just repeat phrases from the text. In 6 you will introduce sentences using *I like + -ing*.

- 3 *Subject and object pronouns.* Remind learners what a *pronoun* is (a word like *I, it, he*). To present the idea of subject and object pronouns, write on the board:
– *I love chocolate.*
– *Mary loves me.*

Point out that:

- *I* and *Mary* are subject pronouns (they come before the verb).
- *me* and *chocolate* are object pronouns (they come after the verb).
- in English, subject and object pronouns are usually different (we don't say ~~*Me love chocolate*~~ or ~~*Mary loves I*~~).

Look at the web page again, and focus on the highlighted pronouns. Ask if they are subject pronouns or object pronouns (*Answer:* object pronouns). Learners add them to the table.

VOCABULARY Free time activities

- 4 a / Learners complete the expressions.
b Go through the answers and ask learners to practise saying the phrases. You can use recording 1.31 as a model. (*Answers:* see text, p26.)

Alternative: Cover the text

Learners cover the web page and see how many phrases they remember. You could help them by prompting, e.g.
– *He says 'I'm a photographer. I love taking ...'*
– *He's on a boat. He thinks happiness is going ...*
This is a good way to focus learners' attention on collocations.

Point out that we add *-ing* to verbs when we use them like nouns. Give a few examples to show this:

- *Fruit is good for you.*
- *Eating is good for you.*
- *Eating fruit is good for you.*

- 5 a *Talking about free time activities.* Learners make expressions from the words, adding verb + *-ing*. Write the expressions on the board. *Possible answers:*

- *playing football, watching football*
- *learning languages*
- *reading newspapers*
- *going to the cinema*
- *listening to the radio*

- b To prepare for the pair work, say a verb + *-ing* and ask learners to say a complete phrase. With a weaker class, you could repeat this with all the verbs in 4a.
 Learners test each other in the same way. If possible, they should do this without looking at the book.

WRITING

- 6 a Read the examples, and show these forms on the board:

<i>Happiness is ...</i>	
<i>I like ...</i>	<i>chocolate.</i>
<i>I enjoy ...</i>	<i>eating chocolate.</i>
<i>I love ...</i>	

Point out that:

- after *like, love, enjoy*, and after *Happiness is ...* we can use a noun or a verb + *-ing*.
- *love* = like very much
- *enjoy* = like; we use it to talk about activities (things we do)

Learners write six sentences like those on the web page. As they do this, go round and check, and give help if necessary.

Alternative: Writing in pairs

Learners work together in pairs to write the sentences. This may help them to have ideas, and will also give you fewer sentences to read out.

- b** Collect the sentences, and read some of them out. See if the class can guess who wrote them.

I don't like bad news

GRAMMAR Present simple: negative sentences

- 1 a** / Learners complete the sentences.

2 *don't read* 3 *don't go* 4 *don't watch*
6 *doesn't like* 7 *doesn't make*

Show how we form negative sentences:

– after *I, you, we, they*:

don't (= *do not*) + verb

– after *he, she, it*:

doesn't (= *does not*) + verb

Emphasise that after *he, she, it*, the verb *do* needs an *-s* ending (*do* → *does*), not the main verb, so we don't say *He doesn't likes ...*

- b** Learners practise saying the sentences. Use recording 1.32 as a model if necessary. Focus on the pronunciation of /dəʊnt/ and /dʌzənt/.
- 2 a** *Practice of negative present simple.* Learners circle the correct word.

2 *doesn't* 3 *don't* 4 *doesn't* 5 *don't* 6 *doesn't*

- b** To introduce 2b, say a few sentences about yourself and people you know. Then ask learners to tell you what you said.

Writing sentences. Learners write five sentences. As they do this, go round and check.

Learners read out their sentences to a partner.

Round-up. Ask a few learners what they found out about their partner.

Note: Grammar practice

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

SPEAKING

- 3 a** *Listening.* Look at the photos of Moira and Sam, and read the items in the box. Ask learners to guess which things they do.
- Play recording 1.33. Learners tick the things they do.

Moira: *reads books and newspapers, cooks*
Sam: *goes for walks, goes jogging, drives to the sea, plays tennis*

- b** If necessary, let learners read the script, and play recording 1.33 again.

- 4 a** *Speaking.* Ask learners in turn to say one thing they do in their free time. If possible, each learner should say something different. As they tell you, write the phrases on the board: *go to the gym, play football, read books*, etc.

- b** Learners say which things they do in their free time, and which they don't do. They find out which things they both do, and write them down.

Round-up. Ask pairs how many things they both do, and what they are.

Alternative: Mingling activity

Learners move freely around the class, talking to each other about what they do and don't do. They try to find someone who does *three* of the same things as they do.

As a round-up, ask how many learners found someone who does three of the same things as them, and what they are.

3.2

Goals: say what you do in your free time
talk about habits and customs

Core language:

GRAMMAR	Possessive 's and s'
VOCABULARY	Adverbs of frequency
PRONUNCIATION	Word stress 2
GRAMMAR	Present simple: questions

Do you like New Year?

LISTENING

- 1** *Whole class discussion.* To introduce the topic, write the expressions *New Year* and *celebrate* on the board. Ask learners:
- when they celebrate New Year.
 - whether they like New Year or not (do this with a show of hands).
 - why they like or don't like New Year.
- Don't go into details at this point about what learners do at New Year. They will talk about this in 6.

Alternative: More lead-in ideas

- *Mixed nationality classes*
Ask if learners celebrate New Year on different dates, or what the equivalent of New Year is in their country.
- *Other festivals*
You could also ask learners to write down the date of one important festival in their country. Learners say what date it is, and what people do to celebrate.
- *Word associations*
Ask learners to write three words that come to their mind when they think of New Year. Then ask what their words are and build them up on the board under two headings: *Good* and *Bad*.

- 2** *Listening for main idea.* Look at the photos and establish what they show:
- a *beach* and the *sunrise*
 - *fireworks* and *crowds* of people
- Play recording 1.34, pausing after each speaker. Ask if they like New Year.

Min likes it; Paul doesn't like it.

- 3 a *Listening for detail.* Learners circle the correct answers. If necessary, play recording 1.34 again.

Min

- 1 I usually go to my parents' house.
2 We all play family games.
3 We eat soup with rice cakes.

Paul

- 4 I stay at home and read.
5 I usually stay up late.
6 My wife loves parties.

- b Play recording 1.34 again to check the answers, pausing when necessary.

Note: Grammar practice

You could do the grammar practice on p135 at this point.

VOCABULARY Adverbs of frequency

- 4 / Read the sentences and ask learners to add the highlighted words to the scale.

Write the scale on the board and ask learners to tell you which words to write.

1 sometimes 2 often 3 usually

Optional practice: Personalisation

Write on the board:

– I read in bed.

Ask learners round the class to add an adverb so it is true for them, e.g. *I often read in bed, I never read in bed.*

With stronger classes, check that learners understand the difference between *I often read in bed* (a lot) and *I usually read in bed* (most nights).

Then say other sentences and ask learners to add adverbs in the same way, e.g.

– I sleep with the window open.

– I get up before 6.00.

– I watch the news.



You could use photocopiable activity 3A on the Teacher's DVD-ROM at this point.

PRONUNCIATION Word stress 2

- 5 a / Learners put the words in groups according to their stress pattern.

Go through the answers, and write the words on the board, showing the stress pattern.

1 always, sometimes, never, often 2 enjoy 3 usually
4 important 5 afternoon 6 traditional

- b Practise saying the words. Either say them yourself or use recording 1.35 as a model. Focus on the pronunciation of /ju:ʒəli: / and /ɒftən / (or /ɒfən /).

SPEAKING

- 6 a To introduce the activity, tell the class what you do at New Year. Get them to ask you a few questions.

Give learners time to think about what to say. They could note down a few key words, but they shouldn't write complete sentences.

- b Learners tell each other what they do, and ask any further questions.

Alternative: Mingling activity

Learners move freely around the class, telling other learners what they do at New Year, and asking other learners questions.

As a round-up, ask learners who they think does the most interesting or unusual things at New Year.

What do you usually do?

GRAMMAR Present simple: questions

- 1 a / Learners complete the questions and short answers.

2 do, don't 3 do 4 do 6 does, doesn't 7 does 8 does

- b Play recording 1.36 to check answers and pronunciation.

Show how we form questions:

– I, you, we, they: do + verb

– he, she, it: does + verb

Show how short answers repeat *do* or *does* or change it to the negative:

Do you ...? → Yes, I do. No, I don't.

Does he ...? → Yes, he does. No, he doesn't.

Language note: Short answers

To answer the question *Do you live here?*, we can give a short answer (as above), or we can just say Yes or No. We can't say *Yes, I live.* or *No, I don't live.*

- 2 a / *Writing questions.* Learners rearrange the words to make questions.

- b To check, play recording 1.37 or write the questions on the board, getting learners to tell you which word to write next.

2 What do you do in the morning?
3 Do you go to work?
4 What kind of food do you eat?
5 Do you see friends?
6 Do you go out at night?
7 Does your husband like birthdays?
8 What does your family do?

Note: Grammar practice

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

SPEAKING

- 3 a To introduce the activity, choose one of the topics yourself, and get the class to ask you a few questions about it. They can ask questions from 2a, and other questions of their own.

- b Learners choose a topic to talk about. Then they form pairs and ask their partner questions about the day or time they chose.

- 4 Learners form new pairs. They tell each other about their first partner.

Round-up. Ask a few learners to say what their partner just told them (i.e. about his/her original partner). Check with the person whether the information is correct.

3.3 Target activity: Invite someone out

Goals: say what you like and dislike make and respond to invitations

Core language:

- TASK VOCABULARY Invitations
- 3.1 VOCABULARY Free time activities
- 3.2 VOCABULARY Adverbs of frequency
- 3.2 GRAMMAR Present simple: questions

TASK LISTENING

1 To introduce the topic of invitation, write the word *invite* on the board, and ask learners what it means (= ask someone to come to your home, or ask someone to go out with you).

Ask two or three learners where they invite people to go. On the board, build up a list of places where learners go.

Alternative: Group brainstorming

To show what to do, tell the class a few places where you sometimes invite people to and write them on the board, e.g. *the cinema, my home*. In groups, learners brainstorm other places where they might invite people to, and write a list. Ask groups to tell you the places on their lists, and write them on the board.

2 *Listening for main idea.* Play recording 1.38. Learners listen and answer the questions.

- 1 Rocio: *to her home for dinner*
Léon: *to a football match (Chelsea/Real Madrid)*
- 2 Rocio: *Yes, he can.*
Léon: *No, he has a seminar.*

TASK VOCABULARY Invitations

3 a / *Checking, inviting and answering.* Learners complete the sentences.

- 2 Are 3 want 4 like 5 Yes 6 sorry

b Play recording 1.38 again to check.

Books closed. Write these expressions on the board:

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

Ask learners how they might continue.

To activate the expressions, ask the questions in 3a 1–4 (or similar questions of your own) to two or three learners, and get them to respond.

Then learners ask you the questions, and you respond.

TASK

4 *Preparation for the task.* To introduce the activity, choose an event and write it on the board. Then add details, e.g. *a party; my flat; Saturday, 8pm; my birthday; bring some food*

Then choose a strong learner, and have a conversation. Invite him/her to your party and give details of where and when it is.

- a Learners choose three events to invite people to.
- b For each one, they note down the date, time and other details.

5 *Mingling activity.* Learners move freely around the class. They try to find someone to come to each of the three events.

Alternative: Pairs

If it is hard for learners to move freely around the class, divide the class into pairs. Learners invite their partner to their three events.

Round-up. Ask who has found people for all three events. Ask them to tell you who they found and where they are going.

3 Explore

Keyword: go

Goal: use common phrases with go

Core language:

go to (Cuba), go for a (meal), go out (with friends), go + -ing

1 a Learners complete sentences 1–6 with the words in the box.

- 1 happy 2 boat 3 bed 4 work 5 meal 6 Ireland

b / Learners add the words to the table.

- go to: concerts, parties, Japan*
- go for a: drink, walk*
- go out with: colleagues, family*
- go + -ing: shopping, skiing*

c Learners cover the table and test each other. You could prepare for this by doing the activity round the class first.

Optional extension: Memory game

One learner says a sentence using one of the expressions, e.g. *I often go out with friends*. The next learner repeats the sentence and adds a new one, e.g. *Anna often goes out with friends, and I often go skiing*. The third learner adds another sentence: *Anna often goes out with friends, Joshi often goes skiing, and I sometimes go for a walk*. And so on round the class.

You could play this game round the class, or learners could play it in groups of four or five. You could also use it later, for review.

2 a *Practice in using 'go'.* Learners match the questions and the answers.

- 2 c 3 b 4 e 5 a

b *Writing questions.* Learners write questions using the expressions in 2a. As they do this, go round and check.

c Learners ask each other their questions.

Round-up. Ask a few learners to tell you one interesting thing they found out about their partner.

Alternative: Mingling activity

Learners write three questions. Then they move freely around the class, asking other learners their questions, and finding out more information.

As a round-up, ask learners what was the most interesting thing they found out.



You could use photocopiable activity 3B on the Teacher's DVD-ROM at this point.

Across cultures: Conversation 'dos and don'ts'

Goal: to make learners aware of acceptable topics of conversation in different cultures

Core language:

Topics of conversation: *age, religion, money, work, politics, health, home, family*
usually, don't usually; OK, polite

- 1 *Topics of conversation.* Look at each picture in turn. Ask what it shows (e.g. *a doctor*), and which of the words it goes with (e.g. *health*). Use this to present any new items.

Point out that these are *topics of conversation* (= things people often talk about). To make this clear, give examples of things you might say, or ask learners to suggest examples, e.g.

age: asking *How old are you?* or saying *My mother is 60.*

- 2 a *Listening.* Play recording 1.39: Ruth. Then discuss the questions.

OK: *(nothing)*

Not OK: *money, religion, politics, age*

- b Play recording 1.40: Amina, and discuss the questions.

OK: *religion, politics*

Not OK: *health (problems), money (problems)*

If necessary, play the recordings again, or let learners read the scripts.

- 3 *Preparation for discussion.* Learners look at the topics and think about which they would talk about with people they don't know.
- 4 / *Discussion.* Learners talk about each topic in turn. They say what they do themselves, and also talk about what is OK in their culture.

Round-up. Ask pairs or groups to summarise what they said.

Alternative: Preparation in pairs and whole class discussion

To prepare, learners talk about the topics together in pairs. Then have a discussion about each topic with the whole class together.

Single nationality classes. Ask learners what they do themselves, and see if they agree about what is 'normal'. Ask them whether there are differences between older and younger people.

Mixed nationality classes. See if there are differences between learners from different cultures.

Explore speaking

Goals: take a phone message
ask people to repeat and speak more slowly
show you understand

Core language:

Telephone expressions: *Can I speak to ...? Can I take a message? He/She isn't here at the moment.*

Asking someone to repeat or slow down: *Sorry, can you say that again? Sorry, can you slow down (a bit), please?*

Showing you understand: *I see; Right; OK*

- 1 To introduce the listening activity, look at the pictures, and establish that Rocio is calling and Paul is taking a message.

Use this to present these expressions:

phone or *call* someone (these mean the same)

a message (see picture and 2a)

take a message (= write what the person says, to give to someone else)

- 2 a *Listening for detail.* Ask learners to cover the conversation (on the blue panel). Play recording 1.41. Learners listen and complete the message.

Go through the answers. You could write the message on the board, getting learners to tell you what to write.

1 Gilberto 2 Friday 3 944 6532

- b If necessary, play recording 1.41 again, and let learners read the text as they listen.

- 3 a *Noticing task.* Learners look at the questions and find the expressions in the script.

1 *Can I talk to Blake, please?*

2 *Sorry, he isn't here at the moment.*

3 *Can I take a message?*

4 *Sorry, can you slow down a bit, please?*

5 *Sorry, can you say that again?*

6 *I see. Right. OK.*

Alternative: Stronger classes

Books closed. Ask the questions in 3a, and see if learners can remember (or guess) the expressions. Write those they know on the board.

Then read the conversation and play it again to check.

- b Say the expressions or play recording 1.42, so learners can hear how the expressions sound.



You could use photocopiable activity 3C on the Teacher's DVD-ROM at this point.

- 4 a *Phone message expressions.* Learners complete the conversations.

1 *Can I speak ... She isn't here. I see.*

2 *... can you say ...*

3 *... can you slow down ...*

- b Learners practise the conversations.

- c Ask learners to think of a name and country, and write it down (they will use these in the first conversation).

Learners practise again. In the first conversation, they use the name and country they wrote down. In the others, they use their own name and address.

- 5 a *Speaking: Role play.* Give learners time to read their role cards. Make sure they know they have to *take a message* during the conversation.
- Learners have the two conversations, and take a message each time.
- b After each conversation, they show their message to their partner to check if it is correct.

3 Look again

Review

GRAMMAR Present simple

- 1 a Learners complete the sentences. They can either write them out, or just say the sentences.

- 2 *Do you enjoy your job?*
Well, usually, but I don't like it at the moment.
- 3 *What time does the supermarket shut?*
Sorry, I don't remember. At six, I think.
- 4 *Do you go to the gym at the weekend?*
On Saturdays, yes, but it doesn't open on Sundays.
- 5 *Where do you go out to eat?*
We don't often go out. My husband loves cooking.
- 6 *Do you go out on Friday nights?*
No, never. I don't like going into town at night.

- b Learners ask the questions and give their own answers.

VOCABULARY Activities

- 2 a Working together, learners write a list.
- Ask groups to say the activities they wrote, and build up a list on the board.

Optional game

You could give groups 1 point for each correct word or phrase, and 2 points if other groups didn't think of it. At the end, see who has the most points.

- b Mime one of the activities on the board. Learners guess which one it is. The learner who guesses correctly stands up and mimes another activity, and so on.
- c Choose one of the activities and ask a few learners questions about it, as in the example. Then learners ask each other questions in pairs or groups.

CAN YOU REMEMBER? Unit 2 – Offers and requests

Optional elicitation with books closed

Give three situations, e.g.

- *It's hot. The window's closed.*
- *You need to write something. You don't have a pen.*
- *I'm visiting your town. Offer to show me something.*

Ask learners what they might say in each situation, and build up these expressions on the board:

- *Can I ...? Could I ...? Would you like ...?*
- *Can you ...? Could you ...? Do you want ...?*

- 3 a Learners make questions from the two halves.

- 2 f *Would you like to go for a coffee?*
- 3 c *Could you get me a workbook, please?*
- 4 a *Can I use that dictionary?*
- 5 d *Could you spell your surname?*
- 6 e *Would you like something to eat?*

- b Learners ask and answer the questions.

Extension

SPELLING AND SOUNDS *ch, tch, sh*

- 4 a *Consonant sounds.* Either say the words in the box yourself, or play recording 1.43 as a model. Ask learners to practise saying them.

Note

If learners find /ʃ/ difficult, get them to say /s/, and then slide the tip of their tongue slightly up and back towards the roof of their mouth.

If they find /tʃ/ difficult, get them to put their tongue in the position to say /t/, and keep it there as they try to say /ʃ/ – this should produce /tʃ/.

- b Learners complete the words. Go through the answers, and write any words they have problems with on the board.

1 *check* 2 *which* 3 *children* 4 *relationships*
5 *March* 6 *shopping* 7 *chocolate* 8 *match*

Say the words and ask learners to repeat them.

- c *Books closed.* Play recording 1.44, or say the words yourself. Learners write them down.
- d *Books open.* Learners check the spellings on p150. Alternatively, ask learners to spell the words and write them on the board.

NOTICE Time expressions

- 5 a Learners complete the sentences with *at*, *on* and *in*.
- b Learners check their answers in the scripts (1.33, p149, and 1.34, p150), and add the expressions to the table.

<u>at</u> one	<u>on</u> Friday evening	<u>in</u> January
	<u>on</u> January 1st	

If necessary, make these points:

- *at*: We say *at* for time (*at one*, *at 3.30*).
- We also say *at night* and *at the weekend*.
- *on*: We say *on* for days and dates.
- *in*: We say *in* for months and years.

- c Learners use similar expressions to tell each other about things they do at different times.

Optional topic prompts

Write these prompts on the board:

bed work weekend birthday

Tell the class what time you go to bed, when you go to work, what you do at the weekend, and when your birthday is.

Learners tell each other the same things.

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 3 Extra activities on the Teacher's DVD-ROM

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

3A A day in the life

1 a I always walk to work
b I never feel hungry
c the students often arrive late

b I'm usually quite tired
d I often go out for a drink
f I don't usually go out in the evening

I always wake up when my alarm rings at 7.00, and I lie in bed for ten minutes before I get up. After a quick shower I have breakfast. _____ in the morning but I know I need to eat something so I have toast and a banana, and one or two cups of tea.
I _____ it takes me about 40 minutes. I catch a bus and the buses are really expensive. My first lesson starts at 9.15, but I usually arrive at school at 9.30, so I have 45 minutes to prepare everything. I always try to start the lesson on time but I _____ particularly when the weather is bad. I love my job because every day is different. I meet a lot of people, and they come from all over the world, so I learn a bit about different cultures.

The great thing about my job is that I finish work at 3.15, so I have most of the afternoon free to do normal things like shopping or cleaning my flat. Because I live far away from the city centre, _____ I usually cook something for dinner, or if I feel lazy I have a pizza or something quick and easy like that. Then I watch a DVD or read a book. On Fridays I _____ with friends after work. I love going to the cinema as well, but _____ in the evening, so I often fall asleep in the middle of the film. I love sleeping – it's like a hobby for me!

Photo: M. H. from Unesco - How an English teacher in London

2 1 What time do you usually ... ?
"7.00, and I get up 10 minutes later."
2 Do you always ... ?
"Yes, always. Toast and a banana, and tea."
3 How ... ?
"I walk."
4 What time ... ?
"About 8.30."
5 ... ?
"Yes, I love it. It's different every day."
6 ... ?
"3.15, so most of my afternoon is free."
7 ... ?
"Normal things like shopping and cleaning."
8 ... ?
"Not usually, because I live quite far from the city centre."
9 ... ?
"Yes, to have a drink with friends."

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3A A day in the life

Activity type: Reading and writing – Writing an article – Individuals / Pairs

Aim: To practise reading an extended text; to practise writing; to practise using adverbs of frequency and forming questions

Language: Adverbs of frequency – Use at any point after 3.2.

Preparation: Make one copy of the worksheet for each learner.

Time: 30–50 minutes

3B 'Go' chains

A

B

• a good place to go for a walk near your home
• somewhere you don't like going to
• how often you go out in the evening

• a country you would like to go to
• a restaurant you love going to
• what time you usually go to bed in the week

• somewhere you want to go for your next holiday
• somewhere you're going to in the evening
• how often you go for a meal in a restaurant

• what time you usually go to bed at the weekend
• a shop where you like to go shopping for clothes
• a good place to go for a drink near your home

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3B 'Go' chains

Activity type: Speaking – Guessing game – Pairs / Whole class

Aim: To practise using *go* in a range of expressions

Language: Expressions with *go* – Use at any point from the Keyword, p31.

Preparation: Make one copy of the worksheet for every two learners and cut each worksheet along the dotted line.

Time: 20 minutes

3C Answerphone

1

Hi Erkan, this is Greg. Can you ask Louise to phone Camilla tonight? I can't go to the concert with her and Michaela tomorrow night. Can Louise go with them? I can give Louise my ticket if she wants to go. Thanks, bye!

A Louise, Can you phone Camilla tonight? Greg can't go to the concert tomorrow. Can you go with Camilla and Michaela? Greg can give Camilla your ticket if she wants to go. Erkan

B Louise, Can you phone Camilla tonight? Greg can't go to the concert tomorrow. Can you go with Camilla and Michaela? Greg can give you his ticket if you want to go. Erkan

C Louise, Can you phone Camilla tonight? She can't go to the concert tomorrow. Can you go with Greg and Michaela? Camilla can give you her ticket if you want to go. Erkan

2

Hi Sam, this is Amy. Can you ask Steve to phone me on my mobile? I need to take Jill to the doctor's on Monday afternoon. Can I take her in his car? Thanks, Sam. Bye!

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3C Answerphone

Activity type: Reading and writing – Understanding and writing messages – Pairs

Aim: To practise writing short notes; to practise using subject and object pronouns and possessive adjectives

Language: Take a phone message – Use at any point from Explore Speaking, p32.

Preparation: Make one copy of the worksheet for each learner.

Time: 20 minutes

Unit 3 Self-study Pack

In the Workbook

Unit 3 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:** Free time activities; Adverbs of frequency
- **Grammar:** Present simple: negative sentences; Present simple: questions
- **My English:** João from Portugal
- **Explore writing:** Invitation
- **DVD-ROM Extra:** Happiness is ... – Mainda, Patrizia, Adam, Laura, Salvatore and Claire

On the DVD-ROM

Unit 3 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:** Word stress
- **Explore speaking:** *So, ...*
- **Listening:** On the telephone
- **DVD-ROM Extra:** Happiness is ...