

4 Changes

4.1

Goals: talk about past events
talk about first times

Core language:

GRAMMAR Singular and plural nouns
Past simple verbs
VOCABULARY Past time expressions

Technology firsts

READING

- 1 *Whole class.* Look at the pictures and establish what they show:
– a personal music player (or MP3 player) – a mobile (or mobile phone) – a laptop
Ask each question to a few learners round the class. To introduce each topic, you could tell the class whether you have a mobile, what you use it for, etc.
Ask follow-up questions to encourage discussion, e.g. *Mobile phone: How often do you use it? Do you always have it with you? Do you ever turn it off?*

Alternative: Pairs or groups

Learners discuss the questions in pairs or small groups. Then discuss the questions together, or ask a few learners to say what they found out from their partner.

- 2 a Pre-reading task. Look at the pictures again. Establish that they show:
– the first laptop etc.
– a modern laptop etc.
Then discuss sentences 1 and 2, and use them to teach *invent, invention, 1970s*.
b *Reading for main idea.* Give learners time to read the articles. Then ask if the sentences in 2a are true.


mobiles: 1 yes (1973); 2 yes (\$3,995)
laptops: 1 yes (1979); 2 yes (\$9,000)
music players: 1 yes (1972)
2 We don't know (he didn't sell it)

- 3 *Reading for detail. Note-taking.* Learners read the articles again and complete the notes. *Possible answers:*

The first mobile phone
Inventor: Martin Cooper Year: 1973
The first laptop
Name: GRID Compass Inventor: William Moggridge, Year: 1979 Price: \$9,000
Company: GRID Systems Corporation
The first personal music player
Name: Stereobelt Inventor: Andreas Pavel Year: 1972

Optional questions

Ask other questions to check that learners have understood the articles, e.g.
– *What did Martin Cooper use his mobile for?*
– *When could you buy it?*
– *Who bought the first laptops?*
– *Why couldn't Andreas Pavel sell his idea?*

- 4  *Discussion.* Together, learners make a list of other things that are different from twenty or thirty years ago. As they do this, they discuss how they are different.

Talk about this together and build up a list of items on the board, getting ideas from different pairs or groups.

Optional follow-up: Plurals with '-ies'

Books closed. Write on the board:

university company

Ask learners to give the plural form and add them on the board (*universities, companies*). Then ask if they know other words which change in the same way. *Possible answers: family, party, city, baby*

To find more rules for plural nouns, look together at the Grammar reference on p135.

Talking about the past

GRAMMAR Past simple verbs


Optional lead-in with books closed

Write on the board: *use*

Give an example using the present (e.g. *I often use a laptop*). Then say *Yesterday I ...* and ask learners to give you the past form. Write it on the board.

Then write on the board: *go*, and go through the same procedure, eliciting the past form *went*.

Use this to establish the idea of regular and irregular past forms.

- 1 a  Learners find past simple verbs in the texts and write them in the spaces.
b Go through the answers. Say the verbs and ask learners to repeat them, or use recording 1.45 as a model.

Regular:

2 worked 3 liked 4 wanted 5 listened 6 loved

Irregular:

8 went 9 cost 10 had 11 bought 12 met 13 said 14 sold

Point out that:

– regular verbs that end in *-e* just add *-d* in the past (*liked, loved*).

– *cost* has the same form in the present and past:
cost → *cost*

– *said* has a short sound: /sed/.

- 2 *Practice with past simple verbs.* Learners add verbs in the gaps. Learners who finish early can compare answers with their neighbour.

Text A: 1 worked 2 cost 3 bought 4 used

Text B: 5 made 6 went 7 met 8 listened 9 had 10 wanted



You could use photocopiable activity 4A on the Teacher's DVD-ROM at this point.

VOCABULARY Past time expressions

- 3 a *Listening for main idea.* Play recording 1.46 once. Then ask the class:
- *Is Sang-mi good with new technology?* (No)
 - *What does she talk about?* (her first mobile phone, first text message, first computer, first CD, first music online, first digital camera)
- Use this to teach *text message* (or *text*) and *online*.
- b Look at the questions together. Learners try to answer them using the phrases in the box.
- Then play recording 1.46 again, pausing from time to time to check the answers.

1 in 1998 2 6 or 7 years ago 3 about 25 years ago (at school) 4 in 1993 5 last year 6 in 2003

Look at the box again, and focus on the phrases with:



- *last* (*last week, last month, last year*)
- *ago* (*six months ago, seven years ago, 25 years ago*)

To check the meaning, give a few examples, e.g.

- *I went to university 25 years ago. Which year was that?*
- *I was on holiday last month. When was that?*

Point out that we say *six months ago*, not *for six months ago* or *before six months*.

SPEAKING

- 4 To demonstrate the activity, tell the class about the first time you did the things in 3b. Try to use a range of past time expressions. You can check by asking the class: *What did I say?*
- a Give learners time to think about the items in 3b. If necessary, they can note down time phrases, but they shouldn't write out complete sentences.
- b  /  Learners ask each other the questions.
- c *Round-up.* Ask one or two learners about each of the items. Ask them whether they think they are good with technology.

4.2

Goals: talk about past events
talk about trips



Core language:

VOCABULARY Things for a trip
PRONUNCIATION Sentence stress 1
GRAMMAR Past simple

Going away

VOCABULARY Things for a trip


- 1 To introduce the language for the activity, tell the class a few things about what you do. Use this to focus on the verb *travel*, the nouns *journey* and *trip* (these mean roughly the same), and the phrase *go on a trip/journey*. One way to do this is to say sentences, then ask learners what you just said and write key words and phrases on the board.
- You could also introduce *fly, drive* and *take the train/bus* in the same way.

 /  Learners ask each other questions 1–3. You could give this more focus by asking groups to find out who travels most and who likes travelling most.

Whole class. Ask a few learners what they found out about their partner or others in their group.

Alternative: Whole class discussion

Taking each question in turn, tell the class about yourself, then ask a few learners what they do and what they like doing.



- 2 a  Learners match the items to the pictures.

1 keys 2 address book 3 toothbrush 4 passport
5 comb 6 mobile 7 map and directions 8 tickets 9 pen
10 sunglasses 11 money 12 driving licence

- b Play recording 1.47 or say the words yourself, and practise saying the words. Focus on the pronunciation of /sʌŋɡlɑ:sɪz/, /tu:θbrʌʃ/ and /kəʊm/.

Language note

Sunglasses is always plural; *money* is always singular.

- 3 a  *Writing lists.* Learners make a list of items from 2a for each situation.
- b  Learners compare their lists.
- Whole class.* Ask pairs what they wrote and build up three lists on the board.

Optional practice: Memory game

Write on the board:

Don't forget to take your ...

Learners continue the sentence round the class, with each learner adding a new item, e.g.

Learner 1: *Don't forget to take your passport.*

Learner 2: *Don't forget to take your passport and money.*

Learner 3: *Don't forget to take your passport, money and sunglasses.*

You could also play this game in groups, or use it in a later lesson for revision.

- 4 Ask learners to think about going out or travelling. Ask them to write one thing they sometimes (or often) forget. It could be one of the things in 2a, or something else (e.g. glasses).
- Ask learners what they wrote. Additionally, you could write items on the board to find out which thing most people forget.

LISTENING

- 5 a *Listening for main idea.* Play recording 1.48 once, and check answers to the questions.

1 Seattle 2 next Thursday

- b *Listening for detail.* Ask learners if they can remember what Mick gives Sang-mi for the trip. Then play recording 1.48 again to check.

money, tickets and directions

- 6 a *Listening.* Tell the class the situation: *Sang-mi is now in Seattle, and she's talking to Mr Donovan.* Before you play the recording, read sentences 1–4.
- Play recording 1.49. Learners write 'T' or 'F' beside the sentences.

1 T 2 F 3 F 4 T

- b Play recording 1.50 of Sang-mi's conversation with her husband. Then go through the sentences in 6a again.

- 1 F (She hates flying)
2 T (She couldn't find the office)
3 T (She couldn't understand the directions)
4 F (She didn't like the restaurant)

With stronger classes, you could ask why Sang-mi gave different answers to Mr Donovan and her husband.
(Answer = She wanted to be polite to Mr Donovan.)

PRONUNCIATION Sentence stress 1

- 7 a Play recording 1.51. Learners listen and read the sentences.
- b Use the question to establish that:
- we usually stress nouns, main verbs and adjectives in sentences. These are the words that give the main information.
 - we don't usually stress 'small' words like *and, the, in,* or the verb *be (was, were)*.

Ask learners to find the nouns, verbs and adjectives in the sentences and write them on the board.

Nouns: ticket, money, packet, tickets, directions, meal, client
Main verbs: had, have (unstressed: was, were)
Adjectives: good, lovely, new

- c Learners practise saying the sentences round the class. Focus on the stress.

Did you have a good time?

GRAMMAR Past simple

- 1 / Past simple questions and answers. Learners match the questions and answers.

1 c 2 d 3 a 4 b

- 2 a Learners complete the table.

- Did you have a good time? Well, I didn't like the restaurant.
– Did you have a good journey? Yes, I did.

Use this to establish that:

- in past simple questions, we use *did* + verb.
- in past simple negative, we use *didn't* + verb.
- in questions and negatives, the verb is in the *infinitive* (basic) form: it doesn't change into the past (so we say *Did you have ...?*, not *Did you had ...?*).
- in short answers, we repeat *did* or *didn't*, but not the main verb (so we don't say *Yes, I did have*).

- b Say the questions and answers yourself or use recording 1.52 as a model. Learners practise saying them.
- 3 Practice in forming questions. Learners write the questions in the correct order.

- 1 Did you have a good weekend?
2 What did you do at the weekend?
3 Where did you go on Saturday?
4 Did you go out last night?
5 What time did you get up this morning?
6 Did you watch TV this morning?
7 What did you have for breakfast?
8 What time did you go to bed last night?

Note: Grammar practice

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

SPEAKING

- 4 a Asking and answering questions. Learners write three more questions like those in 3. You could write prompts on the board to guide them:
Did you ...? When did you ...?
What did you ...? What time did you ...?
Where did you ...?
- As they do this, go round and check, and help where necessary.
- To introduce the pair work, ask a few questions to different learners and get them to give true answers. Then ask learners to ask you a few of the questions.
- b Learners ask and answer all the questions.

Alternative: Mingling activity

Give each learner two of the questions in 3 to ask, plus their own three questions. They move freely around the class, asking their questions to other learners.

4.3 Target activity: Talk about an important event

Goals: talk about past events
talk about important events in your life

Core language:

TASK VOCABULARY Good and bad experiences
4.1 VOCABULARY Past time expressions
4.2 GRAMMAR Past simple

TASK LISTENING

- 1 Learners look at the pictures and read about Onyinye. Ask what differences between Nigeria and Scotland they think she will mention. You may need to teach the following items:
- *remember* (give an example)
 - *memory* – *memories* (= things you remember)
 - *grew up in (the UK)* (= lived there as a child)
 - *moved to (Scotland)* (= went to live somewhere else)
- 2 *Listening for main idea.* Read sentences 1–4. Ask learners what they think Onyinye will say.
- Play recording 1.53. Learners listen and circle the correct words.

1 five 2 different 3 remembers 4 enjoyed

TASK VOCABULARY Good and bad experiences

- 3 *Adjectives; phrases with 'had'.* Go through the table with the class, and ask which expressions can be about good experiences and which about bad ones. You could build them up in three columns on the board.
- Possible answers:

Good:	Bad:	Both:
It was exciting	It was boring	It was interesting
I had a great time	I had a terrible time	It was strange
I had a lovely time	I had a very bad time	It was difficult
I had lots of fun		

If necessary, show what the adjectives and phrases mean by giving simple examples and using facial expressions, e.g.

– *I went on a plane for the first time. It was really exciting.*

– *I went to live in Japan. It was difficult because I didn't speak Japanese, but it was interesting because everything was different.*



You could use photocopiable activity 4B on the Teacher's DVD-ROM at this point.

TASK

- 4 a *Preparation for the task.* Learners choose one or two of the events, or similar events from their own life, and write them down. To show what to do, you could write two events from your own life on the board, e.g.
- I moved to London. I met my wife.*
- b To introduce the next stage, choose one of the sentences you wrote on the board, and add brief notes in answer to the four questions in 4b, e.g.
- I moved to London.*
– *five years ago, in September*
– *I moved from Manchester*
– *I got a new job, I bought a flat*
– *It was exciting, difficult, very different*
- Learners do the same with each of their sentences. As they do this, go round and check.
- 5 Learners ask and answer questions about each other's events. If possible, they should do this without reading their notes.

Alternatives

- 1 *Oral preparation in pairs*
Instead of writing notes, learners work in pairs, and tell their partner what they did, to 'try out' what they will say. Then learners form new pairs, and ask and answer questions about each other's events.
- 2 *Groups*
Learners form groups of four or five. In turn, they tell the group about their events, and the others ask questions.

4 Explore

Keyword: *have*

Goal: use *have* in a range of common expressions

Core language:

have for possessions
have for activities
have for food and drink
have for relationships

- 1 *Different uses of 'have'.* Look at the four groups in the table, and check that learners know what the headings mean:
- possession* = a thing which is mine, e.g. a car, a TV
activity = something I do, e.g. learning English, going to a restaurant
relationships = family (e.g. father, brother) or other people I know (e.g. friend, colleague)

Learners add phrases to the four lists. If necessary, do a few items together first.

Possessions: a cat; a digital camera; a nice flat
Activities: a bath; a break; a shower; a meeting; a lesson; a conversation
Food and drink: lunch; a meal; something to eat; a sandwich; a drink; a coffee
Relationships: two brothers; a lot of friends

Note

Check that learners understand *have a break* = stop work for a short time.

- 2 *Speaking: Class survey.* Read through the 6 items and ask learners what questions they could ask to find out the information, e.g.
- *Do you have a big family? How many brothers and sisters do you have?*
– *What time do you have breakfast?*
- a *Mingling activity.* Give each learner two or three questions to ask. They move freely around the class, asking their questions. When they find a person who answers *Yes*, they write down their name.
- b *Round-up.* Go through the items, and ask what learners found out.

Alternative: Groups

Learners sit in groups of 4 or 5. They ask the questions round the group, and note down names of people who fit the descriptions.
Round-up. Each group reports back on what they found out.

- 3 To introduce the activity, ask if anyone in the class can remember when they had a bad morning. Tell them the last time you had a bad morning, and what happened.
- Learners ask each other the questions.
Round-up. Ask learners what was the most interesting thing they found out from their partner.

Independent learning: Self-study

Goals: to encourage learners to reflect on their own learning to make learners aware of the self-study components of *English Unlimited*

Core language:

Language study words: *reading, writing, speaking, listening, pronunciation, vocabulary, grammar*
Verbs: *use, try*

- 1 a *Skills and language areas.* Read the words in the box and make sure learners understand what they mean. Give examples if necessary.
- Give learners time to think about questions 1–3.
- b Then learners compare their ideas.
- Feedback.* Take each question in turn, and ask learners some of the things they said. Ask follow-up questions to encourage discussion, e.g.
- *Why do you like listening?*
– *Why is it important?*
– *Which is more important, grammar or vocabulary? Which is easier? Why?*

- 2 a *Components of the coursebook.* Go through the items together, and ask learners to identify the picture which goes with each one. Briefly explain what they are and where learners can find them.

1 B 2 A 3 D 4 C 5 F 6 E

- b *Whole class.* Ask learners which self-study materials they use at present, and which they would like to try.

Explore writing

Goal: write a personal letter or email giving news

Core language:

Starting an email: *How are you? I hope you're well. We're fine.*

Responding: *It's good to hear from you.*

Finishing an email: *That's all for now. Hope to hear from you soon.*

Punctuation and capital letters

1 Reading: emails

Optional lead-in with books closed

Ask learners to imagine they are writing an email to a friend. They last met a few months ago. Ask: *How could you begin the email?*

Use this to elicit the phrases: *Hi; How are you?; Hope you are well;* and so on.

Look at questions 1–3. Then learners read the emails and choose the correct answers. Learners who finish early could discuss the answers with a partner.

- 1 *Thailand; She went swimming, went on a boat trip and visited the Rose Garden.*
 2 *She moved to France and got a job in a bank.*
 3 *She bought a new car; she started French lessons.*

- 2 a *Email expressions.* Learners cover the emails and match the sentence halves.
 b Then let them check the answers in the emails, and go through them together.

- 2e *I hope you're well.*
 3f *We're fine.*
 4a *It's good to hear from you.*
 5b *That's all for now.*
 6c *Hope to hear from you soon.*

- c Ask which phrases start an email and which finish an email.

Start: 1, 2, 3, 4 Finish: 5, 6

Point out that *It's good to hear from you* is a useful way of replying to an email from a friend.

- 3 a *Review of past simple verbs.* Learners cover the emails. They add verbs in the gaps.

- | | | | |
|--------|--------|---------|-----------|
| 1 was | 3 had | 5 moved | 7 bought |
| 2 were | 4 went | 6 got | 8 started |

- b Learners find the verbs in the emails. Note that in sentence 6, *found* would also be correct.
 c Ask learners to suggest other words to replace those that are underlined. *Possible answers:*

- 1 *second, third ...*
 2 *apartment, restaurants, cafés, people, weather ...*
 3 *good, wonderful, sunny, terrible, wet, dry, rainy ...*
 4 *shopping, sightseeing, sailing, walking ...*
 5 *son, mother, friends, neighbours, uncle ...*
 6 *shop, supermarket, office, school ...*
 7 *nice, big, cheap ...; flat, house, sofa, TV ...*
 8 *German, Chinese, dancing ...*

- 4 *Punctuation: Full stops, question marks and capital letters*

Elicitation with books closed

Write a sentence and a question on the board without punctuation, e.g.

its good to hear from you

how are you

Ask learners what is missing. Use this to establish that:


- we use a capital letter to start the first word of a sentence.
- we use a full stop at the end of a sentence.
- we use a question mark at the end of a question.

Then open books and look at 4a.


- a Learners cover Judy's email and write the sentences with correct punctuation.
 b Go through the answers together, or let learners check their own answers from Judy's email.

Note

If learners have exactly the same punctuation features in their own language (e.g. languages using a Roman alphabet), you could leave out this section, as it will be very easy for them.

- 5  *Planning an email.* Learners make a list of things they did recently. They should just make brief notes at this stage, not start writing the email. You could show what to do by writing notes on the board.

As they do this, go round and check.

- 6 a  *Writing emails.* 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 punctuation.

- b  Learners swap emails with their partner. In turn, they read each other's emails and ask questions to find out more.

Round-up. Ask a few learners to summarise what their partner wrote to them.

Alternative: Written replies

Instead of asking questions, learners could write a reply to the email they received.



You could use photocopiable activity 4C on the Teacher's DVD-ROM at this point.

4 Look again

Review

GRAMMAR Questions and negatives

- 1 a Either write the table on the board, and add questions 1–3 to it, or ask learners to write the table on a piece of paper.

Q word	aux vb	subject	verb
What	did	you	study at university?
	Does	your family	have a pet?
	Can	you	play the piano?

- Use this to point out question pattern rules:
- The auxiliary verb comes before the subject.
 - The main verb doesn't change into the past, or add an -s ending (*study*, not *studied*; *have*, not *has*).
 - Sometimes we add a question word at the beginning.
 - Sometimes we start a question with an auxiliary verb.

- b** Learners write three more questions. As they do this, go round and check.
Learners ask and answer all the questions.
- c** Repeat the same procedure for the negative forms.

subj	aux vb + n't	verb
She	doesn't	enjoy watching TV.
I	can't	get up early in the morning.
My camera	didn't	cost a lot.

- Point out that in negatives, as in questions:
- the auxiliary verb changes its form to show the 3rd person or the past (*doesn't*, *didn't*).
 - the main verb doesn't change.

- d** Learners write more negative sentences.
Round-up. Ask pairs to read out their sentences.

VOCABULARY Past verbs, last and ago

- 2 a** Play recording 1.54. Learners answer questions 1–4.

1 Six years ago 2 On a boat in Indonesia 3 Friends
4 He hated it at first, then he relaxed.

- b** Learners read the script on p151 to check, and underline the past verbs.

went, was (4 times), wanted, learned, said, pushed, relaxed, started

- c** Write on the board:
– *I first*
Ask learners how the sentence could continue (e.g. *I first ate ..., I first went to ..., I first met ...*). Give a few examples of your own first experiences.
Give learners time to think about a first experience.
- d** In turn, learners tell the class about a first experience. Other learners ask questions.

CAN YOU REMEMBER? Unit 3 – Free time activities

- 3 a** Review. Learners match each activity to a verb.

1 watch films	5 read books
2 listen to the radio	6 play computer games
3 go shopping	7 see family (or films)
4 go to restaurants	8 go for a walk

- b** Look at each pair of activities in turn (e.g. *play the drums, play computer games*). Ask two or three learners if they do either of them, and if so when.

Alternatives

- 1 Pairs**
Learners say when they do the activities, and find out when their partner does them.
- 2 Groups**
Learners sit in groups of four or five. Each learner chooses a pair of activities (e.g. *read newspapers, read books*) and asks others in the group when they do the activities.

Extension

SPELLING AND SOUNDS th

- 4 a** Read the words aloud or play recording 1.55, and get learners to practise saying them.
- /θ/: get them to say /t/, then allow air to pass between the tip of their tongue and the back of their teeth.
 - /ð/: get them to say /d/, then allow air to pass between their tongue and the back of their teeth.
- b** Learners add words to the groups. Then build up lists on the board and practise saying the words.

/θ/: think, bath, toothbrush
/ð/: that, other

- c** Play recording 1.56 or read out the words. Learners write them down.
- d** Check spellings by asking them to read the words back to you, or let them check on p151.

NOTICE Ordinal numbers

Optional lead-in with books closed

Write on the board:
1st 2nd 3rd 4th
Ask learners to say the numbers aloud, and write them as words on the board. Use this as the basis for your presentation.

- 5 a** Books open. Read the examples, and point out that:
- we say *first, second, third*; after that we add -th to the number.
 - if we write these as numbers, we add the last two letters of the word:
1st = first; 2nd = second; 3rd = third
- Learners write the full forms, or they could simply say them round the class. Point out that:
- *fifth, eighth, ninth* and *twelfth* are slightly irregular.
 - numbers ending in -y change to -ieth:
twenty → twentieth
- b** To introduce the activity, write a date on the board and ask learners to guess why it is important to you.
Learners write down three important dates.
Learners show each other their dates, and ask questions about them.
Round-up. Ask a few learners to tell you one of their partner's dates, and why it is important.

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 4 Extra activities on the Teacher's DVD-ROM

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

4A Past simple maze

A		B	
HEAR	SAY	HEAR	SAY
liked	want	lived	drink
had	hear	walked	sell
asked	watch	listened	eat
BEGINNING	live	bought	speak
sold	catch	told	wash
decided	get	played	like
washed	put	watched	sing
ate	go	saw	have
C		D	
HEAR	SAY	HEAR	SAY
read	END	thought	decide
heard	think	went	see
put	drive	visited	tell
drank	work	caught	read
sang	visit	said	buy
got	say	drove	walk
wanted	listen	worked	play
hated	ask	spoke	hate

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

4B First times

A

My first day at school was about 20 years ago, when I was 5 years old. I went to school with my mum, and the teacher took me to the class. I played games with the other children. It was really exciting and I had a lot of fun!

What do you remember about ...

- ... your first day at school?
- ... the first time you had a birthday party?
- ... the first time you went to the dentist's?
- ... when you learnt to swim?
- ... your first trip to another country?

B

It was about 15 years ago, when I was 10 years old. I was at primary school, and it was really difficult. I was very nervous, but I worked hard and I passed!

What do you remember about ...

- ... the first time you did an exam?
- ... your first holiday?
- ... when you learnt to ride a bicycle?
- ... the first time you saw the sea?

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

4C The Lazy Email Generator

Do you have a busy life? Is it difficult for you to keep in touch with your friends? Perhaps the **Lazy Email Generator** is the solution you need!

Hi _____

How are you? I hope you're well. I'm fine. I started my new job last month.

I was very nervous! I also started a new course last week.

It's very interesting but quite hard. And did I tell you about the trip I went on recently?

I went to New York with my boss on business and I had a very busy week.

Oh, I nearly forgot, my girlfriend's birthday is next month and I'd like to have a surprise party for her. Would you like to come? Let me know soon.

Anyway, that's all for now. Hope to hear from you soon!

Best wishes,

a moved into a new flat b OK
 c did my exams on Tuesday d in June
 e my sister is getting married f They were difficult, but I passed
 g to Barcelona for a holiday h invite you to the wedding
 i It's really nice j a great time

Why not try the **Lazy Email Generator** yourself?
Write an email to a friend, giving them all your news!

English Unlimited Elementary Teacher's Pack Photocopiable © Cambridge University Press 2010

4A Past simple maze

Activity type: Grammar, pronunciation and listening – Hear/Say – Groups

Aim: To practise recognising and pronouncing the past simple forms of regular and irregular verbs

Language: Past simple verbs – Use at any point from 4.1.

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

Time: 10–15 minutes

4B First times

Activity type: Speaking and listening – Discussion – Pairs / Whole class

Aim: To practise using the past simple to talk about your experiences

Language: Past time expressions – Use at any point after 4.1.

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

Time: 20 minutes

4C The Lazy Email Generator

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

Aim: To practise giving news in an email

Language: Write a personal email giving news – Use at any point from Explore Writing, p40.

Preparation: Make two copies of the worksheet for each learner.

Time: 20–30 minutes

Unit 4 Self-study Pack

In the Workbook

Unit 4 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:** Past time expressions; Things for a trip
- **Grammar:** Past simple verbs; Past simple
- **Time out:** Technology crossword
- **Explore reading:** Newspaper article: *Songs that changed my life*
- **DVD-ROM Extra:** Technology firsts – Patrizia, Fred and Laura

On the DVD-ROM

Unit 4 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:** Sentence stress; *do* or *did*?
- **Explore speaking:** *Did you?* – Showing interest
- **Animated video:** Meeting a visitor
- **DVD-ROM Extra:** Technology firsts