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B1 Pre-intermediate Teacher's Pack

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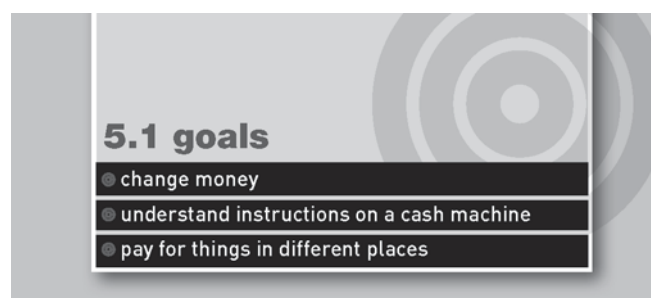
The thinking behind *English Unlimited*

The aim of *English Unlimited* is to enable adult learners to communicate effectively in English in real-life situations. To achieve this, *English Unlimited* is:

- 1 a **practical** course
- 2 an **authentic** course
- 3 an **international** course
- 4 a **flexible** course

1 A practical course

Each unit of *English Unlimited* is designed to help learners achieve specific **communicative goals**. These goals are listed at relevant points throughout the Coursebook. For example, you and your learners will see these goals at the top of the first lesson in unit 5:



All the goals are of a practical ‘can-do’ nature, chosen to enable Pre-intermediate level learners to deal with a wide range of situations in English. Of course, a substantial amount of each unit is dedicated to learning vocabulary and grammar – but the goals come first. We’ve identified goals which we think will be useful for Pre-intermediate level learners to work on, and then selected vocabulary and grammar to help them do this.

Where exactly do the goals come from?

The goals for the course have been taken from the **Common European Framework of Reference for Languages (CEF)**, and adapted and supplemented according to our research into the needs of Pre-intermediate level learners.

The goals in the Coursebook are based on the CEF goals but they have been reworded to make them less ‘technical’ and more motivating and accessible for learners and teachers.

What is the CEF?

The CEF uses ‘can-do’ statements to describe the abilities of learners of English (or any other language) at different levels. The focus is on **how to do things in the language**, rather than on abstract knowledge of the language itself. For example, here are some CEF goals which describe learners’ speaking abilities at the end of Pre-intermediate:

- can deal with common aspects of everyday living such as travel, lodgings, eating and shopping
- can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature

The CEF originated in Europe but is used increasingly widely around the world as a guide for curriculum design and assessment. It can be used with learners of any nationality or first language.

What’s the level of the course?

The CEF is divided into 6 main **levels**, sometimes with ‘plus’ levels in between. This table shows the CEF levels and how they relate to the Cambridge ESOL exams:

CEF levels		Cambridge exams
C2	‘Mastery’	CPE
C1	‘Operational proficiency’	CAE
B2+		
B2	‘Vantage’	FCE
B1+		
B1	‘Threshold’	PET
A2+		
A2	‘Waystage’	KET
A1	‘Breakthrough’	

English Unlimited Pre-intermediate is based on can-do statements at both the A2+ and B1 levels of the Common European Framework. It takes learners beyond A2+ and well into the B1 or ‘Threshold’ level of competence.

2 An authentic course

Because it is based on practical goals, *English Unlimited* teaches authentic language – that is, the kind of language which is really used by native speakers and proficient non-native speakers of English in everyday situations. An important tool for identifying useful language to include in the course has been the **Cambridge International Corpus (CIC)**.

What is the CIC?

The CIC is an electronic collection of more than a billion words of real text, both spoken and written, which can be searched by computer to discover the most common words, expressions and structures of the language, and the kinds of situations in which they are used.

How has it been used in the course?

The CIC has been used throughout *English Unlimited* to ensure that, as far as possible given the level of the course, learners are taught **the most frequent and useful words and expressions** for meeting their communicative goals.

The CIC has also been used in the preparation of **grammar** sections, both to select structures to be taught and to identify realistic contexts for presentation. For example, the course includes focuses on prepositional phrases (unit 3) and habitual *would* alongside *used to* (unit 13) because corpus research suggests that prepositional phrases are an extremely common means of adding descriptive detail to nouns, while *would* is actually employed more frequently than *used to* in the description of past habits.

A further use of the CIC is in the **Keyword sections** which appear in every unit. Each Keyword section focuses on one or more of the most frequently used words in English and teaches its most common meanings, as well as useful expressions based around it.

How else is English Unlimited an authentic course?

In addition to being informed by the CIC, *English Unlimited* contains a large amount of **unscripted audio and video material**, recorded using non-actors, both native and non-native speakers. Many other listening texts have been scripted from recordings of real conversations.

What are the benefits for learners of using 'authentic' listening material?

Listening to spontaneous, unscripted speech is the best way to prepare learners for the experience of understanding and communicating in English in the real world. Our observations have shown not only that Pre-intermediate level learners are capable of following spontaneous speech, but that authentic recordings are more motivating and engaging for learners in general.

3 An international course

In what ways is English Unlimited 'international'?

Firstly, *English Unlimited* is an **inclusive** course, catering to learners of different backgrounds from all around the world. We have taken care to select topics, texts and tasks which will appeal to a broad range of learners. We've tried to avoid topics which learners may find uncomfortable, or simply uninteresting, and we don't assume a knowledge of a celebrity culture, but focus instead on more universal themes, accessible to all.

English is most often used nowadays between non-native speakers from different places. How does the course take this into account?

A second strand to the 'internationalism' of the course is that it includes features which will help learners become more effective communicators in international contexts.

In every odd-numbered unit there is an **Across cultures** section which focuses on a particular topic of cultural interest. The aim of these sections is to increase learners' awareness of how the values and assumptions of people they communicate with in English might differ from their own. Learners who have this awareness are likely to be more sensitive and effective communicators in international environments.

Listening sections use recordings of **speakers with a range of accents** in order to familiarise learners with the experience of hearing both native and non-native speakers from a wide variety of places. Regardless of accents, care has been taken to ensure that recordings are of appropriate speed and clarity for learners at this level, and that they are error-free. All non-native speakers are competent users of English and should provide learners with strong and motivating role models to help them progress and achieve greater confidence in English.

For the purposes of language production, taught grammar, vocabulary and pronunciation follow a British English model, but by exposing learners to a wide range of accents and models, we are helping to enhance their ability to use English in real international contexts.

4 A flexible course

The next five pages show how a typical unit of *English Unlimited* is organised.

As you'll see, the first five pages are connected to each other and make up the 'core' of the unit. After that, there is the **Explore** section, two pages of activities which have a topical or linguistic link to the unit, but which can be used separately. On the last page of each unit is the **Look again** section, comprising review and extension activities, which can be done by learners either in the classroom or for homework.

This means that *English Unlimited* can be adapted not only for lessons of different lengths, but also for shorter and longer courses. For example, just using the 'core' of each unit would be suitable for a course of about 50 hours, while using all the material, including the **Explore** and **Look again** sections, would give a course length of 80 or 90 hours.

The flexibility of *English Unlimited* is further enhanced by an extensive range of supplementary materials. These include **grammar reference and extra practice** at the back of the Coursebook, the **Teacher's DVD-ROM** containing three extra activities for each unit of the coursebook, '**Writing Essentials**' literacy activities, **Achievement and Progress tests**, and the **Self-study pack**, which offers more than 50 hours of additional language and skills practice material in the Workbook and on the Self-study DVD-ROM.

In the rest of this introduction you'll find:

- a plan showing how a unit is organised *pages 6 to 10*
- more detailed notes on the different sections of the units *pages 11 to 15*
- information about the other components of the course *pages 16 to 19*
- more detailed information about the CEF *page 20*

We hope that you and your learners will enjoy using *English Unlimited*.

Alex Tilbury

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How a unit is organised

The course consists of a shorter 'Intro' unit and 14 main units. Each main unit has 8 pages.


The first two pages are a single lesson with goals based on the CEF. You can of course spread the material over more than one lesson if you want.
⌚ about 90 minutes

3

How's your food?

3.1 goals
 • give opinions
 • talk about food and eating

Supermarkets or small shops?



VOCABULARY
 Giving opinions

- 1 Look at the pictures. In groups, ask and answer the questions.
 - 1 How often do you shop at places like these?
 - 2 In your home, who does the food shopping?
- 2 Read three people's opinions about supermarkets. Do they like or dislike them? Why?

"I think small shops are better. The owners are usually friendly and you can ask them about things. I find supermarkets quite stressful. They're always crowded and noisy. If you ask me, they're only interested in making money, not in their customers."
 Jenny, New Zealand

"Well, supermarkets are cheap and convenient but I prefer convenience stores. They're fast and modern and sell interesting things. Also, supermarkets bring a lot of their stuff here by plane and that's bad for the environment. They should sell more local food."
 Akio, Japan

"I go to the market near my flat every day to buy food – things like meat, fish and vegetables. I never buy things like that in the supermarket. I don't think their food is fresh. But I guess they're good for cleaning products, pet food and so on."
 Luz, Spain
- 3 Match the beginnings and endings of the opinions. Then look at 2 to check.

1 I think small shops	a sell more local food.
2 I find supermarkets	b cleaning products and pet food and so on.
3 If you ask me,	c are better.
4 They should	d is fresh.
5 I don't think their food	e quite stressful.
6 I guess they're good for	f they're only interested in making money.
- 4 a Find the opposites of these adjectives in 2.

unfriendly friendly expensive relaxing inconvenient
 quiet boring empty old-fashioned

SPEAKING

- 5 a Think about places where people buy food in your country. What are their good and bad points?
 b Listen to each other's opinions in groups. Say if you agree or disagree and give reasons.

I think supermarkets are only good for people with cars.
 Yes, I agree. Well, I don't agree. I think ...

3.1

Food and you

READING



- 1 Look at the pictures. Which kinds of food do you prefer to buy? Why?
- 2 Read the article by Judi Bevan. Which paragraphs:
 - a are about supermarkets now?
 - b are about shopping in the past?
 - c compare shopping in the past and present?

In defence of supermarkets

¹ I like supermarkets. I can buy a week's shopping in ninety minutes, giving me time to help my daughter with her homework, or read a good book in the bath.

² Supermarkets sell an amazing choice of fresh and frozen food. If I want to spend hours cooking a three-course dinner for friends, I can find all the ingredients I need at my local supermarket. If I choose an Italian meal, there are porcini mushrooms, fresh basil and mozzarella cheese. If I want some other cuisine – Indian, Chinese or French – herbs, spices, sauces and vegetables from every continent are only a few minutes away.


³ On the other hand, when I'm tired and just want to put together a quick family meal, I can buy a ready-made lasagne or curry, a bag of salad and some fresh fruit – and start eating it ten minutes after I get home.

⁴ Thanks to supermarkets, I can now shop all day from early morning to late at night. In some stores I can even shop 24 hours.

⁵ When I was a child, my mother didn't have these choices, as she went to three or four depressing little shops every day to buy what she needed. These shops opened from 9 am to 5 pm Monday to Saturday, and they all closed on Thursday afternoons.

⁶ The food was not always good; there was almost no choice and the shopkeepers were not very friendly. And at that time, food was very expensive. Cream on strawberries was a luxury, and roast chicken was for special occasions only.

⁷ Not many people would say that shopping in their local supermarket on a crowded Saturday morning makes them happy. But it's much, much better than what we had before.



Judi Bevan is a freelance financial journalist, author and broadcaster. Her books include *Tricky Wars – the Battle of the Supermarkets*, published in 2006.

- 3 Read the article again. Find four reasons why Judi likes supermarkets and four problems with shopping in the past.
- 4 Judi describes supermarkets in the UK. Which things are true about supermarkets in your country? Which things are different?
- 5 Add vowels to make food words from the article. Then look at the article to check. Look on p131 to check any words you don't know.

1 bst basil	4 vgtbls	7 strwbrrs	10 tsgn	13 mshrms
2 chs	5 crry	8 hrbs	11 sld	14 crm
3 spcs	6 frt	9 scs	12 chckn	
- 6 Match the examples from the box with a-d. Think of two more examples each for a-d.

basil dessert lasagne breakfast

a a meal b a course c an ingredient d a dish
- 7 In groups, ask and answer the questions. Find out more information.
 - 1 Do you have a favourite kind of food, dish, or meal of the day?
 - 2 What dishes can you, or people you know, cook? What ingredients do you use a lot?
 - 3 Where you live, are there any good places to buy food from other countries?

VOCABULARY
 Food and meals

SPEAKING

I never eat mushrooms.
 Why not? I love them!

Lessons include **vocabulary** and/or **grammar**, as well as practice in **reading**, **listening** and **speaking**. Lessons always finish with a communicative speaking task. See pp11–13 for details of language and skills sections.

Eating out

READING AND LISTENING

- 1 Talk together.
 - 1 How often do you go to cafés or restaurants?
 - 2 Are there any good places to eat near your home?
- 2 a Read the information from a guide to eating out in Melbourne, Australia. Which restaurant:
 - 1 is owned by a family?
 - 2 has tables outside?
 - 3 is open on Sundays?
 - 4 sometimes has live music?
- b Which of these restaurants would you like to go to? Why?

3.2 goals

- talk about food and eating
- order a meal in a restaurant

The Bridge Restaurant
45 Hardwear Lane, Melbourne Vic. 3000
☎ 03 9600 234
★★★★☆



The Bridge has a modern dining room serving quality European food. There is also a beautiful terrace for outdoor dining, and live jazz every Friday. Bookings essential. *Open Monday–Friday 12 pm – 10 pm, Saturday 5 pm – 10 pm.*

Bopha Devi Docklands
27 Rakala Way, Docklands Vic. 3008
☎ 03 9600 187
★★★★☆

The new place in Docklands that everyone's talking about. The Bopha Devi Cambodian restaurant combines fantastic food with excellent service. *Open 12 pm – 11 pm. Closed Mondays.*



Abia's Lebanese Restaurant

109 Elgin Street, Carlton Vic. 3053
☎ 03 9347 006
★★★★☆

Choose from an exciting menu of Middle Eastern food, then sit back and enjoy the friendly service in this family-owned restaurant. *Open Thursday–Friday 12pm – 3pm, Monday–Saturday 6pm – 11pm*

food&drink

- 3 Listen to Bryan and Lynn talking about the restaurants. Which one do they choose? Why?
- 4 Read the restaurant menu. Which dishes would you like to try? Look on p131 to check any words you don't know.



Bryan and Lynn are cousins. They want to celebrate Lynn's birthday.

STARTERS
Soup of the day
Peach, apple and cheese salad (v)
Warm olives with oil and bread (v)

MAIN COURSES
Home-made pasta in a tomato and olive sauce (v)
Grilled salmon with potatoes and green salad
Steak in a mushroom sauce with roasted potatoes
Fried rice with mushrooms (v)
Prawns and green vegetables with a fresh cucumber salad

DESSERTS
Warm chocolate cake – with chocolate or vanilla ice cream
Cheese plate with toast (v)
Fresh fruit salad with cream (v)
(v) – suitable for vegetarians

- 5 Listen to Lynn and Bryan ordering their meals. Tick [✓] the things they...

Every unit has a focus on **pronunciation**. See p12 for details.

There is a **Grammar reference** and **extra grammar practice** for every unit at the back of the Coursebook.

The next two pages are another lesson with goals based on the CEF. about 90 minutes

LEXIS

Ordering a meal

Waiter

- OK. And for you, sir?
- Hi, are you ready to order?
- All right. Can I get you something to drink?
- Fine, and how would you like your steak?
- Today it's cream of mushroom soup.
- Sure. Sparkling or still?

Customers

- Can we have a bottle of water?
- Could I have the cheese salad to start ... and then the steak?
- OK, so I'll have that and the pasta, please.
- Medium, please.
- Still, please.
- Yes, I think so. What's the soup of the day?

- 6 a Put the lines of the restaurant conversation in order, 1–12.

- 7 a Listen to the waiter and customers. Words or syllables without stress often have a schwa /ə/ sound. Listen and say the sentence.
Can we have a bottle of water?
b Mark the /ə/ sounds in the rest of the customers' sentences in 6a.
c Listen and read the script on p145 to check. Practise saying the sentences.

SPEAKING

Describing a meal

GRAMMAR

Nouns with prepositional phrases

- 1 Look at sentences 1 and 2. Then circle the nouns and underline the prepositional phrases in 3–6.
- 1 Soup of the day
 - 2 Warm chocolate cake with ice cream
 - 3 Fresh fruit salad with ice cream
 - 4 Pasta in a tomato and olive sauce
 - 5 Warm olives with oil and bread
 - 6 Steak in a mushroom sauce with roasted potatoes

- 2 a Put the highlighted phrase in the correct place in each sentence.

- 1 I'd like to book a table, please, for two
- 2 My parents cook a big meal every weekend, for nine or ten people
- 3 Could I have the chicken, please? in garlic sauce
- 4 That table is free. Why don't we sit there? in the corner
- 5 Would you like a bottle with your meal? of water
- 6 The weather was great, so we sat at a table, on the terrace
- 7 There's a good menu and the staff are very friendly, with lots of vegetarian dishes
- 8 I'll have the salmon, please, with rice

- b Listen to check.

Grammar reference and practice, p134

SPEAKING

- 3 a Think about a meal you had recently.

- 1 Where did you have the meal: in a restaurant or café? at a party? at a friend's house?
- 2 When did you have it? Who with?
- 3 What did you eat? How was the food?
- 4 What was the place like?
- 5 Did you have a good time?

- b In groups, describe your meals. Give details.

We went to Abia's. It's a Lebanese restaurant with really friendly staff. We sat at a table in the corner ...

⌚ The last four pages of a unit will take about 45 minutes each.

The fifth page is the heart of the unit, the **Target activity**. Learners prepare for and carry out an **extended task** which is designed to combine and activate language taught in earlier lessons in the unit. See p13 for details.

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3.3 Target activity

Plan a meal

3.3 goals

- give opinions
- talk about food and eating
- make suggestions

TASK LISTENING

1 **1.128** Four people are planning a barbecue, but some of their friends are vegetarian. What do they decide to do? Listen and choose from 1–4.

- cook meat and vegetables together
- cook only meat but make some salads too
- cook meat and vegetables on different grills
- cook only vegetables

2 **1.129** Listen to the second part of the conversation. Tick (✓) the things they need for the salad.

lettuce black olives parmesan cheese olive oil
feta cheese limes garlic tomatoes

3 **a** Can you remember which six of these suggestions the friends make?

- How about we organise a barbecue?
- We could do some pasta.
- We can put veggies on the barbecue as well.
- Why don't we get some burgers?
- Sausages are nice.
- How about a fruit salad?
- Perhaps we should make a cake.
- What about fruit?
- Melons?

b **1.130** **1.129** Listen again to check.

TASK VOCABULARY

Making suggestions

TASK

4 **a** You're going to plan a meal for your group. Work alone and think about these questions.

- Should you eat inside or outside? Could the meal be in or near your home?
- What kind of food should you make? How many courses? What about drinks?
- Who should make the food? How can you help?

b Now think about how to:

- describe the food. *Chicken with ...*
- give opinions. *I think we should ...*
- make suggestions. *How about ... ?*

5 In groups, plan your meal. Make a list of the dishes you decide to make.

6 Read the other groups' lists. Which meals do you think sound the nicest or the most interesting?

Target activities **review goals** from the earlier lessons of the unit.

Model recordings are used to demonstrate the task.

Task Vocabulary sections provide learners with **useful language** for the task.

Learners are encouraged to **take time to prepare** ideas and language.

Target activities have a **clear outcome**.

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The **Explore** section is made up of activities which extend and broaden the topics, language and skills taught in the core part of each unit. On the first page is the **Keyword**, then **Across cultures** or **Independent learning** in alternate units. On the second page is either **Explore writing** or **Explore speaking**.

3 EXPLORE

Keyword with

- 1 a Match 1-3 with a-c to make three sentences.
- | | |
|-----------------------------|---|
| 1 I've never been very good | a with lots of vegetarian dishes. <small>UNIT 3</small> |
| 2 I work | b with the sales team. <small>UNIT 2</small> |
| 3 It has a good menu | c with computers. <small>UNIT 2</small> |
- b Which sentence has: a noun + with? an adjective + with? a verb + with?
- 2 Choose the best endings for 1-9.
- | | |
|--|---|
| 1 I have an appointment with | a Cecile? She looks ill. |
| 2 I've got a problem with | b the view. |
| 3 I had a meeting with | c a walk around its famous gardens. |
| 4 I'm bored with | d my computer. It won't start up. |
| 5 What's wrong with | e this film. Can we change channels? |
| 6 My new flat's nice but I'm not very happy with | f Erika now. They met at a party a month ago. |
| 7 I'm staying with | g the sales team yesterday. |
| 8 Steve's going out with | h friends in Honolulu right now. It's wonderful here. |
| 9 The tour of the castle starts with | i Dr Jones for two o'clock. |
- 3 a Complete five or six of these sentences with your own ideas.
- I'm (not very) good with ... I work with ... I have a meeting with ... I've got a problem with ...
I'm bored with ... I'm (not very) happy with ... I sometimes stay with ... My day usually starts with ...
- b Compare your ideas in groups. Ask questions to find out more.

Well, at the moment I've got a problem with my car. OK, What's wrong with it?

Each **Keyword** section focuses on a common English word, teaching and practising the main meanings and useful expressions. *See p13 for details.*

Odd-numbered units have **Across cultures** sections which give learners the chance to think about and discuss how cultures differ around the world, and to reflect on their own culture. *See p13 for details.*

Across cultures Mealtimes

- 1 **▶▶▶** Listen to Matt and Carlos talking about mealtimes. Who talks about these things?
- breakfast the evening meal dinner on Friday evenings dinner with guests
- 2 Can you remember who said these things, Matt or Carlos?
- ▶▶▶** Listen again to check.
- We usually eat together in the evening.
 - Everyone sits around the table and eats and talks.
 - In my family, we all have breakfast at different times.
 - I send my kids to wash their hands before dinner.
 - My mum says *bon appétit* before we start eating.
 - We usually have a quick meal in front of the TV.
- 3 a Talk together.
- What time do you usually have meals? Are meals quick or do they take a long time?
 - Do you eat at the same time as other people? Do you eat in the same room?
 - Do you say or do anything before you begin a meal?
 - What do you do while you're eating? (talk? watch TV? smoke? something else?)
 - If you talk, what do you usually talk about?
 - Where you live, do you think food and mealtimes are a very important part of: a family life? b social life? c work or business life?
- b Now think about these questions and talk again.
- Are the things in 3a the same or different in other places you know?
 - Have you ever had a meal in someone's home in another country? What was it like?



Odd-numbered units have **Explore writing** pages which enable learners to write a range of different text types. *See p14 for details.*

Even-numbered units have **Independent learning** pages which develop learners' independent study skills. *See p14 for details.*

Independent learning English outside the classroom

1 **▶▶▶** Listen to three people talking about how they learn languages outside the classroom. Which things A-E does each person talk about?

b **▶▶▶** How do they use the things in the pictures? Listen again and make notes.

Aspirin - read children's books.

2 Can you think of more ways of learning English outside the classroom? Make a list of your ideas. Think about listening, speaking, reading and writing.

b Compare with the list on p123.

3 Talk together. Which of the ideas for learning outside the classroom:

- do you do now?
- do you like / not like?
- would you like to try?

Even-numbered units have **Explore speaking** pages dedicated to developing learners' speaking skills and strategies. *See p14 for details.*

4 EXPLORE Speaking

Goals

▶▶▶ Listen to a conversation between Tony and Valérie.

1 Why's Valérie in Vancouver?

▶▶▶ Listen to a conversation about the advantages of visiting Vancouver.

▶▶▶ Listen to a conversation about the advantages of visiting Vancouver.

3 EXPLORE Writing

Goal

▶▶▶ Give and understand written instructions

1 a Look at the pictures of two snacks and items A-H. Which items do you think you need for bruschetta and which for spiced nuts?

A B C D

E F G H

Warm spiced nuts

Tomato and cheese bruschetta

b Read the recipe for bruschetta to check.

Tomato and cheese bruschetta

2 medium tomatoes, chopped
100g mozzarella cheese, chopped
2-3 basil leaves
40 ml extra virgin olive oil
salt, pepper
4 slices of good white bread
1 clove of garlic, peeled

Chop the tomatoes and mozzarella and put them in a bowl. Add the basil, oil, salt and pepper. Stir, then leave for 20 minutes to an hour. Toast the bread until golden brown, then put on a plate. Cut the garlic clove in half and rub over each piece of toast. Put a quarter of the tomato mixture on each slice and serve.

4 Read the recipe for warm spiced nuts. Choose the correct verbs.

Warm spiced nuts

200g mixed nuts
40ml olive oil
a little salt
10ml chopped fresh rosemary
5ml chopped dried chillies

Put the nuts, oil and salt in a bowl. 1 Chop / Shake the fresh rosemary and dried chillies and add to the bowl. 2 Cut / Stir all the ingredients, then pour onto a baking tray. 3 Bake / Boil at 180°C for 15 to 20 minutes, shaking once. 4 Pour / Stir the nuts onto kitchen paper and then into a dish. 5 Shake / Serve warm.

2 a Which of these verbs can you find in the recipe for bruschetta?

chop cut pour shake serve stir

You can look up the words on p131.

b In pairs, take turns to mime and guess the verbs for preparing.

3 What kinds of foods do you cook in these ways? Talk together.

bake boil fry grill roast toast

Look on p131 to check any words you don't know.

I sometimes bake cakes. I never bake bread!

5 Read both recipes again.

- Which snack do you think is the easiest to make?
- Would you like to try these snacks? Why? / Why not?

6 a Think of a snack or some other quick dish that you know how to make.

b Write the ingredients for your recipe.

c Write the instructions for your recipe.

7 Look at each other's recipes. Ask and answer the questions.

- Would you like to try them?
- Can you understand all the instructions?

The last page of each unit, **Look again**, is a series of short classroom activities for reviewing and extending the language from the unit. *See p15 for details.*

Review activities include **vocabulary** and **grammar** from the unit.

Spelling and sounds activities help learners make connections between English spellings and how to pronounce them.

Notice activities draw out further useful language from the unit's reading or listening texts.

At the end of each unit is a **Self-assessment** for learners to complete.

3 Look again

Review

VOCABULARY Opinions

1 a Put the words in order to make sentences.

- are better than fresh ones frozen vegetables I think .
- seven days a week should open shops I don't think .
- should buy everyone If you ask me, local food .
- expensive restaurants I find quite stressful .
- ready-made meals very good for you I don't think are .

b Talk about the opinions. Do you agree with them?

VOCABULARY Ordering a meal

2 a As a class make a café menu. Suggest your favourite dishes. Include:

starters main dishes desserts drinks

Then think about what you'd like to order.

b Work in groups of three: one waiter, two customers. Order a meal. Take turns to be the waiter.

Hi, are you ready to order?
Yes, I'd like the bruschetta, please.

CAN YOU REMEMBER? Unit 2 – Studying, Working conditions

3 a Work in two teams, A and B.

A, how many expressions about studying can you remember?
Make a list: *IT skills, do a degree ...*

B, how many expressions about working conditions can you remember?
Make a list: *pay, working hours ...*

b Look back at unit 2 to check.
A, look on p19. B, look on p21.

c Follow the instructions for the quiz.

- Choose five expressions to test the other teams.
- Write sentences with gaps.
- Take turns to read your sentences to the other teams.
- Guess the words. You win a point for every correct word, and a bonus point if you can spell it.

I did a _____ in biology.
A degree?
That's right. How do you spell it?

Extension

SPELLING AND SOUNDS oi, oy

4 a **1.25** You say oi and oy in the same way: /ɔɪ/. Listen, then say the words.
enjoy employee noisy boil

b Complete the rules with oi or oy.

- We usually write _____ before a consonant.
- We usually write _____ before a vowel or at the end of a word.

c **1.25** Spellcheck. Listen to eight words and write them down.


d Look at the script on p146 to check your spelling.

NOTICE Making sentences stronger / weaker

5 a Look at these sentences from Judi Bevan's article, *In Defence of Supermarkets*. Decide where the missing words go in each sentence. Then look back at the article on p27 to check.

- I can find ↓ the ingredients I need at my local supermarket. all
- ... vegetables from every continent are a few minutes away. only
- In some stores I can shop 24 hours. even
- The food was not good ... always
- ... there was no choice, almost
- ... and the shopkeepers were not friendly. very
- And at that time, food was expensive. very
- But it's much better than what we had before. much

b Cover the highlighted words. Can you remember the complete sentences 1–8?



Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

give opinions	1	2	3	4	5
talk about food and eating	1	2	3	4	5
order a meal in a restaurant	1	2	3	4	5
make suggestions	1	2	3	4	5
give and understand written instructions	1	2	3	4	5

• For Words and, reference and saving your work see e-Portfolio
• For more practice see Self-study Pack, Unit 3

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Can you remember? activities review a language point from the previous unit.

WebSite: www.booksmania.net
Telegram: @booksmania

A more detailed look at features of *English Unlimited*

Vocabulary

English Unlimited provides learners with a **wide variety of vocabulary**, chosen to meet each unit's communicative goals. In most units, there are three or four vocabulary sections in the first two lessons and Target activity, and vocabulary is also presented and practised in Keyword sections, on Explore writing pages, and on Explore speaking pages.

Vocabulary includes:

- **words** like *relaxing, old-fashioned*.
- **collocations** like *have an appointment, have breakfast*.
- **stems** like *Why don't we ... ?*
- **fixed expressions** like *I agree*.

The focus on longer items as well as single words will enable learners to express themselves more fluently, naturally and effectively.

The course provides a balance of:

- **very frequent vocabulary**, selected and checked using the Cambridge International Corpus (CIC).
- **topical and functional items** which learners need in order to achieve particular goals. For example, food and drink words are not especially frequent statistically, but are obviously necessary for the fulfilment of goals such as 'talk about food and eating' and 'order a meal in a restaurant'.

Taught vocabulary is generally drawn from texts which learners have already read or listened to as part of a skills section of a lesson. In other words, vocabulary is **placed in clear contexts** which help learners work out what it means, and how it's used.

Grammar

Each unit of the course teaches the grammar essential to achieving the **communicative goals**.

The points of the grammar syllabus have been selected and placed in particular units to help learners meet these goals. For example, prepositional phrases are focused on in unit 3 because they're often used to describe food and meals: *soup of the day* or *chocolate cake with ice cream*. Similarly, different kinds of conditional sentences are taught in units 7 and 14 as they are very useful for making recommendations and exchanging opinions about practical issues: *If you're interested in art, you'll love this museum; If everyone thought like that, we wouldn't change anything*.

Before focusing on grammar explicitly, learners are first exposed to grammar **in context** through reading and listening texts. Then meaning and form are highlighted using a **'guided discovery' approach** which actively involves learners in finding out about the grammar for themselves while also providing plentiful support and opportunities for you to monitor and assist:

GRAMMAR
Past progressive

3 a Look at the beginning of Melissa's story. Then choose a or b.

... a Canadian man and his teenage son got in the cab and asked me to take them to La Guardia airport. They **were going back to Canada.**

When Melissa met the Canadian man and his son:
a their journey to Canada was finished.
b they were in the middle of their journey to Canada.

b Circle the correct words.

1 Use the past simple / progressive to talk about a finished action.
2 Use the past simple / progressive to say an action was in progress in the past.

4 a Complete the sentences with was, were, wasn't, weren't.

was / were + -ing

Ⓐ What _____ he doing? Ⓒ _____ they going back to Canada?
Ⓑ He was standing outside the terminal. Ⓓ Yes, they were.
Ⓒ He _____ looking very happy. Ⓔ No, they _____.

b Listen to check. Do we say was and were with a schwa /ə/ in:
a questions and positive sentences, or
b negative sentences and short answers?

Thorough **controlled practice** is provided to check learners' understanding of the language and provide initial practice, while maintaining and developing the topic of the lesson:

5 a Look at three pictures from the start of a story. Use the best form, the past simple or the past progressive, to complete the paragraph.

The Ten-Dollar Bill

One sunny morning a man ¹ (walk) through the city on his way to work. He ² (wear) a smart suit and tie and ³ (talk) on his phone. Suddenly, the sun ⁴ (go) in and it ⁵ (start) raining heavily. The man ⁶ (see) a taxi and ⁷ (start) running towards it. As he ⁸ (run), a \$10 bill ⁹ (fall) from his pocket onto the ground, but he didn't notice. He ¹⁰ (go) into the cab, ¹¹ (shut) the door, and the cab ¹² (drive) away.

Grammar reference and practice, p134

b Listen to check.

Lessons end with a speaking task (or, occasionally, a writing task) which gives learners the chance to use the language of the lesson, including the grammar, in **freer practice**.

Grammar reference

In each grammar section, you'll see a label like this ...

Grammar reference and practice, p134

... which directs learners to a **Grammar reference section** at the end of the book, accompanied by **extra practice exercises**.

Each Grammar reference section sets out the **meaning, form and pronunciation** of the point in question, using simple language and a range of examples:

MEANING

You can use the past progressive to talk about an action that was in progress at a time in the past.

*I started making the dinner at 5.30 pm.
At 6.00 pm I was making the dinner. (point in time = 6.00 pm)
The dinner was ready at 7.00 pm*

*I left work at 4.00 pm.
When you phoned me, I was driving home. (point in time = when you phoned me)
I got home at 4.20 pm.*

6.00 pm you phoned me NOW

making the dinner driving home

FORM

was / were + -ing

Ⓐ What were you doing at 6 pm yesterday?
Ⓑ I was making the dinner.
Ⓒ I wasn't watching TV.

Ⓓ Were you driving home when I called?
Ⓔ Yes, I was.
Ⓕ No, I wasn't.

PRONUNCIATION

In positive sentences and questions, you don't usually stress was and were. We say /wɔːz/ and /wəz/.
In negative sentences and short answers, you usually stress was and were. We say /wɔːz/ and /wɔːz/.
Who was making the dinner? I was making the dinner.
You weren't making the dinner.

The extra practice exercises can either be done in class as the need arises, or set as homework.

Pronunciation

There is one pronunciation section in each unit.

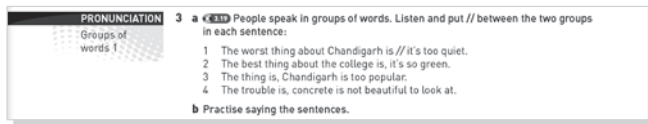
These sections have both **receptive and productive aims**:

- to help learners understand natural spoken English.
- to build confidence by isolating and practising specific, manageable features of spoken English.
- to help learners speak more intelligibly.

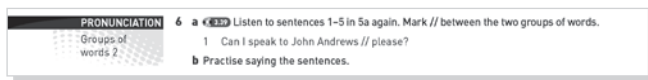
Note that although native-speaker voices are used to model features of pronunciation, the primary goal of these sections is **intelligibility** and not (necessarily) achieving a native-like accent.

Pronunciation sections address areas which will be useful for all pre-intermediate level learners to work on, regardless of their first language: **word and sentence stress, the schwa sound, consonant–vowel linking, intonation** and dividing speech into **groups of words**.

Each pronunciation section is based on a **short extract** drawn from a listening sequence. Learners are encouraged to **notice** a language feature and then **practise** it:



Key pronunciation areas may be touched upon **two or three times** during the course rather than being ‘one-offs’, thereby building learners’ familiarity and confidence. Interest is maintained by slightly increasing the level of challenge on each occasion. For example, the activity above from unit 11 asks learners to notice and practise groups of words in a small set of expressions for describing pros and cons, while the activity below, from unit 13, deals with groups of words in relation to a much wider set of ‘telephoning’ expressions:



In addition to each pronunciation section, you’ll often see **the symbol P** in vocabulary and grammar sections. This symbol indicates points in the lesson when it would be useful to use the audio CD to **drill** the pronunciation of new language.

The **Spelling and sounds** activity in the **Look again** section of each unit helps learners to pronounce words in English by recognising spelling patterns. This feature is described in more detail on p15.

Learners can also practise the **individual sounds** they have problems with, using the Self-study DVD-ROM. The same material can be found on the Teacher’s DVD-ROM, so you can offer guidance to learners who need help with particular sounds.

Listening

There is at least one major listening section in the first two lessons of each unit, and other listening activities occur frequently in sections such as **Target activity, Across cultures, Independent learning** and **Explore speaking**.

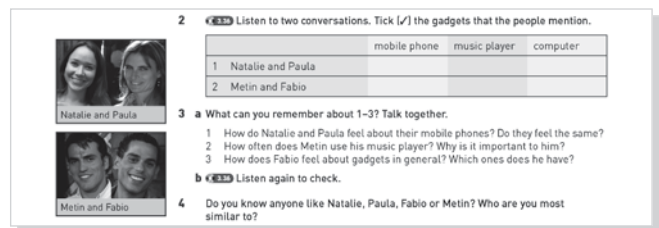
A wide range of recordings, both authentic and scripted, is used, including monologues, topical conversations between friends and colleagues, conversations in service situations, phone calls and interviews.

Authentic recordings are unscripted and feature both native and non-native speakers from a variety of backgrounds. These provide exposure to a range of accents and to features of real spoken English, such as vague language and hesitation devices.

Scripted recordings are based on real-world recordings and corpus data to guarantee the inclusion of natural expressions and features of English. They are often used to contextualise functional language, such as expressions for taking a taxi or getting information in a tourist office.

Texts are exploited using a **range of tasks** designed to develop specific listening skills, build confidence and prepare learners for less graded authentic texts. For example, this sequence includes:

- gist listening (2).
- listening for specific information (3).
- an opportunity for learners to respond to the recording in a natural way (4).



Reading

Each unit has at least one major reading section in the first two lessons. Smaller reading texts are used in some **Target activities** and can be found in **Across cultures** and **Explore writing** sections.

A wide range of text types is used, both **printed and electronic**: newspaper, magazine and online articles, web postings, advertisements, blogs, travel guides and personal correspondence.

Reading texts:

- are drawn from sources around the world in order to appeal to as many learners as possible.
- are authentic, or based on authentic texts, ensuring that learners are exposed to natural language and preparing them for the experience of reading outside the classroom.
- recycle known language in order to build learners’ confidence in reading.
- are slightly above learners’ productive language level, so that learners have opportunities to notice new language.
- provide a context for vocabulary and grammar which is to be taught.


Texts are exploited using a **range of tasks** appropriate for the level and text-type. For example, this sequence includes:

- orientation to the topic of the text (1).
- pre-teaching of essential vocabulary (2).
- a prediction task (3a) followed by reading for gist (3b).

READING

- 1 Why do people borrow money from banks? Make a list of reasons. to buy a home ...
- 2 Complete the sentences with these words.
credit interest a loan repayments
- 3 a What do you think microcredit is? Is it credit for:
 - 1 people without much money?
 - 2 buying computer software?
 - 3 the education of children?
 b Read the article to check.

A new kind of banking?
 In 1976, Muhammed Yunus, a Bangladeshi professor of economics, started Grameen Bank. Grameen gives small



4 Read the article again. What are these numbers in the text?
100 97 12 16 98 5 7,000,000 80,000 7,000

SPEAKING

- 5 Talk together.
 - 1 Why do you think most of Grameen's customers are women?
 - 2 Why do you think Professor Yunus got the Nobel Peace Prize? Do you think he was a good choice?

- a task which requires learners to read for details (4).
- an opportunity for a natural, personal response to the text (5).

For further reading practice, the Self-study Pack contains seven **Explore reading** sections, each of which focuses on a different real-life reading scenario.

Target activity

The target activity is an **extended speaking task**, which recycles some or all of the **goals, vocabulary and grammar** of the previous two lessons. It is the conclusion of the first five, topically linked pages of the unit.

As part of the task preparation, the Target activity also provides further listening or reading skills development, and further language input. Target activity pages have **three sections**.

Task listening and **Task reading** sections have three objectives: they provide a model for the task which learners do later on, they provide a context for the vocabulary which is presented afterwards, and they provide further receptive skills development:

2 Listen to the interview with Sally.

- 1 What does Sally think of the fitness centre she visits?
- 2 How often does she go there?
- 3 How long does she spend there?
- 4 What does she usually do?

The **Task vocabulary** is drawn from the listening or reading above, and focuses on useful language for the task to follow:

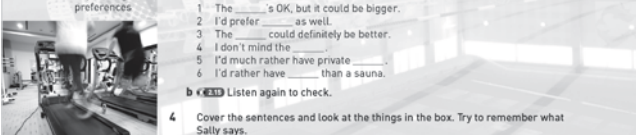
TASK VOCABULARY
Expressing preferences

3 a Can you remember what Sally says? Complete the sentences with words from the box.
a nicer pool facilities showers women-only classes changing rooms pool

- 1 The _____'s OK, but it could be bigger.
- 2 I'd prefer _____ as well.
- 3 The _____ could definitely be better.
- 4 I don't mind the _____.
- 5 I'd much rather have private _____.
- 6 I'd rather have _____ than a sauna.

b Listen again to check.

4 Cover the sentences and look at the things in the box. Try to remember what Sally says.



In the **Task** section, learners are given the chance to think about the ideas and the language they want to use before they begin, meaning that they will be able to focus on accuracy as well as fluency when they do the task itself:

TASK

5 a You decide to open a new business. In groups, choose one of the following or your own idea.
 • a fitness centre • a music shop • a café or restaurant • a market stall

b Before you open your business, you want to know about people's habits and preferences. Design a questionnaire with six questions. Think about these things.
 • the kind of products / facilities / service • location
 • hours • special features • other ideas

Do you ... ? Where ... ? When ... ? Are you interested in ... ? How often ... ?
 How long ... ? What do you ... ? Do you prefer ... ?

How often do you go to a sports centre?
Well, I go swimming

You can support your learners during task preparation by encouraging them to look back at the relevant vocabulary and grammar sections from the preceding lessons.

Keyword

The **most frequent words** in English tend to have a number of different meanings and to occur in a range of patterns and expressions. Each unit of the course has a self-contained Keyword section which focuses on one of these words, clarifies its **key meanings** and **useful expressions** as identified by corpus research, and practises them.

The meanings and expressions of the keyword are often illustrated using examples from the current unit and previous units:

1 a Look at the highlighted expressions in sentences 1-4 from this unit. Match them with explanations a-d.

- 1 I've only washed here for a couple of months.
- 2 Simply give us your CV and come in for an interview.
- 3 You worked for Café Concerto last summer.
- 4 I'm sure we'll have something for you.

a You can use for to give a reason, to answer Why?
 b You can use for with a time period.
 c You can use for to say who receives something.
 d You use for after some verbs (ask, look, wait, work, etc.).

This is followed by controlled and freer practice:

3 Put the words in order to make questions. Then ask and answer them in groups.

- 1 make / your friends / Do you ever / for / things / ?
Do you ever make things for your friends?
- 2 your mobile phone / taking photos / for / use /
Do you ever / ?
- 3 organised / someone / Have you ever / a party /
for / ?
- 4 How often / you / for / do / buy tickets / or
other events / concerts / ?
- 5 for / What websites / you / your work / do / use
/ or studies / ?
- 6 someone / the last time / for / a present /
bought / you / When was / ?

Across cultures

More and more people around the world are learning English in order to live, work, study and travel in other countries. The increasingly global nature of business, travel, education and personal relations in today's world means that **intercultural awareness** is an area of growing interest and need for learners everywhere. The Common European Framework of Reference for Languages (CEF) identifies intercultural awareness as a key sociolinguistic competence (chapter 5.1.1-3). Learners who are interculturally competent are more sensitive and effective communicators in international situations.

To this end, the **Across cultures** sections are intended to help learners to:

- communicate better with people from a range of cultural backgrounds.
- be more aware of the kinds of differences and similarities that can exist both between and within cultures.
- reflect on aspects of their own and other cultures in an objective, non-judgmental way.
- contribute to an exchange of ideas about cultures by drawing on their own observations and experiences.

The course has seven **Across cultures** sections in **odd-numbered units** (alternating with Independent learning). Each looks at a particular topic from an intercultural perspective:

Unit	
1	Culture shock
3	Mealtimes
5	Money
7	Tourism
9	Gestures
11	Neighbours
13	Time

Across cultures sections are structured like a **mini-lesson**. They typically include a brief lead-in, a listening or reading text for further skills development, and some language input to support learners in a final speaking stage where they talk about their own and other cultures.

Listening stages often use **authentic recordings** of people talking about their own countries and cultures. These are intended to engage learners' interest and promote discussion, rather than representing the only 'truth' about a given culture. Indeed, learners with experience of the same culture are encouraged to agree, disagree and add further information.

Independent learning

The seven Independent learning sections are in **even-numbered units** (alternating with Across cultures):

Unit	
2	Noticing and recording collocations
4	English outside the classroom
6	Reading the phonemic script
8	Ways of reading
10	Improve your listening
12	Guessing what words mean
14	Improve your speaking

The aim of these sections is to help learners to become more independent in their learning of English, both inside and outside the classroom, by:

- making them aware of a variety of course and self-study materials.
- enabling them to make better use of these materials.
- learning ways in which they can extend the learning process outside the classroom.

Explore speaking

Explore speaking sections occur in **even-numbered units** (alternating with Explore writing).

Explore speaking is a complete, free-standing page which aims to equip learners with **skills and strategies for improving their spoken interaction** in a wide range of situations. It addresses real-life, immediate needs of pre-intermediate learners, such as:

- asking people to repeat or slow down
- developing a conversation
- using indirect language for politeness
- describing unknown vocabulary items

- preparing people for invitations and requests
- using vague language
- softening opinions and disagreements

Each Explore speaking page includes:

- **a listening text** containing the target language. The listening, which generally links to the topic of the unit as a whole, provides a clear context for the target language.
- **the listening script** on the same page. This enables learners to see and study the target language right away without having to flick to the back of the book.

1 Pat is planning to visit her daughter in Mendoza, Argentina.

PAT I'm so looking forward to seeing you, Helen, and meeting your new boyfriend ... Luis, right? But what clothes should I bring? Is it warm?

HELEN Yes, it's warm in the day but bring some jumpers or a jacket or something for the evenings.

PAT Jumpers? Thick ones, woolly ones, you mean?

HELEN Er, yes, maybe.

PAT Like my blue one? You know the one?

HELEN Yes, the blue one or your red one or whatever. It doesn't matter.

- activities in which learners **notice the target language** in different ways, such as categorising expressions according to their function.
- **controlled practice exercises** which build familiarity and confidence with the target language.
- **a freer practice task**, such as a role play, which gives learners the chance to use the target language in a real-life situation.

Explore writing

Explore writing pages occur in **odd-numbered units** (alternating with Explore speaking).

This page is dedicated to improving learners' writing skills through a sequence of activities which build towards a practical, purposeful writing task. As with Explore speaking, the page will have a topical link with the rest of the unit.

Specifically, Explore writing pages will help learners to:

- **write a range of short text types** appropriate to the level, e.g. an email giving advice, a letter of complaint, instructions, descriptions of places and events.
- **understand genre-specific conventions**, e.g. opening and closing expressions in correspondence, language for advising and complaining, use of paragraphing.
- **develop confidence** in writing by planning and discussing ideas with peers, talking about and improving texts together, and building from shorter to longer texts.

Each page contains one or more models of the text type learners will produce at the end of the lesson. The sequence of exercises will usually require learners to:

- **read the model texts** for meaning.
- **notice** specific language features in the texts.
- **practise** using the new language in writing.
- **plan** a piece of writing, e.g. learners may be asked to generate ideas in pairs or groups, then organise their ideas into paragraphs.

- **write** their own texts.
- **read** each other's texts and **respond** where possible (either orally or in writing).
- work to **improve** their own or each other's texts.

You can, of course, set some of the later stages of the writing process as homework if you prefer.

In many cases the goals for these pages refer to both traditional and electronic media (e.g. 'write a **letter** or **email** of complaint'), meaning you can choose to ask your learners to write either on paper or on computer if the facilities are available.

Look again

The Look again page is divided into two columns, **Review** and **Extension**. Although some sections can be set as homework, the page is intended as a series of communicative activities for learners to do in class. The Look again page also includes a final **Self-assessment** for the unit.

Review

The **three Review activities** will help learners to recycle language from both the current and previous unit:

- 1 Vocabulary** – provides further communicative practice of a key area of functional or topical language from the unit.
- 2 Grammar** – provides further communicative practice of the key grammar point in the unit.
- 3 Can you remember?** – recycles a key language focus from the preceding unit to help learners reactivate and better retain the language.

Extension

The **two Extension activities** focus on useful aspects of language, extending learners' knowledge beyond what is taught in the main body of the text.

4 Spelling and sounds – this section is intended to meet the need of learners and teachers for a systematic approach to English spelling.

It takes a 'spelling to sounds' approach in the belief that the most useful guide for pre-intermediate learners is to help them to recognise and say words that they see written down. It looks at such areas as common consonant patterns (*gh*), vowel patterns (*ui*) and word endings (*-le, -el, -al, -ul*).

Spelling and sounds will help learners to:

- become aware of spelling/sound correlations, helping to improve both spelling and pronunciation.
- learn general rules for spelling in manageable amounts.
- develop accuracy in spelling and therefore confidence in writing.
- revise words encountered in the current and previous units.

5 Notice – this section further exploits reading and listening texts from the unit by briefly looking at and practising a useful and regularly occurring language feature, e.g. common written abbreviations, meanings of words like *work* and *find*, noun + infinitive patterns.

Self-assessment

Each unit concludes with a Self-assessment box for learners to complete either in class or at home. Many learners find it useful and motivating to reflect on their progress at regular intervals during a course of study.

For teachers, the Self-assessment will be a valuable means of gauging learners' perceptions of how much progress they've made, and of areas they need to work on further. Self-assessments can also be useful preparation for one-to-one tutorials in which the learner's and teacher's perceptions of progress are compared and discussed.

The Self-study Pack

About the Self-study Pack

English Unlimited Pre-intermediate Self-study Pack has been designed to offer flexibility and depth to your English teaching, whatever the specific needs of your learners. The Workbook and Self-study DVD-ROM provide a wide range of language and skills practice activities to accompany each unit of the Coursebook, so you can:

- set homework tasks based on the Coursebook lessons
- supplement your lessons with further language and skills practice
- use authentic video activities in class, or get learners to watch at home.

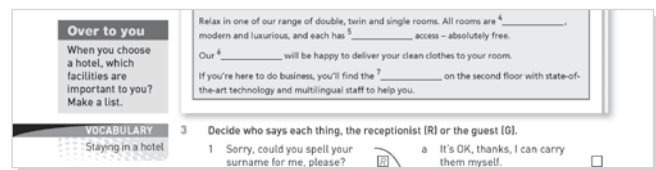
Your learners can:

- consolidate their knowledge of language and skills taught in class
- practise and check their pronunciation
- learn and practise essential speaking skills
- create tests on specific language areas quickly and easily
- check their progress and get feedback on their level of English and any specific areas of difficulty
- record and listen to themselves speaking in everyday dialogues, with animated video and audio materials.

In the Workbook

English Unlimited Pre-intermediate Workbook contains: activities which practise and extend the vocabulary and grammar taught in the Coursebook units; further reading, writing and listening skills practice; and numerous opportunities in each unit for learners to personalise what they are learning to their own interests and situations.

The first two pages of each unit consist of further **vocabulary and grammar practice** activities which can either be used in class or set for homework. **Over to you** activities suggest ways for learners to personalise the language and skills they have learnt.



Time out, in odd-numbered units, offers a fun way for learners to practise and remember vocabulary sets.

My English, in even-numbered units, profiles learners from around the world, offering your learners a different perspective on learning English and encouraging them to reflect on their own learning.

Explore reading, in odd-numbered units, offers practice in reading, understanding and responding to a range of everyday texts, such as journalistic articles, leaflets, web pages, reviews and instruction manuals.

Explore writing, in even-numbered units, gives learners key pointers on structure and language, to enable them to produce a wide range of written texts, such as emails, reviews, letters and adverts.

The last page of each unit, **DVD-ROM Extra**, links up with the authentic video on the **Self-study DVD-ROM**. Learners have the chance to watch and listen to real people from around the world, talking about topics connected to the unit. These can be used in class or by learners on their own at home or in the school multi-media room.



On the Self-study DVD-ROM

The *English Unlimited Pre-intermediate Self-study DVD-ROM* offers your learners over 300 **interactive activities** which they can use to practise and consolidate what they've learned in class, while providing a number of **easy ways to check their progress** at every step of the course.

Just click on the icon for each unit and the learners will find fun and easy-to-use activities, from picture matching and drag-and-drop category exercises to **opportunities for learners to record themselves** and play back the result to check against an audio recording.

Each unit's activities practise and extend the **vocabulary, grammar, pronunciation** and **Keyword** areas focused on in the Coursebook. Learners can also generate tests quickly and easily, using the **QuickCheck** question bank. They can choose which units they want to test and how many questions they want the test to consist of, and QuickCheck will randomly select from the 700 questions in the bank.

Learners can also **keep track of their progress** as they work through the course. The Progress page shows them which scored exercises they have attempted and how they've done. Learners can see which language areas they need to do more work on and can go back and try again.

In addition to language practice, each unit of the Self-study DVD-ROM also contains either **Explore speaking** or **Explore listening** activities. Explore speaking trains learners to notice **key speaking skills** such as using vague language or showing that you're surprised, and then incorporate these techniques into their own spoken English. Explore listening exposes learners to useful everyday listening texts, such as public address announcements or a city tour.

In most language courses, it is rare for learners to get the chance to **listen to themselves in conversation**, but if there is a microphone available, this can be done easily using the **animated video** clips on the DVD-ROM. Learners watch and listen to the clips, take a closer look at the language used, and then have the opportunity to record themselves in the conversations and play it back to hear how they sound.

On the Self-study DVD-ROM, you will also find the **DVD-ROM Extra** video, described above, which can be used in or outside class, using the last page of each unit of the Workbook, or just watching them to get extra exposure to real language.

The Teacher's Pack

We understand that no two teachers or classes are alike, and that the role of a Teacher's pack accompanying a language course is to cater for as diverse a range of pedagogical needs as possible. The materials in this Teacher's Pack serve to enhance the flexibility of *English Unlimited* to meet the needs of teachers who:

- are teaching courses of different lengths
- want to supplement the Coursebook materials
- have different class sizes and types
- are teaching in different parts of the world
- are addressing different assessment needs
- want to use DVD materials in the classroom

English Unlimited Pre-intermediate Teacher's Pack offers a **step-by-step guide to teaching** from the Coursebook, **more than 60 photocopiable activity worksheets** to extend and enrich your lessons and a **complete testing suite**. The Teacher's Pack consists of the **Teacher's Book** and the **Teacher's DVD-ROM**.

In the Teacher's book

Teacher's notes

In the Teacher's Book, there are more than 100 pages of teacher's notes (pp21–122) to accompany the Coursebook material. These notes are a comprehensive and easy-to-follow guide to using the *English Unlimited Pre-intermediate* Coursebook, and have been written with a broad range of class types and teaching styles in mind.

Each unit's notes take you smoothly through the different stages of the Coursebook lessons. Answers are clearly highlighted, and the Individual, Pair and Group work symbols show at a glance what interaction is suggested for each stage.

On every page, there are instructions for alternative activities, clearly boxed, to offer greater variety and interest. There are also suggestions throughout for adapting activities to stronger and weaker classes, multilingual and monolingual classes, younger learners, and to large and small class sizes.

On the Teacher's DVD-ROM

Photocopiable activities

There are 45 photocopiable activity worksheets on the Teacher's DVD-ROM (three for each unit) ready to print out and use straight away. These offer extra vocabulary, grammar and pronunciation practice, extra reading and writing work, role plays and games which further activate the language that learners have been introduced to in the Coursebook, and build their fluency, confidence and communication skills.

Each activity is accompanied by a page of clear, step-by-step instructions, with answer keys and extra teaching ideas. At the end of each unit of the Teacher's notes there is a page to help you find the activities you need.

Writing essentials

The Writing essentials activities (described in more detail on pp124–127) consist of 10 sets of photocopiable activity worksheets specially designed for non-Roman alphabet learners of English. Each activity teaches a vital writing or reading skill, such as tricks for learning spellings or improving punctuation, and supports learners in the process of reading and writing in a new script. These activities can be used alongside the Coursebook and other material, or as part of a separate course for non-Roman alphabet learners.

Progress and Achievement tests

The *English Unlimited* testing suite consists of 14 unit-by-unit Progress tests and 3 skills-based Achievement tests to motivate your learners and give you and them a clear idea of the progress that they are making. These and other methods of assessment are discussed in detail on pp18–19.

Videos

Two DVD-ROM videos per unit from the Self-study Pack are also included on the Teacher's DVD-ROM, as they are easily adaptable for use in class.

Assessing your learners with *English Unlimited*

There are many ways of assessing learner progress through a language course. For this reason *English Unlimited* offers a range of testing and assessment options, including progress tests, skill-based achievement tests, assessment using the e-Portfolio, self-assessment and continuous assessment.

Tests on the Teacher's DVD-ROM

There are two types of test available as PDFs on the Teacher's DVD-ROM: progress and achievement tests.

Progress tests

There is one progress test for each of the 14 units of the course. These assess the learners' acquisition of language items taught in the main Coursebook material. Each test carries 40 marks and includes questions assessing grammar and vocabulary items taught in the unit. These are not intended to be 'high stakes' tests but rather quick checks that will help the teacher and learner judge which language points have been successfully acquired and understood, and which areas individual learners or the whole class may need to study again.

We suggest that each test should take no more than 30 minutes in the classroom. Tests can be copied and distributed to each learner and taken in class time. The tests are designed for quick marking with the provided Answer Key. Teachers may choose to mark tests, or, alternatively, learners can mark each other's work. A mark can be given out of 40. If particular problem areas are identified, learners can be directed to do extra work from the Self-study pack.

Achievement tests

There are three Achievement tests, designed to form the basis of formal learner assessment.

- **Achievement test 1** can be taken after unit 4.
- **Achievement test 2** can be taken after unit 9.
- **Achievement test 3** can be taken after unit 14.

These tests are based on the four skills: Reading, Listening, Writing and Speaking.

Reading tests

Each test is based on a short text and we advise allowing no more than 15 minutes for each test. As with the Coursebook and Listening tests, there may be a few unfamiliar items in the text but the tasks are graded so unknown items should not hinder the learners' ability to answer the five questions. The teacher may mark the tests or it may be acceptable for learners to mark each other's work.

Listening tests

The audio tracks for these are found at the end of the three Class Audio CDs. Achievement test 1 is track 42 on CD1; Achievement test 2 is track 53 on CD2; Achievement test 3 is track 56 on CD3.

We suggest carrying out tests under controlled conditions with the recording played twice. Each test should take no longer than ten minutes. As with the Coursebook audio, there may be a few unfamiliar language items in the listening text, but tasks are graded to the level of the learner, so unknown items should not hinder the learners' ability to answer the five questions. The tests are simple and quick to mark. They can be marked by the teacher or it may be acceptable for learners to mark each other's work.

Writing tests

Learners are set a writing task based on themes from the Coursebook and the teacher assesses work using the analytical marking scales provided. Tasks are designed to simulate purposeful, real-life, communicative pieces of writing. The teacher should endeavour to identify the band the work falls in for each category. This marking scheme can give learners a profile of the strong and weak points of their written work, creating a virtuous circle of improvement through the course.

If the tests are to be used under timed conditions in class, forty minutes should be allowed for the learners to produce their texts – planning and redrafting may be encouraged by the teacher at the outset.

Another way is to set the tasks as assessed writing assignments to be done as homework. In these cases, the teacher should interpret the band scales according to the time available and the availability of dictionaries and other reference materials.

The option chosen will depend on your learning environment. A timed test may help you assess learners under equal conditions, but can be a rather artificial, pressured environment. Written homework assignments are less controlled, but could be a better way of encouraging learners to work at their writing and feel satisfied with a polished piece of written work. The Explore writing tasks in the Coursebook and Self-study Pack may also be used as assessed assignments and marked using the writing assessment scales.

Speaking tests

These are designed to be carried out by an assessor, who may be the learners' regular teacher, or another teacher in the institution. Learners do the tests in pairs. The ideal environment is for the test to take place in a separate room from the rest of the class, who can be engaged in self-study work while the testing is taking place. It is best if seating is set up as a 'round table' if possible, rather than the teacher facing both learners across a desk, so as not to suggest an interrogation! Each test takes ten minutes.

The assessor should be familiar with the speaking assessment scales for the speaking tests before the test and have a copy of the Mark Sheet for each learner with their names already filled in. Screen the mark sheets from the learners.

The assessor will need the Teacher's Notes, which provide a script of prompts for the test. Each test is in two parts. In the first part (six minutes), the assessor puts the learners at ease with warm-up questions, before asking the learners in turn a selection of questions from the Notes, based on themes from the Coursebook. The assessor may depart from the script to elicit further responses, maintaining a friendly, encouraging manner. The assessor may begin to note down some marks based on the scales for each learner.

In part 2 (four minutes) learners are provided with prompts for a communicative task, which they carry out between themselves. Learners may need some encouragement, or to have the instructions explained more than once.

During this section the teacher should withdraw eye contact, making it clear that the learners should talk to each other, listen closely and revise the marks from part 1, gradually completing the grid.

The assessor should not correct learners at any point during the test.

Filling in the mark sheets

Once all four papers of the Achievement tests have been carried out, the teacher can provide marks for each learner. This includes marks for the Speaking and Writing tests, and an average mark out of five for each one; and marks out of five for the Reading and Listening tests. This gives the learners a snapshot of their performance in the four skills. The learners should be encouraged to reflect on what they found easy or difficult, and given strategies to improve performance in different skills. The marks can be used as the basis for course reports or formal assessment.

Self-assessment

Assessment is not just about tests. Self-assessment encourages more reflective and focused learning. *English Unlimited* offers a number of tools for learner self-assessment:

- Each unit of the Coursebook ends with a self-assessment grid in which learners are encouraged to measure their own progress against the unit goals, which in turn are based on the can-do statements of the Common European Framework of Reference for Languages.
- Progress with the activities on the Self-study DVD-ROM can be analysed in detail on the Progress screen.
- The Self-study DVD-ROM also contains Quick Check tests, using a bank of 700 multiple-choice questions. Learners select which units they want to be tested on and how long they want the test to be – new tests will be randomly generated each time.

Using the e-Portfolio

Portfolio-based assessment is a useful tool for both self-assessment and formal assessment, particularly for teachers seeking an alternative to traditional timed writing tests. The e-Portfolio allows learners to:

- Assess their progress against can-do statements and revise their assessments later in the course depending on progress made.

- Build up a personal e-Portfolio of written work associated with the course. The learner may then select their best work, as an alternative to tests, or at the end of the course, to be provided as a Portfolio. This may include word-processed documents, project work and even audio files. Some of the Explore writing tasks may lend themselves well to portfolio work, and in some classrooms learners may be asked to record personal audio files based around speaking tasks in the book. The satisfaction of producing a polished *spoken* text is a rare one in a language course, but if the learner or the centre has access to a microphone, it is relatively easy to do.

Written texts and audio in a learner's e-Portfolio may be assessed using the same analytical scales as the Writing and Speaking Achievement tests.

Continuous assessment

Finally, some teachers and institutions may prefer to dispense with tests and adopt a form of continuous assessment. This can be demanding on teachers' time but perhaps no more so than the marking load created by frequent formal tests. The important thing is to explain the system to learners early in the course, and regularly show them their marksheets to indicate how they are getting on. How actual assessment is carried out may differ between institutions, but here are some guidelines and ideas:

- It is possible to assess learners using the Speaking assessment scales regularly through the course. The Target Activities, where learners are involved in more extended discourse, offer an opportunity for this.
- Tell learners when their speaking is being assessed and the teacher can monitor particular groups.
- Learners should be assessed several times during the course or they may rightly feel they were let down by a single bad performance, even if the assessment is not 'high stakes'.
- An atmosphere of gentle encouragement and striving for improvement should always accompany this kind of assessment. Some learners can get competitive about this, which can have a negative effect on class atmosphere and demotivate less confident learners.
- The Explore writing tasks can be used for continuous written assessment, using the marking scales for writing.

A final word

Testing and assessment can be a vital tool for the teachers and learners in assessing strengths and weaknesses, building awareness and encouraging improvement. But it can be frustrating for a learner to feel that they are being assessed too often, at the expense of actually learning, and whilst there are certainly learners who like being tested, there are many others who certainly don't!

English Unlimited aims to help learners communicate in real-life situations, and the testing and assessment tools provided should be used with that purpose in mind. Testing and assessment should never take precedence over learning, but serve as useful checks on the way to increasing confidence, competence and fluency.

The Common European Framework of Reference for Languages (CEF)

A goals-based course

English Unlimited is a practical, goals-based course for adult learners of English. The course goals are taken and adapted from the language-learning goals stated in the Common European Framework of Reference for Languages (CEF).

The goals of the CEF are divided into a number of **scales** which describe abilities in different kinds of communication. We've chosen the scales which we felt to be the most useful for adult general English learners at Pre-intermediate level. These are:

Speaking

- Describing experience
- Conversation
- Informal discussion
- Goal-oriented cooperation
- Transactions to obtain goods and services
- Information exchange
- Turntaking
- Co-operating
- Asking for clarification

Writing

- Creative writing
- Correspondence
- Notes, messages and forms

Listening

- Overall listening comprehension
- Understanding conversation between native speakers
- Listening to announcements and instructions
- Listening to audio media and recordings

Reading

- Overall reading comprehension
- Reading correspondence
- Reading for orientation
- Reading for information and argument
- Reading instructions

Where the goals are met

As you'll see in the example unit on pp6–10, goals are given for the two lessons at the start of each unit, for the Target activity, and on the Explore speaking and Explore writing pages. They are also listed in the Self-assessment, which learners do at the end of the Look again page.

Listening and reading goals are not usually given on the page as they are addressed repeatedly throughout the course. The CEF tables on the Teacher's Pack DVD-ROM show which parts of the course deal with the listening and reading goals.

Find out more about the CEF

You can read about the CEF in detail in *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001), Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press, ISBN 9780521005319.

Intro

Me and my life

Intro

Goals: introduce and talk about yourself
talk about needs, wants and reasons

Core language:

VOCABULARY Your life
 Needs, wants and reasons

Alternative: Game

Learners write three more words for each category. Go through them together, and give learners one point for each correct word, and two points for a word no one else thought of. Then see who has the most points.

This would be suitable for stronger classes who know all the basic vocabulary.

I'm from Ottawa

1 *Introductions.* Learners sit in groups of four or five. Introduce yourself to the class and say where you're from. Then learners introduce themselves in their groups.

One person in each group introduces the others to the rest of the class. In multilingual classes, teach the names of countries that learners come from.

Alternative

- Learners introduce themselves round the class.
- They sit in groups or pairs, and see if they can remember everyone's names and where they come from.
- Ask pairs / groups how many names they can remember.



Note

If most learners already know each other, leave this stage out or use the activity to introduce new people to the others in the class.



LISTENING

- 2 a *Pre-listening activity.* Look at the pictures. Ask what learners can guess about Kate and what the pictures show.
- b Play recording 1.1. Then discuss what things learners guessed correctly and what was different.


VOCABULARY Your life

- 3  /  *Listening for details.* Learners complete the sentences. Go through the answers together (some answers will already be known from 2b). If necessary, play recording 1.1 again to check.

- 2 We have a cat.
3 I'm a teacher.
4 I work in a kindergarten.
5 I speak English and French.
6 I'm studying Japanese (and art history).
7 I'm interested in art (especially certain Canadian artists).
8 I like visiting the art galleries ...
9 I play tennis with my brother.
10 I go skating in the winter.

- 4  /  Learners write more words for each group. You could limit this to four or five words in each category. Take each category in turn and ask what words learners have written. Present any that you think may be new to some learners.

SPEAKING

- 5 a *Preparation for speaking.* Learners think of five things to tell other learners. They could make brief notes, but they shouldn't write complete sentences.
- b  *Speaking activity.* Learners tell each other about themselves.
- 6 *Round-up.* Ask one learner in each group what they can remember about the others.

Note

If it is difficult for learners to work in groups in your class, do this (and other group activities in the book) either in pairs or with three learners working together in a row.

I really want to ...

LISTENING

- 1 a *Pre-listening activity.* Ask what language Kate is learning (*Answer:* Japanese), and discuss why. Play recording 1.2 to check.

Her husband is from Japan. She wants to talk / have a real conversation with his family.

- b Discuss the questions, then play recording 1.2 again to check.

*She goes to a class.
She can't concentrate at home.*

- 2 a *Listening for main idea.* Play recording 1.3. Learners answer the questions.



*Kemal: Spanish – for fun.
Sun-Hi: English – for work.*

- b Play recording 1.3 again. Pause after each conversation and ask what each person wants to do. (You can also ask how they use the language they are learning at the moment.)

*Kemal: He wants to watch Spanish films and go to Spain. (He reads things on the Internet and magazines in Spanish.)
Sun-Hi: She wants to practise writing in English. (She talks to visitors in English and writes emails in English.)*

- 3 Learners read the scripts on p143 to check anything they didn't understand. You could play recording 1.3 again while they read.

VOCABULARY Needs, wants and reasons

- 4  /  *Language focus.* Learners write the names beside the sentences.

2 Kemal 3 Sun-Hi 4 Sun-Hi 5 Kemal 6 Kate 7 Kate
8 Kemal

Focus on these forms:

I want to + infinitive

I'd like to + infinitive

I need to + infinitive

I need + noun (*for ...*).

Point out that we often say *really* to emphasise the verb (*I really want, I'd really like*).

- 5 *Focus on reasons: books closed.* To focus on *so* and *because*, write on the board:


– *I'm learning French.*

– *I want to go to France.*

Ask how we can join these sentences with *because* and with *so* (*Answer: I'm learning French because I want to go to France. / I want to go to France so I'm learning French.*).

Books open. Learners complete the sentences.

2 so 3 because 4 so

- 6 a  *Discussion.* Learners tell each other why they are learning English, using the expressions from 4. Learners ask questions to find out more.
- b *Round-up.* Learners tell their reasons to the class. You could build up notes on the board and see how many different reasons learners have.



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

SPEAKING

- 7 a Read through 1–8 with the class, and ask learners for some examples of the questions they need to ask. Learners write their questions down.

1 Do you want to move to another city or town?
2 Would you like to change jobs?
3 Do you always need a coffee first thing in the morning?
4 Do you like modern art?
5 Do you want to run in a marathon?
6 Would you like to have more free time?
7 Are you interested in motorbikes?
8 Do you go to night school?

Optional presentation: Questions

If necessary, show these question forms:


- 1 present simple questions: *Do you ...?*
I want to ... → Do you want to ...?
I like ... → Do you like ...?
- 2 *would like*: change the order
I'd like to ... → Would you like to ...?

- b Learners write two more questions. The questions can be about what people want to do or would like to do, or about their interests or free time.



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

- 8 a *Mingling activity.* Learners stand up and move freely round the class, taking their written questions with them. Learners ask and answer the questions, including the two questions they wrote themselves.

- b  Learners tell each other what they found out.

Alternative

- Give each learner one of the questions 1–8 to ask, as well as their own two questions.
- They move round the class asking their three questions to as many different people as possible, and answering other people's questions.
- As a round-up, ask learners what their questions were and what answer most people gave.

Note

If it is difficult for learners to move round the class, they could stay in their seats and talk to the people around them.



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

Self-assessment

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

Intro unit Extra activities on the Teacher's DVD-ROM

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

The image shows two overlapping worksheets. The top one is titled 'Intro A Set for success? 2' and the bottom one is 'Intro A Set for success? 1'. Both contain multiple-choice and short-answer questions about learning strategies and vocabulary notebook organization. For example, question 1 asks 'How many different reasons can you think of for why people need English?' and question 2 asks 'How do you organize your vocabulary notebook?'. The bottom worksheet also includes a vertical scale from 'Never' to 'Often'.

This is a form titled 'Intro B You've arrived!' for 'English Unlimited Pre-Intermediate ARRIVAL CARD'. It includes fields for 'Date', 'Family name(s)', 'First name(s)', 'Date of birth', 'Country and city of birth', 'Nationality', 'Full address', 'Telephone number(s)', 'Email address', 'Job/Studies', 'Hobbies/Interests', and 'Reason(s) for studying English'. There is also a section for 'Other information' and a note 'For official use only'.

This worksheet is titled 'Intro C Linked events'. It features 'Sentence beginnings' with dotted lines for completion, such as 'I need to learn English ...', 'I'm really interested in ...', 'I'd really like to ...', 'I want to ...', 'This week, I need to ...', 'My mother/father is a ...', 'I don't want to ...', 'I need to buy ...', 'I work as a(n) ...', and 'I live with ...'. Below this is a 'Link cards' section with a grid of words: 'and', 'so', 'but', 'then', 'and', 'but', 'because', 'because', 'so', 'then', 'because', 'so'. The grid is formed by dotted lines.

Intro A Set for success?

Activity type: Writing / Speaking – Questionnaire – Individuals and pairs/groups

Aim: To raise awareness of learning strategies and encourage learners to reflect on their approach to their studies

Language: Classroom language – Use at any point during the *Intro*.

Preparation: Make one copy of the questionnaire for each learner and give each learner a clean sheet of paper for his/her 'learning contract'.

Time: 30–45 minutes

Intro B You've arrived!

Activity type: Speaking / Writing – Form-filling – Pairs

Aim: To exchange personal information

Language: Present simple / Question formation – Use any time after Coursebook p7.

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

Time: 20–30 minutes (depending on class size)

Intro C Linked events

Activity type: Speaking – Game – Groups

Aim: To practise basic linking words for giving reasons and explaining

Language: *need (to) / want (to) / Linking words* – Use any time after Coursebook p9.

Preparation: Make one copy of the sentence beginnings and link cards for each group of three to five learners. Cut up cards along the dotted lines.

Time: 15–20 minutes

1.1


Goals: talk about music
talk about what to do in your free time

Core language:

VOCABULARY Talking about music
Deciding what to do

Local music

LISTENING

- 1  As an introduction to the activity, learners discuss the questions. To make this more focused, ask learners to note down brief answers for everyone in their group. Ask one learner to say a few things about the people in his/her group.

Optional language presentation

Build up words for types of music (e.g. classical music, pop music, jazz) and for musical instruments as they arise from the feedback.

- 2 *Listening for general idea.* Learners look at the pictures. Ask if anyone plays any of the instruments, and, if so, what kind of music they play on it. Then read about Natalie and ask where Trinidad and Tobago is (= island state in the Caribbean).
Read through the questions, then play recording 1.4. Learners answer the questions.

1 both 2 steel drums, piano

- 3 a *Listening for main points.* Establish which instruments Natalie does and doesn't play now.
b Play recording 1.4 again to check.

The piano, but not the steel drum.
She couldn't travel with it.

Optional extra


Check that learners understand Natalie's description of a steel drum. To do this, write key words on the board (*oil drum, hammer, half a metre, sticks*), and ask what she says about each of these things.

VOCABULARY Talking about music

- 4 a Build up a list of other types of music on the board.

Alternative with books closed

Ask learners what types of music Natalie mentions, and add them to the words from 1 on the board.

- b Ask what types of music are most popular where learners live at the moment. (If you feel that this was covered adequately in 1, you could leave this stage out.)
5  *Focus on expressions.* Learners complete the sentences by matching the sentence halves.

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

Make sure learners understand these words and expressions:

- (*musical*) *instrument* (= general word for *drum, piano, etc.*)
- *learn how to (play)*
- *nowadays* (= now, during this period in history)
- *is similar to* (= is like/nearly the same as)
- *I'd love to be able to (play ...)* (= I can't (play ...), but I'd like to.)


Language note: Skills

With skills that we can learn (e.g. reading, playing an instrument, riding a bicycle), we use these expressions:

- *I know how to (play the piano)*
- *I don't know how to (play the piano)*
- *I learned how to (play the piano)*

- 6 *Writing: Personalisation.* To give ideas for the writing phase, take each topic in turn, and say a few sentences about music, involving yourself or your country. Alternatively, ask a few questions of different learners, e.g. *What about music in your childhood? Did you play an instrument? Did you listen to music?* Learners choose two or three of the topics, and write a sentence or two about each. The purpose of this is to provide a basis for the following speaking activity.

SPEAKING

- 7  *Speaking: Personalisation.* Learners tell each other what they have written, and ask each other further questions. Ask a few learners what they found out from their partner.

Music around the world

READING AND LISTENING

- 1 *Reading for main idea.* Look at the programme and establish what it is for (= a world music festival in Adelaide, Australia). Teach the words *perform, performer* and *performance*.

Ask learners to imagine they are going to the festival. In pairs, they read the programme and decide which performers seem interesting.

As a quick check, ask where each performer is from and what kind of music they play. As you do this, focus on new vocabulary, e.g. *sounds of the planet, in the sunshine, originate from, unique, harp, leading musicians, takes in*.

Briefly ask who the class think seems most interesting, but don't go into too much detail, as they will discuss this in 6.

- 2 *Listening for main idea.* Play recording 1.5. Learners answer the questions.

They talk about: *Cesaria Evora, Mista Savona, The Terem Quartet.*

They both want to see: *Cesaria Evora, The Terem Quartet.*

You could also ask other questions, e.g. *What day do they want to go?* (Sunday.) *Why?* (Three days is too expensive.) *Who do they go with?* (Two other friends.)

VOCABULARY Deciding what to do

- 3 a / *Focus on expressions.* Learners complete the sentences.
- b Go through the answers, then play recording 1.5 again to check.

2 have a look 3 into 4 good 5 see; idea 6 get

Draw attention to these expressions:

- *I'm into ...* (= I like)
- *It looks/sounds good* (= It's probably good)
- *see if* there are tickets (= ask/find out ...)

- 4 *Conversation practice.* Learners practise the conversation extracts from 3. The learner who is responding should try not to look at the page.

SPEAKING

- 5 a *Preparation for discussion.* Learners choose two performers they want to see, and two they don't.
- b *Discussion.* Learners decide who to see, who will book the tickets and where to meet. Encourage them to use the expressions they have practised.
- 6 *Round-up.* One learner from each group reports back on what they decided. Find out which performers are the most and least popular.



You could use photocopiable activity 1A on the Teacher's DVD-ROM at this point.

1.2

Goals: talk about past events and present activities
talk about sport and exercise

Core language:

VOCABULARY	Sport and exercise
GRAMMAR	Present simple
	Past simple
	Present progressive
PRONUNCIATION	Word stress

An unusual athlete

READING

- 1 *Pre-reading discussion.* Learners look at the pictures and read the introduction. Ask what is unusual about Ruben (He became good at luge very quickly.). Establish what 'luge' is (a winter sport with a sledge). Introduce the words athlete and athletics, focusing on the stress (indicated by underlining here).
- 2 *Reading for main points.* Learners read the interview and answer the questions.

- 1 He saw Scott Hamilton win at figure skating.
2 Most people give up because they get hurt a lot, but he never gives up.
3 Three.
4 He's a motivational speaker. (= he talks about how to be successful)

As you go through the answers, focus on any new words, e.g. *figure skating, give up, get hurt, compete, successful, success.* You could ask further questions to focus on these words, e.g. *What does he talk about?*

- 3 *Reading for details.* Learners read again to find answers to the question.

Possible answers:

- 1 It's dangerous; people often break bones.
2 The luge is very sensitive; you can easily crash.
3 You go very fast, so you don't have time to think.

- 4 *Discussion.* Ask learners what they think about Ruben. To make this more focused, you could ask learners to write three adjectives that describe him, e.g. *ambitious, crazy, courageous.* Then write adjectives up on the board, and ask which ones the class agree with.

Go through the exercise with the class and present any new items (use gestures to do this, or give simple examples).

GRAMMAR Present simple, past simple, present progressive

- 5 *Focus on meaning.* Learners complete gaps 2 and 3.

2 in 1988 3 at the moment

Use this explanation to focus on the way the three tenses are used:

- Present simple: for saying what you *sometimes, often, always* do (not exactly now)
- Past simple: for saying what you did in the *past*
- Present progressive: for talking about things you are doing now, *at the moment.*

- 6 *Focus on form.* Learners complete gaps 4–9.

4 do 5 did 6 are 7 don't 8 didn't 9 'm not

Remind learners that:

- with present simple, we make questions and negatives with *do* (or *does*) + infinitive
- with past simple we make questions and negatives with *did* + infinitive
- present progressive is formed *am/is/are* + *-ing*; we make questions by changing the word order; we make negatives by adding *not* (or *-n't*).

- 7 a / *Practice in asking and answering questions.* Learners complete the questions.

2 did, choose 3 do, start 4 does, go 5 did, practise
6 is, doing (or does, do)

- b Learners write two more questions about Ruben and ask a partner. You could ask for suggestions from the class first, e.g. *When did he first see the Olympics? Do you think he's crazy?*
- c *Books closed.* Learners ask and answer the questions from 7a.

Round-up. Go through the questions together, or ask the class how many they could answer.

Note: Grammar practice

You could do the grammar practice on p132 at this point.

SPEAKING

- 8 a 'Jigsaw' reading activity. Look at the photos. Ask learners what they can guess about the people (e.g. Michelle Sung Wie plays golf).
- b Learners form A/B pairs. As read about Michelle on p122, Bs read about Vincent on p128.
- c Learners tell each other about the two people.
Round-up. Ask learners to tell you what they found out about the two people. If necessary, read the texts with the class and go over any new words.

Physical activities

VOCABULARY Sport and exercise

- 1 a *Focus on sports.* Learners match the activities with the pictures.

A karate B volleyball C running D skiing E hockey
F aerobics G swimming H tennis I yoga

- b Ask which verbs the activities go with and build up lists on the board.

1 I play	2 I do	3 I go
hockey	karate	running
volleyball	aerobics	skiing
tennis	yoga	swimming

Language note

I go + -ing is used to talk about activities based on verbs.

Compare:

– *I ran 30 kilometres yesterday.*

– *I went running yesterday.* (= an activity based on the verb 'run')

Notice also the difference between:

– *go swimming* (= an activity – maybe for a few hours or all afternoon)

– *go for a swim* (= just once – maybe for 15–20 minutes)

- c *Vocabulary expansion.* Brainstorm other activities and add them to the lists, e.g.
- **play:** football, basketball, golf, cards, chess
 - **do:** tai chi, judo, sport, exercises, gymnastics
 - **go:** walking, climbing, jogging, skating.

PRONUNCIATION Word stress

- 2 a *Focus on syllables and stress.* Write the stress symbols for each group (Oo, Ooo, oOo) on the board. For each word in 1a, ask how many syllables it has and which group it goes in.

Oo ¹	Ooo ²	oOo ³
hockey	volleyball	aerobics
running		karate
skiing		
swimming		
tennis		
yoga		

Use these examples to remind learners that in English words one syllable is always stressed more than the others.

- b Play recording 1.6 to check. Get learners to repeat any difficult items.

SPEAKING

- 3 Discussion: *Personalisation.* Learners discuss the three questions. To make this more focused, ask learners to write down one sporting or leisure activity they do, one activity they watch, and one they did when they were younger. Then they sit in groups and talk about the activities they wrote down.
Round-up. Ask one learner from each group to tell you a few interesting things about the others.

Alternative: Mingling activity

Give learners a number, 1, 2 or 3. This is the number of the question they will ask other learners. They move freely round the class asking as many learners as possible their question. As a round-up, ask learners to tell you the most interesting answer they received.



You could use photocopiable activity 1B on the Teacher's DVD-ROM at this point.

1.3 Target activity: Talk about an interest

Goals: talk about past events and present activities
talk about your interests and how they started

Core language:

TASK VOCABULARY Talking about interests
1.2 VOCABULARY Sport and exercise
1.2 GRAMMAR Present simple, past simple, present progressive

TASK LISTENING

- 1 *Pre-listening discussion.* Look at the topics and check that learners know what they mean.
Learners mark the things that they are interested in, and then talk to each other to find out who is interested in what. Ask a few follow-up questions, e.g. *What kind of art do you like? Who is your favourite painter?* Don't spend too much time on this, as learners will talk about a particular interest they have later on.
- 2 *Listening for main idea.* Play recording 1.7 and ask where Li likes riding her motorbike.
- 3 a *Listening for detail.* Ask the questions, and see how much learners can remember.

1 Her father had a motorbike; her first boyfriend had a motorbike.
2 She wrote a book about a mother who rode a motorbike; she wanted to learn something new.
3 She saved up money for them; it was harder than she expected; she passed her test a few months ago.
4 She feels free; she can go wherever she wants; she can smell trees, flowers, rain.

Alternative: Pair work

Learners answer the questions in pairs and then discuss them together.

- b Play recording 1.7 again to check.
Focus on key expressions, e.g. *ride a bike, sit on the back, learn a new skill, save up money, harder than I expected, pass a (driving) test.*

TASK VOCABULARY Talking about interests

- 4 *Focus on expressions.* Learners match the sentence halves to make six sentences. Ask which are about the past, and which are about now.

Past: 1 c, 2 d, 3 a Now: 4 e, 5 b, 6 f

Focus on:

– *I really got into ... (= I became interested in ...)*

– *The great thing about it is ... (= It's good because ...).*



You also could give other examples of this pattern:

The nice thing about it is ...

The difficult thing about it is ...

The interesting thing about it is ...

TASK

- 5 a *Preparation.* Working alone, learners choose something they are interested in. It could be one of the things from 1, or a different interest of their own. They think about the questions, and they could also write brief notes. Go round and check, and give help with any unknown words.
- b  /  *Speaking.* In turn, learners tell each other about their particular interest(s), and ask questions to find out more.
- 6 *Round-up.* Ask learners to tell you what they found out about their partner, or about others in their group. Ask if they would like to take up the interest(s) they heard about, and to explain why or why not.

Alternative: 'Getting to know you' activity

- Learners make a note of two things they are interested in on a piece of paper, without writing their name (they can just write simple sentences, e.g. *I'm interested in football. I really enjoy cooking Chinese food.*).
 - Collect the papers and give them to other learners. Learners move around the class until they find the person who wrote their paper. They talk about their interest, and ask further questions.
 - Round-up. Learners briefly say who they talked to, and what they found out.
- Note:* If you use this alternative, you could leave out the activity in 1.



You could use photocopiable activity 1C on the Teacher's DVD-ROM at this point.

1 Explore

Keyword: so

Goal: use common expressions with *so*

Core language:

so to express result


so in the expressions: *I hope so; I think so; I guess so;*

I suppose so

- 1 *Focus on 'so' for result. Books closed.* Write on the board:
- My first boyfriend had a really nice bike.*
We went riding in the countryside a lot.
- Ask learners how you could join the sentences. Use this to show how *so* expresses the idea of 'result'.

Learners add *so* to the sentences.

1 ... *so I have ...* 2 ... *so I couldn't ...*
3 ... *so I need ...* 4 ... *so we usually ...*

- 2 a *Writing sentences: Personalisation.* To show what to do, give an example of a decision you made, joining the ideas with *so*.
- Learners write sentences. As they do this, go round and check, and give help if necessary.
- b  *Speaking: Personalisation.* Learners read out their sentences, and ask their partner questions.
- 3 *Focus on 'so' in common expressions.* To introduce *so* after verbs, write a suitable question on the board, e.g. *Is Berlin bigger than Paris?* Show how we could answer using *I think so.* (= I think it is) or *I don't think so.* (= I don't think it is). Then introduce *I hope so* and *I suppose so* in the same way.

Language note: so

I think so, I don't think so (= I'm not sure)


I hope so (= I want this to happen)

I suppose so (= yes, probably)

We often use *so* to agree (reluctantly), e.g.

Can I borrow your car? – Yes, I suppose so.

I guess so can mean the same as *I think so* or *I suppose so*.

 Learners match the questions and answers and then practise the conversations. The learner who is replying should reply with the answers covered.

2 c 3 a 4 d

- 4 a *Asking and answering questions: Personalisation.* Learners write three questions. If necessary, give a few example questions yourself to show what to do, and get learners to answer.
- b Learners ask their questions and other learners answer. They could do this in 'open pairs', i.e. a learner asks a question and chooses someone to answer; then that learner asks a question, and so on.

Across cultures: Culture shock


Goal: make learners aware of the meaning of 'culture shock'

Core language:

expressions for talking about attitudes and reactions: *feel that; fall in love with; find it difficult to; miss; get angry; get used to; understand*

- 1 a *Pre-reading discussion. Books closed.* Write 'culture shock' on the board. Ask if learners know what it is (= the 'shock' we often feel when we go to a new country, where things are different from our own culture). Give an example if necessary.

Learners now open their books, but ask them to cover the article about culture shock.

 Learners match the sentence halves to make three sentences. Then discuss this together and see if learners all agree.

- b** *Reading to check.* Learners read the article. Establish whether it coincides with what most learners thought.

1 c 2 a 3 b

Focus on the highlighted expressions. If necessary, give examples to show the meaning of *fall in love with*, *miss* and *get used to*.

- 2** *Discussion.* Give time for learners to read the questions and think about their answers.

Either discuss the questions together, getting responses from different learners, or let learners talk about them in pairs first, and talk about them together afterwards.

Explore writing



Goal: write messages of request and invitation to different people

Core language:

Beginning and ending emails: *Dear ...*, *Hello ...*, *Hi ...*; *Regards*, *Best wishes*, *Love*, *Take care*.

Requests: *Would you mind ... -ing?* *Could you ...?* *Is it all right if I ...?*

Invitations: *Would you like to ...?* *Do you want to ...?* *How about ...?*

- 1** To introduce the topic, learners look at the photo and discuss what is wrong with Cameron (*He's feeling ill; He's got a cold or flu.*)
- 2 a**  /  *Reading for main idea.* Learners read the emails and answer the questions.

1 *He'll stay at home. He's got a cold.*
2 *Friends: John, Jen, Pam. Client: Marc.*
3 *meet Marc for lunch (on Tuesday); invite his friends to dinner.*

- b** Discuss which emails are more formal and which are less formal. Learners explain reasons for their conclusions.

More formal:
– *emails between Cameron and Marc (they say, e.g. Dear ..., Regards ..., Best wishes ..., Would you mind ..., Would you like to ...)*

Less formal:
– *emails between Cameron and Pam (they say, e.g. Hi ..., Love ..., Take care ..., :-), PS ...)*

Note: *There are other expressions/words which might be suggested, e.g. (formal) appointment, join me; (less formal) ... barbecue maybe? ... give me a call..., You poor thing!, drop by ..., P.*

- 3 a** *Focus on beginning and ending expressions.* Learners list the expressions to begin and end the emails. Build up lists on the board.

Beginnings:	
<i>Dear ...</i>	<i>Hi ...</i>
<i>Hello ...</i>	<i>Pam (i.e. just the name)</i>
Endings:	
<i>Regards, Cameron Clarke</i>	<i>Cameron</i>
<i>Best wishes, Marc</i>	<i>Take care, P :-)</i>
<i>Love, Pam</i>	

- b** Discuss which expressions would be suitable for the different people mentioned.

Point out that:

- even in quite formal emails in Britain, people often use first names.
- people often write *Love ...* to close friends or family.
- you usually write *Dear ...* and *Regards ...* to someone you don't know or who you have a more formal relationship with. *Best wishes ...* is slightly less formal, but quite common in business emails.

- 4 a** *Focus on requests and invitations.* Learners cover the emails. Ask them to complete the sentences.

1 *changing our appointment* 2 *give me a call* 3 *drop by* 4 *over lunch* 5 *If so* 6 *take a few days off*

- b** Learners uncover the emails and read them again to check. (Point out that *drop by* = visit you.)

Books closed. Learners suggest the expressions for making requests (= asking for things) and invitations. Write them on the board.

Requests

- *Would you mind ... -ing?*
- *Could you ...?*
- *Is it all right if I ...?*

Invitations

- *Would you like to ...?*
- *Do you want to ...?*
- *How about ...?*

Language note: Formal requests

Would you mind ... -ing? and *Is it all right if I ...?* are quite formal requests. So we would use them to people we don't know, or if what we are asking is inconvenient or difficult.

Compare:

- *Could you lend me a euro?*
- *Would you mind lending me a euro?*

Optional practice

Give simple situations and ask learners to make requests or invitations, e.g.



- *Invite me to dinner.*
- *Ask me for some money.*
- *Ask me to take you to the airport.*

- 5** *Writing emails.* Learners write emails for the two situations.

- 6** *Writing replies.* They exchange emails with another learner and write replies.

Alternative: Pair work

Learners write their emails together in pairs and then exchange emails with another pair.


- 7**  /  *Improving the emails.* Learners sit together and make any necessary improvements to their emails. The focus should be on whether the emails are too formal or too informal. As they do this, go round and check.

Round-up. Ask a few learners to read out their emails.

1 Look again

Review


VOCABULARY Music, sports and exercise

- 1 a  Learners make two lists, one for music and one for sports/exercise.

Get feedback from the class. If necessary, build up two lists on the board.

Game option

Learners work in pairs or groups to make words or expressions. Give them one point for each correct word or expression, and two points for words that no other pair or group thought of.

- b Play recording 1.8. Learners write their responses in random order. (It is a good idea to get them to write the numbers 1–8 in a vertical list first. They can then write their answers against whichever number they choose. This allows them to keep track and provides references for 1c if necessary.)
- c  Learners exchange lists, look at each other's answers, and guess what they relate to.

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

GRAMMAR Question patterns

- 2 a Copy the table on the board, including question 1. Learners then suggest the correct word order for the other questions. Explain that a hyphen indicates that there is no question word.

Alternative

Learners work individually or in pairs and write the questions using the correct word order. Then go through them with the class and write them on the board.

- 2 – / Can / you / ride / a motorbike?
3 Where / did / you / go / to school?
4 – / Are / you / reading / anything interesting at the moment?
5 What places / would / you / like / to visit in future?

- b Learners write two more questions individually. (To demonstrate this, you could write an example yourself on the board.) Learners then ask and answer the questions in pairs.

Round-up. Ask a few learners what their two questions were, and what answers their partner gave.

Alternative: Mingling activity


Give each learner one of the five questions to ask, plus their own two questions. They move freely round the class, asking their three questions and answering other learners' questions.

CAN YOU REMEMBER? Intro unit – Needs, wants

- 3 a To focus on the verbs, write these examples on the board:
- I need a cup of coffee.
 - I want a cup of coffee.
 - I'd like a cup of coffee.

Discuss with the class how they are different and when people might use the different expressions. Learners then complete the conversations.

1 need 2 'd like 3 want / 'd like

- b To introduce this writing phase, you could give a few examples about yourself. Learners write their sentences. As they do this, go round and check.
- c  Learners read out their sentences and ask further questions. Alternatively, they could read out their sentences to the whole class.

Extension


SPELLING AND SOUNDS or, wor-

- 4 a Play recording 1.9, or say the words yourself. Learners repeat. Check that they say the /ɔ:/ and /ɜ:/ sounds correctly.
- b Ask learners which group each word goes in and practise saying them.

/ɔ:/ morning, orchestra
/ɜ:/ forget, visitor
/ɜ:/ word, world

- c Play recording 1.10, or say the words yourself. Learners listen and write them.
- d Learners check the words in the script on p144. Alternatively, ask them to spell the words, and write them on the board.

NOTICE Extreme adjectives

- 5 a To show what to do, turn to the festival programme on p11, and find the words in item 1 together.
-  Learners find the other words.

1 unique, incredible 2 lovely 3 amazing
4 fascinating 5 terrifying 6 terrible

Language note

These are all 'extreme' adjectives: they mean *very good*, *very bad*, *very interesting*, etc. Because of this we don't use *very* with them (they already contain the idea of 'very'), but we can use *really* or *absolutely*:

It was a *very* bad film.

It was a *really* terrible film (not a *very* terrible film).

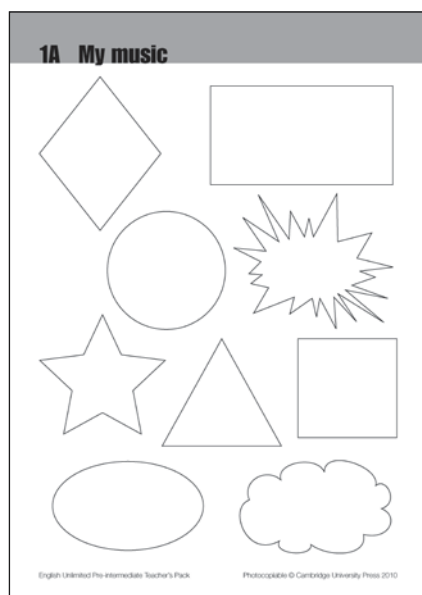
- b Learners choose two or three things from the list. They should think of specific examples, e.g. a particular film they saw recently, a particular TV programme they know about. They write adjectives to describe each item.
- c In turn, learners talk about the things in their list. Ask other learners if they agree.

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 1 Extra activities on the Teacher's DVD-ROM

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



1A My music

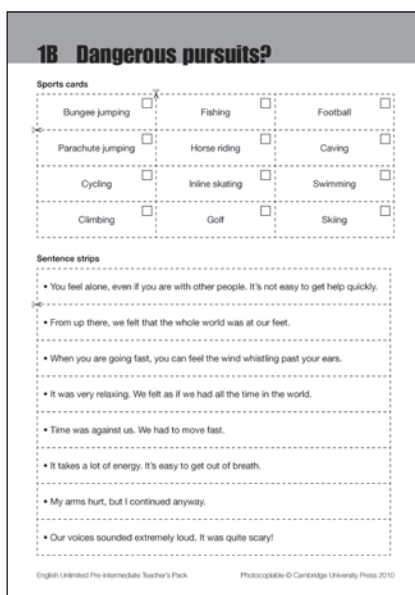
Activity type: Listening / Speaking – Interviews – Pairs

Aim: To talk about music and respond to musical likes and dislikes

Language: Vocabulary related to music / Expressing likes and dislikes – Use any time after 1.1.

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

Time: 20–30 minutes



1B Dangerous pursuits?

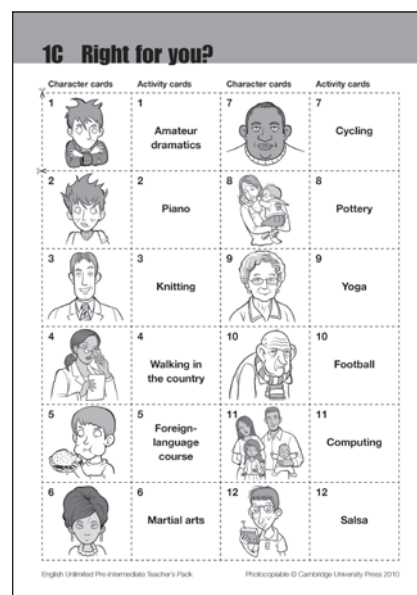
Activity type: Speaking – Matching game – Pairs / Small groups

Aim: To talk about dangerous and safe sports and to associate physical experiences with them

Language: Present and past simple / Explaining personal tastes – Use any time after 1.2.

Preparation: Make one copy of the worksheet for each group or pair of learners and cut out the sports cards and sentence strips.

Time: 20–30 minutes



1C Right for you?

Activity type: Speaking – Matching – Whole class

Aim: To talk about interests and leisure activities / hobbies

Language: Present and past simple / Giving reasons and justifying choices – Use any time after 1.3.

Preparation: Make and cut out enough copies of the worksheet for each learner to have one character card and the activity card bearing the same number.

Time: 20–25 minutes

Unit 1 Self-study Pack

In the Workbook

Unit 1 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Talking about music; Deciding what to do; Sports and exercise
- **Grammar:** Present simple; Past simple; Present progressive
- **Time out:** Strange sports
- **Explore reading:** Summer School web page
- **DVD-ROM Extra:** Quality time – Maxime, Haoxin and Chrysanthos

On the DVD-ROM

Unit 1 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Auxiliary verbs – stressed or unstressed?
- **Explore listening:** A recorded telephone message
- **Listening:** Buying tickets for a concert
- **DVD-ROM Extra:** Quality time

2 Work and studies

2.1

Goals: talk about personal experience
talk about your studies



Core language:

VOCABULARY	Studying
GRAMMAR	Present perfect 1 – for experience
PRONUNCIATION	Sentence stress

Lifelong learning

LISTENING

- 1 To introduce the topic, read through the questions, and check that learners understand *do military service* (= spend time in the army/navy, etc.) and *retire*.

 /  Learners discuss the questions. To make this more focused, you could ask learners to note down their answers under two headings: *Usual age*, *The best age*.

Discuss the answers with the class. You could write on the board the answers that most of the class agree on.

- 2 *Books closed*. Introduce the activity by writing 'Lifelong learning' on the board. Ask learners what they think this means.

Learners open their books and read the radio programme introduction. Ask the class if this is true of where they live / come from. You could also ask more specific questions, e.g. *What opportunities are there in this town / your country for lifelong learning?*

- 3 *Listening for main idea*. Play recording 1.11, pausing after the interview with each person. Learners answer the questions.

1 Luis – C Pierre – A Margaret – B
2 a Margaret b Luis c Pierre

- 4 a  /  Learners answer the questions.

Luis: 1 *He works as an archaeologist in the Amazon rainforest.*
2 *Continue in the same way.*
Pierre: 3 *He wasn't very good at a lot of subjects. He hated exams and tests.*
4 *He's studying something he wants to study. He's more confident.*
Margaret: 5 *She retired and she had nothing to do.*
6 *It's for people over 50. They meet in people's homes. They don't have exams.*

- b Discuss the answers together, and play recording 1.11 again, pausing from time to time for learners to check.
- 5 *Discussion: Personalisation*. Ask if learners know of anyone with similar experiences. If necessary, ask specific questions, e.g. *Think of people in your family. Does anyone study? What about evening classes? What do you think of the U3A? Is it a good idea?*


VOCABULARY Studying

- 6 a Learners look at the words in the box. Establish who talks about them and what they say.

Luis: *archaeology (he's studying it)*
Pierre: *maths, science, art (he did them at school)*
Margaret: *music, history, Spanish (she has studied them); IT skills (she's going to study the subject)*

Note

At this point, keep to simple, general answers about what the speakers say, e.g. *He's studying archaeology*, not *He's doing a doctorate in archaeology*. Learners will focus on specific expressions they use in 7.

- b  Ask learners to think of other subjects people might study. Get contributions from each group and list them on the board.

Alternatives

- Working alone or in pairs, learners think of three subjects of study, and write them down. Then ask learners to read them out, and build up a list on the board.
- You could also make this a game in which learners get one point for each correct word, and two points for each word no one else thought of.

- 7 a  /  *Focus on collocations*. Learners complete the sentences.

2 a *thesis* 3 *exams* 4 *a degree* 5 *colleges* 6 *School*
7 *degrees* 8 *courses* 9 *an IT skills course*

- b Go through the answers with the class. Build up a list of expressions with *do*, *get*, *pass/fail* on the board.



do a degree / a doctorate / a course / an exam
get a degree/doctorate
pass/fail an exam

Language note: Qualifications

- a degree* is a university qualification (BA, MA, etc.)
do a degree = study for a degree
get a degree = you finish the course, they give you a degree
- a doctorate* = a PhD
- We can say *do an exam* or *take an exam*.

- 8 *Writing: Personalisation*. Learners write five sentences. You could introduce this by telling them about your own studies.

SPEAKING

- 9  /  *Personalisation*. Learners tell each other about their studies, based on their sentences in 8. They ask each other questions to find out more information.
- Round-up*. Ask a few learners what they found out from their partner.



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

I've done ...

GRAMMAR Present perfect 1 – for experience

- 1 *Focus on meaning.* Learners look at the two sentences and answer the questions.

1 b 2 a

Establish that:

- we use the past simple to talk about a definite time or period in the past (in sentence 2, he is talking about his time at school). We often use it with past time expressions or place expressions (*in 1960, at school, when I was a child*).
- we use the present perfect to talk about life experience(s) up to now. We often use it with *ever, never, always*, but not with past time expressions.

Give a few more examples of the present perfect for talking about 'your life experience(s) up to now'. You could tell the class about places you have visited / have never visited, things you have always liked, etc.

- 2 a *Focus on form.* Learners complete the sentences and questions.

... <i>have you done?</i>	Yes, <i>she has.</i>
... <i>I haven't studied before.</i>	No, <i>she hasn't.</i>
... <i>I've never been ...</i>	

Check that learners know how to form the present perfect:

- positive sentences: *have/has* + past participle
- negative sentences: add *not* (or *-n't*)
- questions: change the order (*you have* → *have you*)

- b *Pronunciation practice.* Play recording 1.12. Learners practise saying the sentences.

- 3 👤 / 👤 Learners complete the sentences, using the list of irregular verbs on p160.

2 *been* 3 *studied* 4 *had* 5 *done* 6 *written*
7 *done* 8 *passed*

Point out that with:

- regular verbs: the past participle has the same form as the past (+ *-ed* or + *-d*): *enjoyed, passed*
- irregular verbs: sometimes the past participle has the same form as the past, e.g. *had*; sometimes it is different, e.g. *been, written, done*. Learners need to learn these forms.

Note: Grammar practice

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

PRONUNCIATION Sentence stress

- 4 a *Focus on sentence stress.* Play recording 1.13, or model the questions yourself. Learners practise repeating them. Pay attention to:
- the stressed syllables
 - the way the unstressed words and syllables are said more quickly and reduced (/həv/, /bɪn/).
- b 👤 / 👤 *Noticing task.* Learners look at the other questions in 3 and mark the stressed words. Practise saying the questions. Play recording 1.14. Learners listen and compare with a partner.

SPEAKING

- 5 *Asking and answering questions: Personalisation.* Use the example to point out that we often move from the present perfect to the past simple within a conversation:
- *I've always loved maths* (= all my life – I still love it)
 - *Did you have good teachers?* (a question about the past = when you were at school)

To prepare for the activity, get learners to ask you some of the questions, and give them true replies.

👤 / 👤 Learners ask each other the questions in 3 and give replies.

Round-up. Ask a few learners to tell you one interesting or surprising thing they found out about someone else.

2.2

Goals: talk about personal experience ♻️
talk about your work

Core language:

VOCABULARY Working conditions
GRAMMAR Present perfect 2 – with *for* and *since*

A great place to work?

SPEAKING

- 1 a Read through the questions in the work quiz, and check that learners understand *full-time job, part-time job, self-employed*.

👤 *Interview.* In turn, learners ask each other the questions in the work quiz, and note their partner's answers.

Alternative: Group work

Learners work in groups of five. Each learner in the group asks the others one question and makes a note of all the answers.

- b Go through the answers with the class. Find out which answer most people gave to each question, and what reasons they had for giving their answers. Build up a class 'profile' on the board.

READING

- 2 *Reading for main idea.* Learners read the web postings. Then discuss with the class who is and who isn't happy at CSP, and why.

1 Marco: *happy. People are friendly, flexible working hours.*
2 noname99: *unhappy. People don't do any work, no one helps you.*
3 Lauren101: *happy. Relaxed atmosphere.*
4 Lydia: *happy/unhappy. The job is interesting but stressful, and the pay isn't good, but the benefits are OK.*

As you go through the answers, focus on key words and expressions, e.g. *flexible working hours, relaxed, stressful*. (Note that the explanations give an idea of the kinds of things that might be said to support learners' views.)

Alternative: Reading in pairs

Each pair reads only one of the postings (give pairs a number: 1, 2, 3 or 4). Then they report back to the class on the posting they read.

- 3 *Reading for detail.* Learners read the web postings again to find the answers.

1 Lauren101 2 Lydia 3 Marco (and possibly noname99)
4 noname99 5 Lauren101 6 Marco 7 noname99
8 noname99

- 4 *Discussion.* Learners look at each posting again and decide if the person would be good/easy or difficult to work with, and why. Discuss the answers with the class.

Possible answers:

Marco: easy (he's very relaxed)

noname99: difficult (seems to expect a lot)

Lauren101: easy (relaxed, easily satisfied)

Lydia: hard to say – she's demanding, but seems to help other people

VOCABULARY Working conditions

- 5 Learners match the sentence halves to complete the sentences.

2 c 3 b 4 a 5 d 6 e

Use the activity to focus on any words and expressions that you didn't deal with in detail in 2, e.g. *benefits* (= holidays, insurance, time off work, etc.), *pay* (= the money you earn).

Language note


Pay is the general word for the money you earn (the money the company pays you).

You can also talk about *wages* (usually for manual work) and *salary* (for professional work).

SPEAKING

- 6 a Introduce the activity by writing a list of topics on the board, getting learners to make suggestions, e.g.
pay working hours management
benefits atmosphere people at work

Give learners time to think about their own job or the job of someone they know. They could make brief notes.

- b  *Speaking: Personalisation.* Learners tell each other about their job.

Alternative: School and university classes

If most of your learners don't work, you could do the following role-play activity:

- Choose five jobs that learners might be qualified to do, e.g. pizza delivery person, waiter, factory worker, tourist guide, office assistant, hotel cleaner.
- Choose five learners to 'apply' for the jobs, and divide the rest of the class into five groups.
- 'Applicants' go from group to group, and ask about the conditions of the job, asking about the topics in 6a.
- Feedback: 'Applicants' decide which of the jobs they would like.

I've worked here for ...**GRAMMAR Present perfect 2 – with *for* and *since***

- 1 Look at the examples. Learners answer the questions.

1 Marco: 2008; Lauren101: three months ago.
2 Yes.
3 a *since* b *for*

Alternative: Books-closed activity

Write the examples on the board, and ask the questions to focus on *since* and *for*.

Establish that:

- we use the present perfect + *for/since* to talk about something that started in the past and is still going on (Marco and Lauren are still at CSP; they still work there).
- we use *for* with a period of time (*for a week, for six months*).
- we use *since* to say when something started (*since 2008, since Monday*).

Optional practice: *for/since*

To check that learners know when to use *for* and *since*, write on the board:

She's been at CSP ...

Then give different time expressions, and ask learners to continue the sentence with *for* or *since*, e.g.:


Monday	five years	an hour
1st May	October	five minutes
2 weeks	2 o'clock	2001

- 2 a *Writing: Personalisation.* Learners write sentences on a piece of paper. Show them what to do by saying a few sentences about yourself or writing them on the board. As they write, go round and check.
- b Collect the papers, and read them out in turn. Learners guess who wrote them.

Note: Grammar practice

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

SPEAKING

- 3  *Speaking: Personalisation.* Learners try to remember what the others in their group wrote in 2.
Round-up. Ask learners from each group to tell you one thing they remembered.




Alternative: Whole class activity

One student says what he/she can remember about someone else in the class. Then check with the student whether it is correct. Then that student remembers something, and so on.



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

2.3 Target activity: Have an interview

Goals: talk about personal experience 
talk about your studies 
talk about your work 

Core language:

TASK VOCABULARY Presenting yourself
2.1 GRAMMAR Present perfect 1 – for experience
2.2 GRAMMAR Present perfect 2 – with *for* and *since*

TASK LISTENING

- 1 To introduce the topic, ask learners what a job agency is (= a company that will help you find a job). Read the advert, and ask what kind of job you can find with them (*Answer:* Any kind of job: permanent, temporary, part-time, full-time, your dream job). Ask questions 1–3 round the class. Try to get answers and ideas from different learners.

- 2 *Pre-listening task.* Read through the topics with the class, and check that learners understand:
- *experience* (= things you have done before)
 - *sales* (= selling things)
 - *catering* (= food, restaurants, cafés ...)
 - *strengths* (= your strong points; the things you are good at)
 - *weaknesses* (= your weak points; the things you aren't good at)
 - *driving licence* (= certificate to show you can drive)



Listening for main points. Play recording 1.15. Learners listen and number the topics in order.

5 <i>experience in sales</i>	2 <i>computer skills</i>
6 <i>strengths and weaknesses</i>	3 <i>driving licence</i>
4 <i>languages</i>	

- 3 a *Listening for detail.* Read the sentences and ask if they are true or false.
- b Play recording 1.15 again to check, pausing from time to time. Then ask learners to correct the false items, referring to the recording script on p144 if necessary.

2 <i>False – She wants to work in any area.</i>
3 <i>False – She hasn't got it with her.</i>
4 <i>True</i>
5 <i>False – She wants to work for a bigger company.</i>
6 <i>False – She's not good at working on her own.</i>

TASK VOCABULARY Presenting yourself

- 4 a  /  *Focus on expressions.* Learners match the sentence halves to make complete sentences.
- b Let learners check the answers in the recording script on p144, then go through them with the whole class.


2 e 3 b 4 g 5 a 6 c 7 d 8 h

Option: Focus on prepositions

To focus on the prepositions used in the key expressions, ask learners to cover the page. Give sentence beginnings and ask learners to say the next word, e.g. *I'm good ..., I've got experience / a certificate ..., I'm looking ...*

- c *Writing: Personalisation.* Learners write sentences about themselves using the expressions in 4a. As they do this, go round and check that they are using the key expressions correctly. If learners don't have jobs, you could limit this to just three sentences.

TASK

- 5 a *Preparation for the task.* Divide learners into A/B pairs (A – candidate, B – interviewer). Explain that they are going to prepare for an interview at a job agency. As think of answers to the questions, making brief notes if they like. Bs think of two more questions to ask, and write them down.
- b  *Role play: interviews.* Bs interview As. Then As move to a new 'interviewer' and have a second interview at a different 'job agency'.
- 6 *Round-up.* Ask a few 'interviewers' (Bs) which 'candidate' was better, and ask a few 'candidates' (As) which 'job agency' they liked best, and why.



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

2 Explore

Keyword: *for*

Goal: use *for* with a range of meanings

Core language:

for to give reasons, to answer *Why?*
for with time period
for to indicate recipient
verb + *for*

- 1 a *Presentation of uses of 'for'.* Read through examples 1–4 and match them with a–d to show which use each one is.

1 b 2 a 3 d 4 c

Give examples to make sure learners understand the uses, e.g. *Why does she go to the agency? – She goes there for an interview.*

- b *Further practice.* Learners match examples 1–5 with a–d.

1 d 2 b 3 a 4 c 5 a



- 2 a *Focus on 'for' with time period.* Give examples of your own to show how to use *for* in different time periods, e.g.

– *I lived in Paris for a year.* (= past)
– *I've been in Paris for a year.* (= up to now)
– *I'm going to live in Paris for a year.* (= future)



With the class, look at the examples in 2a, and ask which time period they are about.

1 c 2 b 3 a

- b *Writing: Personalisation.* Learners write three sentences about themselves. In turn, they read out their sentences to the class. Other learners ask further questions. (Alternatively, this can be done in pairs.)

- 3  /  *Asking and answering: Personalisation.* Learners write the words in the correct order to make questions.

2 Do you ever use your mobile phone for taking photos?
 3 Have you ever organised a party for someone?
 4 How often do you buy tickets for concerts or other events?
 5 What websites do you use for your work or studies?
 6 When was the last time you bought a present for someone?

 /  Learners ask and answer the questions. Monitor and help with formulations where necessary.

Alternative: Mingling activity

Give each learner one question to ask. They move freely round the class, asking several different learners their question.

Round-up. Ask a few learners to tell you the most interesting or surprising thing they found out about someone else.

Independent learning: Noticing and recording collocations

Goals: make learners aware of collocations
 help them record new collocations effectively

Core language:

Adjective + noun, verb + noun and noun + noun collocations

- 1 a *Focus on collocations.* With the class, read the examples in **1a**, and establish which words go together and which one does not belong in each case.


2 a *part-time / well-paid / happy / difficult job*
 3 a *lunch / breakfast / coffee / cigarette break*

- b Establish what kind of collocations the examples are.

1 *verb + noun* 2 *adjective + noun* 3 *noun + noun*

Alternative: Books-closed presentation

Give your own presentation, using examples from **1a**. On the board, write _____ *an exam*. Ask learners what verbs could go with it. Use this to introduce the idea of collocation. Then do the same with the other items.

- 2  *Finding collocations.* Divide learners into three (or six) groups: A, B and C. Groups study the web postings on p20. Group A finds adjective + noun collocations, Group B verb + noun collocations, Group C noun + noun collocations. Learners from each group report back to the class.

A *a nice atmosphere, a terrible place to work, a great place to work*
 B *make mistakes, surf the Internet, have a break*
 C *the IT department, the sales team, a business trip*

- 3 a *Recording collocations.* Look at the examples and discuss the best way to record collocations. Encourage learners to come up with other ideas.
 b Learners choose their preferred method of recording collocations and make a note of those from **1a** and **2**.

Explore speaking

Goals: ask people to repeat, spell things and slow down
 show you understand
 take a telephone message

Core language:

Asking to repeat: *Can you speak more slowly, please? What was your name again? Could you say that again? Could you spell that for me?*

Showing you understand: *Yes, of course. OK. Right. So that's ...*

- 1 a *Listening for main points.* Learners cover the conversation. Read through the questions with the class, then play recording **1.16**. Learners listen and choose the correct answers.
 b Learners uncover the conversation and check.
 2 a *Key expressions.* Ask learners to find the expressions. You could build them up on the board in four lists.

1 c 2 b 3 a 4 b

1 *Can you speak more slowly, please?*
 2 *What was your name again, please?*
Could you say that again, please?
Sorry, y dot karim at ...?
 3 *Could you spell that for me?*
 4 *OK.*
Right.
OK, so that's ...

- b Play recording **1.17** to check. Learners practise saying the key expressions from **2a**.
 3 a *Taking messages.* Learners cover the conversation and write the words in the correct order to make sentences.
 b Learners uncover the conversation and check.

1 *Would you like me to take a message?*
 2 *What was your name again, please?*
 3 *What would you like me to tell her?*
 4 *I'll give her the message.*
 5 *I'll ask her to contact you.*

Language note: Telephone messages

In the conversation, Yusuf 'leaves a message' for Lisa Moore. Clare 'takes the message', and she will 'give the message' to Lisa Moore.

Useful expressions:

Can I leave a message (for her)?

Would you like me to take a message?

I'll give her the message.

Optional practice

With books closed, describe simple situations, and ask learners what they would say, e.g.

- Someone says their name, but you don't hear.
 - Someone says their name again. This time you understood.
 - Someone speaks very fast.
 - Someone says their name is 'MacLeod'.
 - Someone wants to speak to your boss, but he's not there.
- You could also give situations on a worksheet, and let learners work through them in pairs.

- 4 a *Conversation practice.* Divide learners into A/B pairs. Learners cover the conversation between Yusuf and Clare and role play a conversation about a similar situation. They can use their own name, phone number and email address.
 b Learners change roles and have the conversation again.

- 5 a *Role play.* In A/B pairs again, learners read their role cards (A p126, B p129) and improvise a telephone conversation.
- b Learners change roles and improvise a second conversation, using their new role cards (A p126, B p130). They could form new pairs so that they have a conversation with a different partner.

2 Look again

Review

GRAMMAR Present perfect

- 1 a Learners read the sentences and add four more to the list, relating to people's work, studies or interests up to now. Explain that the sentences should include the present perfect.
- b Learners form questions based on their sentences. They then mingle and ask their classmates questions with *Have you ...?* and *How long have you ...?* Encourage them to find out more details by asking follow-up questions.
- c Divide the class into groups. Learners discuss what they found out about other classmates.

VOCABULARY Working conditions

- 2 a Ask round the class to double-check that learners remember what the words in the box mean, e.g. *Do you have flexible working hours? Do we have free health care in this country?* Learners complete the web posting.

2 atmosphere 3 benefits 4 free health care 5 pay
6 flexible working hours 7 management

- b Learners write a posting using Fleur's as a model. If they don't have a job, they could write from the point of view of a friend/relative, or they could invent a job.

Option: Famous people

Divide the class into pairs or groups. Give each pair/group the name of a well-known person, or let them choose their own. They write a posting as if they were that person. They read out their postings and other learners listen and guess who the person is.

CAN YOU REMEMBER? Unit 1 – Music, sports and exercise


- 3 a Learners complete the questions.

2 go 3 go 4 listen to 5 done

- b Learners think of two other endings for each question, using the same verbs. Then go through this together. You could build up expressions on the board.

Possible answers:

1 play tennis, football, golf, bridge, chess
2 go skiing, walking, climbing, swimming, clubbing
3 go to football matches, discos, cafés, the gym
4 listen to pop music, jazz, hip hop
5 done karate, judo, tai chi, exercises

- c  Learners ask and answer all the questions in 3a and 3b.

Round-up. Go through the activities, and find out how many learners do them or have done them at some time.

Extension

SPELLING AND SOUNDS Words with -er, -or, -ar, -our

- 4 a Play recording 1.18, or say the words yourself. Learners listen and repeat. Check that they are using the correct stress and saying the endings with an /ə/ sound.

Pronunciation note

In US English and some other varieties of English (e.g. Scottish), the endings above are pronounced as /r/.

- b Learners complete the words, and then practise saying them.

teacher, director, dancer, actor, sugar, behaviour

Language note: Job names

Names of jobs often end in -er or -or:
– teacher, dancer, builder, bus driver, painter
– actor, director, doctor, inspector

- c Play recording 1.19, or say the words yourself. Learners listen and write them.
- d Learners check the words in the script on p145. Alternatively, they spell the words and you write them on the board.

NOTICE Collocations


- 5 a Learners complete the collocations with the words from the box.

1 passed, got 2 great 3 ask 4 have 5 free 6 IT

- b Learners check their answers in script 1.11 on p144. Alternatively, go through the answers together.

Option: More collocations

With the class, go over each highlighted word in turn, and ask what other words can be used with it. Possible answers:
1 passed my exams; applied for, looked for a job
2 exciting, terrifying, rewarding experience
3 raise, answer, deal with questions
4 hold, go to, attend meetings
5 spare time
6 management, secretarial, PR skills

- c Learners write questions using three of the collocations.
- d  Learners ask and answer the questions.
Round-up. Learners ask one of their questions only. Other learners in the class answer in turn.

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 Working words

- 1 If you want to do my kind of job, you have to make a lot of exams.
- 2 I followed courses in economics at university.
- 3 He made community service before he went to college.
- 4 She was good in maths at school and became an economist.
- 5 I left my last work because I got a better one.
- 6 I visited university in my home town.
- 7 My brother did a course of French last summer.
- 8 My mother works being a nurse.
- 9 I work about marketing.
- 10 She succeeded all her exams.
- 11 When I was a child, I wanted to be police officer.
- 12 She won a degree in art history.
- 13 He's recently applied at a local college.
- 14 We went to an excellent talk in architecture.
- 15 He's never really been interested for languages.
- 16 I went away from school when I was sixteen.
- 17 My best friend has recently got a work in the IT industry.

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2B Career ladder

STUDIES	WORK
Leave school/college	Retire
Future studies	Future job
Start current studies	Start current job
Start school	First job

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2C CV genie 2

Interests and activities

2C CV genie 1

Personal information
Name: _____ Date of birth: _____
Nationality: _____
Address: _____
Telephone: _____ Email: _____

Professional qualifications
Date: _____ Qualification: _____
Institution: _____

Employment (list most recent first)
From: _____ to: _____ (date)
Employer: _____
Address: _____
Job title: _____
Duties: _____
Achievements: _____

Education (list most recent first)
From: _____ to: _____ (date)
Institution: _____
Address: _____
Qualification(s) gained: _____
Achievements: _____

Personal statement

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2A Working words

Activity type: Writing – Error correction – Pairs / Groups of three, teams

Aim: To practise and extend learners' knowledge of vocabulary and collocation

Language: Work / Study-related collocations – Use any time after 2.1.

Preparation: Make one copy of the worksheet for each group or pair of learners, plus two copies (in enlarged form if possible) on the board for the whole class.

Time: 20 minutes

2B Career ladder

Activity type: Listening and writing notes / Speaking – Graphic fill – Pairs or small groups

Aim: To talk about study / work experience and goals for the future.

Language: Past simple, present, present perfect (with *for / since*) / *want to / hope to* – Use any time after 2.2.

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

Time: 20–30 minutes

2C CV genie

Activity type: Directed writing – Writing a CV – Groups and individuals

Aim: To produce an appropriate individual CV

Language: Language and style of CVs – Use any time after 2.3.

Preparation: Make and cut out multiple copies of the CV elements in the worksheet for each group. Allow at least one copy per group member. Learners will also need some blank paper and glue so that they can paste the elements down in the order they decide on.

Time: 30–45 minutes

Unit 2 Self-study Pack

In the Workbook

Unit 2 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Studying; Working conditions; Presenting yourself
- **Grammar:** The present perfect 1 – for experience; The present perfect 2 – with *for* and *since*
- **My English:** English at work
- **Explore writing:** Email of application
- **DVD-ROM Extra:** Learning new skills – Mainda and Paivi

On the DVD-ROM

Unit 2 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Word and sentence stress
- **Explore speaking:** Showing you understand
- **Animated video:** Phoning an agency about a job
- **DVD-ROM Extra:** Learning new skills

3.1

Goals: give opinions
talk about food and eating



Core language:

VOCABULARY Giving opinions
Food and meals

Supermarkets or small shops?

VOCABULARY Giving opinions

- 1 To introduce the topic, ask learners to look at the pictures and discuss what they show and which country/countries the shops might be in. You could introduce here *market stall*, and *local shop* (or *convenience store*).

 /  Learners discuss the two questions. Afterwards, ask learners to summarise for the class what they discussed.

- 2 *Reading opinions.* Learners read the opinions. Ask whether each person likes or dislikes supermarkets, and why. (Note that the following answers give the general idea of the kinds of things the learners might say.)

Jenny: *No. They are stressful, crowded, noisy.*
Akio: *Yes and no. Supermarkets are cheap and convenient, but they are bad for the environment.*
Luz: *No. The food isn't as fresh as at the market.*

Optional task: Focus on descriptive adjectives

Learners read the opinions and list the adjectives under two headings: **Positive** and **Negative**. Go through the lists with the class and check learners know what they mean.

Note: If you do this, you could leave out 4.

- 3 *Matching task.* Learners cover the opinions and match the sentence halves. Go through the answers with the class.

2 e 3 f 4 a 5 d 6 b

Use the activity to focus on key expressions for giving opinions: *I think ...*, *I guess ...* (= maybe or probably), *I don't think ...*

Language note: Negative opinions

To express a negative opinion, we use *I don't think ...*. So, for example, we usually say *I don't think their food is fresh*, not *I think their food isn't fresh*.

- 4 a *Adjectives.* If you haven't focused on the adjectives already, ask learners to find opposites of the adjectives in the box.

unfriendly – friendly expensive – cheap
relaxing – stressful inconvenient – convenient
quiet – noisy boring – interesting
empty – crowded old-fashioned – modern

You could write opposite pairs on the board.

- b Play recording 1.20 or say the words yourself and practise pronunciation.



SPEAKING

- 5 a *Preparation.* Ask where people buy food in the learners' country/countries, and build up a list on the board, e.g. *supermarket, market, convenience store, in markets*.

Working individually, learners make a list of good and bad points for each place.

- b *Agreeing and disagreeing.* To prepare for the discussion, show these expressions on the board:
I agree / I don't agree

To practise the activity, read out some of the opinions in 3, and ask learners to say if they agree or disagree.

 /  *Discussion.* Learners read out their points, and see if other learners agree with them.

Round-up. Find out how many people in the class think supermarkets are a good/bad idea.

Food and you

READING

- 1 To introduce the topic, ask learners to look at the pictures. Find out how many learners buy (or eat) each kind of food. Ask for more details, e.g. *What frozen food do you eat? What do you eat from tins? How often?* Build up lists on the board under each category, e.g. *Tinned food: tomatoes, beans, tuna, sardines*.

- 2 *Pre-reading task.* Read the headline and ask: *Does this mean she likes or doesn't like supermarkets?* (*Answer:* She likes them). Ask learners to read paragraph 1 only. Then look at the choices in *a*, *b* and *c* and ask which this paragraph is about. (*Answer:* *a*)
Reading for general idea (skimming). Learners read the whole text quickly, and write *a*, *b* or *c* beside each paragraph. Then discuss the answers together.

1 a 2 a 3 a 4 a 5 b 6 b 7 c

- 3 *Reading for main points.* Learners read the article again and find why Judi likes supermarkets and the problems with shopping in the past. Learners could discuss the answers in pairs.

Discuss the answers with the class. Build up lists of 'reasons' and 'problems' on the board.

Possible answers:**Reasons**

- She can do the shopping for the whole week.
- There's a good choice; she can find everything she needs.
- She can buy ready-made food.
- She can shop at any time.

Problems in the past

- There wasn't much choice.
- Shops weren't open very long.
- The food wasn't always good.
- Shopkeepers weren't always friendly.
- Food was expensive.

- 4 *Post-reading discussion.* Ask which points are the same in the learners' own country, and which are different.

VOCABULARY Food and meals

- 5 *Focus on food.* Learners cover the article. Ask them to complete the words. Afterwards, they uncover the article to check. Go through the words with them, checking that they understand the meaning of each one. They can also check the words on p131.

1 basil 2 cheese 3 spices 4 vegetables 5 curry
6 fruit 7 strawberries 8 herbs 9 sauces 10 lasagne
11 salad 12 chicken 13 mushrooms 14 cream

- 6 *Vocabulary expansion.* Learners match the words in the box with the categories. Use these words to show the meaning of each category. Then ask the class for other examples, and write new words on the board.

Alternatives

1 Books-closed presentation

Write the words *meal*, *course*, *ingredient* and *dish* on the board. Ask learners to give you examples of each, and help them by giving examples yourself.

2 Pair or group game


Working together, learners write three examples for each category. Give one point for each correct word, and two for each word that no one else thought of.

SPEAKING

- 7 *Group discussion.* To introduce the activity, get learners to ask you questions 1 and 2, and give replies about yourself and your family or friends. Learners then sit in groups of four, and in turn, ask the questions.

Round-up. Go over each question in turn. Ask learners from each group to say what answers their group gave.

3.2

Goals: talk about food and eating 
order a meal in a restaurant

Core language:

VOCABULARY Ordering a meal
GRAMMAR Nouns with prepositional phrases
PRONUNCIATION Schwa /ə/ sound

Eating out

READING AND LISTENING

- 1 To introduce the topic, ask learners how often they go to cafés or restaurants and which ones they go to. Ask them to talk about good places to eat near their home. If everyone lives in the same town, you could build up a list of favourite cafés and restaurants on the board, and ask learners to say what they like about them.

Alternative: Pair work

With books closed, learners find out from their partner:
– how often they go to cafés or restaurants.
– which ones they most often go to, and why they like them.
Then ask some learners to tell you what they found out.


- 2 a *Reading for specific information (scanning).* Look at the restaurant guide, and establish where you might see it, i.e. in a newspaper or magazine, or in a tourist information office. Ask learners to read the information quickly and answer the questions.

1 *Abla's* 2 *The Bridge* 3 *Bopha Devi* 4 *The Bridge*

- b Ask learners which restaurant(s) they would like to go to, and why or why not. Focus on any new vocabulary, e.g. *terrace*, *outdoor dining* (from the verb *dine* = have a meal), *combine*, *Lebanese* (= from Lebanon).
- 3 *Listening for main idea.* Play recording 1.21 and ask which restaurant Bryan and Lynn choose and why. (The following answer key gives the kinds of answers you might get.)

The Bridge. Lynn went to *Bopha Devi* recently.
Abla's is a long way from where Bryan and Lynn are.

Ask what we know about Lynn (*Answer:* It's her birthday. She's a vegetarian.).

- 4  *Reading and vocabulary task.* Learners read the menu and check any words they don't know on p131. Give help if necessary. Ask learners which dishes they would like to try, but don't ask them to actually choose a dish (they will do this in 8).

Alternative

To make this more focused, after learners read the menu, they could give a 'score' for each dish, from 0 (= I wouldn't like it) to 3 (= sounds delicious).


- 5 *Listening.* Play recording 1.22. Learners listen and tick the items Lynn and Bryan order.

Lynn: *soup of the day*, *pasta*
Bryan: *cheese salad*, *steak*

Ask further questions if necessary:

- *What's the soup?* (= cream of mushroom)
- *How does Bryan want his steak?* (= medium)
- *What do they order to drink?* (= still water)

VOCABULARY Ordering a meal

- 6 a  *Sequencing task.* Learners put the lines from the conversation in the correct order.

1 *Hi, are you ready to order?*
2 *Yes, I think so. ...*
3 *Today it's cream of mushroom soup.*
4 *OK, so I'll have that and the pasta, please.*
5 *OK, and for you, sir?*
6 *Could I have the cheese salad ...*
7 *Fine, and how would you like your steak?*
8 *Medium, please.*
9 *All right. Can I get you something to drink?*
10 *Can we have a bottle of water?*
11 *Sure. Sparkling or still?*
12 *Still, please.*

- b In turn, learners read the extracts in the correct order. Then play recording 1.22 again to check.

To focus on key expressions for ordering food, learners could close their books and say how the customers:

- ask for a bottle of water (*Can we have ...?*)
- ask for a cheese salad (*Could I have ...?*)
- order pasta (*I'll have ...*)

Write these expressions on the board.

PRONUNCIATION Schwa /ə/ sound

7 a *Presentation.* Play recording 1.23, or say the sentence yourself. Point out the /ə/ sounds. Get learners to repeat. You could do this by ‘back-chaining’:

- *water?*
- *a bottle of water?*
- *Can we have a bottle of water?*

b *Noticing task.* Learners mark the /ə/ sounds in the customers’ sentences in 6a.

c *Pronunciation practice.* Learners listen to recording 1.24 and refer to the script on p145 to check their answers. They then practise saying the sentences. (This can be done in pairs or groups, learners taking turns to say the sentences.)

SPEAKING

8 a *Preparation for role play.* Give learners time to look at the menu and actually choose something for each course.

b *Role play.* Divide the class into groups of three, a waiter (A) and two customers (B and C). Learners order a meal.

c Learners repeat the conversation, taking turns to be the waiter.

Round-up. With the class work out which dishes most learners ordered.

Alternative: Restaurant simulation

- Divide the class so that most learners are customers, sitting in pairs, and every fifth learner is a waiter (i.e. each waiter serves two pairs). The customers choose what to have, and waiters take the orders.
- Find out what pairs ordered, and whether they were happy with the service.

Describing a meal

GRAMMAR Nouns with prepositional phrases

1 *Books closed.* To introduce the grammar, write these nouns on the board:

soup *cake*

Show how we can use nouns or adjectives to qualify them:

mushroom soup *warm chocolate cake*

Then show how we can use phrases after the noun:

soup of the day *chocolate cake with ice cream*

Language note

These kinds of phrases are called *prepositional phrases* because they are formed with a preposition (*with, of, in ...* etc.) + noun.



Books open: noticing task. Learners circle the nouns and underline the prepositional phrases.

3 *Fresh fruit (salad) with ice cream*

4 *Pasta in a tomato and olive sauce*

5 *Warm (olives) with oil and bread*

6 *Steak in a mushroom sauce with roasted potatoes*

2 a  /  *Practice with prepositional phrases.* Learners write the phrases in the correct place.

2 ... *a big meal for nine or ten people ...*

3 ... *chicken in garlic sauce ...*

4 *That table in the corner ...*

5 ... *a bottle of water ...*

6 ... *a table on the terrace ...*

7 ... *a good menu with lots of vegetarian dishes ...*

8 ... *salmon with rice ...*

b Play recording 1.25 to check. Learners practise saying the phrases.


Note: Grammar practice

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

SPEAKING

3 a *Preparation for discussion.* To introduce the activity, tell the class about a meal you had recently. Encourage them to ask you further questions.

Give learners time to think about the questions and make brief notes. Monitor and give help where necessary.



b  *Speaking activity.* In turn, learners talk about the meal they had, and answer any questions.

Round-up. Ask each group to tell you about the best or most interesting meal they described.



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

3.3 Target activity: Plan a meal

Goals: give opinions 
talk about food and eating 
make suggestions

Core language:

TASK VOCABULARY Making suggestions

3.1 VOCABULARY Giving opinions

3.1 VOCABULARY Food and meals

3.2 GRAMMAR Nouns with prepositional phrases

TASK LISTENING

1 To introduce the activity, learners look at the main photo and decide what it is. Teach the word *barbecue* (noun or verb). Ask if learners often have barbecues, who in the class knows how to barbecue, and what they usually cook on a barbecue.

Listening for main idea. Read the four choices and ask learners to guess what the people will decide to do. Then play recording 1.26 and see if they guessed correctly. (Answer: 3)

Ask further questions if necessary, e.g.

– *What else do they suggest?* (Answer: 2, 1)

– *Why isn't 1 a good idea?* (Answer: Some people are strict vegetarians and don't want to eat, e.g., fat from the meat.)

- 2 *Listening for specific information.* Look at the words and check that learners know what they mean:
 – *feta cheese* (= Eastern Mediterranean white sheep's cheese)
 – *limes* (= like lemons, but smaller and green)
 Learners listen to recording 1.27 and tick the things they need for the salad.

feta cheese, black olives, olive oil

TASK VOCABULARY Making suggestions

- 3 a *Focusing task.* Look at the suggestions and ask which ones the friends make.

1 Yes 2 Yes 3 Yes 4 No 5 Yes 6 No 7 No
 8 Yes 9 Yes

- b Play recordings 1.26 and 1.27 again, pausing from time to time for learners to check.

Learners look at the expressions and decide which are used to make suggestions (questions and statements).

Write these up on the board:

How about ...? We can ...
What about ...? Perhaps we should ...
Why don't we ...?

TASK

- 4 a *Preparation for group work.* Set up the situation, then read through the questions and make sure learners understand *inside*, *outside* and *course*. Give them time to think about the questions, individually or in pairs.
 b To help them plan what to say, learners could note down a few expressions they might use. Help them where necessary.
- 5 *Group discussion.* Learners form groups of four or five. Together, they agree on what to make and what they need to buy. One person in each group acts as 'secretary' and writes down the meal plan.
- 6 *Round-up.* In turn, each group reads out their list and says what they are planning to make. Ask the class which they think is the nicest / most interesting meal.



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

3 Explore

Keyword: *with*

Goal: use *with* in a range of common collocations

Core language:

noun + *with*
 adjective + *with*
 verb + *with*

- 1 a *'With' collocations.* Learners match the sentence halves.

1 c 2 b 3 a

Ask learners what the sentences mean:

1 = I don't understand them very well; I can't use them well.

2 = I'm part of it; they are my colleagues.

3 = Vegetarian dishes are on the menu.

- b Point out that we can use *with* after nouns, verbs and adjectives. Ask learners which sentence is an example of each.

1 adjective + *with* 2 verb + *with* 3 noun + *with*

Look at the sentence beginnings in 2, and ask learners to underline the *with* phrases. Build them up in lists on the board under three headings:

adj + with **verb + with** **noun + with**

bored with *stay with* *have an appointment with*

wrong with *go out with* *have a problem with*

happy with *start with* *have a meeting with*

- 2 / *Sentence completion.* Learners choose the best endings for the sentences. Discuss the answers with the class.

1 i 2 d 3 g 4 e 5 a 6 b 7 h 8 f 9 c

Check that learners understand:

– *What's wrong with ...?* = What's the problem about ...?
 – *He's going out with (Erika)* = She's his girlfriend.

- 3 a *Sentence writing: personalisation.* Say a few sentences about yourself, using the sentence beginnings provided. Encourage learners to ask you questions.

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

- b / *Speaking: personalisation.* Learners use the sentences to say things about themselves, and ask questions.

Round-up. Ask learners to tell you one interesting or surprising thing they found out about someone else.

Across cultures: Mealtimes

Goal: make learners aware of different eating habits and customs in different cultures

Core language:

Expressions connected with meals: *evening meal; eat together; guests; wash your hands*

- 1 *Listening for general idea.* Look at the pictures and ask learners to guess what Matt and Carlos might say about their mealtimes. Try to get a number of different suggestions.

Play recording 1.28 and see if learners were right. Establish what Matt and Carlos each talk about.

Matt: the evening meal; dinner on Friday
Carlos: breakfast; dinner with guests

- 2 / *Listening for details.* Learners look at the sentences and decide who said them.

Discuss the answers with the class, then play recording 1.28 again, pausing from time to time for learners to check the answers.

1 Matt 2 Matt 3 Carlos 4 Matt 5 Carlos 6 Matt

3 a *Discussion.* Learners ask each other the questions.

Talk about the questions together. Find out if most learners gave the same answers.

Alternative: Mingling activity

- 1 Give each learner one of the six questions to ask. Learners move freely round the class asking their question to other learners.
- 2 *Feedback.* Ask learners to say what they found out, and whether most people gave the same answers.

- b Ask learners if they think most people in their country have similar mealtime customs to theirs. Ask if anyone has had a meal in someone's home in another country, and how it was different.

Explore writing

Goal: give and understand written instructions

Core language:

Cooking verbs: *chop, cut, pour, shake, serve, stir; bake, boil, fry, grill, roast, toast*


- 1 a *Pre-reading task.* Learners cover the two recipes. Look at the pictures, and make sure learners know what they show: *rosemary* and *basil* are two kinds of herbs; *mozzarella* is an Italian cheese. Teach the word *ingredients* (= the things we use to make a dish). Ask learners which items they think are used in each dish.
- b *Reading for specific information (scanning).* Learners read the recipes. Check the answers with the class.

Bruschetta: mozzarella (E), basil (F), olive oil (B), garlic (D), a bowl (H)
Spiced nuts: olive oil (B), rosemary (A), chillies (C), a baking tray (G)

- 2 a *Presentation of food preparation verbs.* Learners find verbs in the bruschetta recipe.

chop, stir, cut, serve

Make sure learners know what all the verbs mean by using gestures, or referring them to p131.

- b  Learners mime actions, and their partner guesses the verb.

Alternative

To make more of this activity, you could mime complete actions (e.g. chopping an onion (tears!), pouring coffee into a cup and drinking it), and see if learners can guess them. Then learners think of actions, and mime them in front of the class.

- 3 *Presentation of cooking verbs.* Look at each verb in turn, and ask learners to suggest the food(s) that it can be used with. Refer learners to p131 so that they understand. Ask them about themselves, e.g. *Do you ever fry food in your family? What food do you fry?*

Possible answers:

bake: bread, cakes, biscuits, potatoes
boil: rice, potatoes, eggs, pasta, vegetables
fry: onions, chips, potatoes, fish, steak
grill: meat, fish, kebabs
roast: meat, chicken, potatoes
toast: bread

Language note

cook is a general word.
boil = cook in water
fry = cook in oil or fat
grill = cooked under or over heat; *toast* is the same, but is only used for bread (to make toast)
bake = cooked dry in the oven (e.g. bread)
roast = cooked in the oven in fat (e.g. meat)
Notice these adjectival forms:
boiled, fried, grilled, baked, roast(ed)



- 4 *Reading task.* Learners read the recipe for warm spiced nuts and choose the correct verb.

1 Chop 2 Stir 3 Bake 4 Pour 5 Serve

- 5 *Discussion.* Ask learners if they think they could easily make these snacks. This could lead into a discussion of:
- which of the ingredients are used in their country;
 - what kind of snacks people commonly eat;
 - whether they like cooking.

Optional practice: Retelling the recipes

With books closed, learners tell you how to make the two snacks. You could do this with the whole class, each learner telling you one stage.

- 6 a  /  *Writing.* Learners think of a snack or simple dish, and discuss what they need and how to make it.
- b Together, they write a list of ingredients, using the examples as a model.
- c They then write instructions, using the verbs they have practised. Give help where necessary.
- 7 *Speaking.* Learners form groups of four (or, if they wrote the recipe in groups, one learner moves to the next group). They show their group's recipe, and ask the given questions.

Alternative: Guessing game

Learners read out their recipe without saying the name of the dish. Other learners listen and identify the dish.



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

3 Look again

Review

VOCABULARY Opinions

- 1 a Learners decide on the correct word order and write the sentences. Check with the whole class.

1 *I think frozen vegetables are better than fresh ones.*
2 *I don't think shops should open seven days a week.*
3 *If you ask me, everyone should buy local food.*
4 *I find expensive restaurants quite stressful.*
5 *I don't think ready-made meals are very good for you.*

Remind learners that, to give a negative opinion, we usually say *I don't think X is ...*, not *I think X isn't ...*. Refer to examples 2 and 5:

– *I don't think shops should open ...*

– *I don't think ready-made meals are ...*

- b / Learners look at each opinion in turn, and discuss whether they agree with it, and why / why not.

Discuss the opinions with the class. Find out whether or not most learners agree with each opinion.

VOCABULARY Ordering a meal

- 2 a With the class, build up a café menu on the board. Get learners to suggest three or four dishes for each course. Focus on any new words.

- b In groups of three (waiter and two customers), 'customers' decide what to order, and order a meal from their 'waiter'.

Ask the waiters to tell you what their customers ordered. Ask the customers if they enjoyed the meal, and if they were satisfied with the service.

Option

If you haven't done this already (in 3.2), you could set up the class as a restaurant, with every fifth learner as a waiter serving two tables with two customers each. The waiters go from table to table, taking orders and serving.

CAN YOU REMEMBER? Unit 2 – Studying, Working conditions

- 3 a Divide the class into two teams, A and B. Working together, each team makes a list of expressions connected with their given topic.
- b Learners check their expressions in unit 2. As look at p19, Bs look at p21.
- c To show how the activity works, choose an expression from one of the topics (but don't say what it is). Write a gapped sentence on the board to test the expression, e.g.

I have short _____. I only work from 9.00 to 1.00.

See if learners can say what it is (*Answer*: working hours).

(1) Learners choose five expressions, and (2) write gapped sentences to test the other team. Give help if necessary. (3) In turn, learners from each team read out their gapped sentences. (4) A learner from the other team gives the answer and tries to spell the word. He/She earns one point for guessing correctly and another for spelling correctly. Keep score on the board.

Note

Unless you have a very small class, it would be better to divide each team up further into small groups or pairs to do the preparation. Then whole groups can take turns to read out their gapped sentences. They could also choose one group on the other team to give the answer.

Extension

SPELLING AND SOUNDS *oi, oy*

- 4 a Play recording 1.29 or say the words yourself, and get learners to repeat. If necessary, show how we produce /ɔɪ/ by saying /ɒ/ and then /ɪ/.

- b Look at the words in 4a, and ask learners to complete the spelling rules.

1 oi 2 oy

- c Play recording 1.30 or say the words yourself. Learners listen and write them.

- d Learners check their spellings by looking at script 1.30 on p146. Alternatively, ask them to spell the words while you write them on the board.

NOTICE Making sentences stronger / weaker

- 5 a Learners read the sentences and mark where the words go. Then let them check on p27, and go through the answers together.

2 *only a few minutes ...*
3 *I can even shop ...*
4 *not always good ...*
5 *almost no choice ...*
6 *not very friendly ...*
7 *very expensive*
8 *much, much better*

Use the examples to make these points:

– instead of *only*, we could also say *just*:

Just a few minutes away.

– instead of *almost*, we could also say *nearly* or *practically*:

There was nearly/practically no choice.

– we can often repeat adverbs to make them stronger:

It's much, much better. / It's really, really good. /

It's very, very expensive.

- b Learners cover the highlighted words. Ask them to say the complete sentences round the class.

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 relevant number 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 Where to eat?		Who has eaten there?	What did they have to eat and what are their general feelings about the eating place?	Opinion
1 A. Choose dishes to eat				☆☆☆☆
2 Food from another country				☆☆☆☆
3 Local food				☆☆☆☆
4 A dish to get taken away				☆☆☆☆
5 A really nice restaurant				☆☆☆☆
6 A fast-food restaurant				☆☆☆☆
7 A coffee break				☆☆☆☆

3B Restaurant makeover

7.30 Restaurant Makeover: Every week, a group of chefs and restaurant experts help an unsuccessful restaurant to turn itself around and become a success. This week, Greasy Joe's in London needs a complete makeover ...

Menu
 Egg and chips
 Egg, chips and beans
 Sausage and chips
 Sausage, chips and beans
 Egg, sausage, chips and beans
 Chicken curry
 Chicken curry and chips
 Chips

3C Collect what you need 2

3C Collect what you need 1

Recipes

Shepherd's pie
 1 large onion, chopped
 2 large carrots, peeled and sliced
 1 tin tomatoes
 Pinch of salt
 1½ lbs minced beef
 2 large potatoes, boiled
 Butter

Method
 • Fry onions and carrots until soft, add minced beef and stir until well cooked.
 • Add tomatoes and salt and simmer for 15 minutes. (Add a little water if necessary).
 • Put minced beef mixture in an oven-proof dish.
 • Mash potatoes with butter and lay them over the cooked meat mixture.
 • Bake in the oven at 200°C (392°F), gas mark 6, for 20 minutes or until brown.

Toad-in-the-hole
 1½ cups flour
 1½ cups milk
 2 eggs
 10 sausages
 Butter

Method
 • Pre-heat oven to 425°F (220°C), gas mark 7.
 • Sift flour and salt into a bowl.
 • Break eggs and add to flour, mixing thoroughly.
 • Slowly add the milk and whisk until the mixture is smooth.
 • Lift sausages.
 • Put a little butter in a metal oven tray and place in the oven.
 • When the butter has melted, add the sausage, pour over the batter and return to the oven.
 • Bake for 20 minutes or until golden brown.

Bread-and-butter pudding
 2 eggs
 ½ cup sugar
 2 cups warm milk
 ½ cup raisins
 6 slices white bread
 Butter

Method
 • Pre-heat oven to 200°F (93°C), gas mark 4.
 • Beat eggs and sugar together in a bowl and add milk.
 • Spread bread with butter, put one layer in oven-proof dish and scatter with raisins.
 • Cover with another layer of bread and pour over the milk and egg mixture.
 • Bake for 30-40 minutes, or until golden.

Bean bake
 1 medium onion, chopped
 1 tin minced beans, drained
 1 tin tomatoes
 3-4 slices bread
 Butter
 1-2 cloves garlic, crushed

Method
 • Pre-heat oven to 425°F (220°C), gas mark 6.
 • Fry onion in a little butter until soft.
 • Add beans and tomatoes and simmer for 20 minutes. (Add a little water if necessary).
 • Slice bread and spread with butter and crushed garlic. Put the bean and tomato mixture in an oven-proof dish and cover with slices of garlic-crusted bread. Bake in a hot oven for 20-30 minutes until bread is golden brown.

3A Where to eat?

Activity type: Speaking – Survey – Pairs / Whole class

Aim: To talk about local eating places and give opinions

Language: Describing places / Giving opinions – Use any time after 3.2.

Preparation: Make one copy of the worksheet for every two learners.

Time: 20–30 minutes

3B Restaurant makeover

Activity type: Speaking / Writing – Roleplay – Groups

Aim: To devise a makeover plan for a restaurant

Language: Giving opinions and making suggestions – Use any time after 3.3.

Preparation: Make one copy of the worksheet for each group of four or five learners.

Time: 45 minutes

3C Collect what you need

Activity type: Speaking – Collecting game – Whole-class mingling

Aim: To ask and answer questions about recipe ingredients and read recipes

Language: Food and cooking vocabulary / Requests and responses – Use any time after 3.3.

Preparation: Make enough copies of Worksheet 1 so that there is one recipe card for each learner. Cut out the recipe cards. Make enough copies of Worksheet 2 so that there is one full set of ingredient cards for every set of four recipes.

Time: 20–25 minutes

Unit 3 Self-study Pack

In the Workbook

Unit 3 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Giving opinions; Ordering a meal; Making suggestions
- **Grammar:** Nouns with prepositional phrases
- **Time out:** Shopping quiz and food crossword
- **Explore reading:** Restaurant review
- **DVD-ROM Extra:** Food for thought – Nilgun and Alex

On the DVD-ROM

Unit 3 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Schwa
- **Explore speaking:** Prefixing your answers with *Well*, *Yeah*, or *OK*
- **Animated video:** Deciding where to eat
- **DVD-ROM Extra:** Food for thought

4 Encounters

4.1

Goal: use a taxi

Core language:



VOCABULARY Taxis
Getting a taxi
PRONUNCIATION Sentence stress and schwa /ə/

- 1 F She came 15 years ago.
- 2 T The Park Inn
- 3 F He goes to get some papers.
- 4 T He's got business meetings in Calgary.
- 5 T It costs \$35.75.

- 3 *Discussion.* Discuss the questions with the class, or let learners talk in pairs.

Taxi!

VOCABULARY Taxis


- 1 *Discussion.* To introduce the topic, read through the questions, and use this stage to introduce the basic expressions *get* (or *take*) *a taxi* and *go by taxi*.
 Learners discuss the three questions. To make this more focused, you could ask learners to interview their partner and note down their answers. Ask a few learners to tell you about their partner.
- 2 a  *Vocabulary matching task.* Learners read the questions and match the highlighted expressions with the pictures. Then discuss with the class what the pictures show.

A (taxi) meter B fare C receipt D passengers
E taxi rank F change

Focus on any new words, e.g.
 – *the fare* (= the money you pay for a journey)
 – *receipt* (= document that shows how much you paid)
 – *change* (= the money you get back when you pay)

- b *Pronunciation practice.* Play recording 1.31 for learners to check.

SPEAKING


- 3  *Discussion: personalisation.* Learners ask and answer the questions.
 Go through the questions in 2a with the class. If learners are from the same town/city, see if they all agree about questions 2–5.

Two journeys

LISTENING

- 1 *Listening for main points.* Look at the questions, then play recording 1.32. Pause after each conversation and establish where the person wants to go and what they ask the driver.

1 a bank: Dan b a hotel: Nicola c the airport: Dan
2 a Dan b Dan c Nicola

- 2 a  *Listening for detail.* Learners discuss the questions.
 b Go through the answers with the class. Then play recording 1.32 again, pausing from time to time for learners to check the answers. Get learners to correct the false sentences.

Option

To make the discussion more focused, you could give choices to consider for each situation:


- *Would you:*
 - start chatting?
 - have a chat if the other person started it?
 - avoid having a chat?
- *Which of these things would you talk about?*

the weather	your family
where you're going and why	your job
the meaning of life	politics

Language note: Chat

A *chat* = a not very serious conversation.
 You can use *chat* as a verb or as a noun:
 – We chatted about the weather.
 – I had a chat with the woman next to me.


VOCABULARY Getting a taxi

- 4 a  *Matching task.* Learners match what the passengers say with the driver's replies.
 Go through the answers, and play recording 1.32 to check if necessary.

1 c 2 a 3 d 4 b 5 f 6 h 7 e 8 g

Focus on the key expressions that you need as a passenger:


- *Can you take me to ...?* *Could you wait ...?*
- *I'd like to go to ...* *Can I put ...?*
- *Can I have a receipt?* *Make it (\$35).*
- *How much is it to ...?*

- b  Learners cover what the passengers say (1–8). They look at the driver's replies (a–h) and try to remember the correct expression for each reply.

PRONUNCIATION Sentence stress and schwa /ə/

- 5 a *Focus on stress.* Write the first sentence on the board and ask learners to say which syllables they think are stressed. Mark the stressed syllables they suggest. Learners then mark the stressed syllables in the other sentences.
- b *Focus on the /ə/ sound.* Point to the sentence on the board. Ask learners which vowels are pronounced /ə/. Mark what they suggest. Learners then mark the /ə/ sounds in the other sentences.
- c *Listening and checking.* Play recording 1.33 and let learners check their answers in the script on p146. Practise saying the sentences, focusing on the stress pattern and the /ə/ sounds.

SPEAKING

- 6 a *Preparation for role play.* Give learners time to think about the questions on their own. They could also make brief notes.
- b  *Role play.* Learners take turns to be the passenger and the driver.
- c Learners form new pairs and have two more conversations with three parts.
- Ask a few learners where they went and what they talked about.

Shorter alternative

Give learners a letter, A or B, alternating round the class. Learners form A/B pairs – A is the passenger, B is the taxi driver. They have a conversation. As all move to a new partner (B learners stay where they are) and have a second conversation. This time, B is the passenger and A is the taxi driver.

4.2

Goals: describe past events
tell a story

Core language:

VOCABULARY Linking a story
GRAMMAR Past progressive

Hack

READING


- 1 To introduce the story, look at the pictures with the class and establish who Melissa is (*Answer:* She's a New York taxi driver. She wrote a book about it.).

Language note

British English: taxi, taxi driver
US English: cab, cab driver

Learners read the information and then discuss the questions together.

- 1 *She lost her office job, so she got a licence to be a cab driver.*
2 *In her book and on her blog.*



- 2 a  *Pre-reading task.* Learners cover the story. They look at the expressions and guess how they might fit together to make a story.
- Discuss ideas with the class. Try to get a number of different ideas.

Alternative: Expressions on the board

Books closed. Write the expressions on the board or show them on an OHP. This will make it less likely that learners will read the story before you want them to.

- b *Checking predictions.* Learners read the story to check whether they were right. Then discuss how it was different from what they guessed, and use the expressions to establish what actually happened.

*A Canadian man got in the cab.
He asked to go to the airport.
He left his wallet in the cab. The next passenger gave it to her.
She found a credit card in it.
She phoned the credit card company.
The Canadian man phoned, and asked her to go back to the airport.
She told him (as a joke) that she had only done a little shopping with his credit card.
He laughed and gave her \$50.*

- 3  /  *Reading for implied meaning.* Learners find answers to the questions.

Discuss the answers with the class.

Possible answers:

- 1 *They had a nice conversation. He gave her a tip.*
2 *She gave it to the credit card company.*
3 *He had to catch a plane. Perhaps he wasn't sure she'd arrive in time.*
4 *He realised what she said was a joke. He was happy to get his wallet.*
5 *She was pleased. She'd done something good, and she'd made \$50.*



- 4 *Discussion.* Discuss the question with the class. You could build up a list of good and bad points on the board.

Alternative: Pair or group work

Together, learners brainstorm good and bad points and note them down in two lists. Then they discuss the points together.

Telling a story

VOCABULARY Linking a story


- 1 a  /  *Gap-filling task.* Learners cover Melissa's blog and complete the sentences with the words from the box.
- b Go through the answers with the class, or let learners check their answers in the story.

1 *During* 2 *When* 3 *After* 4 *as* 5 *later* 6 *Then*

Language note: *During* and *after*

During and *after* are prepositions; they are followed by nouns or phrases:

- *during the concert, during rush hour*
– *after half an hour, after the concert*
Later comes after a time phrase:
– *half an hour later, two days later*

- 2  *Retelling the story.* Learners practise telling the story in pairs. You could then do this with the whole class.

GRAMMAR Past progressive

- 3 a *Meaning.* Look at the example and discuss the question (*Answer:* b).

Use the example to establish that:

– we use the *past simple* to tell the main things that happened in the story:

He got in the cab. Then he asked me to take him to the airport. Then I drove to the airport. ...

– we use the *past progressive* to say what was going on (in progress) at the time:

They were going back to Canada.

- b Learners circle the correct words.

1 *past simple* 2 *past progressive*

- 4 a *Form.* Show how we form the past progressive with *was/were* + *-ing*:

go → *They were going.*

They weren't going.

Were they going to Canada?

Learners complete the sentences.

What was he doing?

He wasn't looking very happy.

Were they going back to Canada?

No, they weren't.

- b *Pronunciation.* Play recording 1.34, and focus on the pronunciation of *was* and *wasn't*.

Language note

Questions and positive sentences

– *What was he doing?* /wəz/ (schwa)

– *He was standing ...* /wəz/ (schwa)



Negative sentences and short answers

– *He wasn't looking ...* /wɒzənt/ (full form)

– *Yes, he was.* /wɒz/ (full form)

– *No, he wasn't.* /wɒzənt/ (full form)

Learners practise saying the sentences.

- 5 a  /  *Gap-filling task.* Learners look at the pictures and complete the paragraph.



1 *was walking* 2 *was wearing* 3 *was talking* 4 *went*
5 *started* 6 *saw* 7 *started* 8 *was running* 9 *fell*
10 *got* 11 *shut* 12 *drove*

- b Play recording 1.35 to check.

Note: Grammar practice

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

SPEAKING

- 6 a  /  *Preparation for telling a story.* Learners look at the pictures on p123 and work out how to tell the story.

- b They practise telling it to each other until they feel they can tell it fluently.

- 7 *Telling the story.* Ask different pairs to tell the story. After each story, ask the class: *How was this pair's story different from the last one?*


Alternative: Telling the story in groups

- Learners work in groups of four or five to practise telling the story.
- In each group, give learners numbers (1, 2, 3, 4 ...). They form new groups according to their number (i.e. all the 1s together, etc.) so that each new group contains one learner from each original group.
- In turn, they tell their original group's story.
- Ask groups how their stories were different.



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

4.3 Target activity: Tell stories about memorable meetings

Goals: describe past events 
tell a travel anecdote

Core language:

TASK VOCABULARY Starting a story


4.2 VOCABULARY Linking a story

4.2 GRAMMAR Past progressive, past simple

TASK LISTENING

- 1 a *Pre-listening task.* Learners look at the pictures. Establish where the people are, and anything else learners/you can say about them. You could also ask learners to imagine what the people are saying to each other.

- b *Listening to check predictions.* Play recording 1.36, pausing after each person's part. Learners check whether their ideas were correct and/or what things are different.

- 2 a  *Listening for main points.* Thinking about what they have heard, learners decide who the sentences in each pair are about.

1 a OB	b AL	4 a AL	b OB
2 a OB	b AL	5 a OB	b AL
3 a AL	b OB		

- b Discuss the answers together. Then play the recording again, pausing from time to time for learners to check.

Option: Other questions

Ask other questions, e.g.

– *What did Osman think of Bernd?*



– *Did he want to talk to him?*

– *What else did Annie and Lukas do together?*

– *Does she like him?*

– *Why are they only pen friends?*

TASK VOCABULARY Starting a story

- 3 a  /  *Matching task.* Learners make sentences.

2 c 3 a 4 e 5 d 7 h 8 g 9 i 10 f

Ask which sentences use the past progressive (*Answers:* 2, 3, 5, 8, 9, 10). Point out that we often use the past progressive to 'set the scene' at the beginning of a story.

- b** *Brainstorming activity.* Learners think of ways to complete each sentence. Go over each sentence in turn, and get ideas from the class.

TASK

- 4 a** *Preparation for interaction.* Give learners time to think about an occasion when they met someone interesting. They could make brief notes. Give help where necessary.
- b** *Interaction.* Learners tell each other about the person they met, and ask further questions.
- Round-up.* Ask some pairs to choose one of their stories and tell it to the class.



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

4 Explore

Keyword: *back*

Goal: use *back* with a range of meanings

Core language:

back after verbs
back as an adjective
back in expressions for location (*on the back, in the back*)

- 1 a** *Focus on 'back' after verbs.* Look at the two sentences, and establish how they are different (*Answer:* b means 'She was at the airport, and now she will go there again'). Give a few other examples to show how we can add *back* to verbs involving movement, e.g.
- *Don't go away – come back.*
 - *I flew from London to Istanbul. The next day I flew back to London.*
 - *I left my wallet at home, so I ran back to get it.*

- b** *Sentence expansion.* Learners add *back* to the sentences.

1 I'll be back ...
 2 ... were going back to Canada.
 3 I gave the wallet back ... / I gave back the wallet ...
 4 ... and ran back into the airport

- 2** *Focus on 'back' for location (adjective and noun).* Learners look at the examples and decide what they are about.

1 a car 2 a car 3 a credit card 4 a motorbike

Optional focus: *back* as an adjective

In example 2, *back* is used as an adjective (*on the back seat*). Write other phrases like this on the board, and ask learners what they think they mean:
the back door the back garden a back room
back streets a back pocket

- 3 a** *Gap-filling task.* Learners complete the questions.

2 old 3 how quickly 4 a shop 5 home
 6 travelled 7 car 8 wardrobe

- b** *Asking questions: personalisation.* Learners ask and answer the questions.

Ask a few learners to tell you something interesting or surprising they found out about someone else.

Alternative: Mingling activity

- Give each learner one question to ask. Learners move freely round the class, asking several different learners their question.
- Learners tell you the most interesting answer to their question.

Independent learning: English outside the classroom

Goal: help develop strategies for using English outside the classroom

- 1 a** *Listening.* Look at the pictures and ask what they show (A a dictionary, B children's books in French, C a mobile phone, D a computer game, E some DVDs). Play recording **1.37**. Pause after each person's part and ask which things in the pictures they talk about.

Astrid: B Tom: D Masha: A, C, E

- b** Play recording **1.37** again, pausing after each person's part. Learners listen and make brief notes.

Possible answers:

1 Astrid – read children's books
 2 Tom – changed the language on his computer games
 3 Masha – watches DVDs, uses a dictionary, changed the menu on her mobile phone

Alternative

After **1a**, ask learners what the people do/did, and see how much they understood. Then play recording **1.37** again to check.

- c** Ask what learners think of the ideas and whether they do anything similar themselves.
- 2 a** *Brainstorming activity.* Learners make a list of ideas for learning English outside the classroom. Get ideas from the class, and build them up in lists on the board, under the headings *Listening, Speaking, Reading, Writing*.
- b** Learners look at the list on p123. Discuss which things learners already do, and which they think are a good idea.

Option

To make this activity more focused, ask learners to mark on the list:
 – two things they already do
 – two things they think are a good idea
 – two things they wouldn't do.
 Then go through the list with the class, and ask learners to give reasons.

- 3** *Discussion.* Learners discuss the three questions among themselves.

Explore speaking

Goals: show interest in a conversation
develop a conversation by asking questions and giving longer answers

Core language:



Showing interest: *So ..., Right, Oh yeah?, Really?*
Adding information: *Actually, ..., In fact, ..., Well, ...*

- 1 a *Listening for main points.* Look at the photos and ask what they show (*Answer:* Tony (the taxi driver) talking to a new passenger.).

Learners cover the conversation. Play recording 1.38. Learners listen and answer the questions.

1 *She's visiting friends from university.*
2 *She owns restaurants in Montreal.*


- b Ask whether the conversation seems friendly (*Answer:* Yes, they have a chat.). Make these points:
– Tony shows interest in what Valérie says.
– He encourages her to talk by asking questions.

- 2  /  *Noticing task.* Learners uncover the conversation, read it and answer the questions.

Discuss the answers. Write key expressions on the board or show them on an OHP.

1 *Four.*
2 a *Oh yeah? Right. Really?*
b *In fact, ... Well, ...*
3 *I visit every three or four months.*
I'd really like to live here.
I've got a small business there.

You could play recording 1.38 again, and practise saying the key expressions in questions 2a and 2b.

- 3 a  *Writing.* Learners continue the conversation. As they do this, go round and check.
b  Pairs join another pair to form groups of four. They read out their conversations to each other.


Alternative: Whole-class activity

Learners read out what they have written to the whole class.

- 4 a *Asking questions.* Look at the question beginnings in 4b with the class. Ask learners to suggest ways to complete them.

Learners write four questions they could use to start a conversation. As they do this, go round and check.

- b To show what to do, have a conversation with one learner. Ask a question to start the conversation, using expressions like those from the conversation between Tony and Valérie to show interest, and asking further questions to get more information.

 In turn, learners use their questions to start conversations. Encourage them to keep their conversations going by showing interest and asking further questions.

- 5 *Round-up.* Learners form new pairs. They tell their new partner about the conversations they had and what was the most interesting conversation. (Alternatively, you could do this stage with the whole class.)





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

4 Look again

Review

VOCABULARY Getting a taxi

- 1 a  /  Learners write the words in the correct order to make sentences.

1 *How much is it to the city centre?*
2 *Can you take me to the Park Inn?*
3 *I'd like to go to the station, please.*
4 *Can I put my suitcases in the back?*
5 *Could you wait here for five minutes?*
6 *How much is it?*
7 *Just make it thirty dollars.*
8 *Can I have a receipt, please?*

- b To show what to do, say a few of the sentences from 1a to the class and get learners to give a suitable reply.

 Learners say the sentences and give replies.

GRAMMAR Past progressive

- 2 a To introduce the activity, write a time on the board, e.g. 9.30 in the evening.

Ask the class: *What were you doing at 9.30 yesterday evening?*

You might want to point out that they can answer with:

– a short sentence with *was/were*:

I was at home. I was in my car.

– the past progressive (*was ... -ing*)


I was having dinner. I was driving home.

Now ask learners the question and encourage all learners to respond. Make notes (without verbs) on the board with the names of the learners, e.g. *Kim – washing up.*

Learners now all choose a different time from the day before.

- b They ask other learners what they were doing at that time and make notes.

- c,d Learners choose one person from the class and ask other learners what that person was doing the day before. (See example in 2d.) Each learner makes notes accordingly.

- e  Learners form groups and report back on where their chosen person was, and what their chosen person was doing at the different times the day before.

Alternative: Mingling activity

Learners move freely round the class, and ask as many people as possible what they were doing at that time.

Note

- 1 To make sure learners all have different times to ask about, you could give them times on pieces of paper.
- 2 If it is difficult for learners to move freely in your class, they could ask all the people who are sitting near them.


Feedback. Ask each learner in turn what they can remember about what everyone was doing.

CAN YOU REMEMBER? Unit 3 – Ordering a meal

- 3 a** *Books closed.* To introduce the situation, ask learners to imagine they are in a restaurant. Ask them what they might say to the waiter. Then ask them what the waiter might say. Use this to focus on key expressions from unit 3.

 Learners complete the conversation.

1 ready 2 day 3 with 4 have 5 Can 6 how
7 Medium (or rare or well done) 8 bring (or get)
9 of 10 Sparkling

- b**  Learners form groups of three and have conversations based on the example. They could have three conversations, changing roles each time.

Round-up. Ask a few learners what they ordered to eat and drink.

Extension

SPELLING AND SOUNDS *gh*

- 4 a** Play recording **1.39** or say the words yourself. Learners repeat them.
- b** Play recording **1.40** or say the words yourself. Learners repeat them.
- c** *Books closed.* Play recording **1.41** or say the words yourself. Learners listen and write them.
- d** Learners check the words in script **1.41** on p147. Alternatively, ask them to spell the words and write them on the board.

NOTICE *find*

- 5 a** Look at the sentences together, and establish what *found* means in each one.

1 *action = he saw/noticed it*
2 *action = she looked for it*
3 *feeling/opinion = I thought it was useful*

Show how we can use the verb *find* in two ways:

- 1 *find* + noun
He found the wallet.
- 2 *find* + adjective
I found it useful.

- b** To introduce the activity, ask different learners the questions, or get them to ask you. As you do this, focus on the verbs *find* → *found* and *lose* → *lost*, and check that learners know the adjectives in item 3.

 /  Learners ask and answer the questions.

Round-up. Ask a few learners to tell you something they found out about their partner or about others in their group.

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 The first date

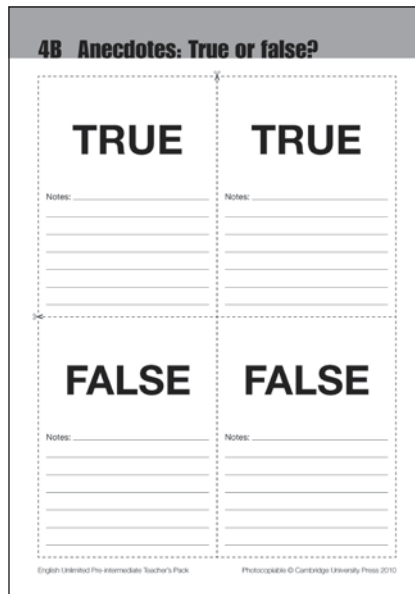
Activity type: Spoken narration – Picture story – Pairs / Groups

Aim: To tell a story using past narrative

Language: Past simple and progressive for narrative – Use any time after 4.2.

Preparation: Make one copy of the cartoon for every two learners or each group and cut out the individual frames.

Time: 30 minutes



4B Anecdotes: True or false?

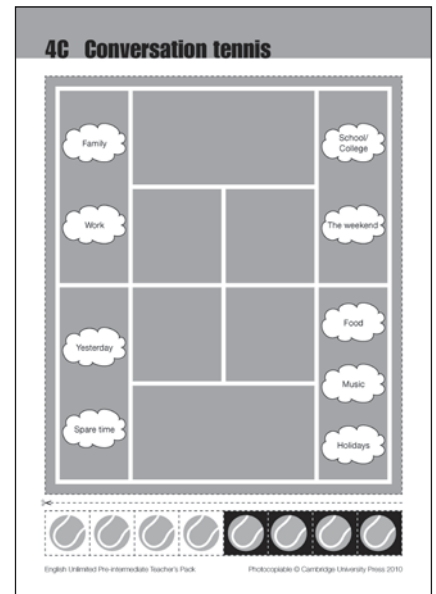
Activity type: Speaking – Storytelling game – Groups of three or four

Aim: To tell personal anecdotes relating to the past

Language: Informal narrative, past forms – Use any time after 4.3.

Preparation: Make one copy of the worksheet for each group of three or four learners. Cut up the cards and keep them in sets of two 'true' and two 'false'.

Time: 30–45 minutes



4C Conversation tennis

Activity type: Speaking – Game – Groups of three

Aim: To practise developing a conversation

Language: Topic vocabulary from earlier units / Polite questions – Use any time after *Explore Speaking*.

Preparation: Make one copy of the worksheet for each group of three learners and cut out the 'ball tokens' – one set of eight per group.

Time: 20–30 minutes

Unit 4 Self-study Pack

In the Workbook

Unit 4 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Taxis; Getting a taxi; Linking a story; Starting a story
- **Grammar:** The past progressive
- **My English:** Reasons for learning English
- **Explore writing:** Email to a taxi firm
- **DVD-ROM Extra:** A mix of cultures – Lona

On the DVD-ROM

Unit 4 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Explore listening:** A story about a memorable meeting; Airport announcement
- **Pronunciation:** Sentence stress; Stressed and unstressed *was/were*
- **Animated video:** Booking a taxi
- **DVD-ROM Extra:** A mix of cultures

5 Money

5.1

Goals: change money
understand instructions on a cash machine
pay for things in different places

Core language:

VOCABULARY Money
Paying for things
PRONUNCIATION Linking consonants and vowels 1

Money matters

VOCABULARY Money

- 1 a To introduce the topic, read through the questions with the class and ask learners to match the words and expressions with the pictures. Use this activity to present new vocabulary items.
- b Play recording 2.1, or say the expressions yourself. Learners practise saying them.

A cash machine B bills C cash D notes E coins
F card

Alternative: Eliciting from the pictures


Learners look at the pictures. Ask what they show. Present these expressions:

- use / go to a cash machine
- pay by card / in cash
- pay bills
- money: notes, coins (or small change)

Then learners ask and answer the questions.

Language note: Money expressions

- Other words for a cash machine are ATM (mainly US English) and cashpoint.
- British English = note, US English = bill:
– a ten pound note; a hundred dollar bill
- People often talk about coins as (small) change:
– I haven't got any change – only a €50 note.

- 2  Learners ask and answer the questions in 1a. When they are ready, find out if they agree about the answer to 1, and how most learners answered 2–4. You could also get them to ask you the questions.

LISTENING

- 3 *Listening for main points.* Play recording 2.2. Learners listen and answer the questions.

1 He changes 180 euros. 2 He gets 150 pounds.

Language note: change

We can use *change* as a verb:
– Can I change these euros, please?
– I'd like to change these euros into pounds.
or as a noun:
– Do you have any change?

- 4 a Learners match the questions and the answers, then identify who asks each question.

- b Play recording 2.2 again to check. Learners practise saying the questions and answers.

1 c 2 b 3 d 4 a Thiago: 1, 2, 4 assistant: 3


SPEAKING

- 5 a *Focus on currencies.* Build up a list of currencies on the board, getting suggestions from the class. Focus on ones that are likely to be useful for learners. Point out that:

- most currencies add *-s* in English: 5 pounds, 20 dollars, 50 euros, 15 pesos, 10 roubles
- a few currencies don't add *-s*: 100 (Turkish) lira, 50 yen

- b *Preparation for role play.* Working on their own, learners note down the currency and the amount they want to change, and what currency they want in exchange.

- c *Role play.* To demonstrate, act out two conversations with two different learners. Use the questions in 4a.

 Learners take the roles of customer and assistant in a bureau de change and have conversations.


Round-up. Ask a few learners what they changed and how much they got.

Optional extra: Progressive pair work

- Learners form new pairs and repeat the role play several times.
- As a round-up, ask learners which bureau de change gave them the best deal.

READING

- 6 *Understanding instructions.* To introduce the topic, ask the class what languages cash machines offer in their own country (probably their own language, English, and one or two other languages).

 Learners look at the screens and choose the correct order, then answer the questions.

Discuss the answers with the class. Make sure learners understand *PIN*, *enter*, *withdrawal* (= money you take out), *balance* (= the money in your account).

Order: B, A, E, D, C

1 a 1 or 4 b 3 or 6 c 2 or 5

2 a select b enquiry c amount

How would you like to pay?

LISTENING

- 1 *Listening for general idea.* Read the questions, then play recording 2.3, pausing after each conversation to discuss the answers with the class.

1 a shop – in cash

2 a restaurant – by card

3 a museum – in cash

- 2 *Listening for main points.* Play recording 2.3 again. Learners listen and complete the information. Discuss the answers together.

1 postcards, £6.40, bag 2 enter, receipt
3 student card, £2.50, 50

VOCABULARY Paying for things

- 3 a / *Focus on expressions for paying.* Look at the questions with the class. Learners decide which ones Thiago asks and which ones the other people ask.

1 shop assistant 2 Thiago 3 Thiago 4 shop assistant
5 Thiago 6 waiter 7 Thiago 8 museum assistant
9 museum assistant

Focus on ways of asking and offering things:

– *Can I (pay) ...?* – *Would you like (a bag)?*
– *Could I (have) ...?*

- b Refer to script 2.3 on p147 and ask all the questions Thiago asks. Learners suggest possible answers, e.g. – *How much is that?* – *It's £5.50 (5 pounds 50).*

Then do the same with the other questions, e.g. – *Anything else?* – *Yes, a packet of tissues, please.*

Then learners check the actual answers in the script.

PRONUNCIATION Linking consonants and vowels 1

- 4 *Listening: focus on pronunciation.* Play recording 2.4 and draw learners' attention to how consonant and vowel sounds are linked.

Ask which words begin with vowels. Establish that if a word begins with a vowel, it is linked to the consonant before it (i.e. we don't pause between the two words).

Learners practise saying the sentences.

- 5 Learners ask and answer the questions.



You could use photocopiable activity 5A on the Teacher's DVD-ROM at this point.

SPEAKING

- 6 a *Preparation for role play.* Give learners a role, A or B. Allow time for them to read their role cards (A p123, B p129).

- b *Role play.* Learners have two conversations. *Round-up.* Ask a few learners to tell you what happened, and what they managed to buy or do.

5.2

Goal: talk about rules and obligations

Core language:

GRAMMAR *have to, can*

Microcredit

READING

- 1 / Introduce the topic by gathering learners' ideas about why people borrow money from a bank. Write a list on the board and teach any new words or phrases.

- 2 *Vocabulary focus.* Learners complete the gaps.

1 credit / a loan 2 repayments 3 interest

Make sure learners understand what the words mean and how they are used:

- you *get credit* or *a loan* (= you borrow money from the bank or the bank lends you money)
- you have to *repay the money* (= you have to pay the money back) – this is called *a repayment*
- you *pay interest* on the money you borrow (= you pay extra money for borrowing from the bank).

To activate this language, you could ask if learners have ever got a loan from the bank.

- 3 a *Pre-reading task.* Learners cover the article. Discuss the question with the class.

Alternative: Introduction with books closed

Do stages 1–3 with books closed:

- 1 Write the question from 1 on the board, and do the brainstorming activity.
- 2 Give the situations in 2 yourself and use them to elicit the new words.
- 3 Tell the class they will read about *microcredit* (write it on the board). Ask them what they think it might mean.

- b *Reading to check predictions.* Learners read the article. They will find out after reading the first paragraph what microcredit is (*Answer:* 1). However, encourage them to read on.

Optional extra: Reading for main points

Write a few general questions on the board, and ask learners to quickly read the rest of the article to find the answers, e.g.

- *Where is Grameen Bank?* (Bangladesh)
- *Who are the customers?* (poor people in villages, mostly women)
- *Why do they want loans?* (to start small businesses)
- *How do they get loans?* (they form groups, called 'loan circles')

- 4 / *Reading for specific information.* Learners read the text and find what the numbers refer to.

100 Grameen Bank gives loans of \$100.
97 97 per cent of customers are women.
12 They make repayments for 12 months.
16 They pay 16 per cent interest.
98 98 per cent of customers make their repayments.
5 People who want a loan make groups of 5 people.
7,000,000 Grameen has 7 million customers.
80,000 It has customers in nearly 80,000 villages.
7,000 There are more than 7,000 other microcredit organisations around the world.

Alternative

Give each learner (or pair) three of the numbers on pieces of paper. They just have to find what those numbers refer to in the article.

Then discuss all the numbers together.


SPEAKING

- 5 *Discussion.* Discuss the questions with the class. Try to get ideas from different learners.

Possible answers:

- 1 *Perhaps because the men already have full-time jobs, whereas the women are at home in the village.*
- 2 *Because he helped poor people; because he helped world development.*

READING

- 6 a  *Pre-reading task.* Learners cover the text on p45. They write down two questions about the people.
- b *Jigsaw reading.* Give learners a letter, A or B. A reads the text on p45, B reads the text on p124. Each finds answers to the two questions they wrote in 6a.

SPEAKING

- 7 *Retelling the stories.* Learners sit in their A/B pairs and tell each other the story they have read.
- Round-up.* Ask learners to retell the stories round the class. Ask the class to decide which was the more interesting of the two stories, and why.

You have to ...

GRAMMAR *have to, can*

- 1 a *Presentation of positive and negative sentences.* Read the examples in the table with the class. Learners circle the correct expressions.

1 *have to* 2 *don't have to* 3 *can't* 4 *can*

- b Learners answer the questions. Use this activity to present the meaning of the verbs.

- 1 a possible: *can*
b not possible: *can't*
c necessary: *have to*
d not necessary: *don't have to*
- 2 a *have to* b *don't have to*

Optional extra: Other examples

Give other examples of your own to help show the meaning, e.g.

– *My work starts at 8.00. On weekdays, I have to go to work, and I have to get up at 6.30. I can't stay in bed. At the weekend, I don't have to work. I can stay in bed.*

You could also elicit the verbs from the class, e.g.

– *On weekdays, I have to work or I don't have to work. Which is correct? (I have to work)*

Language note: *have to, must and need to*

Have to is similar in meaning to *must* and *need to*:

– *I have to go to work.*

– *I must go to work.*

– *I need to go to work.*

Don't have to often means the same as *don't need to*:

– *I don't have to go to work today.*

– *I don't need to go to work today.*

- c *Presentation of questions and short answers.* Learners complete the questions and short answers in the table.

<i>Do they have to be women?</i>	<i>Can they get ...?</i>
<i>Yes, they <u>do</u>.</i>	<i>Yes, they <u>can</u>.</i>
<i>No, they <u>don't</u>.</i>	<i>No, they <u>can't</u>.</i>

Point out that:

– in short answers, we repeat the first verb in the question (*can, do*):

Yes, they do. not *Yes, they have.*

– after *can/can't* we don't use *to*:



They can get ... not *They can to get ...*

- 2 *Focus on pronunciation.* Play recording 2.5, or say the sentences yourself. Ask learners to repeat them, focusing on the pronunciation of /kən/ and /tə/.
- 3 *Writing: personalisation.* Learners read the sentences, and decide whether they are true for their country. If not, they rewrite them so they are true. To show what to do, do item 1 with the class.

Note: Grammar practice

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

SPEAKING

- 4  /  *Discussion.* Learners compare their sentences, and then discuss the questions.

Round-up. Ask pairs or groups to tell you their conclusions. See if learners from other pairs/groups agree.

Alternative: Tailoring to class composition

- 1 *Monolingual classes*

Learners decide whether they agree, and then discuss what they think the laws should be in their country.


- 2 *Multilingual classes*

Learners tell each other about their own country and find possible differences between their countries.



You could use photocopiable activity 5B on the Teacher's DVD-ROM at this point.

5.3 Target activity: Give advice to a visitor

Goals: talk about rules and obligations 
give advice

Core language:

TASK VOCABULARY Giving advice
5.2 GRAMMAR *have to, can*

TASK LISTENING

- 1 a *Pre-listening task.* Learners look at the pictures, and establish what they show (*a home in Canada, a hot spring in Japan*).

Look at 1–6 in turn, and ask learners if they think they should do these things or not in each situation.

- b *Checking predictions.* Play recording 2.6, pausing after each person's part to check whether learners guessed correctly.

Canada: 1 Yes 2 Yes 3 No
Japan: 4 Yes 5 Yes 6 No

TASK VOCABULARY Giving advice

2 *Matching task.* Learners match the sentence halves.

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

Ask learners to find expressions in the sentences that are used to give advice, and write these on the board in two columns:

<u>Yes</u>	<u>No</u>
– You should ...	– Don't ...
– (Maybe) you can ...	– You shouldn't ...
– You have to ...	– You can't ...


Language note: *should ...*, *have to ...*, *can't*

Notice the difference between:
should, *shouldn't* (= it's better (not) to do this):
– *You should ask ahead of time.*
– *You shouldn't stay in too long.*
have to, *can't* (= this is a rule):
– *You have to wash yourself.*
– *You can't make a noise.*

Optional practice with books closed

Give prompts and get learners to give you advice for the two situations, using expressions on the board, e.g.
– *What about a present?*
– *You should take a present.*
– *Are flowers OK?*
– *Yes, you can take flowers.*
– *What about food?*
– *No, don't take food.*

TASK

- 3 a To introduce the task, look at the situations and get one or two ideas from the class about what people should or shouldn't do.
- b *Preparation for giving advice.* Learners choose three activities (either those listed or others of their own), and think about the rules and about any advice they might give.
- c  *Giving advice.* Learners take turns to give advice and ask further questions.
- Round-up.* Ask a few learners what advice they received and whether they thought it was useful.

Alternative: Preparation in pairs

- In pairs, learners choose three activities and prepare them together.
- Then they form new pairs to give advice and ask further questions.

5 Explore


Keyword: *it*

Goals: use *it* to express a variety of meanings
use common expressions with *it*



Core language:

it to refer back to an earlier noun
impersonal *it* to refer to time and dates (*It's my birthday.*)
impersonal *it* to refer to weather (*It was hot.*)

Three uses of *it*

- 1 a *Presentation.* Learners look at the example in A and answer the first question (*Answer:* the water). Then look at the examples in B and C, and ask learners to suggest other expressions. Write these on the board in two lists, e.g.
- | <u>Time</u> | <u>Weather</u> |
|----------------------------------|-----------------------------|
| – <i>It was Tuesday.</i> | – <i>It was cold.</i> |
| – <i>It was my birthday.</i> | – <i>It was a nice day.</i> |
| – <i>It was nearly midnight.</i> | – <i>It was windy.</i> |
- Point out that these three common uses of *it*:
- 1 refer back to something we have mentioned before.
 - 2 'set the scene' in a story by talking about the time, the day, the date, etc.
 - 3 in impersonal expressions refer to the weather or the temperature.
- b *Preparation for personalisation.* Learners choose a day to talk about, and think about the questions. They could make brief notes. Go round and help.
- c  *Conversation: personalisation.* Learners tell the others in their group about their important day, and answer any questions.
- Round-up.* Groups choose their 'best' story and tell it to the class.

Expressions with *it*

- 2 a  /  *Gap-filling task.* Learners complete the conversations.

2 <i>Don't worry about it.</i>	5 <i>That's it!</i>
3 <i>It depends.</i>	6 <i>It's up to you.</i>
4 <i>I'll think about it.</i>	


As you go through the answers, check that learners know (or can guess) what the expressions mean:

- *It doesn't matter.* (= It's not important, it's fine.)
- *Don't worry about it.* (= It's not a problem.)
- *It depends.* (= sometimes yes, sometimes no)
- *I'll think about it.* (= I'll decide later.)
- *That's it.* (= nothing else – only milk)
- *It's up to you.* (= You can decide.)

If necessary, give other examples of your own to make the meaning clear.

Play recording 2.7. Learners listen and check.

- b** Learners cover the conversations in **2a**. Read out the first lines of 1–6 (i.e. what A says), and see if learners can remember the responses.

 Learners take turns to read out a first line. Their partner tries to give a response without reading from the book.



You could use photocopiable activity 5C on the Teacher's DVD-ROM at this point.

Across cultures: Money

Goal: make learners aware of different social attitudes towards money

Core language:

Money verbs and expressions: *borrow, lend, cost, earn, pay, pay rent, pay the bill, pay for (a meal)*

- 1** *Focus on verbs.* Learners complete the statements.

1 borrow 2 lend 3 give 4 pay 5 earn 6 cost 7 pay 8 pay

Focus on these phrases:

- *pay rent* (for a room or flat)
- *pay the bill* (in a restaurant)
- *pay for* (a meal)



Language note: cost

In sentence 6, *cost* is the past tense of the irregular verb *cost*:

Infinitive	Past	Past participle
cost	cost	cost

- 2 a** *Listening for main point.* Play recording **2.8**, and ask which statement the speakers talk about (*Answer: 5*).
- b** Ask who agrees and who disagrees with the statement, and why. Play recording **2.8** again.

*John agrees with it. Most people in Britain don't say how much they earn.
Hayley disagrees with it. She thinks it's part of who she is.*

- c** If necessary, let learners read the script on p148 to check their answers.
- 3**  /  *Discussion.* Learners discuss whether they agree or disagree with statements 1–8 (question 1), and then consider questions 2 and 3.
- Talk about the questions with the class. Find out if there are any that learners disagreed about, and discuss why.

Alternative: Mingling activity

- Give each learner one of the eight statements. Learners move freely round the class, finding out whether other learners agree with it or not.
- Ask learners to report back on what they found out.

Round-up. Ask learners if they think most people in their country share their views, and also whether people in other countries might have different views.

Explore writing

Goal: write an email or letter giving advice to a visitor

Core language:

Asking for advice: *What ... should I ...? Is it a good idea to ...?*
Giving advice: *Remember to ... Don't forget to ... Make sure you ... You'll need to ... It's a good idea to ... You'll have to ...*


- 1 a** *Books closed.* With the class, brainstorm ideas about things they might ask about, and build up a list of topics on the board.
- b** *Reading to check.* Learners read the email to see which of the topics on the board are mentioned.

weather, clothes, money



- 2** *Reading for main points.* Learners read the reply. Discuss with the class which questions Chris answers.

He answers all the questions:

- *Is it OK for me to stay? (– Yes.)*
- *How's the weather? (– It's hot.)*
- *What clothes should I bring? (– Light clothes, trousers, long-sleeved shirts.)*
- *Is it a good idea to change some money? (– Yes, before you come.)*


- 3 a**  *Focus on asking for and giving advice.* Learners cover both emails and try to continue the sentences.
- b** Discuss the answers together, then check in the emails. Ask learners what expressions are used in the sentences to give advice, and write these on the board:

*You'll have to ... Remember to ...
You'll need to ... Don't forget to ...
Make sure you ... It's a good idea to ...*

- 4**  /  *Sentence completion.* Learners complete the sentences, using expressions from the board.

Possible answers:

- 1 ... *it's a good idea to buy an insect spray.*
- 2 ... *you'll have to get a tourist visa.*
- 3 ... *don't forget to bring a student card.*
- 4 ... *remember to pack warm clothes.*
- 5 ... *make sure you bring a good book.*

- 5 a** *Planning an email or letter.* Learners think about the questions. They could note down a few ideas, or write a rough version of the email.
- b** *Writing an email or letter.* Learners write an email, thinking about the questions in **5a** as they write it. Go round and check, giving help where necessary.
- 6**  *Reading and speaking.* Learners read each other's emails and ask questions to find out more.

Alternative: Writing in pairs or groups


- Learners work in pairs or groups and plan what to write.
- They write the email together. They can appoint a 'secretary' to do the writing.
- They 'send' their email to another pair/group, who write a reply, asking anything else they want to know about.
- As a round-up, pairs/groups read out their email and the other group reads the reply.

5 Look again

Review

GRAMMAR *have to, can*

1 a To introduce the section, ask learners what they know about libraries and whether they use them. Focus on key words: *borrow, lend, join, pay a fine*.

 Ask learners to think about their local library, and see if they can complete the sentences. Then discuss the answers with the class: these may vary according to learners' opinions or country.

Expected answers:

1 *don't have to* 2 *can't* 3 *can* 4 *have to* 5 *can't*
6 *have to*

Use the examples to remind learners about:

– *you can't* (= it's not possible/allowed, i.e. don't do it)

– *you don't have to* (= it's possible, but it's not necessary, i.e. do it if you want to)



b To prepare for the activity, write on the board:
restaurant.

Ask learners to add expressions for giving advice, e.g. *You should ..., Don't forget to ..., It's a good idea to ...*

Learners choose two places and write a few sentences for each, giving rules and advice. They should use *can, have to* and the advice expressions from the board.

Alternative: Give learners places

Instead of getting learners to choose places, write suitable places on pieces of paper, and give them out. Learners could write the sentences together in pairs.

c  /  In turn, learners read out their sentences, and other learners guess the places. Alternatively, you could do this with the whole class.

Round-up. Ask a few learners to tell you something they found out about someone else.

VOCABULARY Giving advice

2 a Look at the first situation together, and ask learners to suggest advice. Encourage them to use 'advice' expressions (these may still be on the board from 1b – if not, write some on the board for this activity).

Possible answers:

You should take a phrasebook or a dictionary.

It's a good idea to learn a few basic words.

You could do a French course before you go.

You'll have to speak slowly.

 Learners think of advice for the other situations.

b Look at each situation in turn and ask learners what advice they thought of.

CAN YOU REMEMBER? Unit 4 – Getting a taxi

3 a *Books closed.* Ask learners to imagine they are getting a taxi. Ask them some of the things they could say to the driver. Use this activity to focus on some of the expressions from unit 4.

Learners match the sentences and the responses.

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

b Go through the conversation together, asking learners to suggest alternatives to the underlined expressions.

 Learners practise the conversation, changing the underlined expressions.

Extension

SPELLING AND SOUNDS *-tion, -ssion, -cian*

4 a Play recording 2.9 or say the words yourself, and get learners to repeat. Check that learners stress the words correctly, and pronounce the last syllable as /ʃən/ each time.

b Ask learners to say the words. Correct, and ask them to repeat if necessary.

c *Spellcheck.* Play recording 2.10 or say the words yourself. Learners listen and write them down.

d Learners check the words in the script on p148. Alternatively, ask them to spell the words, and write them on the board.

NOTICE Vague language

5 a *Books closed.* Ask learners what they can remember about Grameen Bank. Get as many ideas as you can.

Books open. Learners complete the sentences.

1 100 2 16 3 seven million, eighty thousand
4 seven thousand

b Learners read the article on p44 to check.

To focus on the key expressions, write on the board:

about 50 *more than 50*


no more than 50 *over 50*

Ask learners what they mean.

c Play recording 2.11, or read the questions yourself. Learners write short answers using the expressions on the board from 5b, but in random order.

Alternative: Writing notes in a grid

Ask learners to draw a grid of four squares by two (or give it to them as a handout). They write their answers in different squares in the grid.

d  Learners look at each other's answers and guess what the information relates to.

Round-up. Ask learners to tell you one interesting or surprising thing they found out from their partner, or ask them if they both had the same answer to any of the questions.

Self-assessment

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

Unit 5 Extra activities on the Teacher's DVD-ROM

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

5A Money dominoes

Can I change these euros, please?	Please enter your PIN.	\$12.50 will be charged to your card.	Sorry, your card has been refused.
Enter the security code on the back of your card.	We charge 10% commission.	Please take your card.	Please take your cash and receipt.
How can I help you?	Your bank may charge you for withdrawals.	Balance: €96.13 Available: €40.13.	How would you like to pay?
Would you like a receipt?	Do you have anything smaller?	Please print this for your records.	Do you need another service?
That'll be €1.80, please.	Please select a payment method.	I can give you €65 for \$71.	Will there be anything else?
Add to basket.	We take all major credit cards.	Do you take credit cards?	And here's your change.
We only take cards if you spend over €10.	Please select amount.	Click here to continue.	Can you give me twenties, please?
Can I pay by card?	Do you have the 20 cents in change?	Remember to count your cash.	Your total is €3.50.
We charge 5 cents for a bag.	Do you have photo ID?	Please review your order.	Choose from the following options.

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5B Freedoms and rules

Home	
He/She can / doesn't have to...	He/She has to / can't...
Work/School/College	
He/She can / doesn't have to...	He/She has to / can't...
The environment	
He/She can / doesn't have to...	He/She has to / can't...
In my ideal world, people ...	
• _____	
• _____	
• _____	

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5C A word of advice ... 2

Incomplete sentences

Complete these sentences so that they are true for you.

5C A word of advice ... 1

Sentence anagrams

- really to job find hard it's a
Advice: _____
- very today cold a day it's
Advice: _____
- had it's time I holiday a since long a
Advice: _____
- work it me an to takes hour to get
Advice: _____
- I am went was I to when it best
Advice: _____
- cash best it's to things for with pay
Advice: _____

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5A Money dominoes

Activity type: Reading – Dominoes game – Groups of three

Aim: To reinforce and extend language for financial transactions

Language: Common expressions used in shopping / online shopping / bureaux de change / banks, or by cash machines – Use any time after 5.1.

Preparation: Make one copy of the worksheet for each group of three learners. Cut up the dominoes.

Time: 15–20 minutes

5B Freedoms and rules

Activity type: Speaking – Interviews – Pairs / Groups

Aim: To practise *can / have to / don't have to* for freedoms and rules

Language: *can / can't, have to / don't have to* – Use any time after 5.2.

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

Time: 25–30 minutes

5C A word of advice ...

Activity type: Writing / Speaking – Sentence anagrams – Groups / Pairs

Aim: To review/extend expressions with *it* and to practise giving advice

Language: Expressions with *it* / Advice forms – Use any time after Keyword *it*.

Preparation: Make enough copies of Worksheet 1 to allow one or two anagrams per learner. Cut up the anagrams. Make one copy of Worksheet 2 for each learner.

Time: 20–25 minutes

Unit 5 Self-study Pack

In the Workbook

Unit 5 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Money; Giving advice
- **Grammar:** *can, have to*
- **Time out:** Money crossword
- **Explore reading:** Travel web page
- **DVD-ROM Extra:** Money today – Anna Laura and Mainda

On the DVD-ROM

Unit 5 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** *can / can't, have to / don't have to*
- **Explore speaking:** Vague language
- **Listening:** Asking about sending money
- **DVD-ROM Extra:** Money today

6.1

Goal: talk about present habits



Core language:

VOCABULARY Household chores
Talking about habits

Burning calories

VOCABULARY Household chores

1 a To introduce the topic, write 'household chores' on the board. Ask what this means (= the regular jobs you do in the house).

 /  **Matching task.** Learners match the expressions with the pictures.

A doing the vacuuming	D doing the ironing
B cleaning the windows	E doing the cooking
C doing the dusting	F making the bed

b **Presentation of 'do the + -ing'.** Play recording 2.12 to check. Learners practise saying the expressions.

Show how we use verbs (for actions) and phrases with *do the + -ing* (for regular activities).

cook dinner → *do the cooking*

dust the room → *do the dusting*

iron the clothes → *do the ironing*



To check, you could say these expressions and ask learners to reformulate them using *do the + -ing*.

Ask learners to suggest other chores.

Possible answers:

<i>do(ing) the cleaning</i>	<i>do(ing) the shopping</i>
<i>do(ing) the washing</i>	<i>do(ing) the gardening</i>
<i>do(ing) the washing up</i>	<i>do(ing) the housework</i>

SPEAKING

2  /  **Discussion: personalisation.** Learners discuss the questions.

Round-up. Discuss the questions with the class.

Alternative: Making discussion notes

To make this activity more focused, ask learners to write a list of chores (or give a list on a worksheet). Working alone, they write beside each one:

– who usually does it

– if they ever do it

– if they like doing it

They then use this as the basis for their discussion.

Language note: present simple, like + -ing



To talk about chores, learners will need to use:

– present simple: *My mother **does** the ironing.*

– like + -ing: *I don't **like doing** the washing up.*

Check that learners use these forms correctly.

3 a **Pre-reading discussion.** Give an example (e.g. walking, running) to introduce the idea of 'using energy' and 'burning calories'.

 /  Learners cover the text and write the three chores they think use the most energy. Discuss the answers with the class.

b **Reading to check.** Learners read the fact file. Ask the class which fact they found most surprising or hard to believe.

READING

4 a **Pre-reading discussion.** Look at the photos together. Check with learners what each person is doing (**Answers:** 1 He's walking and he's using his computer. 2 He's cycling and he's doing the washing.). Discuss advantages of each way of keeping fit.

Possible answers:

You can get exercise and work at the same time.


You don't have to go to a gym.

You can save time and money.

b **Reading for general idea.** Give learners a letter, A or B. As read the article on p51 and Bs the article on p124.

After learners have finished reading, quickly discuss each article (what the person does and why it's a good idea), but don't go into detail at this point.

5 a **Jigsaw reading activity.** Go over the questions with the class. Then learners read their article again and find answers to the questions.

b  Learners ask and answer the questions about each other's articles.

A 1 His wife.

2 Three hours a day.

3 He arrives at the office, gets on the treadmill and checks his emails.

4 He has lost weight; he has more energy.

B 1 Himself.

2 45 minutes a day

3 He gets up at 6.30, goes into the garden, uses the cycle washer, has breakfast, has a shower, goes to work.

4 He gets up earlier, he gets more fresh air, he has more energy.

Round-up. Discuss the answers with the class. You could ask individual learners what they found out about their partner's article.

Optional extra

Focus on expressions connected with fitness in the articles: *keep fit, lose weight, do a work-out, feel healthier.* You could give the verbs (e.g. *He wants to keep ...*, *He needs to lose ...*, *Now he feels ...*) and ask learners to give the complete phrases.

6 **Discussion.** Ask learners what they think about the two ideas. Ask if they think they would become popular with other people, and why or why not.

I tend to ...

VOCABULARY Talking about habits

- 1 a / *Reading task.* Learners cover the article on p51 and decide who each sentence is about.

1 Alex 2 Alex 3 Manuel 4 Manuel 5 Manuel
6 Manuel 7 Alex 8 Alex

- b *Focus on frequency, regularity and time.* Ask which words or expressions go in each group, and write them on the board.

1 *generally, normally, ... tend to ...*
2 *every morning, every week, once or twice a week*
3 *three hours a day, start(s) each day with ...*

Optional practice

Ask a few questions round the class and get learners to use the items from **1b** in their replies, e.g.
– *How often do you clean your teeth?*
– *When do you get up at the weekend? Tell me what you tend to do, or generally do.*

Language note: Expressing frequency and regularity

- We say *once a week, twice a week, three hours a day*, etc. not *once every week* or *once in a week*.
- Normally, generally* and *usually* mean roughly the same. *I tend to* has a similar meaning (= I quite often do this).

- 2 *Writing: personalisation.* Say two true and two false sentences about your own habits, using expressions from **1a/b**. Ask the class which two they think are false. Learners write four true and two false sentences about their habits, using expressions from **1a/b** or similar expressions. As they do this, go round and check.

SPEAKING

- 3 / *Speaking and guessing activity.* In turn, learners say their sentences. Their partner guesses which ones are false, and asks further questions.

Round-up. Ask a few learners if they guessed correctly and what their partner told them.



You could use photocopiable activity 6A on the Teacher's DVD-ROM at this point.

6.2

Goals: talk about weather
make comparisons

Core language:

VOCABULARY Weather
GRAMMAR Comparing things
PRONUNCIATION Words with *-er* and *-est*

Extreme weather

VOCABULARY Weather

- 1 a / *Focus on weather words: reading.* Learners read the fact file and match the words and pictures.

thunderstorm: C lightning bolt: D clouds: G
rainbow: E tornado: B snowflakes: A hailstones: F

Discussion. Learners choose the most surprising fact. Find out which fact the class as a whole thinks is most surprising. Check that learners understand all the facts and explain any new words, e.g. *surface, weigh*.

- b *Discussion.* Discuss the pictures with the class and establish what they show. Explain any new words, e.g. *a thunderstorm, lightning, snow, hail (hailstones), a tornado, clouds, a rainbow*.

As you look at each picture, ask if learners have experienced that kind of weather, and where or when.

Check what learners know and build up a list of weather nouns, verbs and adjectives on the board, e.g.

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>
<i>rain</i>	<i>it rains</i>	<i>rainy, wet</i>
<i>snow</i>	<i>it snows</i>	<i>snowy</i>
<i>wind</i>		<i>windy</i>
<i>sun</i>		<i>sunny</i>
<i>fog</i>		<i>foggy</i>

Note: Monolingual and multilingual classes

In monolingual classes, the focus will be mainly on vocabulary. In multilingual classes, this is a chance for learners to tell the class about the weather in their country.

LISTENING

- 2 a *Pre-listening: discussion.* Ask what problems people have when the weather is very hot, and get different ideas from the class. Then ask about problems when the weather is very cold. You could also present useful expressions, e.g.
– in hot weather people: *faint, die of heat, get thirsty, sweat, feel tired*
– in cold weather people: *shiver, feel cold, get frostbite, die of cold*
- b *Listening for general idea.* Play recording **2.13**, pausing after each person to check the answers.

1 Jeevan: *hot weather*
Vasily: *cold weather*
2 Jeevan: *afternoons, air conditioning, clothes, drinks, temperature, tourists*
Vasily: *driving, clothes, temperature, tourists (talks about people escaping to hotter countries)*

- 3 a / *Listening for details.* Learners discuss what the people said.
- b Discuss the answers with the class, then play recording **2.13** again to check, pausing from time to time to focus on the answers.

Jeevan:
On summer afternoons the streets are empty.
Not everyone can afford air conditioning.
Indian men and women wear long clothes.
It's important to drink a lot.
The temperature in the summer can be dangerous.
Tourists wear shorts and T-shirts.

Vasily:
You have to be more careful on the roads.
Everyone has to carry an emergency kit in the car.
You have to wear lots of big, heavy clothes.
It's usually minus five to minus ten degrees, but it can get a lot colder, even down to minus thirty.

- 4 *Discussion.* Ask learners what they do when the weather is very hot or cold. To introduce this activity, you could tell them what you do yourself.

Alternatives

1 To make this activity more focused, ask learners to write sentences about what they do in very hot weather, and what they do in very cold weather. They then use this as a basis for talking about it.
2 If you are in a country where it is never very cold or hot, only ask learners to talk about the weather they have.

It isn't as cold as ...

GRAMMAR Comparing things

- 1 a *Focus on form.* Look at the table, and ask learners to give the comparative and superlative forms.

hotter, the hottest
larger, the largest
heavier, the heaviest
more careful, the most careful
more important, the most important
better, the best
worse, the worst
further, the furthest

Establish the basic rules for each type:
One syllable: add *-er, -est*
Two syllables ending in *-y*: change *-y* to *-ier, -iest*
Two or more syllables: *more, most* + adjective
Irregular: learn them specially

Language notes

- 1 Adjectives that end in *-e* (e.g. *large, late*) lose the *-e* when we add *-er, -est*:
large → *larger*; *late* → *latest*
2 With adjectives that end in vowel + one consonant (e.g. *hot, big, thin*), we double the consonant:
hot → *hotter*; *big* → *bigger*; *thin* → *thinner*
Point this out as you present the forms.

You could give a few other examples of the first three types, or elicit them from the class, e.g.
1 small, quick, slow, nice
2 early, easy
3 comfortable, interesting, useful

- b Learners complete the sentences.

Comparatives and superlatives:
more careful; hotter; heaviest; most important
as ... as ...:
as large as; as cold as

- c Play recording 2.14 to check. Learners practise saying the sentences. Focus their attention on the weak forms in /əz/ ... /əz/.

Optional presentation: Focus on meaning

Show the meaning of comparative and superlative adjectives and *as ... as ...* by drawing four people (or buildings) on the board and say:
– *A is taller than B; B isn't as tall as A*
– *C is the tallest*
– *D is as tall as A (= they are the same)*

- 2 *Big and small differences.* Learners read the sentences and decide which the highlighted expressions mean.

- 1 = a big difference
2 = a big difference
3 = a small difference
4 = nearly the same (a small difference)
5 = exactly the same

Optional presentation

To show the range of possible forms, write these examples on the board:

<u>Different:</u>	<u>The same:</u>
<i>much</i> <i>colder (than)</i>	<i>nearly</i> <i>as cold (as)</i>
<i>a lot</i>	<i>almost</i>
<i>a bit colder (than)</i>	<i>just as cold (as)</i>

- 3 *Comparatives and superlatives: practice.* Learners read the paragraph and add the adjectives.

- 2 hottest 3 heaviest 4 coldest 5 colder 6 big
7 most frightening

Note: Grammar practice

You could do the grammar practice on p136 at this point.

PRONUNCIATION Words with -er and -est

- 4 a *Pronunciation focus.* Say the words, emphasising the stress.
b *Pronunciation practice.* Learners practise saying the comparatives and superlatives in 1a.


SPEAKING

- 5 a To introduce the speaking topic (weather, geographical features), ask learners to think of facts about their country or another country they know. Each fact should contain a superlative adjective, as in the examples. They can either make notes or write complete sentences.

You could guide the activity by writing a selection of superlative adjectives on the board, e.g.

longest oldest coldest
biggest most famous hottest
smallest best tallest
highest

This will help learners to come up with ideas.

- b  Learners form groups and tell each other their facts.
Round-up. Each group chooses their three most interesting facts and tells them to the class.



Optional homework task

Learners find out facts about weather/countries on the Internet, and talk about them in the next lesson.



You could use photocopiable activity 6B on the Teacher's DVD-ROM at this point.

6.3 Target activity: Do a survey

Goals: talk about present habits 
make comparisons 
express preferences

Core language:

TASK VOCABULARY Expressing preferences

6.1 VOCABULARY Talking about habits

6.2 GRAMMAR Comparing things

TASK LISTENING

- To introduce the listening activity, discuss the questions with the class. Build up a list on the board of things people can do at fitness centres, and circle those that any learners actually do.
- Listening for main points.* Read the questions, then play recording 2.15. Discuss the questions together.

1 *It's not that good.*
2 *She tries to go once a week.*
3 *About an hour and a half.*
4 *She usually swims for half an hour, then goes to the gym.*
(*She generally uses the running and rowing machines.*)

TASK VOCABULARY Expressing preferences

- Listening for details.* Learners complete the sentences.
 - Discuss the answers together. Then play recording 2.15 again, pausing from time to time to check the answers.

1 *pool* 2 *women-only classes* 3 *facilities*
4 *changing rooms* 5 *showers* 6 *a nicer pool*

Check that learners understand *facilities* (= things that people can use or go to, e.g. swimming pool, changing rooms, showers, a café, a gym).

- Expressing preferences.* Look at the highlighted expressions, and explain:
 - *It could be (bigger)* (= it's not big enough, I'd like it to be bigger)
 - *I'd prefer ...* (= I'd like this more)
 - *I'd (much) rather ...* (= I'd like this more)Give a few examples of your own to show how the expressions are used.


Language note: *I'd prefer ..., I'd rather ...*

I'd prefer ... and *I'd rather ...* mean the same.
I'd prefer ... is followed by a noun or *to* + infinitive:
– *I'd prefer a better pool.*
– *I'd prefer to go swimming.*
I'd rather ... is followed by infinitive without *to*:
– *I'd rather have a better pool.*
– *I'd rather go swimming.*

Learners cover the sentences. Say words from the box and ask them to say Sally's sentence, e.g. *changing rooms* → *I don't mind the changing rooms.*

 Learners take turns to test each other.

TASK

-  *Preparation for task.* Each group chooses a business from the list. Alternatively, assign a different business to each group.

- Together, learners design a questionnaire for future customers. As they do this, go round and give help where necessary. Learners should *all* write the six questionnaire questions down.
 - Mingling activity.* Learners move freely round the class and interview three people from other groups.
 - Group discussion.* Learners return to their original groups and compare the results of their questionnaire. They then decide what their business will offer and what services they will provide.
 - Round-up.* In turn, a learner from each group summarises for the class what his/her group decided to do.

Alternative for classrooms with restricted space

If it is difficult for learners to move freely round the class, you could use the following procedure:

- One learner only moves to the next group and asks the questions. The same person then moves to the following group, and so on, until they have asked all the other groups their questions.
- Learners return to their original group and report back their results.

6 Explore

Keyword: *do*



Goals: use *do* to talk about activities
use *do* to talk about single actions

Core language:

do to talk about work or studies, chores, and sports and exercise

do + verb + *-ing*

do + *something/anything/everything*

- Language focus: 'do' + noun or -ing.* Look at sentence 1 and ask which group it goes in (*Answer: chores*).
 /  Learners read the other sentences and decide which group they go in.
1 b 2 a, c 3 b 4 a 5 a 6 a 7 c
- Question formation.* Learners suggest questions for each item.

Possible answers:

- When was the last time you did the vacuuming in your home?*
- How do you find time to do your job and do exercise?*
- How much exercise do you do?*
- How often do you do the food shopping?*
- When was the last time you did an exam or a test?*
- Have you ever done a course in music?*
- Do you do a lot of work at home?*
- Have you ever done aerobics?*

-  Learners ask and answer the questions.

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

- 3 a *Focus on structures with 'do/did'.* Read sentences 1–3. Point out that we often use quantity expressions (e.g. *a lot of, a bit of, some*) to say how much we do an activity. Show how the structure is formed:

*I sang a bit → I did a bit of singing.
I read a lot → I do a lot of reading.*


Read sentences 4–6. Point out that after *do/did* we often use *something, anything, nothing*.

Learners match the sentences.

2 d 3 c 4 a 5 f 6 b

- b To show what to do, say a few things about yourself, based on the sentences in 3a, e.g. *I'm doing a lot of work at the moment. I did something stupid yesterday – I left my wallet at home.*

Learners write three more sentences about themselves, based on the sentences in 3a.


- c  Learners read out their sentences. Other learners ask questions to find out more. Alternatively, you could do this stage with the whole class.




You could use photocopiable activity 6C on the Teacher's DVD-ROM at this point.

Independent learning: Reading the phonemic script

Goals: develop learners' awareness of phonemic symbols
help learners read phonemic script in dictionaries

- 1 a *Focus on phonemic symbols.* Look at the dictionary entry and ask learners to say the word. Focus on the phonemic script, which shows how to pronounce it. Establish that:
- these are called phonemic symbols. They show the sounds of the language.
 - the : symbol shows that the vowel is long.
 - the stress is shown by ' before the stressed syllable.
- b, c  Learners try saying the sounds, using the chart on p159 to help. Then go through the sounds with the class. If necessary, give other examples of words that have these sounds.
- 2 a *Matching task.* Learners match the symbols with the highlighted sounds.

2 c 3 d 4 e 5 g 6 f 7 b 8 a

- b Go through the answers. Learners say the sounds. Play recording 2.16 to check.
- 3 a  *Pronunciation practice.* Learners try reading the words to each other. (They are all words from this unit.)
- b Go through the answers and play recording 2.17 to check.

1 gym (or Jim!) 2 thunderstorm 3 cycling 4 chores
5 clouds 6 cleaning 7 rainbow 8 vacuuming
9 tornado 10 walking

Note: Practice with phonemic symbols

You could regularly give practice with phonemic symbols at the start or end of a lesson. Write a few words from the previous lesson on the board in phonemic script and see if learners recognise them.

Explore speaking

Goal: speak more politely by being less direct

Core language:

Requests: *Would you mind ...? Do you think you could ...? I wonder if you could ...?*

Refusing requests: *I'd rather not. Not really*

Opinions: *seem; a bit; really*

- 1 *Listening for general idea.* Learners cover the conversations and look at the pictures. Establish what the places are: a *newsagent* (= a shop that sells papers, magazines, pens, etc.), a *fitness centre* (= a place where you can do sport and other free-time activities), a *café* (= a place where you can get food and drinks all day). Play recording 2.18. Learners match the conversations with the pictures.

1 fitness centre 2 newsagent 3 café

- 2 a *Being polite.* Look at the examples and ask which are less direct (= more polite).


1 a 2 a

Point out that, in English, we often say things less directly to sound more polite.

- b *Noticing task.* Look at the first item with the class and establish the more polite alternative in the conversation. (*Answer:* Would you mind answering a few questions?)


 /  Learners underline the other less direct expressions.

2 *I wonder if you could ...*
3 *Do you think you could ...?*
4 *Sorry, but I'd rather not.*
5 *No, not really.*
6 *The pool isn't always very clean.*
7 *The staff don't seem very interested.*
8 *It's a bit boring.*
9 *I'm not really interested in football.*

- c Play recording 2.19 to check. Learners practise saying the expressions.
- 3  Learners change the sentences to make them less direct and then compare with a partner.

Possible answers:

2 *We're not really hungry.*
3 *Ronnie and Clara don't seem very happy.*
4 *I don't really like bananas.*
5 *George isn't very clever sometimes.*
6 *Would you mind waiting for five minutes?*
7 *Do you think you could be quiet, please?*
8 *I wonder if you could help me with my bags?*

- 4 a **Listening.** Play recording 2.20 and ask whether it sounds polite (*Answer:* no). Discuss why not, and bring out these points:
- The speakers use direct verb forms (they don't modify them): *I want to ... Call me ...*
 - The speakers say 'No' very directly.
- b  Learners rewrite the script on p149 to make it more polite. As they do this, go round and give help where necessary. Point out places where learners could make changes.
- When they have finished, pairs try out the conversation.
- c **Round-up.** In turn, pairs act out their rewritten conversation. Ask other learners if they sounded polite and/or what they could do to make it more polite.

Alternative: Whole class activity


Go through the conversation with the whole class, asking learners to suggest what to write to make it more polite. A possible version:

- Hello.
- Hello, this is Andre. I wonder if I could talk to Sue?
- This is Sue, but I'm afraid I'm rather busy at the moment. Do you think you could call me later?
- Yes, of course. Would tomorrow be OK?
- I'd rather you didn't call tomorrow. I don't work on Sundays.
- Maybe Monday afternoon, then?
- OK, that would be fine. Would you mind calling me at the office? The mobile's a bit expensive.
- OK. Bye.

6 Look again

Review

VOCABULARY Weather

- 1 a  Divide the class into teams. Each team should appoint a 'secretary' to write the words. Working together, they complete the words with vowels as quickly as they can. The first group to write all the words shouts 'Stop'. Write the words on the board to check, getting learners to tell you what to write.

*rain thunderstorm lightning snowflake tornado
rainbow hailstones wind clouds temperature*

- b Choose words on the board that are relevant to the class, and ask learners how they felt about them as a child.

Alternative: Remembering weather

To make this activity more focused, you could ask learners to write down one kind of weather they liked as a child, and one kind of weather they didn't like. Then compare answers, and see if everyone wrote the same kinds of weather.

GRAMMAR Comparing things

- 2 a Learners write the questions in the correct order. Alternatively, they could discuss this in pairs without writing the questions.

1 Do you think life is easier now than in the past?
2 Do you think it's better for children to read or to play computer games?
3 Who's the most cheerful person you know?
4 Do people have better kinds of entertainment than in the past?
5 What's the best place for you to relax? (or: ... to relax for you)
6 What's the most exhausting event you've ever been to?

- b To introduce this stage, you could ask a few of the questions round the class and get answers from two or three learners each time.

 Learners ask and answer the questions.


Round-up. Go through the questions with the class and find out what answers learners gave.

Alternative: Mingling activity

Give each learner one question to ask. They move freely round the class asking other people their question. As a round-up, ask learners what answers they received.


CAN YOU REMEMBER? Unit 5 – Paying for things

- 3 a **Books closed.** Set up the situation. Tell learners they are in a shop. They choose some postcards, and they also want a map. They don't have any money, but they have a credit card. Ask them what they might say, and what the shop assistant might reply.

 **Sequencing task.** Learners put the sentences in order.

Go through the answers with the class, asking learners to read out the conversation in the correct order.

2 A: I'm sorry, we don't have any maps ...
3 T: Next door? OK.
4 A: Anything else?
5 T: No, that's all, thanks. ...
6 A: Eight postcards. ...
7 T: Can I pay by card?
8 A: I'm afraid not, no. ...
9 T: No, it's OK, ...
10 A: Thank you ...

- b  Learners have conversations, changing the underlined expressions. You could build up a list of items to buy and prices on the board.

Round-up. Ask a few learners what they bought and how much it cost.

Extension

SPELLING AND SOUNDS *-able* and *-ible*

- 4 a Play recording 2.21 or say the words yourself.
Learners repeat. Check that they pronounce both endings in the same way, as /əbəl/.
- b Learners add the correct endings.
Go through the answers together and write the words on the board in two lists.

<i>fashionable</i>	<i>terrible</i>
<i>memorable</i>	<i>impossible</i>
<i>enjoyable</i>	<i>horrible</i>

Check what the words mean, and ask learners to give examples, e.g. fashionable: *She always wears fashionable clothes.* (= they are in fashion).

- c *Spellcheck: books closed.* (Remove the words from the board!) Play recording 2.22, or say the words yourself. Learners write them down.
- d *Books open.* Learners check the spelling in the script on p149.



NOTICE Abbreviations

- 5 a Look at the words together, and ask learners to match the words with the abbreviations. Ask if they are the same in the learners' own language.

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

- b Ask what the figures are about. Learners could do this in pairs.
Learners check on p52. Then go through the answers together.

1 the largest snowflake (38 cm across)
2 the tallest clouds (up to 18 km high)
3 a lightning bolt (heats the air to 30,000 °C)
4 the fastest wind inside a tornado
5 the heaviest rain (1,825 mm in 24 hours)
6 the coldest temperature
7 the heaviest hailstone (it weighed 1 kg)

- c  /  Learners discuss the questions. Then talk about them with the class and see if learners agree about 2, 3 and 4 in particular.

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 a number on each line.

7 City life

7.1

Goal: make guesses and predictions

Core language:

VOCABULARY The environment
GRAMMAR will, might, may

Urbanisation

READING

1

Optional lead-in with books closed

Write the word *urban* on the board, and ask what it means. Give examples to show how it is used, e.g. *urban problems* (= problems of cities), *urban population*, *urban life*. Then write the word *urbanisation* on the board, and ask what it means (= more cities, more people living in cities).

Look at the pictures with the class and ask what has changed (learners should use the present perfect to talk about this).

Possible answers:

*They've built a new road.
They've built skyscrapers and apartment blocks.
They've planted trees.
There's lots of traffic.*

2 *Reading introduction.* Learners read the introduction (bold text). Discuss the question and try to get a range of answers.

Possible answers:

*People think they can make more money.
They think there will be jobs and opportunities in the city.
There are no jobs in the countryside.
There's more to do in cities.*

Check that learners understand *double* (= x 2) and *geography* (= the study of the world and its countries).


3 *Reading for general idea (skimming).* Learners read the article quickly and decide the topic of each paragraph. They shouldn't try to understand details or individual words at this stage.

a 2 b 4 c 3 d 1

4 *Reading for main points.* Check that learners know what a *prediction* is (= saying what you think will happen). Learners read the article again more carefully and find answers to the questions. Those who finish early could discuss the answers with the person next to them. (Note: The following answers represent the essential ideas. Formulations will vary.)

- 1 *Energy will be expensive, so many people will work at home or near their home.*
- 2 *It will be difficult to provide water, gas and electricity for really big cities.*
- 3 *Transport will be expensive, so it will be expensive to bring materials from other places. People will therefore use local building materials.*
- 4 *There might be a big difference between rich and poor people and the kind of life they can afford to lead.*
- 5 *Sea levels will rise and cause flooding.*

As you discuss the answers with the class, present key words, e.g. *energy* (= oil, gas, electricity ...), *sea level* (= how high the sea is), *rise* (= go up), *flooding* (= the sea coming over the land).

5  *Discussion.* Learners ask and answer the questions in groups. Then discuss their ideas with the class and find out how far they agree with each other.

Alternative: Class discussion

To make this activity more focused, ask learners to write down two good changes and two bad changes from the article. Write these up on the board. For each idea, ask learners whether they agree that this will happen.

VOCABULARY The environment

6 *Focus on key words.* Learners cover the article and complete the sentences.



1 oil 2 traffic 3 gas 4 Transport 5 clean, green
6 polluted 7 sea levels, flooding 8 climate

As you go through the answers with the class, explain any new words that you didn't deal with in 4.

Alternative: Predicting the text

After reading the introduction (2), learners close their books. Write the words from 6 on the board and check that learners understand them. Then learners guess what they think the writer will say about them. Learners open their books and read the article to check. Then do 3, 4 and 5 as described above.

SPEAKING

7  /  *Discussion.* Learners discuss the questions and note down answers and ideas.

Round-up. Discuss the questions with the class, getting ideas from different pairs/groups.

Making predictions

GRAMMAR will, might, may

1 *Grammar focus.* Learners read the sentences and complete the table.

1 may
2 will probably
3 'll (= will)

Point out that:

- *may* and *might* mean the same (= maybe this will happen).
- *will probably* means ‘I think this will happen, but I’m not completely sure’.

Language note: may, might, will, won’t

- 1 *May, might, will* and *won’t* are modal verbs. They are followed by infinitive without *to*. We use them to talk about the future:
– They may come. (= Perhaps they *will* come.)
- 2 The adverb *probably* comes after *will*, but before *won’t*:
– They’ll probably come.
– They probably *won’t* come.
To practise these forms, you could say sentences with *will/won’t* and ask learners to add *probably* or change them to *may/might*:
Sea levels will rise → Sea levels will probably rise.
Sea levels might rise.

- 2 *Making sentences.* Learners make sentences using the words.
Discuss the answers together. Get different ideas for each item.



Possible answers:

- 1 People will probably have more free time.
- 2 Families may have fewer children.
- 3 Children might study at home.
- 4 People won’t use cash in shops.
- 5 Food will be more expensive.
- 6 People will probably do less exercise.
- 7 English might not be very important.
- 8 People probably won’t be happier.

Note: Grammar practice

You could do the grammar practice on p137 at this point.

SPEAKING

- 3 a  /  *Preparation: writing sentences.* Learners write three predictions of their own. As they do this, go round and check and give help with words or expressions.
- b *Round-up.* Learners read out their predictions. Ask the class if they agree.

7.2

Goals: make recommendations
give directions

Core language:

GRAMMAR	Real conditionals
VOCABULARY	Giving directions
PRONUNCIATION	Linking consonants and vowels 2

If you’re interested in art ...

READING

- 1 To introduce the topic, look at the pictures with the class and ask learners what (if anything) they know about Van Gogh or Anne Frank, and if they know anything else about Amsterdam.

Alternative with books closed

Write *Amsterdam* on the board, or show a picture of Amsterdam. Ask learners what they know about Amsterdam and write up words on the board (e.g. *city – Netherlands – canals – Van Gogh – bicycles – airport*).

- 2 *Reading.* Learners read the web page and choose the place they think would be most interesting to visit. You could ask them which place they would go to if they had just two hours in Amsterdam.
Ask learners to summarise the basic information about each place, e.g.
– The Van Gogh Museum has 200 paintings by Van Gogh. You have to queue for a long time.
– Keukenhof Gardens is the biggest flower garden in the world. It’s an hour from the city.
– Anne Frank’s house is the house where Anne Frank wrote her diaries. Her family hid there from the Nazis.

GRAMMAR Real conditionals

- 3 *Conditional sentences with will/might/should.* Learners cover the webpage and complete the sentences.

1 'll 2 'll 3 might 4 should

Point out the structure of the sentences:

If + present ... *will/might/should* + infinitive

- 4 *Continuing conditional sentences.* Look at the first sentence with the class and ask learners to suggest possible endings.
Learners write endings for the other sentences about their own country. Then they compare with a partner.

SPEAKING

- 5 *Round-up.* Taking each item in turn, ask a few learners to read out their recommendations. Ask other learners if they agree and what they would like to try.

Multilingual classes

- Learners work in pairs or groups with other people from the same country.
- As a round-up, learners from different countries take turns to read out some of their recommendations. The others listen and ask further questions.



You could use photocopiable activity 7A on the Teacher’s DVD-ROM at this point.

Getting directions

LISTENING

- 1 *Listening for main idea: books closed.* Play recording 2.23. Learners answer the questions.

1 Anne Frank’s house 2 Two kilometres (or less)

- 2 *Listening: following directions.* Learners open their books, look at the map and find the tourist office. Play recording 2.23 again. Learners follow on the map and find Anne Frank’s house (*Answer: 3*).

Alternative with books open

Let learners listen with books open from the start and find Anne Frank's house. If necessary, play the recording a second time, or play it in **3b** to check.

VOCABULARY Giving directions

- 3 a** *Sequencing task.* Learners put the directions in order.

Go through the answers, asking learners to give the directions.

- 4 *If you continue along Damrak ...*
 5 *You'll see the National Monument ...*
 6 *Turn right and go past the palace.*
 7 *Go along Radhuisstraat ...*
 8 *When you get to the canal ...*

- b** *Reading/Listening to check.* Let learners read the script on p149 or play recording **2.23** again to check.

Expressions for giving directions. Focus on the highlighted expressions. Point out that:

- we can say *Go down* or *Go along (a street)*. They mean the same.
- we often use the future (*You'll*) to talk about reaching landmarks: *You'll come to ...*, *You'll see ...*, *You'll go past ...*

You could give a few examples referring to the town where you are now.

Giving directions: speaking. Learners cover the sentences in **3a**. They look at the map and give directions. You could do this round the class, with learners saying a sentence each.

Option: Prompts on the board

Write these expressions on the board to help learners give directions:

<i>Turn left / right</i>	<i>You'll see ...</i>
<i>Go down / along ...</i>	<i>You'll come to ...</i>
<i>Go past ...</i>	<i>When you get to ...</i>

With the sentences in **3a** still covered, learners practise giving the directions. They could take turns to say one sentence each.

PRONUNCIATION Linking consonants and vowels 2

- 4 a** *Focus on pronunciation: listening.* Play the sentence in recording **2.24**. Point out that *out* ends with a consonant, so it links to the vowel after it (i.e. we don't pause between the two words).

Learners practise saying the sentence, linking the words together.

- b** *Noticing task.* Learners mark the linking consonants and vowels.

- 1 *Turn right and ...*
 2 *You'll go past a big building on your left ...*
 3 *You'll see the National Monument on your left and the Royal Palace on your right.*

- c** *Practice.* Play recording **2.25** to check, or say the sentences yourself. Learners practise saying the sentences.

SPEAKING

- 5 a** *Preparation for giving directions.* Learners choose two places and mark them on the map. They think about how to give directions to each of them from the tourist office.

- b** *Speaking activity: giving directions.* In turn, learners give directions, without showing their map to their partner. Their partner says where the place is.

Alternative

Use a simple street map of the town where you are instead of the map of Amsterdam.



You could use photocopiable activity 7B on the Teacher's DVD-ROM at this point.

7.3 Target activity: Get tourist information

Goals: make recommendations
 give directions
 get information in a tourist office

Core language:

TASK VOCABULARY	Getting tourist information
7.2 VOCABULARY	Giving directions
7.2 GRAMMAR	Real conditionals

TASK LISTENING

- 1 a** To introduce the activity, ask learners what they remember about the three places mentioned. If necessary, prompt them, e.g. *Who was Van Gogh? What can you see there? Is it often crowded?*
- b** *Listening for main idea.* Play recording **2.26**. Learners listen and answer the question.

Anne Frank's house; the Van Gogh Museum

You could also ask for a few more details, e.g.

- *How long is he going to be in Amsterdam?* (Answer: One day.)
- *Why doesn't he want to go to the gardens?* (Answer: They're too far.)

TASK VOCABULARY Getting tourist information

- 2 a** *Listening for details.* From memory, learners tick the things they think Sergej says.
- b** Play recording **2.26** again to check the answers.

He says: 2, 3, 4, 6

- 3** *Getting information.* Look at each item in turn. Learners make questions using the expressions in **2a**.

Possible questions/statements:

Do you organise day trips?
Do you sell guidebooks?
Have you got a leaflet?
Can you recommend a nice restaurant?
I'm looking for the railway station.
Do you sell travel passes?
I'm looking for a good hotel.

Check that learners understand key words and expressions, e.g. *recommend* (= say something is good), *a day trip* (= an organised tour for one day), *a leaflet* (= a small brochure, usually one or two pages), *a travel pass* (= a ticket that allows you to travel freely for, e.g. a day or a week).

Language note: information

Information is an uncountable noun in English, so it has no plural form. We say:

- *Can I have some information about ...?*
 - *Do you have any information about ...?*
- not *informations*, *an information*

Optional practice with books closed

Do some quick practice with the class, giving prompts, e.g.

- *Ask me for a leaflet.*
- *Have you got a leaflet?*
- *Ask about a hotel.*
- *Can you recommend a good hotel?*
- *Ask about art galleries.*
- *Do you have any information about art galleries?*

TASK

4 a *Preparation for role play.* Give learners a letter, A or B. As are 'tourists', Bs work in the tourist office. Bs choose a city or neighbourhood they know well, and tell their partner (A) what it is.

As think of five questions to ask their partner (B). Bs decide where the tourist office is located and think of five things to recommend. Go round and check, giving help with words or phrases as necessary.

b *Role play 1.* As ask their questions. Bs recommend things to do and places to visit, and explain how to get there from the tourist office.

c *Role play 2.* Learners change roles and repeat the preparation stage and the role play. They could work with a new partner for this second role play.

Round-up. Ask a few As what information they were given and whether it was interesting/useful.

Alternative: 'Tourist office' game

- Choose five learners to be 'tourists'. The others sit in pairs or groups of three (they are the 'tourist offices'). The 'tourists' prepare five questions, and the 'tourist offices' think of five things or places to recommend.
- The 'tourists' each go to one 'tourist office' and have a conversation. Then they move to the next 'tourist office' for a second conversation, and so on.
- Ask the tourists which tourist office gave the best information.

7 Explore

Keyword: will

Goals: use *will* for predictions and guesses
use *will* for offers, promises and requests

Core language:

will for guesses and predictions, with present and future meaning
will for promises, offers and requests

will for predictions

1 a *Sequencing task.* Learners put the conversations in order.

Go through the answers and play recording 2.27 to check.

Conversation 1

- 1 *Rob! Can you answer the door? ...*
- 2 *Yeah, OK. Who is it?*
- 3 *It'll be Leona. ...*

Conversation 2

- 1 *Don't forget. It's Deiter's birthday on Monday.*
- 2 *Ah, yes. How old is he?*
- 3 *He'll be twenty-five, I think.*

b *Predicting and guessing.* Discuss the questions. Establish how learners made their decisions.

Conversation 1 is about now.

Conversation 2 is about the future.

Establish that:

- we use *will* to make predictions about the future:

- He'll be 25 on Monday.*
- The sea levels will rise by 2050.*

- we also use *will* to make predictions or guesses about now:

- It'll be Leona.* (= I'm sure it is Leona who's at the door now.)
- You'll be tired after your journey.* (= I guess you are tired.)

c *Speaking: personalisation.* Each learner writes the names of five important people in their life. They give their list to another learner.

They ask questions about the people on their partner's list. Point out that they can use *will*:

- to answer question 2 (e.g. *He'll be at school at the moment.*)
- to answer questions 3 and 4 (e.g. *I'll see him this evening. He'll leave school and go to university next year.*)

Round-up. Ask a few learners one interesting thing they found out from their partner.

will for offers, promises, requests

2 a *Offering, promising, requesting.* Learners read the examples. Ask if they can remember who said the sentences with 'll. If necessary, give them the page reference or direct them to the relevant script.

offers: the taxi driver in Vancouver (Unit 4, p35; script 1.32 on p146)

promises: Clare from CSP (Unit 2, p24; script 1.16, p145)

requests/orders: Thiago in a shop in Glasgow (Unit 5, p43; script 2.3, p147)

Give other examples to show how we use *will*:

1 to make offers:

- *I'll carry that for you.*
- *I'll pay for the meal.*

2 to make promises:

- *I'll pay you the money next week.*
- *I'll come to the meeting.*

3 to ask for things (especially in cafés/restaurants or shops):

- *I'll have a large espresso, please.*
- *I'll take this pair of jeans.*

b *Listening for context.* Play recording 2.28. Pause after each conversation and ask what the context/situation is.

1 a café (c) 2 a car (b) 3 a phone call (a)

c Play recording 2.28 again. Pause after each conversation and ask learners to suggest a remark with *will* to continue it.

Possible answers:

- 1 *Yes, I'll have a lemonade, please.
I'll just have a glass of water, please.*
- 2 *I'll open the window.
I'll stop at the next service area.
Don't worry. We'll be there soon.*
- 3 *OK. I'll call you later.
OK. I'll see you this evening.*

Across cultures: Tourism

Goal: enable learners to discuss the impact of tourism on different cultures

Core language:

Words connected with tourism: *tourist, tourism, tourist resort; local people/food/businesses/language; customs, traditions; areas of natural beauty, historical sites*

1 a Optional lead-in with books closed

Write the word *tourism* on the board. Ask learners to think of one good effect of tourism and one bad effect. If they come from a tourist country, they could think about this in relation to their own country. Then ask learners what ideas they had.

Matching task. Learners read the meanings a–d and match them with the correct word or expression.

a *tourist resort* b *local people* c *historical sites*
d *customs*

Learners find other words that go with *local*, and say what they mean:

- *local food* (= food from that area)
- *local businesses* (= businesses owned by people who live there)
- *the local language* (= the language spoken by people who live there)

Check that learners understand the other highlighted words.

b Learners tick the statements they agree with. You could ask which statements they ticked, but don't discuss the statements at this point (you will do this in 3).

2 a *Listening for main point.* Read out statement 2 in 1a. Then play recording 2.29, pausing after each person's part. Ask learners if the person agrees with the statement.

They agree, but they think it's sometimes easier to speak your own language.


b Ask what they think are the good points and the problems. Then play recording 2.29 again to check.

Good points:

- *it helps you to get to know people*
- *it helps you to understand them and their culture*

Problems:

- *it makes conversation slow*
- *people often reply in English*

3  *Discussion.* Learners discuss the statements they agreed/disagreed with in 1, explaining why.

Round-up. Find out from the class which were the most 'agreed with' statements.

Alternative: Mingling activity

- Assign one of the six statements to each learner. Learners move freely round the class, finding out whether others agree with it or not.
- Learners report back on what they found out.

Explore writing

Goal: write a description of a place

Core language:

Words for describing towns: places and buildings, groups of people, events, weather and nature

1 a Explain to learners that they are going to write a description of a city or other place (town, village, etc.) they know. Brainstorm ideas for topics connected with cities or other places and build up a list on the board. Learners choose a city/place they know and note down which topic(s) they are going to write about. Alternatively, learners could write their own lists first. Then go through different ideas with the class and write a list on the board.

Options

Monolingual classes:

If learners all live in the same city (or places nearby), they can all write about it and you can build up ideas together.

Multilingual classes:

Learners can write either about their home town (or a city in their own country) or about the city where they are now.

b Learners consider others' ideas and expand or change their own lists of topics to write about, if they wish.

2 a *Reading two web postings.* Look at the web postings with the class, checking that learners know where the places are.



Learners read one or both of the web postings and decide which of the topics (1–6) each person writes about. Check the ideas with the class.

Kelly:

- 1 *It has 16,000 people.*
- 2 *They're building a lot of homes.*
- 4 *skiing, camping and fishing areas; football, soccer, street dances, kids' groups*
- 5 *lots of snow*
- 6 *There's always something going on.*

Madu:

- 2 *there are modern houses*
- 3 *flowers around the city gate; lots of ... flowers*
- 5 *a nice wind blows in from the Sahara Desert*
- 6 *new, clean, beautiful; quiet and peaceful*

- b** Ask the class whether they would like to visit each place. To make this more focused, you could ask them to imagine they could visit only one of the two places. Which one would they choose and why?
- 3 a**  /  *Nouns*. Learners find nouns in the web postings for each of the four categories. Go through them with the class and present any new items.

1 camping and fishing areas, schools; city gate, National Stadium, Games Village, houses
2 soccer teams, kids' groups
3 All African Games
4 trees and flowers, wind





Language note

Football and soccer:

In British English we say *football*. In American English this is called *soccer* and *football* means 'American football', which is a different game.

- b** Learners decide on appropriate words for each category to describe their city and add any more they can think of. If learners are all writing about the same place, you could help by giving ideas yourself and writing them on the board.
- 4 a** *Adjectives*. Learners cover the web postings and write the words. Then they check in the web postings.

green nice modern new clean beautiful
quiet peaceful

- b** Learners suggest adjectives to describe their city. You could build up a list on the board.
- 5 a** *Planning a web posting*. Learners plan a web posting and make notes to help them to organise their ideas, following the guidelines 1–3 and referring back to the language in **3** and **4**. Go round and check, giving help where necessary.
- b**  /  In turn, learners tell each other what they are planning to write. This is intended as a spoken 'run through' of what they will write to help them sort out their ideas.
- 6** Learners write their web posting. Go round and check, giving help as necessary. You could limit them to a certain number of words, if you like, e.g. 100.
- 7**  /  In turn, learners read out their web postings. Other learners ask questions.
- If everyone has written about the same place, choose a few learners to read out their postings.

Alternatives

1 Writing in pairs

Learners write a web posting together. In the planning stage (**5a**), they run through together what they are going to write.

2 Homework

Learners write their posting at home. They could write it in the same style as the postings in **2a**, and add a picture from the web.

7 Look again

Review

GRAMMAR Real conditionals

- 1 a** Remind learners of the structure of conditional sentences:
if + present tense ... *will* ... / ... *will* ... *if* + present tense
If I have the same job, I'll be happy.
I'll be happy if I have the same job.
- Emphasise that, after *if*, we use the present, not the *will*-future (not ... *if I'll have* ...).
- Learners write the sentences. (Note: All of these sentences can also be constructed with the *if*-clause first.)




2 I'll be annoyed if I can't get a better car.
3 I'll be sad if I don't pass my exams.
4 I'll be surprised if I get married.
5 I'll be shocked if I have children.

- b** Learners write two or three sentences about themselves, using real conditionals. Go round and check.
- c** In turn, learners read out their sentences to the class. Other learners listen and ask questions to find out more. Alternatively, they could do this in pairs or groups.

VOCABULARY Giving directions

- 2 a** Look at the map and check that learners understand all the words.
- Play recording **2.30**. Learners listen and mark where the student goes.

Student comes out of the door, turns left along the corridor, passes the manager's office and turns right after the drinks machine. Student passes rooms 3 and 4 and then turns right again. Student passes the student library and arrives at room 6. This is the room the student wants.

- b**  /  Learners read the script on p150 to check. Then they look at the map again and try to remember the directions.
- c** Take the part of the student, and ask learners to give you the directions. Do this round the class, with each learner adding a sentence.
-  In turn, learners give directions to other rooms on the map.

Option

If you are in a suitable building, draw and photocopy a simple plan (probably just of one floor), and use it for the practice stage.



You could use photocopiable activity 7C on the Teacher's DVD-ROM at this point.

CAN YOU REMEMBER? Unit 6 – Chores, habits

3 a



Optional lead-in with books closed

Ask learners how many household chores they can remember. Alternatively, they could brainstorm this in pairs, writing down as many as possible.

Look at the sentence or write it on the board. Look at each part in turn and ask learners to suggest other words or expressions.

Possible answers:

- 1 *generally, normally*
- 2 *make the beds, do the vacuuming, do the shopping*
- 3 *twice a ..., three times a ..., every two ..., every five ...*
- 4 *week, year, fortnight*

- b Give learners time to think about their normal routine. They should focus especially on household chores that they do during the week and at the weekend.
- c  /  Learners tell each other what they do, and find answers to the four questions.

Round-up. Ask different pairs or groups if they found answers to all four questions and what those answers were.

Extension

SOUNDS AND SPELLING *ui, uy*

- 4 a Point out that *ui* and *uy* can have three different sounds, but none of them are ‘u – i’ as you might expect. Play recording 2.31, or say the words yourself. Learners repeat. Check that learners say /aɪ/ and /u:/ correctly.
- b Learners add the words to the correct group. Then practise saying them.

/ɪ/ *guitar, biscuit*
/aɪ/ *guide, guy*
/u:/ *suit, juice*

- c Learners circle the correct answers.

1 *ui* 2 *uy*

- d *Spellcheck: books closed.* Play recording 2.32 or say the words yourself. Learners listen and write them down.

Learners check the words in 4a and 4b or in the script on p150, or alternatively, they spell the words as you write them on the board.

NOTICE Noun + infinitive

- 5 a Learners complete the sentences.



1 *queue* 2 *somewhere* 3 *things* 4 *time* 5 *place*
6 *something*

Point out that we often use general nouns (*place, time, things*) or pronouns (*something, somewhere*) + *to* + infinitive. If necessary ‘gloss’ the meaning of the sentences, e.g.

– *somewhere to stay* (= a place where I can stay)

– *things to see* (= things which you can see)

In a monolingual class, you could ask learners how they would say the same thing in their own language.

- b  /  One learner chooses a city he/she knows, and the others ask the questions.

Round-up. Ask a few learners which city they talked about and what they found out.

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 a number on each line.

Unit 7 Extra activities on the Teacher's DVD-ROM

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

7A Unintended consequences

If I	I'll
If my boss	I might
If you	I'll
If my mother	she'll
If everybody	the world might
If it	I'll
If you	you should
If I	will you
If you want to	you should
If < name: _____ >	he/she'll
If the president / prime minister	we'll
If you like	you'll

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7B Mystery tour

Go straight ahead.	Go past (at least) three buildings.	Toss the coin again – heads: go left, tails: go right.
Turn left.	Turn right when you see a red car.	Turn right.
Take the second right.	Go left.	Turn left.
Go straight on.	Go straight on.	Turn right.
Turn right.	Go right.	Go straight ahead.
Go left at the next junction.	Cross the road.	Turn right.
Go straight on.	Turn left when you see a blue car.	Turn left.
Turn round and go back.	Go straight on for three minutes.	Go straight ahead.
Turn right.	Go left at the next traffic lights.	Go straight on.
Go towards the town centre.	The youngest person chooses which way to go.	Take the third left.

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7C Picture dictation

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7A Unintended consequences

Activity type: Sentence matching

Aim: To focus on broader possibilities with real-conditional sentences

Language: Conditional sentences – Use any time after 7.2.

Preparation: Make enough copies of the worksheet to allow one sentence strip for each learner. Cut up the strips. (Note that each strip has two parts: the beginning of an *if*-clause and the beginning of a consequence or result clause.)

Time: 15 minutes

7B Mystery tour

Activity type: Reading – Active directions game – Whole class

Aim: To follow random directions

Language: Language of directions – Use any time after 7.2.

Preparation: Cut up the direction cards on the worksheet and put them in a bag or box.

Time: 30–45 minutes

7C Picture dictation

Activity type: Speaking – Picture dictation – Pairs

Aim: To describe locations of places in a town

Language: Describing locations – Use any time after 7.3.

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

Time: 20–25 minutes

Unit 7 Self-study Pack

In the Workbook

Unit 7 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** The environment; Giving directions; Getting tourist information
- **Grammar:** *will, might, may*; Real conditionals
- **Time out:** City crossword
- **Explore reading:** Web page: short holiday in Cork
- **DVD-ROM Extra:** Changing environment – Joanna and Luis

On the DVD-ROM

Unit 7 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** *'ll/won't*
- **Explore listening:** On a city bus tour
- **Listening:** Asking about facilities in an area of a city
- **DVD-ROM Extra:** Changing environment

8 Things

8.1

Goal: ask about and buy things

Core language:

VOCABULARY	Buying things
GRAMMAR	some, any
PRONUNCIATION	Contrastive stress

Portobello Market

LISTENING

- 1 To introduce the topic, look at the photos with the class and ask what they show (A: carpets, rugs; B: antiques (coffee pots, furniture, books, a globe); C: clothes, shirts, jackets). Teach:
- *antiques* (= old things which are valuable)
 - *junk* (= old things which are not valuable)
 - *second-hand* (= not new, originally belonging to someone else).

Read through the questions and check the meaning of *pay the full price* (= the price they ask) and *bargain* (= offer a lower price). Talk about the questions with the class.

Alternative

To make this activity more focused, you could ask learners to think of a time they visited a market. They note down answers to these questions:

- 1 *Where was the market?*
- 2 *What did they sell?*
- 3 *What did you buy?*
- 4 *Did you bargain?*

Then they talk about their answers in groups or together as a class.

- 2 *Listening for main idea.* Play recording 2.33, pausing after each conversation to give learners time to find the answer.

Picture A: the white rug
Picture B: the small silver candlesticks
Picture C: the red leather jacket

- 3 *Listening for details.* Play recording 2.33 again. Pause after each part and check the answers.

She buys the rug for £85 and the jacket for £75.

You could also ask other questions, e.g.

- A *How much does the stallholder ask for? (Answer: £100.)*
 B *How much are the candlesticks? (Answer: £35, then £30.)*
 C *Is the jacket second-hand? (Answer: No.)*
What size is it? (Answer: Medium.)
How does she pay? (Answer: By credit card.)

VOCABULARY Buying things

- 4 a *Verbs: looking, bargaining, buying.* Learners complete the expressions.

2 have 3 see 4 give, take 5 take, leave 6 want
 7 is 8 try 9 have

Focus on these points:

- (1, 2) You *look at* things or *have a look at* them (= look for a short time). A useful question is: *Can I have a look at ...?*
- (4, 5) If you buy things, you *give* the stallholder money; he/she *takes* your money; you *take* the (rug). (Show this with gestures.)
- (8) Before you buy an article of clothing, you *try it on* (= wear it to see how it looks and if it fits).

- b Learners look at the script on p150 to check.

PRONUNCIATION Contrastive stress

- 5 a *Books closed: focus on stress.* Play recording 2.34 and ask which words have the strongest stress.

Books open. Play recording 2.34 again. Ask why these words are stressed (*Answer:* To make a contrast: X? No, Y.).

- b *Noticing task.* Look at extracts 3 and 5 in 4a with the class and ask which words have the strongest stress.

3 orange, white 5 twenty, thirty

- c Play recording 2.35 to check.

👤 Learners practise conversations 2–5.

- 6 Practise an example conversation from 4a with the class. You play the stallholder and learners answer with their own ideas.

👤 Learners role play the conversations, taking turns to be the stallholder and the customer. The customer responds with their own ideas. If necessary, guide this by writing prompts on the board, e.g.

- *rug red? brown*
- *candlesticks black? silver*
- *jacket grey? knitted*

Language note: one, ones

We use *one* or *ones* to refer back to a noun:

- *the red jacket* → *the red one*
- *the big candlesticks* → *the big ones*

Do you have any ...?

GRAMMAR some, any

- 1 Go over the examples with the class. Learners complete sentences 1–4.

1 some 2 any 3 any 4 some

Alternatively, ask the class questions to focus on *some* and *any*, e.g.

- Look at the positive (+) sentences. Do we use ‘some’ or ‘any’?
- Look at the negative sentence. Do we use ‘some’ or ‘any’?

Make these points:

- We usually use *some* in positive sentences and *any* in negative sentences.
- We can use either *some* or *any* in questions.
- In most questions (when we don’t know the answer), we use *any*. If we expect the answer ‘yes’, we can use *some*. Compare:
 - Do you need any help? (= I don’t know if you need help or not.)
 - Do you need some help? (= I think you need help.)

Language note: some in offers and requests

We often use *some* in offers and requests. This is because they are not real questions (i.e. we are not asking for information).
 – Would you like some coffee? (= Please have some coffee.)
 – Can you buy some bread? (= Please buy some bread.)

- 2 a Adding ‘some/any’ to a conversation. To show what to do, look at sentences 1 and 2 with the class. Ask learners to add *some* or *any*.

Possible answers:

- 1 ... any help? or ... some help?
- 2 ... any bookcases?

👤 / 👤 Learners add *some* or *any* to the other sentences.

Possible answers:

- 3 ... some nice bookcases
- 4 ... some cheaper ones
- 5 ... get some more? or ... get any more?

- b Discuss the answers together, and play recording 2.36 for learners to compare.

- c 👤 Conversations. Go through the conversations with the class. They use *some* or *any* and change the underlined expressions.

Learners have the conversations.

Note: Grammar practice

You could do the grammar practice on p138 at this point.

SPEAKING

- 3 a Preparation for role play. Choose one of the stalls on p66, then give learners a letter, A or B. As decide prices for the things at the stall, and Bs decide what they want to buy.
- b 👤 Role play 1. Learners have a conversation.
- 4 👤 Role play 2. Learners change roles, choose another stall and have a second conversation.
- 5 Round-up. Learners report on what they bought and how much they paid.

Alternative: Use the class as a marketplace

This activity covers and combines 3 and 4. Choose some learners (about a third of the class) to be stallholders: give them each one of the three stalls on p66 or let them choose. The other learners are customers who move from stall to stall, looking at things and buying them.

8.2

Goal: describe objects

Core language:

VOCABULARY Describing objects
 GRAMMAR Passives

Mystery objects

READING

- 1 a Pre-reading activity. Learners cover the webpage. Ask them what they think the objects are, how old they are and where they come from.

- b Reading to check. Learners read the webpage. Then ask what the objects are. Don’t go into too much detail at this point, but present key words, e.g.
- manuscript (= handwritten pages)
 - herbs (= plants for medicine)
 - secret (= something other people don’t know)
 - pot (see picture).

Possible answers:

The Voynich Manuscript: It’s a book with pictures of plants and herbs. It’s written in a secret language.
 The Baghdad Battery: It’s a small pot, about 2,000 years old. It has two pieces of metal inside, and people think it was a battery.
 The Saqqara Bird: It might be a model bird, or perhaps a model aeroplane. It’s over 2,000 years old.

- 2 👤 / 👤 Reading for details. Learners read again and complete the table.

A Voynich Manuscript Frascati, near Rome 1912 25 x 18 cm 15th–17th century	C Saqqara Bird Saqqara, Egypt 1898 18 cm 200 BC (over 2,000 years old)
B Baghdad Battery a village near Baghdad 1930s 15 cm tall 2000 years old	

Option: New vocabulary

Learners read again and underline three words they don’t know. Discuss them together and ask if they can guess what they mean.

- 3 Discussion. Ask learners which ideas about each object they think are probably correct, and why. Ask them also why they think other ideas might be incorrect.

VOCABULARY Describing objects

- 4 a Key expressions. Learners match the sentences with the pictures.

1 B 2 A 3 A 4 B 5 C 6 C

To focus on the expression *It’s made of ...*, ask what the objects in the pictures are made of, and write on the board:

clay.
It’s made of paper.
 wood.

Write on the board: *It weighs ...*. Point out that this is a verb. (Give other examples: *I weigh X kilos. How much do you weigh?*)

Option: Presentation with books closed

Write on the board:

It's _____ clay.

It _____ 40 grams.

It _____ wings like an aeroplane.

Learners look at the pictures, complete the sentences and say which object each one is about. Use this activity to present the key expressions.

Then open books and do **4a**.

- b**  *Focus on colours and materials.* Learners answer the questions.

Discuss the answers with the class. Establish that the opposite of *light* is *dark*, and build up a list of colours on the board.

Present any new words for materials and give examples. Focus on the pronunciation of *leather* and *metal*.

- c** *Practice: writing descriptions.* To show what to do, describe something in the classroom and ask learners to guess what it is.

Learners choose objects and write sentences about them. Go round and check, helping with vocabulary as necessary.

SPEAKING

- 5** Learners read out their sentences. The others listen and guess the object. (They can do this in groups or as a whole class.)

It was made in ...

GRAMMAR Passives

- 1 a** *Focus on meaning.* Read the sentences, and ask which sentence is in the paragraph (*Answer: 2*).

- b** Use the questions to establish that:
- the active sentence (1) tells us something about Wilfred Voynich
 - the passive sentence (2) means the same, but the emphasis is different: it tells us about the book (how it was discovered).

Point out that the passive is not a tense – we can use it in the present, past or future.

Option: Monolingual classes

Ask students if they have the passive in their own language. This will help them to understand what the passive is in English and what it is used for.

- 2 a** *Focus on form.* Learners complete the sentences.

<i>... it <u>is</u> written ...</i>	<i>... it <u>was</u> made ...</i>
<i>The pages <u>are</u> illustrated ...</i>	<i>... electric batteries <u>were</u> used ...</i>

Show these forms on the board:

Present simple passive: *am/is/are* + past participle

write → *the book is written ...*

illustrate → *The pages are illustrated ...*

Past simple passive: *was/were* + past participle


make → *The book was made ...*

use → *batteries were used ...*

- b** *Noticing task.* Learners underline nine more examples of the passive.

Go through the answers and write the passive forms on the board.

<i>A was discovered</i>	<i>C was found</i>
<i>was made</i>	<i>was thought</i>
<i>B was ... discovered</i>	<i>was put</i>
<i>is made of</i>	<i>was rediscovered</i>
<i>was written</i>	

- 3**  Divide the class into pairs or groups and give each group a letter, A or B, alternating round the class.

Groups read their own information on p125 (As) or p129 (Bs) and add the verbs. Point out that some verbs are active, and some are passive. Go from group to group and check.


<i>Group A</i>	<i>Group B</i>
<i>was found</i>	<i>were discovered</i>
<i>is made</i>	<i>were made</i>
<i>was drawn</i>	<i>were used</i>
<i>shows</i>	<i>do not know</i>
<i>think</i>	<i>were moved</i>
<i>was discovered</i>	<i>were found</i>
<i>say</i>	<i>are called</i>

Note: Grammar practice

You could do the grammar practice on p138 at this point.

SPEAKING

- 4 a** *Preparation for pair work.* In their groups, learners practise giving the information from the notes on p69.

- b**  In A/B pairs, learners tell each other about their object from **3**.

Round-up. Students tell you what they understood about their partner's object. You could do this round the class, getting a sentence from different learners.


- 5** *Discussion.* Ask learners to choose the object (from A–E) they think is most interesting, or which is the greatest mystery.

Find out which object most learners chose and why.



You could use photocopiable activity 8A on the Teacher's DVD-ROM at this point.

8.3 Target activity: Talk about a favourite possession

Goals: describe objects 
talk about possessions

Core language:

VOCABULARY Talking about a possession
8.2 VOCABULARY Describing objects
8.2 GRAMMAR Passives

TASK LISTENING

- 1 *Listening for general idea.* Write the word *possession* on the board, and ask what it means (= something you own). Learners give a few examples of possessions. Ask what the objects in the pictures are (*a pebble, a passport, a wide-screen TV, books*).
Play recording 2.37, pausing after each person's part. Learners match the people and the possessions.

Anna: C Alba: D Claudia: B Eren: A

TASK VOCABULARY Talking about a possession

- 2 a *Matching task.* Read the sentences, presenting any new expressions, e.g.
– *reminds me of* (= makes me remember)
– *I absolutely love it* (= I really love it)
– *a mosaic* (= a pattern of tiles)

Point out the sentence:

They were given to me by my mother. (passive)
(= My mother gave them to me. (active))

Ask what possession each sentence is about.


1 TV (Anna) 2 passport (Claudia) 3 TV (Anna)
4 books (Alba) 5 books (Alba) 6 pebble (Eren)
7 passport (Claudia) 8 pebble (Eren)

- b Play recording 2.37 again to check.

Alternative: Prediction activity

- Before you play recording 2.37 the first time, look at the sentences in 2a and ask learners to guess which possession each one is about.
- Then play recording 2.37 again to check. (This is a good way to increase learner motivation to listen.)

TASK

- 3 a *Preparation for speaking.* Learners think about a favourite possession, and make notes. Go round and give help with any new words.
b  *Speaking activity.* Learners tell each other about their favourite possessions and ask further questions.
4 *Round-up.* Find out which is the oldest, smallest and most unusual possession. You could do this by asking, e.g., *Who thinks their possession is the oldest?* and getting a learner to tell the class about it.

Alternative: Mingling activity

Learners move freely round the class and tell other people about their favourite possession.
Round-up. Ask the class who they think has the oldest, smallest and most unusual possession.

8 Explore

Keyword: *by*

Goal: use *by* with a range of meanings

Core language:

by to talk about books, films etc. (by a person)
by to say how you do things
by + time (= at or before a time)
by + place (= next to)

1

Optional lead-in with books closed

To introduce the four groups of *by* meanings, write on the board:

The book was discovered by Wilfred Voynich.

I usually go by bus.



Please be there by 6.00.

We sat by the window.

Ask the class: *What questions do these expressions answer? (Answer: Who? How? When? Where?)*

Then open books and do 1.

Look at sentence 1 with the class and ask which group it goes in (*Answer: A*).

 /  Students read the other sentences and decide which group they go in.

Group A <i>by Wilfred Voynich</i> <i>by an admiral</i>	Group C <i>by Friday</i> <i>by the time you arrive</i>
Group B <i>by card</i> <i>by putting your feet</i> <i>by plane</i>	Group D <i>by the canal</i>

Language note

Group A
We often use *by* to talk about books, films, paintings, etc.
Group B

We often use *by* to talk about transport (*by bus, by car*), communications (*by phone, by email, by post*) and money (*pay by card, by cheque*).

Group C

by means *at that time or before*. Compare:

I'll be home at 6.00. (= not before and not after)

I'll be home by 6.00. (= not later than 6.00)

Group D

We usually use *next to* for things of the same size or type:

His shop is next to the bank.

She was sitting next to me.

We use *by* to mean *next to something bigger*:

I sat by the window.

We live by the sea.

- 2 a Learners add *by* to the questions.

1 ... *by the end of this week* 2 ... *by your cooker*
3 *by letter* 4 *by your family* 5 *by car* 6 *by the sea*
7 *by the end of next year* 8 *by 2020*

- b  Learners ask and answer the questions.

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

Independent learning: Ways of reading

Goals: develop learners' awareness of different ways of reading (e.g. skimming, careful reading)
encourage learners to read in different ways according to their reading aims/needs

- 1 *Focus on types of reading.* Look at the list and pictures and ask what they show. Check the meaning of:
- *bank statement* (= tells you how much money you have)
 - *recipe* (= instructions for cooking)
 - *listings* (= lists of what's on).

Look at each kind of reading with the class and ask:
Do you read it on a computer or on paper?

- 2 a *Focus on ways of reading.* Read through a–d, then ask learners how they read a bank statement (probably a, b or c – not d!).

Learners look at the other items and decide how they read them.

- b  *Discussion.* Learners compare their ideas.

Look at each way of reading (a–d) in turn, and ask learners what things they read in this way.

- 3 *Focus on reading in English.* Discuss question 1 together, and build up a list of types of reading on the board, e.g. *newspaper, blog, dictionary, instructions in the coursebook*. As you do this, ask learners how they normally read these things.

Make these points:

- sometimes it's important to read carefully and understand every word (e.g. following instructions, reading examples)
- sometimes it's better to try to read more quickly, and guess words as you go along (e.g. reading a story or a long news report)
- sometimes you only need to find particular information, so you don't need to read everything in detail (e.g. dictionaries).

- 4 Discuss the article on p68. Learners decide individually or in pairs/groups which ways of reading **1b** and **2** practise.

1b Reading quickly to get a general idea
2 Reading carefully to find detailed information

Point out that the reading activities in the Coursebook aim to practise all four kinds of reading in **2a**.

Explore speaking

Goal: explain words you don't know

Core language:

Saying you don't know a word: *I don't know what you call them. What's it called? I don't remember the word in English.*
Describing things: *They're made of ... They're like ... They have ... It's a kind of ...*

Opinions: *You (write in it). You usually find it in ... You use it to ...*

- 1 a *Listening.* Learners cover the conversations. Look at the pictures with the class and ask if learners know what they are in English. Explain that they will hear people talking about them, but these people don't know what they are called.

Play recording **2.38**. Pause after each conversation to allow learners to answer the questions.

1 a restaurant (in Poland) C (kluski)
2 an office B (diary)
3 a classroom E (kettle)

- b Learners look at the scripts on the right of the page. Establish what happens in each conversation.

1 Agnieszka explains a Polish word. (c)
2 Nazif can't remember 'diary' in English, so he describes it. (a)
3 Manuel explains what a kettle is. (b)


- 2 *Useful expressions.* Learners add expressions to each group. You could write them on the board in three lists.

1 *What's it called?*
I don't remember the word in English.
2 *They're made of ...*
They're like ...
They have ...
It's a kind of ...
3 *You (write in it).*
You usually find it in ...
You use it to ...

Language note

To talk about words for things, we can use the verb *call* in the active or passive:

- *What do you call this? I don't know what you call it.*
- *What's this called? I don't know what it's called.*

- 3 a  *Describing.* Learners try describing the things in A and D.

- b Then discuss them together. Alternatively, you could discuss them with the whole class.

Possible answers:

1 *It's a small bag made of paper. It has tea in it. You put it in a cup with hot water to make tea.*
2 *It's like a big cat. It lives in Africa. It's yellow with black spots.*

- 4 a *Speaking activity.* Learners choose four things and think about how to describe them.

- b  In turn, learners describe their objects.

- c *Round-up.* Each group chooses one of their words. One learner describes it to the class.

Let the learners look up the words in a dictionary or tell them the meanings.

8 Look again

Review

VOCABULARY Describing objects

- 1 a Play recording 2.39, and ask what the object is.

mobile phone

Ask learners to repeat what she says about it.

- b Learners choose an object to describe. Alternatively, you could give them pictures of objects to describe. They think how to describe the object and make notes.
- c In turn, learners describe their object. The others listen and guess what the object is.



You could use photocopiable activity 8B on the Teacher's DVD-ROM at this point.

GRAMMAR The passive

- 2 a *Focus on passive forms.* Read through the quiz questions and ask learners to give the verb forms. If necessary, remind them of present and past passive forms:

am/is/are + past participle

was/were + past participle.

1 *is spoken* 2 *were taken* 3 *is located* 4 *was sold*
5 *was written* 6 *was given* 7 *are called* 8 *was won*

- b / *Quiz.* Learners do the quiz.

Go through the answers together and play recording 2.40 to check.

1 b 2 a 3 b 4 a 5 c 6 c 7 b 8 c

- c *Writing quiz questions.* Together, learners write four more quiz questions, using the same style. To guide this, you could write useful passive verbs on the board:

... *is spoken* in *is/are called* ...

... *is located* in *was won* by ...

... *was written* in/by *was built* in/by ...

... *was painted* by *is made* in/by ...

Go round and check, giving help where necessary.

- d *Quiz.* Groups give their questions to another group, and that group does the quiz.

Round-up. Groups read out the questions they received and their answers. Check with the group who wrote them whether they are correct.

Alternative

Collect all the quiz questions and type them out on a worksheet. Give it out in the next lesson as a complete quiz.

CAN YOU REMEMBER? Unit 7 – will, might

- 3 a *Writing sentences.* To show what to do, say some sentences about yourself using the beginnings 1–6.

Learners write sentences using the sentence beginnings given.

- b *Speaking activity.* Learners read out their sentences and ask questions to find out more.

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

Extension

SPELLING AND SOUNDS ow

- 4 a Play recording 2.41, or say the words yourself. Learners repeat. Check that they pronounce the two sounds correctly. If they have problems, practise saying the individual sounds then run them together.

- b Learners add the words to the correct group.

/aʊ/ *brown, crowded, flower, how, town, vowel*
/əʊ/ *borrow, flown, follow, snow, tomorrow, window*

- c *Spellcheck: books closed.* Play recording 2.42 or say the words. Learners write them down.

- d *Open books.* Learners check the spelling in the script on p151.

NOTICE Describing opinions and beliefs

- 5 a Read the sentences and ask what they are about.

1 *Voynich Manuscript* 2 *Voynich Manuscript*
3 *Piri Reis map* 4 *Piri Reis map*

Look at the highlighted expressions. Point out that these are useful ways to describe opinions or beliefs.

- b Ask what learners can remember about the other objects. If necessary, let them check back to find out. They should use expressions in 5a. Possible answers:

Baghdad Battery:

People believe it was an old battery.

Some people think that batteries were used in the ancient world.

No one knows for sure what it is.

Saqqara Bird:

Some people think it is a model of an aeroplane.

Other people say it is just a bird.

Stone Balls:

No one knows for sure when they were made.

No one knows for sure what they were used for.

Alternative

Learners write sentences, referring back to the webpages if they need to. Then ask them to read out their sentences.



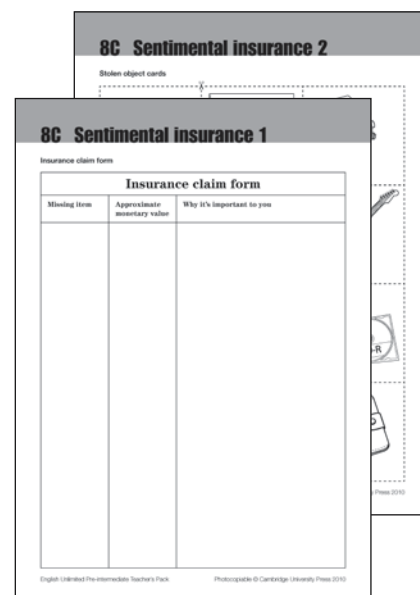
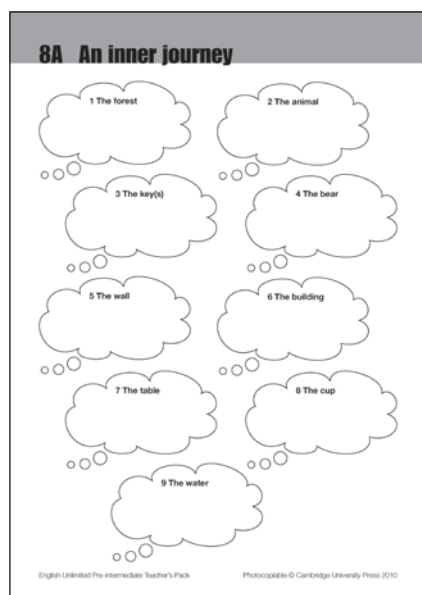
You could use photocopiable activity 8C on the Teacher's DVD-ROM at this point.

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 a number on each line.

Unit 8 Extra activities on the Teacher's DVD-ROM

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



8A An inner journey

Activity type: Listening – Guided imagining – Individuals / Pairs

Aim: To describe objects, animals and places

Language: Language of description – Use any time after 8.2.

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

Time: 20–30 minutes

8B Who on earth ...?

Activity type: Speaking – Guessing game – Groups

Aim: To describe the use, composition and origin of objects

Language: Passive forms – Use any time after 8.2.

Preparation: Cut up the invention cards.

Time: 20 minutes

8C Sentimental insurance

Activity type: Speaking – Making an insurance claim – Groups of four

Aim: To talk about possessions and their value

Language: Describing personal possessions – Use any time after 8.3.

Preparation: Make one copy of Worksheet 1 for each learner and enough copies of Worksheet 2 to allow three 'stolen object' cards for each learner in each group of four.

Time: 20–30 minutes

Unit 8 Self-study Pack

In the Workbook

Unit 8 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Buying things; Describing objects; Talking about a possession
- **Grammar:** *some, any*; The passive
- **My English:** Contrastive stress
- **Explore writing:** Advert on an online auction website
- **DVD-ROM Extra:** A favourite thing – Anna Laura, Justyna and Laura

On the DVD-ROM

Unit 8 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Contrastive stress
- **Explore speaking:** *Right*
- **Animated video:** At the market
- **DVD-ROM Extra:** A favourite thing

9.1

Goal: say how you feel

Core language:

VOCABULARY *yawn, laugh ...*
Extreme adjectives

Why do we do it?

VOCABULARY *yawn, laugh ...*

- 1 *Feelings verbs.* Look at the pictures with the class and ask what actions they show. Learners match the highlighted words with the pictures, then practise saying the words.

1 B 2 E 3 D 4 C 5 A

- 2 a *Guessing task.* Learners guess what numbers go in the sentences. Check the meaning of *muscles* and *on average*.

- b Play recording 2.43 to check.

1 6 2 17 3 2 or 3 4 12, 70 5 150

READING

- 3 a *Pre-reading task.* Learners read the sentences, using the glossary on the left of the page if necessary. Discuss with learners which ones they think are true.
- b *Jigsaw reading: phase 1.* Give learners a letter: A, B or C, alternating round the class. They read their own text (A p74, B p125, C p130) and decide which answers to 3a are true and which are false. (Each learner focuses on two sentences, as directed.)
- c Learners tell each other which of their sentences they think is true and which they think is false.
- 4 *Jigsaw reading: phase 2.* Learners read their article again and choose two or three facts. In turn, they tell their facts to the others in their group.
- Round-up.* Go through the sentences in 3a with the class. (Useful information for the discussion is in brackets here.)

- 1 False (Deaf and blind people can laugh.)
2 False (This represents only 10–20% of the times people laugh.)
3 False (We probably yawn when our brain is too hot.)
4 True (It cools the brain, so we don't need to yawn.)
5 True (Basal tears – to keep our eyes wet; Reflex tears – to clean our eyes; Emotional tears – when we're sad.)
6 False (We produce hormones when we are sad, and crying takes these away.)

Ask what other facts they found out, and deal with any new or difficult words.

- 5 Go round the class. Ask each learner which fact they found most interesting or surprising.

Optional extension

- Learners read the other two articles. They should try to guess unknown words, but could underline anything they really don't understand.
- Then go through all the articles with the class and explain new words and expressions.

How do you feel?

VOCABULARY Extreme adjectives

- 1 a Learners complete the conversations.

- b Play recording 2.44 to check.

Present the meaning of new words, using gestures and facial expressions to help. Check that learners understand that, e.g., *starving* means *very hungry*, *positive* means *very sure*, etc.

1 *starving* 2 *positive* 3 *tired* 4 *boiling* 5 *frightened*
6 *pleased* 7 *angry* 8 *freezing* 9 *amazed*

Learners practise saying the adjectives. Focus especially on the pronunciation of *frightened*, *surprised*, *delighted*, *exhausted*, *furiously*.

Optional practice with books closed

Give 'ordinary' adjectives in simple sentences and ask learners to say the 'extreme' equivalent, e.g. *I was pleased.* → *I was delighted.* *I'm hungry.* → *I'm starving.*

- c To show what to do, say the first line of a conversation. Ask learners to try to respond without looking at the book. Help them by prompting if necessary.

Learners practise the conversations.

- 2 *Modifiers.* Discuss the questions with the class.

1 *very* 2 *absolutely* 3 *really*

You could point out that 'extreme' adjectives already contain the meaning 'very', e.g. *starving* means 'very hungry', so we can't use *very* with them.

Optional practice

Say adjectives. Learners add one of the words from the box, e.g. *I'm hungry.* → *I'm very hungry.* *I was furious.* → *I was really furious.*

SPEAKING

- 3 a *Preparation for speaking.* Learners think about an experience involving one of the feelings. They could also make brief notes.

- b Learners take turns to tell each other about their experience. The others ask questions. Alternatively, do this with the whole class.



You could use photocopiable activity 9A on the Teacher's DVD-ROM at this point.

9.2

Goals: give and respond to different kinds of news
thank people and apologise

Core language:

VOCABULARY Reacting to news, thanking, apologising
GRAMMAR Present perfect 3 – giving news
PRONUNCIATION Intonation – speaking with emotion

Just good friends

LISTENING

- 1 a *Pre-listening activity.* Learners cover the sentences in 2. They look at the pictures and try to guess what is happening and how the people feel. If necessary, ask questions to lead them towards key points, e.g.
- 1 *Where are they? What's she doing? What is it? Is she happy?*
 - 2 *Is it the same day? What's she doing? Is she happy?*
 - 3 *Is it the same day? What are they talking about? How does he feel?*
 - 4 *What's she doing? Why?*

Option: Word clues

To help learners to guess, give key words for each picture on the board, e.g.

- 1 a present – birthday
- 2 a letter – a job
- 3 sister – a baby – cinema
- 4 happy – a job

- b Play recording 2.45. Learners listen to check their ideas and understand the outline of the story.

Possible answers to questions in 1a:

- 1 A *It's her birthday. He has given her a cactus.*
B *She doesn't get a job with NBS.*
C *She didn't go to the cinema. Her sister phoned.*
D *She got a new job. She's moving away.*
- 2 *They're just colleagues and friends.*
He likes her a lot, but she isn't interested in him.

- 2 a *Listening for details.* Learners complete the sentences.
- b Go through the answers and play recording 2.45 again to check.

- 1 flat 2 some friends 3 experience 4 five
5 sister in New Zealand 6 the cinema 7 200
8 place to live

Alternative

Before listening, look at the sentences in 2a and ask learners what they can guess about the story. Then play recording 2.45 to check.

- 3 *Discussion.* Ask learners what they think Jean-Paul should do. Alternatively, ask them to discuss this in pairs first, then talk about it with the class.

VOCABULARY Reacting to news, thanking, apologising

- 4 a *Expressions.* Look at the expressions in the box. Ask when you might say each one.

Possible answers:

- 1 *That's great! ...: someone has had good news (or has just done something positive)*
- 2 *I'm sorry ...: someone has had bad news*
- 3 *Thanks ...: you want to say thank you (e.g. someone gives you a present)*
- 4 *I'd like to ...: you want to say sorry (you've done something bad/negative)*

Ask learners which group the other expressions go in. You could write them on the board in four lists.

- 1 *Congratulations.*
Well done.
- 2 *I'm really sorry.*
That's not good.
- 3 *Cheers.*
That's very kind of you.
- 4 *I'm really sorry.*
Sorry.

- b Play recording 2.46 to check. Learners practise saying the expressions.

Language note

Cheers is an informal way to say 'Thank you'. It is also used when drinking (= 'To your health').
I'm (really) sorry can be used to react to bad news or to apologise.

- 5 *Responses to apologies and thanks.* Learners identify Jean-Paul's responses in the script on p151.

- I'm sorry.* → *That's OK.*
Don't worry about it.
Thank you. → *You're welcome.*
Don't mention it.

Alternative: Eliciting responses

Ask learners how they could respond if someone says *I'm sorry* or *Thank you*. Write possible responses on the board. Then learners look for Jean-Paul's responses in the script to compare.

PRONUNCIATION Intonation – speaking with emotion

- 6 a *Focus on intonation.* Play recording 2.47, and ask learners to notice how the voice goes up or down. Ask how the expressions sound different.


- A *The voice goes up then down at the end (to express surprise and pleasure).*
B *The voice stays low (to express sadness).*

Learners can mark this rise or fall with an arrow.

- b *Intonation practice.* Play the expressions in 4a again and ask learners to repeat. Focus their attention on the intonation patterns.

SPEAKING

- 7 a *Preparation for role play.* Choose a picture and take the part of Jean-Paul. Choose a student to be Rachel, and have a conversation. Use expressions from 4a.

 *Role play 1.* Learners choose a picture and have a conversation.

- b  *Role play 2.* Learners change roles and have a second conversation.

What's happened?

GRAMMAR Present perfect 3 – giving news

1 *Focus on use.* Look at the examples with the class and ask learners to choose the correct words in 1 and 2.

1 finished 2 present

Show how this applies to the examples, e.g. *I've bought you a present.* (= I'm not buying it now – my buying is over. But here's the present – you can see the result now.) Point out that we often use the present perfect to give news (e.g. something has happened or something has changed).

2 a *Gap-filling task.* Look at sentence 1 with the class and ask what goes in the gap (*Answer:* 've forgotten). Remind learners of the form of the present perfect:

have/has + past participle

Go through the verbs in the box and ask learners to give the past participle form.

/ Learners complete the sentences.

1 've forgotten 2 've lost 3 has passed
4 have ... bought 5 have built 6 have moved
7 has decided 8 've finished

b *Sentence practice: writing.* To show what to do, look at sentence 1 in 2a with the class. Ask how it might change, e.g.

- ... *I've forgotten your address.*
- ... *I've forgotten your phone number.*
- ... *I've forgotten your husband's name.*

Learners write five sentences, using their own ideas.

c Go through the answers together.

Possible answers:
2 *I've lost my wallet / money / coursebook.*
3 *Martin has passed his English exam.*
4 *... have just bought a new flat / a boat.*
5 *They have built 200 blocks of flats in the last year.*
6 *Javier and Mona don't live here any more. They've moved to another town.*
7 *... yoga teacher ... he has decided to cancel Tuesday's lesson.*
8 *I've finished my reading / chores / shopping ... drink / ice cream / walk.*

Note: Grammar practice

You could do the grammar practice on p139 at this point.

SPEAKING

3 a *Discussion.* Learners discuss the pictures and decide how each person feels, and why. Encourage them to use the present perfect when saying why / what they think has happened.

b *Round-up.* Look at each picture in turn and get ideas from different learners. Make sure they use the present perfect tense to say what they think has happened.

Possible ideas:

- 1 *She looks happy / pleased / delighted.*
Maybe she's had a letter from an old friend.
- 2 *He looks scared / frightened / terrified.*
He's just watched a horror film.
- 3 *She looks annoyed / upset / angry.*
She's just missed the bus.
- 4 *She looks sad / disappointed / worried.*
The plane hasn't arrived.
- 5 *He looks worried / embarrassed.*
Maybe he's lost his wallet.



You could use photocopiable activity 9B on the Teacher's DVD-ROM at this point.

9.3 Target activity: Catch up with friends

Goals: say how you feel
give and respond to different kinds of news
ask for news

Core language:

TASK VOCABULARY Asking for news
9.2 VOCABULARY Reacting to news
9.2 GRAMMAR Present perfect 3 – giving news

TASK LISTENING

1 Introduce the activity by getting learners to note down people for each category.

Learners compare what they have written and ask questions to find out more. Ask a few learners what they found out.

Alternative: Using a grid

- Learners draw a grid with four squares. They write names of four friends or people in their family in the squares.
- They exchange grids with a partner. In turn, they ask each other who the people are and how often they see them.

2 *Listening for details.* Play recording 2.48. Learners tick the things they talk about and then compare in pairs.

Check answers with the class.

Sharmila's new home	Mani's new job
Sharmila's new job	a concert

3 a Ask what they say about each thing. If necessary, prompt answers, e.g. *Is it a flat or a house? Is it big or small?* Then play recording 2.48 again to check.

Possible answers:

Sharmila's new home: *it's a house, lots of room, in a quiet street*
Her new job: *still teaches maths, in a different school, near their home, the children are difficult*
Mani's new job: *happy, has more money*
Concert: *Jenny went to a rock concert last weekend, it was great*

b / Ask learners how often they think Jenny and Sharmila see each other. Encourage discussion using the picture and the recording.

Possible answer:

They don't see each other very often because they live in different countries.

TASK VOCABULARY Asking for news

4 a / *Matching task.* Learners match the expressions.

2 c v 3 d z 4 a x 5 b w

b Learners check in the script on p151–2. Then go through the answers with the class and ask learners to read out the conversations.

Focus on these ways of asking for news:

- *What have you been up to?* (= what have you been doing?)
- *What's new with you?* (= what is your news?)
- *What are you doing?* (= these days)
- *How are things (at work)?* (= Is everything OK?)

c *Conversation practice.* Learners practise the conversations and try to give the responses from memory.

TASK

5 a *Preparation for speaking activity.* Learners think of five pieces of news to tell their friends. They could make brief notes.

b Learners plan what they might say, using 1–4 as a guide. Again, they can make notes.

6 *Speaking activity.* Learners tell each other their news and ask questions to find out more.

Round-up. Ask a few learners what they found out from others in their group.

Alternative: Preparation in pairs

- Learners think of five pieces of news.
- In pairs they practise asking and answering questions about their news.
- In groups, they talk about their news.



You could use photocopiable activity 9C on the Teacher's DVD-ROM at this point.

9 Explore

Keyword: *just*

Goal: use *just* in a range of contexts

Core language:

just = a short time ago

just = only

1 a *Books closed.* Give two examples, and ask what *just* means in each one, e.g.

– *I've just arrived home.* (*Answer:* just now, a short time ago)

– *I've got a very small flat – just one room and a kitchen.* (*Answer:* only)

Noticing task: books open. Learners look at the sentences and decide what *just* means.

1 a short time ago 2 a short time ago 3 a short time ago
4 only 5 only 6 only

b *Focus on verb tenses.* Ask which verb form is used in sentences 1, 2 and 3 (*Answer:* present perfect).

Language note

- 1 We often use *just* with the present perfect to indicate a short time ago, but not with the past simple. Compare:
 - *I've just started a new job.*
 - *I started a new job on Monday.*
- 2 We can also use *just* to talk about the present or the future:
 - *I'm just starting a new job.* (= exactly now)
 - *I'm just about to start a new job.* (= very soon)

2 a / *Adding 'just' appropriately.* Learners add *just* to the sentences. Remind them of the key meanings of *just*.

- 1 *I've just got back ...*
- 2 *just me ...*
- 3 *... I'm just going to stay in.*
- 4 *I've just seen her ...*
- 5 *I just have her home number.*
- 6 *... just a second*

b Play recording 2.49 to check and go over the answers with the class.

Learners practise the conversation.

3 a *Matching task.* Read question 1 and ask learners to find the reply (*Answer:* f). Ask where the conversation takes place (*Answer:* In a restaurant or café.).

/ Learners match the sentences and decide where the conversations take place. (Some of the following answers are suggestions, e.g. 5. Learners might come up with other plausible contexts.)

- 1 f In a restaurant or café.
- 2 d In someone's home or in an office.
- 3 c In a shop or a market.
- 4 a In a hotel or a restaurant.
- 5 e In the street, a bus/train, or in someone's home/office.
- 6 b On the phone (probably at home because of 'in').

b *Conversation practice.* Say some of the sentences 1–6 and ask learners to respond without looking at the book.

Learners cover a–f. They take turns to say sentences 1–6 and respond from memory.

Across cultures: Gestures

Goal: sensitise learners to how different gestures are used in different cultures

Core language:



Expressions communicated by gestures: *stop, be quiet, wait*, etc.

1

Optional lead-in with books closed

Give one or two typical gestures that people use in your culture (you could choose from those in 1–20), and ask the class what they mean. Ask if they think they mean the same in all countries or cultures. Use this activity to teach the word *gesture* (= something you communicate with your hand, your head, etc., but not in words).

Look at the expressions in 1–20 and make sure learners understand them all, e.g. *secret* (= something you don't want to tell other people), *crazy* (= not normal, mad).

 /  Learners look at each expression in turn and see if they agree what gesture is used for it.

Mixed-nationality classes

Learners should sit with people from a different country so that they can find out if they use the same gestures. Ask them to make a note of any gestures where there are differences between cultures.

Go through the items together, and see if everyone agrees or if there are differences between learners' cultures.

- 2 a *Listening.* Play recording 2.50, then discuss the questions together.

1 No. 2 Of course, no problem.

You could also ask other questions, e.g.

- *Where was he?* (Answer: In a taxi)
- *What did the driver do?* (Answer: He pointed to his eyes)
- *What did he think it meant?* (Answer: Be careful)
- *How did he find out?* (Answer: A friend told him)

- b Learners check in the script on p152 or you could play recording 2.50 again to check.

- 3 *Discussion.* Either discuss the questions with the whole class, or let learners discuss them in pairs, then ask what they talked about.

Note

How much time you spend on this section will depend very much on whether the learners have travelled abroad or know about other countries.

Explore writing


Goal: write an email or note of apology

Core language:

Apologies: *Sorry I couldn't ...; Unfortunately I won't be able to ...; I'm sorry ...*

Excuses: *I had ...; I have to ...; I'll be ...*

Good wishes: *Hope you ...; I hope you ...*

- 1  To introduce the activity, get learners to think of reasons why people might not accept an invitation to a party and to note them down. Get ideas from the class and build up a list of ideas on the board.


- 2 *Reading for main point.* Learners read the emails and answer the questions.

1 He had a cold, and he was in bed all weekend.
2 He'll be in Porto (= a town in Portugal).

- 3 *Reading for details.* Learners read the emails again and put the events in order.

2 phone Kim (tomorrow)
3 see Kim (this weekend)
4 go to Porto (next week)
5 retirement lunch (while he is in Porto)
6 return from Porto (next Friday)
7 meet Sean (Monday 19th)

Discuss the answers together, and ask the class when each event will happen. If necessary, write them on the board, getting learners to tell you the order.

- 4 a  Learners match the expressions with the endings.

a 5 b 3,8 c 6 d 1,4 e 2 f 7

- b Ask which expressions are for apologies, excuses and good wishes.

apologies: d, f excuses: a, c, e good wishes: b

Alternative: Presentation on the board

For 4b, write key expressions on the board in three lists, getting learners to help you:

Apologies:	Excuses:	Good wishes:
<i>(I'm) sorry I couldn't ...</i>	<i>I have to ...</i>	<i>(I) hope you ...</i>
<i>Unfortunately I ...</i>	<i>I'll be ...</i>	

- 5 a *Preparation for writing task.* Learners choose one of the situations (or give different situations to different learners). They think about the questions.
- b *Writing an email.* Learners choose one of the situations and write an email.
- 6 *Round-up.* Learners 'send' their email to another person and comment on the email they received. Ask them to read their emails out. Others comment on whether they think the reasons for not going are good.

Alternative: Writing in pairs or groups


- Learners plan and write the email in pairs or groups.
- They 'send' their email to another pair/group, who write a reply.

9 Look again

Review

VOCABULARY Extreme adjectives

- 1 a To remind learners of 'extreme' adjectives, give a few examples of 'ordinary' adjectives and ask them to tell you the 'extreme' equivalent.

 Learners write the extreme adjectives.

2 freezing 3 terrified 4 boiling 5 starving
6 delighted 7 positive 8 amazed 9 exhausted

- b  Learners ask and answer the questions.

Round-up. In turn, learners read out their sentences to the class. Other learners listen and ask questions. Alternatively, they could do this in pairs or groups.

GRAMMAR Present perfect

- 2 a Learners complete the sentences.

1 Have you ever ... 2 How long ... 3 ... recently

- b Discuss the questions, and remind learners of the three uses of the present perfect:
- a) to talk about an unfinished action or situation (= something that is still going on) – example 2
 - b) to talk about a finished action with a present result – example 3
 - c) to talk about your whole life up to now – example 1

If necessary, give other examples of each type.

a – example 2 b – example 3 c – example 1

- c Learners write three questions using the expressions given. As they do this, go round and check.

 Learners ask and answer each other's questions.

Alternative

Do the activity with the whole class. In turn, learners ask a question and choose someone to answer it. Then that person asks a question and chooses someone else, and so on.

CAN YOU REMEMBER? Unit 8 – Buying things


3 a **Optional lead-in with books closed**

- Give the following situation: You (the teacher) are at a market, and you see a rug you like. Ask the class what you could say, and what the stallholder might reply. In this way, build up a conversation together. Then do the same for a coat and a pair of shoes.
- Write any expressions that learners don't remember on the board.

Learners match the sentences with the responses.

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

- b Learners cover responses a–g. Say a few of the sentences and ask them to give suitable responses.

 Learners say the sentences and give responses based on their own ideas.

Extension

SPELLING AND SOUNDS *-ge, -dge, -age*

- 4 a Point out that *-ge* and *-dge* have the same sound. Play recording 2.51, or say the words yourself. Learners repeat. Check that learners say /dʒ/, not /gə/.

- b Learners add the endings. Then practise saying them.

village change luggage fridge message orange
page large arrange

- c *Spellcheck: books closed.* Play recording 2.52, or say the words yourself. Learners listen and write them down.

- d Learners check the spellings in the script on p152. Alternatively, ask them to spell the words (with books closed) and write them on the board.

NOTICE Describing ideas


- 5 a Look at the sentences and ask learners what they can remember about laughing.

Learners read the article on p74 again to check.

1 health 2 good 3 form groups and work together

Check the meaning of the highlighted expressions:

- *It seems that ...* (= probably)
- *One idea is that ...* (= some people have said this)
- *It may be that ...* (= maybe, perhaps)

- b  Learners each read one of the other two texts on p125 or p130.

They tell each other about the text they have read, using the highlighted expressions in 5a.

Round-up. Look at each expression in turn and ask learners to tell you how they used it.

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 a number on each line.

Unit 9 Extra activities on the Teacher's DVD-ROM

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

9A Feelings questionnaire

Just imagine ...
Imagine the following situations. How would you feel?
Write your feelings in the gaps.

Your best friend tells you he/she is going to move to another country.

Your doctor tells you that you need an operation. _____

You wake up to find a stranger in your bedroom. _____

Your boss tells you that he/she is going to give you a pay-rise. _____

You get a phone bill for €2,000. _____

Your friend says he/she can't keep the date you have made. _____

You crash your father's car. _____

Your friend gives you a present that you really like. _____

You go to a friend's house for dinner but he/she serves something you don't like. _____

You lose your wallet with all your money, cards and your ID in it. _____

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9B In the middle of the night

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9C Mixed-up reunion

X - - - - -
Name: _____
After leaving _____
Then _____
Now (and for how long) _____
Other _____

X - - - - -
Name: _____
After leaving _____
Then _____
Now (and for how long) _____
Other _____

X - - - - -
Name: _____
After leaving _____
Then _____
Now (and for how long) _____
Other _____

X - - - - -
Name: _____
After leaving _____
Then _____
Now (and for how long) _____
Other _____

English Unlimited Pre-intermediate Teacher's Pack Photocopiable © Cambridge University Press 2010

9A Feelings questionnaire

Activity type: Writing / Speaking – Questionnaire – Pairs / Groups

Aim: To describe feelings in a variety of situations (and suggest suitable responses)

Language: Describing feelings – Use any time after 9.1.

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

Time: 15–20 minutes

9B In the middle of the night

Activity type: Speaking – Telling a story – Pairs / Whole class

Aim: To speculate on what has happened in a story / understand a joke in English

Language: Present perfect for present results of past events/actions – Use any time after 9.2.

Preparation: Make one copy of the worksheet for every two learners.

Time: 20 minutes

9C Mixed-up reunion

Activity type: Speaking – Role play – Whole-class mingle

Aim: To give and respond to different kinds of personal news

Language: Present simple/ progressive/perfect for responding to news – Use any time after 9.3.

Preparation: Copy enough worksheets to allow one role card for each learner. Cut out role cards.

Time: 30–40 minutes

Unit 9 Self-study Pack

In the Workbook

Unit 9 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Extreme adjectives; Reacting to news, thanking, apologising; Asking for news
- **Grammar:** The present perfect 3 – giving news
- **Time out:** Yawning, smiling, laughing, sneezing
- **Explore reading:** Article about feelings
- **DVD-ROM Extra:** Ways of communicating – Shih-Chen and Paivi

On the DVD-ROM

Unit 9 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Intonation – speaking with emotion
- **Explore listening:** A trailer for a radio programme
- **Listening:** Phoning to apologise
- **DVD-ROM Extra:** Ways of communicating

10 Getting organised

10.1

Goal: book a room and check into a hotel

Core language:

VOCABULARY Hotel facilities
Staying in a hotel

A place to stay

VOCABULARY Hotel facilities

- 1 To introduce the topic, ask the class what they think makes a hotel good or bad.

To answer question 1, learners think of the best hotel they have ever stayed in and the worst hotel, and write down where it was. Then talk about this with the class or get learners to talk about it in pairs.

Note

If most of your class have never stayed in a hotel, leave this introduction out.

To answer question 2, learners imagine you are a visitor to their home town or the town they are studying in. Ask them to recommend a hotel, and ask them why it is good.



Alternative: Homework preparation

As homework before the lesson, ask learners to find a good hotel for a visitor (to their home town or where they are studying) on the Internet, and give a price range. In the lesson, ask them to recommend their hotel and say a few things about it.

- 2 *Reading for main idea.* Look at the web page and ask what kind of hotel it is and what country it is in (*Answer:* a business hotel, not too expensive (3-star); in Kuala Lumpur, the capital of Malaysia).

Learners read the introduction and answer the questions.

*It's in the centre (heart) of Kuala Lumpur.
It's close to banks, offices, embassies, a shopping mall
and not too far from Kuala Lumpur International Airport.*

- 3 a  /  *Hotel facilities.* Learners complete the web page.

Discuss the answers together and present any new words, e.g.

- *double room* (= a room with a double bed)
- *twin room* (= a room with two single beds)
- *buffet breakfast* (= you serve yourself)
- *laundry* (= they wash your clothes)

1 *business centre* 2 *parking* 3 *air conditioning*
4 *laundry* 5 *health club* 6 *single room* 7 *double room*
8 *twin room* 9 *buffet breakfast*

- b Play recording 3.1 to check. Learners practise saying the words. Focus especially on the pronunciation of *double*, *health* and *buffet* (originally a French word).

- 4 *Discussion.* Ask which things are important, and see if everyone agrees. To make this more focused, you could ask learners to imagine they are on a two-day business trip to Kuala Lumpur. They choose three things they think are very important about the hotel and three things they think aren't important.

Booking a room, checking in

LISTENING

- 1 *Listening for main points: booking a room.* Learners read the short text below the photo and the words in 1 and question 2. Then play recording 3.2. Learners listen and answer the questions.

1 *internet access, late arrival, a swimming pool*
2 *Yes.*

Optional pre-listening task

Before you play recording 3.2, ask learners to read the short text below the photo and to guess which things in 1 they think he will ask about. Then they listen to check.

- 2 *Listening for details.* Learners listen again and answer the questions.

1 *Nothing – it's included in the room rate.*
2 *Around 10 pm.*
3 *Single.*
4 *10th November*
5 *Three*

Play the recording again to check and go over the answers with the class.



Language note

We can *book* or *reserve* a room – these mean the same. We can also say *make a booking* or *make a reservation*.

- 3 *Listening for main points: checking in.* Ask what happens when you *check in* (= you arrive at the hotel, show your passport, fill in a form, get your key, etc.). Play recording 3.3 and ask which things Leonardo wants (*Answer:* 1 a map).
- 4 *Listening for details.* Read through the sentences, then play recording 3.3 again. Learners listen and choose the correct words.

1 *13th* 2 *passport* 3 *Leonardo* 4 *1406* 5 *11.00*

VOCABULARY Staying in a hotel

- 5 a  /  *Language focus.* Learners complete the sentences.

1 *says* 2 *included, charge* 3 *have* 4 *book*
5 *reservation* 6 *is* 7 *check-out*

- b Play recording 3.4 to check, and go through the answers with the class. Learners then practise saying the questions.

- 6 a *Matching task.* Learners match the questions in 5a and the answers.

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

- b Learners cover 6a and try to remember the answers. Ask learners to cover 5a and try to remember what Leonardo said. Learners practise asking and answering the questions.

SPEAKING

- 7 a *Preparation for speaking activity.* Learners look at the web page on p82 and prepare for the two conversations, making brief notes on what to ask. Show them what to do by writing notes on the board and discussing what questions they might ask, e.g. – *double – 3 May, 4 nights* – *breakfast? business centre? swimming pool?*
- b Learners have conversations. They book a room and check in, then they change roles and repeat the activity. They could also form new pairs when they change roles.

10.2

Goal: talk about plans and arrangements

Core language:

GRAMMAR Future plans and arrangements
PRONUNCIATION Intonation in questions

Remember me?

READING

- 1 In introducing the topic, check that learners understand what a social networking site is, and ask them to give examples. Then find out how many people in the class have used social networking sites, and how many regularly use them.
- / Learners read through the opinions and decide which they agree with and why. Then discuss opinions with the whole class.

Optional grouping

If only some people use social networking sites, you could divide the class so that each group has a mixture of 'users' and 'non-users'.

- 2 *Reading 1: reading for main points.* Learners read the message from Min to Leonardo and answer the questions.
- 1 They worked together in San Francisco.
2 About six years ago.
3 In Kuala Lumpur.
- 3 *Reading 2: reading for specific information (scanning).* Ask learners to read the emails quickly and find out what Leonardo's and Min's jobs are.

Leonardo: marketing manager, Rio Amazonia
Min: advertising manager, MalayTech

- 4 *Reading for details.* Learners read the emails again, then discuss what Leonardo and Min have in common.

Possible answers:

They both moved back to their home countries.
They both worked for GIG in San Francisco.
They are both single.
They both live near their families.
They are both managers.

Plans and arrangements

LISTENING

- 1 *Listening for general information.* Play recording 3.5. Learners listen and choose the correct option.

b (They arrange to meet for lunch.)

- 2 *Listening for specific information.* Play recording 3.5 again. Learners answer the question.

Thursday, 1 o'clock, Petronas Towers (by the main entrance of Tower 2)

- 3 Tell the class that Min calls Leonardo. Ask what they think she will say.

Play recording 3.6, and ask what arrangement they make.

6.30, Friday evening (for dinner). Same place as above.

You could also ask other questions, e.g.

- *Why isn't Min free?* (Answer: She has meetings all day.)
– *When is Leonardo leaving?* (Answer: Saturday morning at 11.15.)
– *What will Min do about her work?* (Answer: She'll take some work home. She'll probably do it at the weekend.)

- 4 a *Pre-reading task.* Discuss what Min might write in her email. Get different ideas from the class.

- b *Reading to check.* Learners read Min's email on p129.

She thanks Leonardo for the dinner and the flowers.
They will see each other in May.

Discuss what the class guessed correctly and what was different.

GRAMMAR Future plans and arrangements

- 5 *Focus on form.* Learners match a–d with examples 1–4. Ask them to identify the verb forms in the examples. Point out that time expressions are usually used with these forms.

a 3 b 1 c 2 d 4

Optional extra for presentation

Give other examples to show how the forms are used.

be going to ... (to talk about plans)

– *When I leave school, I'm going to travel.*

– *I'm going to write some emails this evening.*

Present simple (timetables, schedules)

– *The train arrives at 6.35.*

– *The concert starts at 7.30.*

Present progressive (for things we've arranged)

– *We're meeting at 6.30.*



– *I'm having a party on Saturday.*

Verb be + adjective

– *Are you free tomorrow?*

– *I'm at home on Thursday.*

Refer learners to the conversations between Min and Leonardo on p152 and ask them to find examples of the forms and the time expressions that the speakers use with them.

- 6 a  /  Learners complete the sentences. Find out what they decided on and the reasons for their decisions.

2 ... *does this class finish?*

3 *Are you going ...? / Are you going to go ...?*

4 ... *are you having ...? / ... are you going to have...?*

5 *Are you ... ?*

6 ... *do the shops close tonight?*

7 *Are you meeting ...? / Are you going to meet ...?*

8 *Are you working ...?*

- b Play recording 3.7 to check, and then go over the answers with the class. Learners repeat the questions.

Note: Grammar practice

You could do the grammar practice on p140 at this point.

PRONUNCIATION Intonation in questions

- 7 a *Focus on intonation.* Play recording 3.7. Learners listen and circle the correct options. (Play the recording again if necessary.)


a up b down

Let learners listen again.

- b Play each question and ask learners to repeat it. Focus learners' attention on the intonation.

SPEAKING

- 8 To show what to do, ask question 1 from 6a to a few learners in turn, and ask a few follow-up questions. They could then ask you the same question.


 Learners ask and answer the questions in 6a and ask further questions to find out more.

- 9 *Round-up.* Ask learners to describe the most interesting thing they found out about their partner's plans/arrangements.



You could use photocopiable activity 10A on the Teacher's DVD-ROM at this point.

10.3 Target activity: Arrange to meet up

Goals: talk about plans and arrangements 
make and change arrangements

Core language:

TASK VOCABULARY Arranging to meet up

10.2 GRAMMAR Future plans and arrangements

TASK LISTENING

- 1 To introduce the activity, write these expressions on the board and ask what they mean:

– *arrange a meeting* (= agree a time)

– *cancel a meeting* (= it won't happen)

– *postpone a meeting* (= have it at a later date)

Discuss the questions with the class.

Alternative with books closed

Ask the class to imagine they want to meet a friend: ask what they might say. Then they imagine they have to cancel the meeting: ask what they might say. Try to get ideas from different learners and build up expressions on the board.

- 2 *Listening 1.* Write on the board:
Ladysmith Black Mambazo – Hana's Café

Play recording 3.8 and ask what Jason and Akio arrange to do.

They arrange to go to a (music) festival.

They arrange to meet at Hana's Café on Saturday at 12.30, then see Ladysmith Black Mambazo at 3.30.

- 3 *Listening 2.* Play recording 3.9. Learners listen and answer the questions. Ask why they can't go together and when each person plans to go.

Akio has to work on Saturday. He plans to go on Sunday afternoon.

Jason is seeing his mother on Sunday. He plans to go on Saturday afternoon (as before).

TASK VOCABULARY Arranging to meet up

- 4 *Changing arrangements.* Play recordings 3.8 and 3.9 again, pausing from time to time. Learners listen and circle the correct expressions.

1 this week 2 going too 3 Saturday 4 3.30
5 on Saturday 6 Can we postpone?

Focus on these expressions:

– *Do you fancy -ing?* (= Do you want to ...?)

– *Can you make (Saturday)?* (= Can you come then?)

– *I can't make it (tomorrow)* (= I can't come then.)

TASK

- 5 a *Preparation for making arrangements.* Learners choose three things to do with friends (1) and write down four times when they are free (2), as shown in the handwritten note.

b *Making arrangements: mingling activity.* Learners move round the class and make arrangements with three people, ensuring that they find a different person for each arrangement. They should note down their names beside the times they have written down, and write what the arrangement is (e.g. 1 tomorrow, 12 pm – go for lunch with Ahmed).

6 a *Preparation for changing arrangements.* Learners cancel two of their arrangements. They cross out the arrangement and make a note of why it won't work.

b *Changing arrangements: mingling activity.* Learners try to make new arrangements with the two people, agreeing on a different date and time.

Round-up. Ask a few learners what they have arranged.

Alternative: Learners remain seated

If learners can't move freely round the class, they could arrange to meet two people who are sitting near them. In the second phase, they could cancel one of the arrangements they made, and try to find a new time.



You could use photocopiable activity 10B on the Teacher's DVD-ROM at this point.

10 Explore

Keyword: *make*

Goal: use *make* in a range of expressions

Core language:

common expressions with *make* + noun
make + object + verb, e.g. *make people yawn*
make + object + adjective, e.g. *make people happy*

make + noun

1 a **Optional lead-in with books closed**

To introduce expressions A–C, give examples, e.g.
 – *I borrowed money to buy a car, and I need to make repayments every month.*
 – *After class, I'm going to go home and make dinner.*
 – *My son is having problems at school, so I've made arrangements to see his teacher.*
 Ask the class what you said, and write the expressions on the board.

Look at the expressions in **1a** and ask which group they go in.

- A** *make a profit, make repayments*
- B** *make a snack, make some salad*
- C** *make an appointment, make friends, make mistakes*

To check that learners understand the expressions, you could use them in questions to the class, e.g.

- *If you go to a new town, how do you make friends?*
- *If you want to make a snack, what do you need?*
- *What's the quickest way to make money?*

b Ask learners to suggest other expressions for each type, and write them on the board. You could prompt ideas (e.g. *You can make a salad – what else can you make? What about drinks?*).

Possible answers:

- A** *make a loss, make a fortune*
- B** *make breakfast, make a cup of coffee, make an omelette*
- C** *make the beds, make a fire, make notes*

2 a *Questions with 'make'.* Check that learners know the forms of *make*, and write them on the board:

make – made – has made

Learners complete the sentences.

- 1** *made a phone call*
- 2** *make a list*
- 3** *made a meal*
- 4** *make presentations*

b Learners write two more questions, using expressions from **1a** and any others that you added.

Learners ask and answer the questions.

Alternatively, do this with the whole class: learners ask a question and choose someone to answer it.

Patterns with *make*

3 a *Books closed.* To introduce these uses of *make*, write on the board:

- a) It makes him feel better.*
- b) It makes people more relaxed.*

Point out the structure of the sentences: *make* + object + a) verb / b) adjective

Learners read the sentences and identify the meaning of *make* in the highlighted expressions (*Answer:* a).

b *Books open.* Learners read the sentences again and decide which form they contain.

a: 1, 2 **b:** 3, 4

Optional focus on meaning


To enable learners to better understand the differences in the meaning of *make* in the sentences, ask them to discuss in pairs or groups which of the following best describes the meaning of *make* in each case. (Sentence numbers are in brackets.)
 cause ... to ... (1, 2) cause to become ... (3, 4)

4 Learners tell each other what makes them furious, what makes them cry, etc.

Round-up. Take each adjective/verb in turn, and ask a few learners what they said about it.


Independent learning: Improve your listening

Goals: develop learners' awareness of approaches to listening (e.g. listening for general information, listening for detail)
encourage learners to improve their listening skills and strategies

- 1  *Self-assessment activity.* Learners think about questions 1 and 2 and discuss them, noting down things they would like to understand better.
- Discuss question 1 with the class and build up items on the board. For each item, ask what makes it difficult to understand (e.g. it's too fast/complicated).


Alternative

Write two list headings on the board: *Easy* and *Difficult*. Elicit things that learners might listen to in English, and ask the class which list each one should go in. Ask them what makes each kind of thing difficult or easy. *Possible types:* instructions/directions, songs, the news, real-life conversations, radio/TV interviews, telephone conversations.

- 2 *Listening for general information.* Play recording 3.10 and answer the questions.
- 1 Alexei 2 Ae-Young 3 Martin
- 3 a  *Listening for main points.* Learners answer the questions.
- b Play recording 3.10 again to check, and go through the answers with the class.
- 1 Martin 2 Ae-Young 3 Martin 4 Alexei
- c As you go through the answers, ask whether learners think the idea/strategy is good or not, and whether they tend to do (or would consider doing) the same.

Alternative

Do the whole of 3 as a single stage with books closed. Focus on each speaker in turn and ask the class how much they understood of what he/she said. Get ideas from different learners. Then play recording 3.10 to check, and ask what they think of the speaker's ideas.

- 4 a  Learners make a list of ideas, one for each question.
- b Learners read out their ideas, then look at the lists on p126.

Explore speaking

Goal: use questions to preface invitations and requests

Core language:

General questions: *Are you free ...? Are you doing anything ...? What are you doing ...? Have you got a moment?*
Invitations: *Would you like to ...? Do you want to ...?*
Requests: *Could you ...? Can I ...?*

- 1 To introduce the topic, read the examples with the class and establish that:
- if we want to invite someone, we often start with a general question, e.g. *Are you free? Are you busy on Saturday?* This makes it easier for them to say 'No'.

– if we ask someone to do/for something, we often start with a question, e.g. *Do you have a pen? Are you busy?* This prepares them for what we'll say next.

Alternative introduction with books closed

Have conversations like those in 1, e.g.

- choose a learner and say *Are you free?*, then invite him/her for a coffee
- choose a learner and say *Do you have a pen?*, then ask to borrow it.


After each conversation, ask learners what your opening question was.

- 2 *Listening for main point.* Learners cover the conversations in 3. Play recording 3.11 and get learners to identify each of the three situations (1–3) by matching them with the pictures (A–C).

1 C (*inviting someone to the cinema*)
2 A (*inviting someone for coffee*)
3 B (*asking for help with a computer*)


- 3 *Language focus.* Learners read the conversations. They underline the opening questions and the invitation or request in conversations 2 and 3.

2 *What are you doing tomorrow?*
Do you want to meet up for a coffee in the morning?
3 *Have you got a moment?*
Sorry, but could you help me with my computer?

- 4 a  *Discussion.* Learners read the conversations and decide how they might continue.

Possible answers:

1 A ... *come to a Chinese restaurant with us on Saturday?*
2 A *Do you want to go out for lunch?*
3 B *Yes, I am.*
A I'm going to the exhibition at the Arts Centre. Would you like to come?
4 B *Yes, I have.*
A Could I use it for a moment?
5 B *Yes, I am.*
A Shall we meet for a coffee first?
6 B *Nothing special, no.*
A Would you like to go for a drive?

- b  Learners practise the conversations.
- 5 a Give learners numbers 1–4, going around the class, or let learners choose an activity. They read the instructions for their number and prepare what to say.
- b *Mingling activity.* Learners move freely round the class, finding people to join them in their activity.
- c *Round-up.* Ask learners which activity they had and who they found to join them in their activity.

Alternative

If it is difficult to move around the class, learners could stay in their seats and ask two or three people who are sitting near them.

10 Look again



Review

VOCABULARY Hotel collocations

- 1 a To show what to do, ask what word in B goes with *air* (Answer: conditioning).

 /  Learners match the other items.

<i>en-suite bathroom</i>	<i>double room</i>
<i>Internet access</i>	<i>private parking</i>
<i>business centre</i>	<i>health club</i>
<i>buffet breakfast</i>	

- b Ask learners to suggest other collocations. You could prompt them by giving the first word yourself, e.g. *single (room), reception (desk), dining (room), twin (room), swimming (pool), fitness (centre), car (park)*.
- c  /  Learners imagine a perfect hotel, and write a list of features. One learner from each group describes their perfect hotel, using their list to help them.

Writing option

Groups write a web page advertising the hotel and listing its features. Alternatively, learners could do this for homework.




You could use photocopiable activity 10C on the Teacher's DVD-ROM at this point.

GRAMMAR Future plans and arrangements

- 2 a Ask learners if they can remember different ways to talk about future plans. Ask them to give examples of each.

 /  Learners complete the conversation.

1 Can	2 are	3 going	4 have	/ 'm/am having
5 're/are getting	6 is	7 can't	8 I'm taking	9 can
10 leaves	11 get			

- b  Learners think of changes they could make to the conversation and note them down. Then they role play the conversation. *Round-up.* Ask pairs in turn to have their conversation. The others listen and say what details they have changed.


CAN YOU REMEMBER? Unit 9 – Reacting to news, thanking, apologising

- 3 a Learners circle the best responses.

1 Well done!	2 I'm sorry to hear that.
3 That's very kind of you.	4 That's not good.

Alternative with books closed initially

- Say each of A's remarks in turn (e.g. *I passed my driving test yesterday.*). Ask learners to give suitable responses (e.g. *Well done! Congratulations! That's great!*).
- Then learners open their books and do 3a as a check.

- b  Learners form A/B pairs and have the conversations. A reads sentences 1–4 and B responds from memory. Then learners change roles and repeat the activity.

Extension

SPELLING AND SOUNDS *au, aw* /ɔ:/

- 4 a Play recording 3.12, or say the words yourself. Learners repeat. Check that they pronounce the /ɔ:/ sound correctly. Point out that it is a long sound, said with lips rounded.
- b Learners write the words. Then write them on the board in two lists.
- | |
|---|
| <i>au: autumn, daughter, exhausted, sauce</i> |
| <i>aw: draw, lawyer, strawberry, yawn</i> |
- c Ask learners to try saying the words, then play recording 3.13 to check, or say them yourself. Learners repeat.
- d *Spellcheck: books closed.* Play recording 3.14 or say the words. Learners write them down.
- e *Books open.* Learners check the spellings in the script on p153.


NOTICE Work

- 5 a Read the sentences and match them with the definitions.

1 c 2 b 3 a 4 d

Point out that:

- *work* can be either a noun (= a job) or a verb
- we say *at work, after work, to work* without 'the'
- we often use *work* to talk about machines and appliances (= *go, run*):
 - *The dishwasher isn't working.*
 - *Is the light working?*
 - *This calculator doesn't work.*

- b  /  Learners discuss the questions.

Talk about the questions with the class. (For question 2, encourage learners to think of specific examples, e.g. a computer, a plug, a torch, a car, an iron. Focus on whether they try to mend it themselves or get help from someone else.)

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 a number on each line.

Unit 10 Extra activities on the Teacher's DVD-ROM

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

10A Special dates

Date	Noun	Verb	Adjective
1			
A			
2			
B			
3			
C			

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10B Make a date 2

Activity strips

10B Make a date 1

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10C Hotel roles

A	B
1 Guest: You would like to order a taxi to take you to the airport in the morning. You go to Reception.	1 Receptionist: You are particularly busy at the moment, but there's a courtesy phone for guests in the lobby. Direct the guest to the phone.
2 Receptionist: Respond to the guest's problem.	2 Guest: You are in room 134. There isn't any toilet paper in the bathroom. Phone Reception.
3 Guest: You need a recommendation for a good restaurant near the hotel.	3 Receptionist: You want to be helpful, but you are new to the area. Find a solution, though.
4 Receptionist: You receive a phone call from a hotel inspector who is staying in room 405. You need to be very helpful.	4 Hotel inspector: You are very demanding. Phone Reception and make three unreasonable requests.
5 Guest 1: You are in room 205. It's late at night. You were having a shower when you heard a knock at the door. You put on your bathrobe and went out to see who was there, but there was nobody and then your door shut behind you. Ask the person in room 205 if you can use his/her phone.	5 Guest 2: You are in room 205. You were asleep in your room when there was a knock at your door. You open it to find a wet coat/wet suit hanging in the hallway. Respond to his/her request.
6 Guest: You are in room 105. There is a very loud party in the ballroom beneath you. It's 10 o'clock and you can't get to sleep. You have an important business meeting tomorrow morning. Phone Reception.	6 Receptionist: The people having the loud party in the ballroom are important regular customers at the hotel. You want to keep their business, but you need to keep the guest in room 105 happy.
7 Manager: The hotel is fully booked, but you need to calm your guest down and find a solution to the problem.	7 Guest: You are with your wife/husband. You are staying in the hotel for three days. When you get to your room, you find it is a single room. Talk to the manager. You are very upset.
8 Guest: You are in room 301, an executive suite. You have brought your pet bulldog to the hotel with you. Phone Reception to ask for a food of lettuce for him.	8 Receptionist: The guest in room 301 is very famous, so be very helpful when you respond to his request.
9 Receptionist: It is 2 am and the fire alarm has just gone off in the middle of the night. You're not sure if there's a real fire.	9 Guest: You are in room 217. It is 2 am and you have just been woken up by a loud noise which is still continuing. Phone Reception to complain.
10 Guest: It's 9 pm. You have a plane to catch tomorrow morning. You need to get up at 5.15 am and leave by 6 am or you will miss your plane. You have a long journey ahead of you and need breakfast before you leave. Go to Reception.	10 Receptionist: You know that the night porter who does the wake-up calls is not very reliable. You also know that the dining room does not open for breakfast until 7 am. Find a solution to the problem.

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10A Special dates

Activity type: Speaking – Exchanging personal information – Groups

Aim: To talk about important dates / contrast plans with more general predictions

Language: Talking about feelings and habits (review) / talking about plans – Use any time after 10.2.

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

Time: 15–20 minutes

10B Make a date

Activity type: Writing / Speaking – Diary writing / Conversations – Whole class

Aim: To talk about / make arrangements with other people

Language: Present progressive for future free-time arrangements – Use any time after 10.3.

Preparation: Make one copy of Worksheet 1 for each learner. Make enough copies of Worksheet 2 for each learner to have at least one activity strip, and cut them up.

Time: 20–30 minutes

10C Hotel roles

Activity type: Speaking – Mini role plays – Groups / Pairs

Aim: To practise / role play various hotel situations / make and respond to requests

Language: Prefacing requests and responses for politeness – Use any time after Explore speaking.

Preparation: Make one copy of the worksheet for every two learners. Cut into two strips, A and B.

Time: 20–30 minutes

Unit 10 Self-study Pack

In the Workbook

Unit 10 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Hotel facilities; Staying in a hotel; *make*
- **Reading:** Social networking
- **Grammar:** Future plans and arrangements
- **My English:** Jung-Soo from Korea
- **Explore writing:** Email describing arrangements
- **DVD-ROM Extra:** Keeping in touch online – Monica and Rushda

On the DVD-ROM

Unit 10 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Intonation in questions; /ɔ:/
- **Explore speaking:** Making arrangements
- **Animated video:** Checking in
- **DVD-ROM Extra:** Keeping in touch online

11 Spaces

11.1

Goals: talk about homes and housing
describe imaginary situations

Core language:

VOCABULARY Describing homes
GRAMMAR *would*

Moving

VOCABULARY Describing homes

1

Optional lead-in with books closed

Write on the board *We've moved*, and ask what it means (= we now live in a new home). Tell the class that in this lesson, they will be talking about moving.

Read the postings with the class and ask a few questions, e.g.

- *Why do you think LaurenF was shocked?*
- *Why do you think TR moved so often?*
- *Why is moving bad for kids?*

 /  Learners talk about the questions.

Go through the questions. Find out who has moved the most, and how they felt about it. Then find out who has moved the least, and how they feel about it.

2 **Matching task.** Ask what learners know about Sydney, and check what an *estate agent* is (= a person who buys and sells houses and flats).

Learners read the descriptions and match them with the pictures.



1 C 2 B 3 A

3 a  /  **Describing features.** Learners read again and find the words.

2 swimming pool 3 garden 4 balcony 5 parking
7 air conditioning 8 wooden floors
10 spacious 11 modern 12 traditional 13 large
14 warm 15 cool

Check the meaning of any new words, e.g. *fireplace* (= where you light a fire in a room), *wooden* (= made of wood), *spacious* (= big, with lots of space), *traditional* (= in an old style).

b Play recording 3.15 to check. Learners practise saying the words. Focus especially on the /s/ sound in *conditioning*, *spacious*, *traditional*.

4  /  **Expressions for homes.** Learners match the sentence halves to make sentences about homes.

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

As you go through the answers, focus on these expressions:

- *close to* (= near)
- *has a view of (the mountains)* (= you can see them)
- *perfect for* (= exactly the right place)
- *two-storey apartment* (= it has two floors).

You could ask a few questions round the class, e.g.

- *How many floors does your apartment block have?*
- *Which floor do you live on?*
- *Do you have a view?*
- *What are you close to?*

Language note: storey or floor?

Floor and *storey* mean the same. We usually use *storey* in the expressions *one-storey*, *two-storey* etc., before a noun:


- *a two-storey apartment, a ten-storey office block.*
- In other expressions, we normally use *floor*:
 - *We live on the 15th floor.*
 - *The building has ten floors.*

Optional practice

- Learners read the descriptions again. Then they cover them and tell you what they remember about the three homes.
- They could also do this in groups of three: learners each read one description, then tell the others what they remember.

SPEAKING

5 Learners think about how to describe their home, and make a few notes.

 Learners tell each other about their home and ask questions to find out more.

Round-up. Ask a few learners to describe their partner's home.

Optional homework task

Learners could find pictures of their home or take some with a mobile phone, and then show and describe them in the next lesson. They could include shots of the street and the view from the house/flat.

This is given as an option since some learners may prefer not to show pictures of their home.

A dream home

LISTENING

1 To introduce the activity, look at the homes on p90 with the class. Ask learners which one they would prefer to live in, and why.

Listening for general idea. Play recording 3.16. Learners answer the questions.

1 *Donna likes the idea of moving. José doesn't like the idea.*
2 1C and 3A

2 **Listening for main points.** See if learners can answer the questions. Then play recording 3.16 again to check.

1 **Possible answers:** *They don't have enough money. / It's too expensive. / It's too far from Sydney. / He doesn't want to change jobs. / He loves the city.*
2 *They move and José changes his job.*

GRAMMAR *would*

- 3 *Focus on meaning.* Learners read the lines from the conversation and discuss the questions.

1 *the present or future*
2 *a situation that is not real*

Point out that:

- they aren't really planning to do this in the future – it may never happen.
- they're just imagining what it would be like.
- for situations like this, we use *would*.

Show on the board how *would* becomes 'd:
we would come home → *we'd come home*

- 4 a *Focus on form.* Learners complete the table.

? <i>What would I do ...</i>	<i>Would you change ...?</i>
+ <i>I bet you'd find ...</i>	<i>I think I would.</i>
– <i>I wouldn't want ...</i>	<i>No, I wouldn't.</i>

- b Play recording 3.17 to check. Learners practise saying the sentences. Focus their attention on the pronunciation of /wʊd/ and /wʊdnt/ (no 'l' sound).

- 5 a Learners complete the descriptions.

1 *would be* 2 *would like ('d like)* 3 *would be*
4 *would have* 5 *would have* 6 *would like ('d like)*
7 *would be*

- b Play recording 3.18 to check, then go through the answers with the class.

Find out who:

- is happy where they are now
- would like their own home, but in a different place
- would like to live in a different home.

Optional text focus

Ask learners what tells them that Natalie is not living in Trinidad and Eduardo is not living in Brazil.
– Natalie would be able to grow mangoes, etc. in Trinidad. (She is currently living in a colder place where she can only grow lettuce and spinach.)
– Eduardo compares the apartment where he is living with his 'old home' in Brazil.

Note: Grammar practice

You could do the grammar practice on p140 at this point.

SPEAKING


- 6 a To help learners prepare, ask them to imagine their ideal home. Go through the features together, and give questions for them to think about, so they can develop a mental image of their ideal home, e.g.

Location: *Where would it be? Is it in a city? In the country? By the sea? In the mountains? What about the view?*

Size: *Would it be a house or an apartment? How many rooms? On one floor or more than one floor?*


Rooms: *How many rooms? What style would they be in? Would they be modern? traditional? spacious?*

When learners have a complete image of their ideal home, they make notes about it.

- b  Learners describe their ideal home to the others in the group, using *would* where appropriate. The others ask questions to find out more details.

Round-up. Ask each group to tell you about their most interesting home.

11.2

Goals: talk about homes and housing 
discuss pros and cons

Core language:

VOCABULARY Talk about pros and cons
PRONUNCIATION Groups of words 1

Le Corbusier

READING

- 1 To introduce the topic, look at the photos with the class and discuss the questions. To make question 4 more focused, you could ask learners to make a list of good and bad points, then see if they have the same answers.

Optional lead-in: books closed

Write *Le Corbusier* on the board (and if possible show a photo of him). Ask if anyone knows who he was or why he was famous. Then open books and discuss the questions.

- 2 *Reading for general idea (skimming).* Learners read the article quickly and answer the questions. They shouldn't try to understand details at this stage.

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

Go through the answers paragraph by paragraph, asking what each is about.

- 3 *Reading for inference.* Learners read again and answer the questions. Explain that the text will give them certain information and they need to draw further conclusions from it to arrive at their answers. Those who finish early could discuss their answers with the person next to them.

1 *Le Corbusier*
2 *Ranjit Sehgal (and the people who live there)*
3 *writers on urbanisation*
4/5 *Laurent Bouvier*

SPEAKING

- 4 *Discussion.* Go through each opinion in 3 and ask learners whether they think they are good ideas or not.

Alternative

To focus on the main point of the article, ask: *What were Le Corbusier's basic ideas?*

Answers:

- to build concrete tower blocks
- to provide inexpensive, quiet, spacious homes
- for tower blocks to have all their own facilities

Then ask: *What went wrong with the ideas?*

Answers:

- people built them too cheaply
- they built them far from city centres
- they didn't provide facilities



Use this as a basis for discussion. Ask the class if they think Le Corbusier's ideas themselves were good or bad, and why.

The thing is ...

VOCABULARY Talk about pros and cons

- 1 *Expressing opinions: reading.* Read what each person says in turn. Ask if the highlighted expressions indicate positive, negative or neutral opinions.

Randeep G: *negative*
Sehar M: *positive*
Devi R: *negative*
Neena R: *neutral*

 /  Ask learners to read each text fully and decide whether the highlighted expressions are modified by other things the people say. For example, Randeep begins with something that indicates a negative opinion, but he goes on to say that it's good for his parents / retired people, but not for him.



To focus on the highlighted expressions, write on the board:

The problem is, ...



Ask learners to cover the page and remember what the other expressions were. Add the following on the board (they include the other expressions learners have remembered and prepare them for 2).

- *The bad/worst thing about ... is, ...*
- *The good/best thing about ... is ...*
- *The trouble is, ...*
- *The thing is, ...*

Point out that we often begin a sentence with these expressions when we give an opinion.

- 2  /  Learners choose one topic, and write four sentences about it. Don't ask them to read out their sentences yet – they will do this in 4.

PRONUNCIATION Groups of words 1

- 3 **a** Play recording 3.19, and point out that the speakers pause slightly between the two groups of words.
- b** *Practice.* Play recording 3.19 again. Learners practise saying the sentences. Focus their attention on making the appropriate pause between the two parts.
- 4  /  Take each of the topics in 2 in turn and ask learners to read out their sentences. Ask the class if they agree.

SPEAKING

- 5 **a** Learners look at the topics and write two lists: good things (or the best things) and bad things (or the worst things). Go round and check, giving help where necessary.
- b** *Describing an area.* Learners each describe their area. Others ask questions to find out more. If learners come from the same area, find out whether they agree.

Options: Monolingual and multilingual classes

Monolingual classes

If learners come from the same area, they could sit together in groups and see if they agree.

As a round-up, ask a student from each group to summarise the group's opinion.



Multilingual classes

Learners could talk either about the place they come from or about the place where they are studying.



You could use photocopiable activity 11A on the Teacher's DVD-ROM at this point.

11.3 Target activity: Talk about a problem

Goals: describe imaginary situations 
discuss pros and cons 
talk about ways to solve problems

Core language:

TASK VOCABULARY Solving problems
11.2 VOCABULARY Talk about pros and cons
11.1 GRAMMAR *would*

TASK LISTENING

- 1 To introduce the activity, read the situation (the two sentences at the bottom of the picture). Ask what problems Marisa's daughter might have. Get a range of possible answers, e.g. *She doesn't like the family. The family make too much noise. The room is too small. She feels lonely.*
Listening for main point. Play recording 3.20, then ask what the problem is.

Eva (Marisa's daughter) doesn't get on with the family's daughter. She's always complaining about Eva. She says she doesn't clean enough and her music's too loud.

Make sure learners understand *complain* (= say things are wrong) and *get on with* (= like someone, have a good relationship).

- 2 *Listening for details.* Read the suggestions, then play recording 3.20 again. Learners listen and tick the suggestions that Marisa thinks are a good idea and put a cross by the others.

Possible answers:

- 1 *X (The daughter is there all the time.)*
- 2 *✓ (But Eva did talk to her, and she wasn't interested.)*
- 3 *✓ (But Eva would find it difficult. They're really nice.)*
- 4 *X (Eva wouldn't want to do that.)*
- 5 *X (It's not easy for her to move – she lives close to her college.)*

TASK VOCABULARY Solving problems

- 3 **a** *Matching task.* Learners match the sentence halves.
- b** Go through the answers with the class. If necessary, learners check in the script on p154.

1 e 2 c 3 a 4 b 5 d

Ask learners to say the expressions used for introducing suggestions, and write these on the board:
Maybe she should ...
Could she ...?
Would it be possible to ...?
I'd (probably) ...

- c Learners cover 1–5 and try to remember the suggestions.
- 4 *Discussion.* Ask the class if they have any other ideas about what Eva should do (e.g. not play music; invite the daughter out for a drink; make new friends so she doesn't need to spend so much time at the flat).

TASK

- 5 *Listening.* Play recording 3.21, then ask what problems each person has.

Paula: *her housemate cooks a lot, but never does the washing up.*
 Leonardo: *his neighbour sings in the morning (like an opera singer).*

Ask further questions, e.g.

- *What does her housemate leave?* (Answer: Pots, pans, knives, forks.)
- *What has she tried doing?* (Answer: Everything: she's left notes, sent texts, sent emails.)
- *Who leaves the house first?* (Answer: Her housemate – he leaves early.)
- *Why can't Leonardo leave his neighbour a note?* (Answer: He doesn't know him.)

Point out the expression *Have you tried ...-ing?* (= Do this – perhaps it will help), e.g.

- *Have you tried leaving a note in the kitchen?*

- 6 a *Discussion.* Learners think about each problem, and continue the two sentences.

Alternative

Ask some pairs to think about Paula's problem and other pairs to think about Leonardo's problem.

- b *Round-up.* Ask for different ideas from the class.
- 7 a Learners think of a similar problem they have had or know of.
- b / *Speaking activity.* In turn, learners tell their partner or others about their problem, and the others suggest ways to solve it.

Alternatives

1 Mingling activity

After 7a, learners move freely round the class. They tell other people about their problem and ask for suggestions.

Round-up. Learners say what their problem was, and what suggestions people made.

2 Problem cards

Think of four or five problems or adapt problems from magazine 'problem' pages, and write or type them out on cards. Give one to each group to discuss. Then they pass their problem on to the next group, and so on, until all groups have talked about all the problems.



You could use photocopiable activity 11B on the Teacher's DVD-ROM at this point.

11 Explore

Keyword: *there*

Goal: use *there* in a range of contexts

Core language:

there is/are/was/were to talk about places/things/situations
there will be to talk about situations
there to refer to a place/places that has/have been mentioned earlier

- 1 Learners put the words in order.

- 1 *There's a large living room with a balcony.*
 2 *There are some second-hand stalls just over there.*
 3 *There'll be less traffic on the roads in 2050.*

Go through the answers and, if necessary, write the sentences on the board.

Point out that:

- we can use *there + be* to describe places/things/situations
- it can be past, present or future.

Give examples to show this:

- *There is a lot of traffic.* (now)
- *There was a lot of traffic five years ago.* (past)
- *There will be a lot of traffic in 2050.* (future)

- 2 a *Focus on 'there', 'it' and 'they'.* Learners read the short description. Establish that:
- to introduce the idea of something in, e.g., a town, we say: *There's a café ...* (not *It's a café.*)
 - we use *it* or *they* to refer back to something we said: *There's a café. It opens at ten.* (*It* = the café)
There are ... parks. They're ... free. (*They* = the parks)
- b *Gap-fill activity.* Learners complete the description.

there There they It it

- c Play recording 3.22 to check and go over the answers with the class. Learners repeat the sentences. Point out that *there* and *they're* sound almost the same.
- d *Describing your home: writing.* Learners write a short description of their home. As they do this, go round and check that they are using *there*, *it* and *they* correctly.
- e Learners read out their descriptions in turn. After each one, check by asking other learners which room is the person's favourite, and why.
- 3 a *Focus on 'there' to avoid repetition.* Give examples to show how we use *there*:

– *I like London. I lived there for three years.*
 (*there* = in London)

– *I like London. I often go there.* (*there* = to London)

Learners say the sentences with *there*.

- 2 *We do everything there, ...* 3 *I usually get there ...*
 4 *I probably go there ...* 5 *I stay there ...*

- b *Writing: personalisation.* Learners write similar sentences to those in 3a, but about themselves.

Round-up. Learners read out their sentences to the class.





You could use photocopiable activity 11C on the Teacher's DVD-ROM at this point.

Across cultures: Neighbours

Goal: make learners aware of different attitudes to neighbours in different cultures



Core language:

Places to live: *village, suburb, town centre, student hall/dormitory, block of flats / apartment block*

- 1 *Focus on places to live.* Look at the words and present any new items, e.g. *a student hall/dormitory* (= a place where students live at a university or college). Learners tick the places they have lived in.
 /  Learners compare their answers. Alternatively, simply discuss this with the class. Find out who has lived (or still lives) in each place.

Multilingual classes



This could lead to a discussion of where most learners or their families, etc. live in different countries (e.g. *Do you live at home or on campus? Do most families live in houses or blocks of flats?*)

- 2 a  /  Learners discuss the questions. Then find out who likes their neighbours and who doesn't, and why.
b Play recording 3.23. Learners answer the questions.

1 *in the UK; in an apartment block*
2 *in Costa Rica; in a house*

- 3 Learners listen again to recording 3.23 and focus on what Megan says about her neighbours.

In the UK: *she doesn't know her neighbours.*
In Costa Rica: *she got to know the neighbours; they all introduced themselves.*

- 4  /  *Discussion.* Learners discuss the questions. Discuss the questions together, and find out if all learners agree.

Multilingual classes

In multilingual classes, ask learners from the same country (or similar countries) to sit together to discuss the questions. As a round-up, find out if groups gave different answers.



- 5 *Discussion.* Find out if learners have lived in other countries (or, if from other countries, where they come from). Ask what differences they noticed in what neighbours were like.

Explore writing

Goal: write a letter or email of complaint

Core language:

Problems: *is broken; doesn't work properly*
Introducing complaints: *I'm writing to complain about ...; unfortunately there are a number of problems; I'm very unhappy about ...*
Listing problems: *First, ...; Another problem is ...; Also, ...; In addition, ...*

- 1 a  /  *Pre-reading task.* Learners cover the letter and make a list of possible problems. Go through these with the class and write them on the board.

Alternative: Language focus

Ask the class to imagine they are in an apartment where lots of things are wrong. Write these expressions on the board:
... is broken.
... doesn't work (properly).
I can't open/close ...
I can't find ...
... doesn't (open/close).
Ask them to suggest possible problems using the expressions.

- b *Reading for main points.* Learners read José's letter. Check which are the same problems that learners thought of and which are different.

The air conditioning is broken.
They can't find the key for the balcony door.
The intercom doesn't work properly.

Check that learners understand *intercom* (= system for speaking to people outside the front door).

- 2 a *Summarising the letter.* Learners cover the letter and complete the sentences.

1 *... air conditioning ...*
2 *... the key for the balcony door*
3 *... intercom ...*
4 *... come round and fix these things but no one has come*
5 *... level of service*

- b Learners read the letter to check. Discuss the answers with the class.

Focus on the meaning of:

- *come round* (= visit the flat)
- *fix* (= mend, repair)
- *the level of service* (= how well the agency has responded).

- 3 *Complaints and requests.* Learners find expressions in the email for each category. Write these on the board in three lists.


1 *I am writing to complain about ...*
Unfortunately there are a number of problems.
2 *First, ... Another problem is ...*
Also, ... In addition, ...
3 *Would you please (contact) ...?*

- 4 a *Preparation for writing task.* To start learners thinking, read through the situation with the class and suggest possible alternatives (e.g. *3 Do you want them to come round? When? Or do you want to pay less rent? Or do you want a different flat?*).

 Learners decide on the details.

- b Learners plan an email or letter and make brief notes. As they do this, go round and check.

- 5 *Writing.* Learners write an email or letter individually.

- 6 a  Learners form new pairs. They show each other their email or letter and consider questions 1–3.

- b Learners comment on each other's email or letter and suggest changes or improvements.

Round-up. Ask a few learners to tell you about the email or letter they looked at.

Alternative: Writing in pairs

- Learners write the email or letter together.
- They 'send' their email or letter to another pair, who read it and comment on it.
- As a round-up, ask pairs to tell you about the email or letter they received.

11 Look again

Review

VOCABULARY Discuss pros and cons

- 1 a Learners choose words from the box to go in the gaps.

1 *problem, thing, trouble* 2 *bad, worst* 3 *best, good*

- b / Learners make sentences about each topic. Alternatively they could choose four or five topics and write sentences.

Round-up. Take each topic in turn, and ask learners what they said.

GRAMMAR would

- 2 a Look at the first situation with the class, and ask them for suggestions. Use this activity to remind them of these forms: *I'd ...; I wouldn't.*

Possible answers:

- 1 *I'd remind him that he's trying to give up.
I wouldn't do anything – it's his problem.
I'd ask people not to offer him cigarettes.*
2 *I'd knock on the wall.
I'd put plugs in my ears.*
3 *I'd tell her and apologise.
I wouldn't tell her.*
4 *I'd stop at a garage and ask the way.*
5 *I'd take aspirin and go to work.
I'd phone and postpone the meeting.*

- b / Learners discuss the situations. Then discuss them with the class.

CAN YOU REMEMBER? Unit 10 – Hotel collocations

- 3 a **Optional lead-in with books closed**

- Ask the class what words they remember for talking about hotels. If necessary, prompt them, e.g. *What kinds of rooms are there? What about facilities?*
- Then learners open their books and do **3a**. Learners can use this as a check and for further practice.

Give learners a letter, A or B. As look at the hotel expressions on p128, Bs look at the hotel expressions on p127. They each write down the expressions and a definition for each expression. Go round and check, giving help if necessary.

- b Learners read out their definitions. Their partner guesses the corresponding hotel expressions.

Alternative: Whole class activity

Learners form two teams, A and B. In turn, a learner from each team reads out a definition and chooses someone in the other team to guess the hotel expression.

- c / Learners write the sentences in the correct order.

- 1 *I'd like to book a double room for four nights.*
2 *Is the buffet breakfast included?*
3 *I have a reservation.*
4 *What time is breakfast?*
5 *What is the check-out time?*
6 *Do you have wireless Internet access?*

- d Tell the class they are going to make a hotel reservation by telephone. Ask what they might say. Then ask what the receptionist might reply. In this way, build up a conversation with the class. If necessary, write key expressions on the board, and/or expressions that learners don't remember. Then ask the class to imagine they are checking in, and repeat the procedure.

Role play. Learners act out a conversation.

Extension

SPELLING AND SOUNDS ck, k, ch, qu

- 4 a Play recording 3.24, or say the words yourself. Learners repeat. Point out that in these words, *ck*, *k* and *ch* all have the sound /k/, and *qu* has the sound /kw/.
- b *Spellcheck: books closed.* Play recording 3.25 or say the words yourself. Learners listen and write them down.
- c Learners check the words in the script on p154. Alternatively, ask them to spell the words (with books closed) and write them on the board.

NOTICE Expressions with prepositions

- 5 a / Learners complete the expressions.

1 *in* 2 *of* 3 *around* 4 *at* 5 *from* 6 *to*

- b Learners check in the advertisements on p90, then check the answers together. (Point out that *Just around the corner from the beach.* means it's very close to the beach, maybe a few streets away.)
- c Learners write an advertisement for their own home or a home they know, using the prepositions from **5a**.
Round-up. Learners read out their advertisements. The others listen and ask any further questions.

Alternatives

- 1 *Writing in pairs*
In pairs, learners imagine where the house in the photo is, and write an advertisement for it. Then ask different pairs to read out their advertisements.
- 2 *Writing in groups*
Bring in pictures of five or six homes from different places, and give one to each group. Each group writes an advertisement. Then take the pictures and give them randomly to different groups. Groups read out their advertisement. The other groups listen and decide if they have the picture that goes with it.

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 11 Extra activities on the Teacher's DVD-ROM

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

11A Our town

Poundbury – urban perfection?

In the 1950s, a new small town – or village – was built in the county of Dorset in southwest England, near the ancient town of Dorchester, which has a population of about 16,000. However, Poundbury is unusual because it was planned in a different way from many new towns. It was designed to be an integrated community of houses, shops, businesses and social facilities, like traditional towns which have grown up over centuries. There is no 'zoning' in Poundbury, which means that residential buildings and commercial buildings (e.g. shops) can be built next to each other in the same area. The common areas of the town are managed by a management company to which all residents belong.

The design of the buildings is also traditional. Many buildings look like very old buildings (a mixture of British and continental European styles) and the streets are quite narrow and vary in width, look and texture, just like streets in old towns and cities. In fact, Poundbury was designed to encourage people to walk, cycle and use public transport rather than their cars. Some streets are open to pedestrians only. Most parking areas are in backstreets, which means that you don't see many parked cars in the main streets.

Poundbury has many small businesses, but it is also home to a cereal factory which produces a wide range of cereals for domestic use and export. The factory is a major employer in the town. Poundbury encourages small businesses and you don't find shopping facilities like the big shopping malls in towns and cities around the country.

But even though Poundbury is growing in size and population, some people ask if a town that is built over a relatively short period of time can really function and feel like a traditional town which has grown up over centuries. And, of course, people mention that many residents have to travel away from Poundbury and to other towns for work, major shopping and entertainment (the cinema, the theatre, etc.).

Advantages of Poundbury	Disadvantages of Poundbury

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11B The situation game

You are thinking about going to Australia next summer, but you haven't got enough money for the fare.	You want to change your job, but you haven't got time to look at job ads.
Your son/daughter wants to go to stage school, but you are not keen on the idea.	You want to get fit so you're planning to take up running, but you can't find a nice place to run near your home.
You are thinking about moving back to your parents' house to save money, but you know that they will treat you like a child.	You have been offered a fantastic job abroad, but you don't want to move away from your friends and family.
You are thinking of becoming a vegetarian, but you are afraid that you will miss eating meat.	Your friend wants to borrow some money to start a business, but you are not confident that the business will be successful.
You have seen an advertisement for an evening course that might help you with your job or studies, but it is very expensive.	Your best friend wants to get married, but you think he/she has made the decision too quickly.


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11C Spot the similarities

A



B



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11A Our town

Activity type: Reading / Speaking – Planning an ideal living environment – Pairs / Whole class / Groups

Aim: To plan an ideal town to live in

Language: *would* for unreal situations / Vocabulary relating to buildings and towns – Use any time after 11.2.

Preparation: Make one copy of the worksheet for every two learners.

Time: 25–35 minutes

11B The situation game

Activity type: Speaking – Game – Groups of three

Aim: To talk about pros and cons / ask for and give advice

Language: Problem solving / Making suggestions with *would* / *should* / *could* – Use any time after 11.3.

Preparation: Make enough copies of the worksheet for each group to have one set of the ten situation cards. Cut out the cards.

Time: 15–20 minutes

11C Spot the similarities

Activity type: Speaking – Information gap – Pairs

Aim: To find similarities in two pictures

Language: *There is ...*, *There are ...* / Language for describing scenes – Use any time after Keyword *there*.

Preparation: Make one copy of the worksheet for every two learners. Cut the pictures out. Take some magazines or newspapers into class.

Time: 15–20 minutes

Unit 11 Self-study Pack

In the Workbook

Unit 11 of the *English Unlimited Pre-intermediate Workbook* offers additional ways to practise the vocabulary 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Describing homes; Talking about pros and cons; Solving problems
- **Time out:** Home descriptions crossword
- **Explore reading:** Property details
- **DVD-ROM Extra:** A new home – Salvatore and Vesna

On the DVD-ROM

Unit 11 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Homonyms
- **Explore speaking:** *Well, ...*
- **Listening:** Finding a place to live
- **DVD-ROM Extra:** A new home

12 People and places

12.1

Goals: say where places are
describe countries

Core language:

VOCABULARY Location
 Describing a country

Where is it?

VOCABULARY Location

1 To introduce the topic, ask the class to look at the list of countries. Ask them why they think those particular countries are listed (*Answer:* Because they are the smallest independent countries in the world.).


Ask which is the smallest country (*Answer:* The Vatican City). Also ask learners if they know more facts about any of the countries listed.

Look at question 2. Learners identify the five countries a–e.

a Liechtenstein b Monaco c San Marino
d The Vatican City e Malta

Option: Advance preparation

For homework before the lesson, give the learners a list of the countries. Learners find out where the places are on the Internet. In class, ask them what they found out and explain any new words as you talk about the places.

2 a  *Matching task.* Learners match the sentences with the countries.

a 1 b 5 c 3 d 4, 7 e 8 f 9 g 10 h 6 i 2

b Play recording 3.26 to check and go through the answers together. Learners practise saying the sentences.

c *Oceans, continents, location expressions.* Learners add words to the lists. Either elicit words from the class and write them on the board, or let learners write lists in pairs, then go through the answers together. As you do this, teach the general words *ocean* (= large sea) and *continent*.

a the Pacific Ocean, the Indian Ocean; the Caribbean (Sea), the Mediterranean (Sea)
b Europe, South Pacific (can indicate Australasia or Oceania, i.e. group of islands in the southern Pacific Ocean)
c the east; south-west of, to the south of

Ask learners if they can add other words to each category.

Possible answers:

a the Arctic Ocean; the Red Sea, the North Sea, the Aegean Sea, the Adriatic Sea, the South China Sea
b North America, South America
c the west; the north-east, the north-west etc.; south-east of etc.; to the north of, etc.

Present these expressions, and give examples as indicated:

– *in the (north) of:* We live in the north of Spain.
Kerala is in the south of India.

– *(north) of (= to the (north) of):* We live (to the) north of London. New Zealand is (to the) east of Australia.

Give examples of places that learners are familiar with. You could also draw simple outline maps or diagrams on the board.

Language note: Border

Border is both a noun and a verb.

Noun: on the border, near the border etc.

– They live in the north of Italy, near the French border.



Verb: border or border on:

– Mexico borders (on) the USA.

SPEAKING

3 a *Writing and guessing activity.* Choose a place on the map, and say where it is, not mentioning its name. Ask the class to guess the place, e.g. *It's to the south of Italy.* (*Answer:* Malta)

Then choose a place that learners know, but which is not named on the map. Say where it is and ask them to guess the place.

 /  Learners think of a place and write a sentence describing where it is, not mentioning its name.

b Learners read out their sentences. The others guess the place.

Two small countries

READING

1 *Reading for main points.* Read through the questions with the class, and ensure that they understand. Then give learners a letter, A or B. They read their own text (A p99, and B p127) and answer the questions. If possible, they should guess unknown words from the context, but you could also let them use dictionaries.

Possible answers:

The Vatican City

1 It's in Rome, Italy. It's the size of a golf course.

2 About 800.

3 They work in the Vatican bank, the army, the police force, the post office, the TV channel or the internet service.

4 It gets millions of visitors every year.

5 Most people use Latin and Italian.

6 It receives money from Catholics around the world and makes money from tourism, too.

Tuvalu

1 It's in the South Pacific. It's a group of nine islands.

2 12,000. (Most of them live in the capital, Funafuti.)

3 Most people work as families in fishing, farming, defence or house-building. (Tuvalu rents out its internet domain name and its international phone code. It also sells stamps and coins to collectors. So a number of people must work in these areas, too.)

- 4 It gets very few visitors (because it is difficult to get there).
 5 People use Tuvaluan and English.
 6 It rents out its internet domain name and its international phone code. It also sells stamps and coins to collectors.

- 2 **Jigsaw reading activity.** Learners read their text again. They choose two other interesting facts to tell their partner.

Alternative: Reading in pairs

Give pairs (rather than individuals) a letter A or B. Pairs read their text together and discuss answers to the questions. Then, after doing 2, they form A/B pairs for activity 3.

- 3 Learners tell each other about the two places, summarising the information. Their partner listens and asks questions to find out more.

VOCABULARY Describing a country

- 4 **Language focus.** Learners cover the text on the Vatican. Ask them to complete the sentences, and ask if they are about the Vatican or about Tuvalu.

- 1 Funafuti: Tuvalu 2 800: Vatican 3 Tuvaluan and English: Tuvalu 4 the UN: Tuvalu 5 four years: Tuvalu 6 tourism: Vatican 7 art collection: Vatican 8 Britain: Tuvalu 9 1978: Tuvalu

As you go through the answers, present the word *government* (= the leaders of the country) and the verb *govern*. Check the meaning of other words, e.g. *population* (= the number of people living in a place); *elections* (= when people vote for the government); *independent* (= not part of another country).

- 5 a / **Practice: writing sentences.** Learners write six sentences (five true, one false), using the highlighted expressions from 4.

Alternative: Monolingual classes

Learners only write true sentences. Then discuss them together and write them on the board.

- b Learners read out their sentences. Other group members guess which one is false.

SPEAKING

- 6 a **Reading notes on countries.** Tell learners they are going to read about different countries and give them each a letter, A, B or C. As read about San Marino on p127, Bs about the Maldives on p123, Cs about Saint Kitts and Nevis on p125. Tell learners that, this time, they will only be reading notes.
 b **Describing places.** Learners sit in A/B/C groups. In turn, they tell each other about the country they read about and answer any questions.
Round-up. Ask learners to tell you about the three places and present any new words. Ask if learners would like to visit each place, and why or why not.



You could use photocopiable activity 12A on the Teacher's DVD-ROM at this point.

12.2

Goal: talk about people's lives and achievements

Core language:

- VOCABULARY Life and achievements
 GRAMMAR Infinitives and gerunds
 PRONUNCIATION Stress in verbs

Big in Japan

LISTENING

- 1 a **Pre-listening activity.** Look at the picture and ask what a *sumo wrestler* is (*Answer:* sumo is a Japanese sport; two people try to push each other out of a circle). Present *wrestler* (show wrestling by gestures). Learners cover the summary in 2a and guess the answers to the questions. Try to get several different suggestions.
 b **Listening for main points.** Play recording 3.27. Learners see whether their guesses were correct.

- 1 From Hawaii (USA). 2 Japan. 3 He was a foreigner. 4 (a person who has reached) the highest rank in sumo wrestling

- 2 a **Listening for details.** Learners read the summary and correct the information.

- 2 basketball 3 Japan 4 1988 5 1993 6 1500 7 eleven 8 2001

- b Play recording 3.27 again and let learners check their answers. Explain anything they don't understand.
 3 **Discussion.** Ask learners who they think are the best-known sportspeople from their country (or from the country where they are studying). Ask what sports these people play/do.

Options for monolingual and multilingual classes

Monolingual classes

Learners write down the three best-known sportspeople in their country. Then discuss this together and see if the class agrees.

Multilingual classes

Learners write the name of one well-known sportsperson from their country. In turn, they tell the class who they are and what sport they play/do.


Achievements

VOCABULARY Life and achievements

- 1 a **Matching task.** Learners match the sentence halves.
 1 g 2 e 3 a 4 b 5 h 6 f 7 d 8 c
 b Play recording 3.28 to check, then go through the answers with the class. Learners practise saying the complete sentences.
 2 **Sentence completion: speaking.** Learners cover 1–8. Say a few sentence endings and see if learners can supply the beginnings.
 Learners test each other in the same way.

SPEAKING

3 a *Making notes for speaking.* Learners choose a person to talk about and make brief notes. As they do this, go round and check, giving help where necessary. Their talks can be quite short, e.g. just five or six sentences.



b  *Speaking activity.* Learners tell each other about the person they chose. You could use this as a 'practice' phase in which learners try out what they want to say.

Round-up. Learners give their talk to the whole class. The others listen and ask questions to find out more.

Alternative: Guessing activity

- Learners draw a grid with six squares. In each square they write either a year or a key word (e.g. 1991, teacher, China), connected with important events in the person's life. Demonstrate this on the board first.
- Learners exchange grids with a partner. They look at their partner's grid and guess what the dates or key words are about.
- As a round-up, ask what learners found out from their partner.

GRAMMAR Infinitives and gerunds

4 a  /  *Focusing task.* Learners choose the correct expressions.

1 to become 2 playing 3 to study 4 watching

b Let learners check in the script on p155, or go through the answers with the class.

c *Focus on form.* Establish that:
– the infinitive is the basic form of the verb (*go, have*). We often use it after *to*.
– the gerund is the basic form of the verb + *-ing* (*going, having*).

If necessary, give a few examples of each, or ask learners to give examples.

Language note: Gerunds

A gerund is a verb which is used like a noun. That is why (like nouns), gerunds often come after verbs or prepositions:



- I enjoy football. (noun)
- I enjoy playing football. (gerund)
- He's interested in stamps. (noun)
- He's interested in collecting stamps. (gerund)

Learners match the sentences with the rules.

1 a 2 d 3 c 4 b

Read through the common verbs, and give simple examples of each, or ask learners to give examples, e.g.

- He agreed to meet me.
- I decided to go home.
- I enjoy reading in bed.
- Have you finished cleaning the flat?

5 a  /  Learners complete questions 1–5 using the correct form of the verbs in the box.

1 to start 2 speaking (or learning)
3 to learn (or to speak) 4 to retire (or to move)
5 moving

Go through the answers with the class.

b Learners complete questions 6–9 with their own ideas.

Note: Grammar practice

You could do the grammar practice on p141 at this point.

PRONUNCIATION Stress in verbs

6 a *Focus on syllable stress.* Play recording 3.29 and establish that the stress is usually on the second syllable. Ask which verbs have the stress on the first syllable (*Answers: finish, practise, study*).



b Play recording 3.30. Learners repeat the verbs. Point out that the stress stays the same.

c Learners mark the stress and practise saying the verbs.

decided practises planning thinking
become studying enjoys hoping

SPEAKING

7 *Asking and answering questions.* To show what to do, ask a few questions from 5a to different learners round the class. Ask one or two follow-up questions.

 /  Learners ask and answer the questions. They should begin their questions *Do you know anyone who ...?*

Round-up. Ask students one interesting thing they found out from someone else.

12.3 Target activity: Talk about people and places in your country

Goals: say where places are 
describe countries 
talk about people's lives and achievements 

Core language:

TASK VOCABULARY Expressions with *know*
12.1 VOCABULARY Location
Describing a country
12.2 VOCABULARY Life and achievements

TASK LISTENING

1 *Lead-in.* Look at the pictures. Ask if learners know anything about Lech Wałęsa or Kraków.

Discuss the questions with the class.

Alternatives depending on topic knowledge

What learners know will, of course, depend on their age and where they come from.

- If you don't think they will know anything/much about this topic, ask them to guess what kind of person Lech Wałęsa is from the picture and what kind of place they think Kraków might be. Alternatively, ask learners to find out information on the Internet before the lesson.
- If you think your learners will know about the topic, you could ask them to look at the words in 2 and guess what Renata will say.

2 *Listening 1.* Play recording 3.31. Learners listen and tick the things Renata mentions.

Solidarity Gdańsk communism election 1995

- 3 a Play recording 3.31 again, and ask what Renata says about each thing.
- b / Learners discuss their answers, then check in the script on p155. Then discuss the answers with the class and present any new words.

Possible answers:
Solidarity was a workers' organisation. Wałęsa was the leader of it.
He worked in Gdańsk as an electrician.
He was the first president of Poland after the fall of communism.
He won the election in 1989.
He lost the election in 1995.

- 4 *Listening 2.* Play recording 3.32. Learners listen and tick the things Renata mentions.

the capital atmosphere jazz Warsaw south population

- 5 a Play recording 3.32 again, and ask what Renata says about each thing.

Possible answers:
Kraków was the capital of Poland in the past.
Artists live there, which creates a special atmosphere.
It's the place to go to hear jazz. There are a lot of jazz clubs in the city centre.
The capital was moved to Warsaw. Warsaw is in the centre of Poland.
Kraków is in the south.
The population is less than a million.

- b / Learners discuss their answers, then check in the script on p155. Then discuss the answers with the class and present any new words.

TASK VOCABULARY Expressions with know

- 6 a *Matching task.* Learners listen and match the sentence halves. (Make sure they know that they need to think of both conversations with Renata.)

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

Focus on these expressions with *know*:

- *know about ...*
I don't know much about him
I don't know anything about his life.
- *As far as I know, ...*
As far as I know, he lived in Gdańsk.
- *know + wh- word*
I don't know what he did.
I don't know where he worked.

- b Learners cover the sentence endings a–g and talk about the pictures, using the highlighted expressions in 6a.

TASK

- 7 a *Preparation for speaking.* Learners think about answers to the questions (for a person and place), and make brief notes. As they do this, go round and check, giving help where necessary.

- b *Speaking activity.* Learners give their talk to the others in their group. Others listen and ask questions. If learners chose the same people/places, they discuss any differences in their information/opinions.

Alternative: Preparation in pairs

- Learners prepare a talk in pairs, and practise giving it together. Then each learner joins a different partner to give their talk.
- In a multilingual class, pairs should come from the same country.

- 8 *Round-up.* Groups discuss the information they found particularly interesting. Each group chooses their most interesting talk. The relevant learner from each group gives the talk to the rest of the class.

12 Explore

Keyword: to

Goals: use *to* + infinitive in a variety of contexts
 use *to* as a preposition with a range of nouns

Core language:

verb + *to* + infinitive
 adjective + *to* + infinitive
 noun + *to* + infinitive
 preposition: *to* + noun

Infinitives with to

- 1 a *Infinitive with 'to'.* Look at the three groups and give examples to show how the expressions are used, e.g.
 – A: *I'm planning to go soon. I need to buy some paper.*
 – B: *Sudoku puzzles are difficult to do. Are you ready to order your meal?*
 – C: *Kraków is a good place to visit. What's the best way to learn English?*

Learners match the expressions with the correct groups.

1 A 2 B 3 C 4 C 5 A 6 A

- b *Questions.* Learners write questions to ask other people. Go round and check.

In turn, learners ask others their questions. Alternatively, do this with the whole class. Learners ask a question and choose someone to answer it.

Preposition to

- 2 a Point out that we also use *to* as a preposition, followed by a noun. You could give a few examples, e.g. *go to work, drive to the station, write to a friend.*

Learners add *to* to the questions.

1 ... listening to music ...
 2 ... read stories to friends ...
 3 ... sent a text message to the wrong person ...
 4 ... reply to emails ...
 5 ... wrote a letter to someone
 6 ... give presents to people

Go through the answers with the class.

Language note

We can say the expressions in 2, 3, 5 and 6 in two different ways:

– verb + object + *to* (someone)

I read a story to my daughter.

I like giving presents to people.

– verb + (someone) + object

I read my daughter a story. (not to my daughter)

I like giving people presents. (not to people)

b *Speaking activity.* Learners ask and answer the questions.

Round-up. Ask a few students to tell you about their partner.

Independent learning: Guessing what words mean

Goals: encourage learners to guess the meaning of unknown words
encourage learners to improve their reading fluency

- 1** *Strategies for dealing with new words.* Discuss the questions with the class. Learners probably use all four strategies. Ask them: *What is good about each one? What isn't so good?* Bring out these points:
 - *Looking up words in a dictionary is useful but it takes time. If you look up every word, it slows reading down.*
 - *Asking your teacher or other people can be a good idea, but you shouldn't rely on always having to know the meaning of every word.*
 - *It is often possible to guess the meaning of a word or just get a rough idea of what it might mean. This is usually sufficient for purposes of reading and understanding.*
 - *The more you guess the meaning of words, the easier it becomes to do this, and you can start reading faster and with more involvement.*
- 2** *Reading for general idea.* Learners read the web page quickly, without looking up any words. Learners close their books or cover the page. Ask what they remember. (Tell them they don't have to use the highlighted words to say what they remember.)
- 3 a** *Guessing words: books open.* Learners cover **3b** and look at the highlighted words in the text. Ask them to identify the part of speech for each word (1) and to guess what the words mean (2).

Possible answers:

1 adjective: means something like 'clear' or 'detailed'


2 verb: means something like 'sat' or 'sat together'

3 noun: means something like 'family', or perhaps 'friends' or 'neighbours'

4 noun: means something like 'his leg' or 'his knee'

b Learners match the words with the explanations.

a 3 (siblings) **b** 2 (gathered) **c** 4 (lap) **d** 1 (vivid)

- 4**  *Reading and guessing words.* Learners guess the words in the stories on p130, without using dictionaries. Ask them what they think the words mean. Then let them check in a dictionary.

Explore speaking

Goal: use vague language

Core language:

Vague language for:

– description: *sort of, kind of*

– examples: *... or something, ... or whatever, ... and stuff like that, ... and things*

- 1 a** *Listening for general idea.* Learners cover the conversations. Look at the questions with the class and establish that there are three speakers: Helen, Pat and Luis. Before you play each conversation, tell the class who is speaking. Play recording **3.33**. After each conversation, pause and discuss the questions.

Possible answers:

1 *Pat is Helen's mother. Luis is Helen's boyfriend.*

2 *Conversation 1: Pat is going to visit Helen in Argentina. She wants to know what clothes to bring.*

Conversation 2: Pat and Helen are having lunch.

They're talking about the soup Luis has made.

Conversation 3: Pat is asking Luis about his life. Luis

is talking about his life (where he was born, when he

moved to Argentina), and about how he loves the

mountains.

- b** *Reading to check.* Learners read the conversations to check. If necessary, play recording **3.33** again.
- 2** *Language focus.* Establish what we mean by *vague* language (= not exact). Show the meaning of *vague* with gestures or give an example. Learners find the examples of vague language in the conversations.

1: *sort of, kind of*

2: *... and stuff like that, ... and things*

3: *or something, ... or whatever,*

Language note

Sort of, kind of come before an adjective, a noun or a verb:

– *It was sort of strange.*

– *Their house is like a kind of castle.*

– *It sort of makes me feel scared.*

The expressions in 2 and 3 come after a noun or a list of nouns.

- 3 a**  /  *Gap-fill task.* Learners complete the conversation.

Possible answers:

1 *and things; and stuff like that*


2 *and things; and stuff like that*


3 *sort of; kind of*

4 *or something; or whatever*

5 *sort of; kind of*

6 *or something; or whatever*

- Go over the answers with the class, emphasising that there are at least two alternatives for each gap.
- b**  *Conversation practice.* Learners practise the conversation twice and try to use alternative expressions each time. Learners can change roles for the second practice.
 - 4** *Preparation for speaking.* Give learners numbers 1–4, around the class. They look at the relevant numbered topic and prepare what to say. They should think how they might include vague language.

 *Speaking activity.* In groups of four, learners talk in turn to the others about their topic.

Alternative: Whole class game


Learners take turns to talk about their topic, and continue until they include one 'vague' expression. Then the next learner continues – and so on round the class.

12 Look again

Review

VOCABULARY Location, describing a country

1 a To show what to do, you could begin by describing a country yourself, asking learners to suggest ideas.

 Learners design their ideal country and make brief notes. The suggested ideas will help them and they can refer to the language on p98 and 99. (They could also draw a sketch map of the country.)


b Give learners in each group a number, 1, 2, 3 or 4. All number 1s form a group together, all number 2s, and so on. In turn, they tell each other about the country they designed with their original group.

Round-up. Ask groups which country they thought was the best one to visit.

Alternative: Guessing game in pairs/groups

- Pairs/Groups choose a real country. Together, they write six sentences about it, using the ideas in 1a and language from p98 and 99 to help them.
- Pairs/Groups read out their sentences, starting with those that do not make the country easy to guess. The others listen and see how quickly they can guess the country.



GRAMMAR Infinitives and gerunds

2 a  Write the verbs in two lists.

Go through the answers together and write them on the board.

+ to do	+ doing
promise	can't stand
agree	dislike
would like	enjoy
offer	finish
want	miss

Give examples of any that learners have difficulty with.

b  /  Read the dictionary definition together. Then learners check the verbs in a dictionary.

hope to do	plan to do (but plan on doing)
learn to do	don't mind doing

c Learners write six sentences, using verbs from 2a or 2b. Four should be true and two false. Go round and check.

d In turn, learners read out their sentences. The others decide which two are false. Alternatively, learners could do this in pairs or groups.



You could use photocopiable activity 12B on the Teacher's DVD-ROM at this point.

CAN YOU REMEMBER? Unit 11 – would

3 a *Books closed.* Write gapped sentences on the board about your dream home, e.g.

I _____ live in a small cottage by the sea.


I _____ have a car. I _____ walk everywhere.

Ask learners what words go in the gaps (*Answers:* would (or 'd), wouldn't, would).

Books open. Learners add *would* or *wouldn't*.

- 1 ... I would live ... 2 ... it would be close ...
3 It wouldn't be too big ... 4 ... it would have ...
5 ... would have a big balcony ... 6 ... would live there ...
7 ... we would get up ... 8 That would be perfect.

b Learners write a few sentences about their dream home, using *would* and *wouldn't*.

c  Learners tell each other about their dream home. The others listen and ask questions to find out more.

Round-up. Ask each group which was the most interesting home.

Extension

SPELLING AND SOUNDS -ent, -ant

4 a Play recording 3.34 or say the words yourself.

Learners repeat. Check that they pronounce the /ənt/ ending correctly.

b Learners read the information, then write the words. Go through the answers and write the words on the board in two lists. Check that learners know what they mean.

-ent: apartment, different, excellent, independent, moment, monument, present
-ant: accountant, assistant, instant



c *Spellcheck: books closed.* Remove any words that might be on the board. Play recording 3.35 or say the words. Learners write them down.

d *Books open.* Learners check the spellings in the script on p156.

NOTICE Expressions with of

5 a Learners complete the expressions.

1 head of 2 south of 3 group of 4 member of

b  /  Learners think about the questions or discuss them with a partner.

c Learners form new pairs and ask and answer the questions. Alternatively, do this activity with the whole class. In turn, learners choose someone and ask a question. That person replies, then chooses another person and asks a question, and so on.



You could use photocopiable activity 12C on the Teacher's DVD-ROM at this point.

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 a number on each line.

Unit 12 Extra activities on the Teacher's DVD-ROM

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

12A In an ideal world...



Location Map Flag

Name of country: _____
Capital (name and location): _____
Introduction/History: _____
Geography (main features): _____
Climate: _____
People
Population: _____
Nationality: (Noun) _____ (Adjective) _____
Language(s): _____
Government
Government type (e.g. republic; monarchy): _____
Legislature: (Who makes the laws? e.g. parliament): _____
Political parties: _____
Economy
Main industry/industries: _____
Agriculture: _____
Main export(s): _____
Natural resources: _____
Other (e.g. tourist attractions, education system, relations with other countries, national holidays, unusual facts): _____

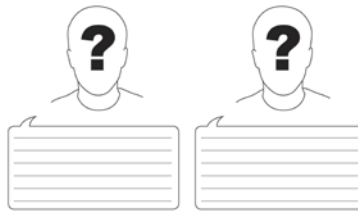
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12B Who am I?

'About me' sentences

- Once I forgot to _____
- I need to _____
- I can't stand _____
- I must remember to _____
- I often imagine _____
- Sometimes I feel like _____
- I remember _____ when I was a child.
- I once tried _____, but I gave it up because _____
- I'd like to start _____
- I'm thinking about _____
- I wouldn't like to _____
- I enjoy _____


Anonymous heads




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12C Class yearbook

Profile cards

Name: _____	Personal information: _____ _____ _____
	Achievements: _____ _____ _____

Name: _____	Personal information: _____ _____ _____
	Achievements: _____ _____ _____

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12A In an ideal world ...

Activity type: Writing / Speaking – Making a poster – Groups

Aim: To create and describe a fictitious country

Language: Describing a country – Use any time after 2.1.

Preparation: Make one copy of the worksheet for each group of four or five learners.

Time: 45 minutes

12B Who am I?

Activity type: Sentence completion / personalisation

Aim: To increase facility with infinitive / gerund choices

Language: verb + gerund / verb + infinitive – Use any time after 12.2.

Preparation: Make one copy of the worksheet for each learner. Cut into two sections.

Time: 20–30 minutes

12C Class yearbook

Activity type: Speaking / Writing – Interviews / Profile writing / Correction – Pairs

Aim: To find out about and report on a person's life and achievements

Language: Talking / Writing about people's lives and achievements (past simple / present perfect) – Use any time after 12.3.

Preparation: Make one copy of the worksheet for every two learners. Cut up the cards. Ensure that each learner has spare paper for writing a draft profile.

Time: 30–35 minutes

Unit 12 Self-study Pack

In the Workbook

Unit 12 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Location; Describing a country; Life and achievements; Expressions with *know*
- **Grammar:** Infinitives and gerunds
- **My English:** Other languages
- **Explore writing:** Award nomination
- **DVD-ROM Extra:** Achievements – Ian and Maxime

On the DVD-ROM

Unit 12 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Sentence stress
- **Explore listening:** Understanding an audio guide
- **Animated video:** Asking about a country
- **DVD-ROM Extra:** Achievements

13 Now and then

13.1

Goals: talk about electronic gadgets you use
use the phone in different situations

Core language:



VOCABULARY How I feel about gadgets
 Telephone expressions
PRONUNCIATION Groups of words 2

I couldn't live without it!

LISTENING

1 a To introduce the topic, look at the picture with the class. Ask how many learners have each of the gadgets. If they have them, ask what they use them for.

Present *electronic gadget* (*gadget* = a useful machine, like the things in the picture).

b  /  Learners think of other electronic gadgets they have, and write a list.

c Learners read out items. Build up a list on the board.

Possible items:

items in picture: *mobile (phone), music player (iPod, MP3 player), webcam, digital camera (camcorder), laptop (computer), printer, scanner*
other items: *pocket calculator, fax machine, watch, (alarm) clock, radio, TV, CD player, baby alarm (intercom), burglar alarm*

2 *Listening for general topic.* Play recording **3.36** straight through (both conversations). Learners listen and tick the gadgets.

Conversation 1: *mobile phone*

Conversation 2: *music player, computer, mobile phone*

3 a *Listening for main points.* Discuss the questions together.

Possible answers:

1 *Natalie: sometimes she uses it, sometimes she doesn't.*

Paula: couldn't live without it, always has it with her.
2 *When he goes out he always has it in his coat pocket. It helps him relax, makes him feel good.*

3 *He's not interested in them. He has an iPod, a mobile phone.*

b Play recording **3.36** again to check.

You could also ask other questions, e.g.

– *What does Natalie do with her mobile?* (Answer: She leaves it at home.)

– *When does Metin use his iPod?* (Answer: On the way to work, when he goes shopping, on the bus.)

– *When does Fabio use his iPod?* (Answer: Hardly ever.)

– *When does he use a computer?* (Answer: At work.)



– *What does he use his mobile for?* (Answer: To call friends, to check the football scores.)

4 *Discussion.* Refer to the answers in **3**, and ask if anyone in the class is similar.

Language note: music player

- iPod* and *MP3 player* are two kinds of *music player*. People usually say *iPod* or *MP3 player*, rather than *music player*.
- We can say *mobile phone*, or just *mobile*. In US English, we say *cell phone* or *cell*.

VOCABULARY How I feel about gadgets

5 a  /  *Language focus.* Learners decide what each sentence is about, and who says it.

2 *music player – iPod (Metin)*

3 *mobile phone (Fabio)*

4 *computer (Fabio)*

5 *not having electronic gadgets (Fabio)*

6 *iPod (Fabio)*

7 *computer (Fabio)*

8 *mobile phone (Natalie)*

9 *mobile phone (Paula)*

10 *iPod (Metin)*

b Discuss the sentences with the class to see how many learners knew or could guess. Then learners check in the script on p156. You could also play recording **3.36** again.

To focus learners' attention on the highlighted expressions, ask the class which expressions in the recording mean something similar to:

1 I really need it. (Answers: 1, 9, 10)

2 I use it. (Answers: 2, 3)


3 I don't use it. (Answers: 6, 7, 8)

Optional practice

Learners make single sentences about their mobile, laptop and music player, choosing one of the expressions. Prompt answers round the class by asking, e.g., *How do you feel about your mobile? Tell me about your laptop.*

SPEAKING

6 a *Preparation for speaking.* Learners look again at the gadgets in their list from **1b** and how they use them. To make this activity more focused, you could ask them to choose three from their list.

b  *Speaking activity.* Learners ask and answer the questions.

Round-up. Ask a few students to tell you about the gadgets in their list.

Four phone calls

LISTENING

- To introduce the activity, ask the questions round the class. Check that learners understand what a *bonus* (= extra money paid to employees). You could also teach *annual bonus* (= extra money paid once a year) at this point.
- Listening for main points.* Read through the questions about each call. Then play recording 3.37 and discuss the answers.

Call 1:
 1 She has \$2,225 in her account.
 2 She thinks the \$2,000 paid in yesterday is her annual bonus.
 Call 2:
 1 Her husband.
 2 He should call her. She's got some good news.
 Call 3:
 1 She's got a bonus of \$2,000.
 2 Go on holiday to Norway in May.

- Pre-listening task.* Ask learners to guess what the bank manager might say. Try to get different ideas.
 - Listening to check.* Play recording 3.38 and ask what happened.

A cheque was paid into Christine's account by mistake.
 The bank will take the money out of Christine's account.

Ask other questions to check that learners understand, e.g.

- *Why did the bank make the mistake?* (Answer: Someone else has the same name and a very similar account number.)
- *What is she going to do?* (Answer: Cancel the holiday.)

- Discussion.* Ask the question. If any learners say yes, ask what happened.

VOCABULARY Telephone expressions

- Telephone expressions.* Learners write letters by the sentences.

2 C 3 R 4 J 5 R 6 B 7 R 8 C 9 J 10 B
 11 B 12 J

- Go through the answers with the class to see how many they knew. Then learners check in the scripts on p156. You could also play recordings 3.37 and 3.38 again.

Check learners understand the meaning of:
 – *the reception is bad* (= I can't hear you clearly)
 – *take a message* (= write a note for him)
 – *call you back* (= I'll phone you).

PRONUNCIATION Groups of words 2

- Focus on intonation.* Play recording 3.39. Learners mark the pauses between the two groups of words in each sentence. Point out that the voice goes *down* at the end of each group.
 - Play recording 3.39 again. Learners practise saying the sentences.

- Conversation practice.* Learners add different names, and think of appropriate responses.

Go through the sentences with the class and ask learners what replies they thought of. Try to get different suggestions, e.g.

- *I'm afraid he's not here. Can I take a message?*
 – *Yes, just a moment.*
 – *I'm not sure. Just a moment. I'll see if he's there.*

- Learners take turns to say the sentences and respond.

SPEAKING

- Preparation for role play.* Learners read the instructions and prepare what they might say.

Alternative: Whole class preparation

Look at Situation 1, and ask what the person might say and what the receptionist might reply. In this way, build up a conversation with the class. Then do the same with Situation 2.

- Role play.* Learners have conversations 1 and 2, taking turns to be the caller.



You could use photocopiable activity 13A on the Teacher's DVD-ROM at this point.

13.2

Goal: talk about past habits and states

Core language:

GRAMMAR *used to, would*

When I was a child

READING

- Pre-reading activity.* Ask learners to cover the web postings. Tell them they will read about what people believed when they were children. Learners look at the pictures and guess what the people believed. Use the pictures to teach *shark* and *monsters*.
- Reading for general idea.* Learners match the web postings with the pictures. Go through the answers and establish what each person believed.

Cam E	Raquel A
Leonardo B	Dave C
Natalie D	

- Reading for details.* Learners read again and answer the questions.

- Natalie (a shark) and Dave (monsters)
- Natalie
- Cam (how the telephone worked)
 Leonardo (how the TV worked)
 Raquel (why the moon was always there)
- Leonardo (how the TV works)

- Discussion.* Learners choose the story they like best. Then find out which story most people like best, and why.

I used to ...

GRAMMAR *used to, would*

- 1 *Grammar focus 1.* Read the examples and discuss the questions.

1 *the past* 2 *many times*

Establish that we use both *used to* and *would* (or *'d*) to talk about things that often happened (repeated actions) in the past.

- 2 a *Noticing task.* Learners underline examples of *used to* and *would* or *'d* in the web postings on p108.

Check answers with the class.

Cam: *'d* (x1)
Leonardo: *used to* (x2)
Natalie: *used to* (x1), *'d* (x1)
Raquel: *used to* (x1), *would* (x2)
Dave: *used to* (x1), *'d* (x2)

- b *Grammar focus 2.* Read the examples together and complete the rules.

1 *used to, would* 2 *used to*

If necessary, give other examples to show the difference between action and state verbs, e.g.

– *I used to go to school by bus.*

I would go to school by bus.

(= I did this again and again – a repeated action)

– *I used to live in Manchester.*

(= I lived there over a period – a state)

- c *Focus on pronunciation.* Play recording 3.40.

Learners practise saying the sentences. Focus their attention on the reduced pronunciation of *used to* as /ju:st ə/.

- 3 a  /  *Gap-filling task.* Learners complete the sentences.

3 *used to* 4 *used to* 5 *used to / would*
6 *used to / would* 7 *used to* 8 *used to / would*
9 *used to / would* 10 *used to / would*

- b *Writing sentences: personalisation.* Learners write five sentences about their childhood. Go round and check.


Round-up. Ask learners to read out one or two of their sentences.

Note: Grammar practice

You could do the grammar practice on p140 at this point.



SPEAKING

- 4 *Preparation.* Learners look at the topics and prepare a few things to talk about. They can make brief notes.

- 5  *Speaking activity.* Learners tell each other what they remember. (This could also be done in pairs.)

- 6 *Round-up.* Find out if learners believed or did the same things.

13.3 Target activity: Talk about technology and change

Goals: talk about electronic gadgets you use 
talk about past habits and states 

Core language:

TASK VOCABULARY Comparing past and present
13.1 VOCABULARY How I feel about gadgets
13.2 GRAMMAR *used to, would*

TASK READING

- 1 To introduce the activity, read through the topics with the class and check that learners know what they mean.

Learners tick the things they have done, and think about when they first did them.

 Learners compare their answers.

Find out how many learners have done each thing, and who did them first.

- 2 *Reading for main idea.* Learners read the web page and answer the questions.

Look at each section in turn. Ask what it is about, and whether Mark Glaser thinks the change is good or bad.

- 1 *Using email. Good and bad: It's faster, people communicate more; but they phone/talk less.*
2 *Getting the latest news on the Internet (Google). Good. He can choose the news he's interested in, there's more choice.*
3 *Buying gifts online. Bad. It's too easy to shop – he's in debt.*

As you go through the answers, ask the class whether they agree.

Language note

The web page uses US English. Notice these equivalents:

<i>US English</i>	<i>British English</i>
call them up	phone them
gift	present
mailed	posted

TASK VOCABULARY Comparing past and present

- 3 Learners find the highlighted expressions.

1 *Now: 1, 4* 2 *The past: 3, 6* 3 *Comparing: 2, 5, 7*

Point out that:

– *these days* and *nowadays* mean the same. They both mean 'around now'


– to compare the present and the past we can use ... *more/less than ... used to.*

Language note: Comparisons with *used to*

In comparisons with *used to*, we don't repeat the verb:
– *They talk less than they used to.* (not *used to talk*)
– *I do more shopping than I used to.* (not *used to do*)
The exception is *be* – we do repeat the verb *be* (in the infinitive form):
– *There's more choice than there used to be.*

TASK

- 4 a *Preparation for discussion.* Learners think about the questions, and make brief notes. Go round and check, giving help where necessary.

- b  *Discussion*. Learners exchange ideas.
Round-up. Ask pairs/groups to tell you one thing they talked about.

Alternative

- Learners answer the questions in pairs, and see if they agree.
- Ask each pair to summarise one thing they talked about. Ask the class if they agree.

- 5 *Discussion*. Ask the class to decide whether the changes described have made life better or worse, and why. You could build up a list of the changes on the board, then divide the class into two teams. Each team votes on whether the changes are better or worse.

13 Explore

Keyword: *time*

Goal: use *time* in a range of expressions

Core language:

expressions with *time*
time to + infinitive
time + clause

- 1 a *Expressions with 'time'*. Learners complete the sentences.

1 *all the time* 2 *for the first time* 3 *another time*
 4 *have a good time* 5 *your first time* 6 *too much time*
 7 *Any time*

As you go through the answers, ask learners to say what each expression means, e.g.

- 1 = always
- 2 = it never happened before
- 3 = on a different day
- 4 = enjoy it
- 5 = have you been here before?
- 6 = we do it too much
- 7 = 2.00, 3.00, 4.00 ... Monday, Tuesday ...

Focus on the expression *spend (a lot of) time + -ing*. You could give other examples or ask questions, e.g.
 – *Do you spend a lot of time on the Internet?*
 – *How much time do you spend working?*
 – *I spend an hour travelling every day. How about you?*

- b *Writing sentences: personalisation*. Learners write four sentences about when they were a child or (in adult classes) when they were a teenager. Make sure they use an expression from 1a in each sentence.

Round-up. Take each expression in turn, and ask who used it in a sentence.

- 2 a *'time to' + infinitive clause*. Write these sentence beginnings on the board:

- *I think it's nearly time ...*
- *I don't have enough time ...*

Ask learners to suggest endings (e.g. ... *to stop*, ... *to go home*, ... *to study*, ... *to read the paper*), and present the structure *time to* + infinitive.

'time' + sentence clause. Write on the board:

- *I cry every time ...*
- *Call me next time ...*


Ask learners to suggest endings (e.g. ... *I watch a romantic film*. ... *you're in London*.), and present the structure *time* + clause (= part of a sentence).

Learners complete the sentences.

1 *to talk* 2 *to go* 3 *to think* 4 *I hear that expression*
 5 *I go on holiday* 6 *you arrive*

Point out that *by the time you arrive* means *before you arrive* (= when you arrive I'll already be there).

- b Look at the three questions. Ask if they continue with *to* + infinitive or with a clause.

 Learners write questions to ask others.

Learners ask their questions and choose someone / another pair to answer.

Across cultures: Time

Goals: make learners aware of different attitudes to time in different cultures
 develop fluency

Core language:

Expressions connected with punctuality and urgency: *on time*; *in a hurry/rush*; *take your time*

- 1 *Listening for main points*. Check that learners know where Costa Rica is (*Answer*: Central America). Ask them whether they think people in Costa Rica are relaxed about time, or whether they are always in a hurry.

Play recording 3.41 and answer the questions.

- 1 *Regular time*
 2 a *They take their time.*
 b *They arrive 30–40 minutes later than the meeting time.*
 3 *She's usually in a hurry and arrives on time.*

- 2 a *Listening for specific sentences*. Play recording 3.41 again. Learners listen and tick the sentences they hear.

Go through the answers, and ask who says each sentence.

1 *Megan* 3 *Megan* 5 *Leonardo*

- b Ask what the expressions are about.

- 1 *(right) on time*
 2 *in a hurry; always rushing*
 3 *take their time*



Point out that:

- *take (your) time* means 'not be in a hurry, do things slowly'. It can be followed by verb + *-ing*:
People take their time having breakfast.

Language note

Hurry and *rush* can be used as verbs or nouns:

- *He's always in a hurry (or in a rush).*
- *Take your time – there's no rush (or no hurry).*
- *They are always hurrying (or rushing) to get somewhere.*
- *Hurry (up) or we'll be late. (not rush...)*

- 3 a *Writing sentences: personalisation.* Learners write three sentences about themselves.
- b  /  *Speaking activity.* Learners read out their sentences, and see if they are the same or different. *Round-up.* Ask pairs or groups what they have in common and how they are different in their attitude to time.

Note for monolingual and multilingual classes

Monolingual classes

This could lead to a discussion of different people's attitude to time.

Multilingual classes

This is a chance to explore different attitudes to time in different cultures.

- 4 *Discussion.* Find out if learners have lived in other countries or had contact with foreign visitors to their country. Ask what differences they noticed in people's attitudes to time and to being punctual.

Explore writing

Goal: write about a memory

Core language:

Remembering: *I remember + -ing; I remember (that) ...; I remember when ...*

- 1 *Pre-reading task.* Take each item in turn and ask round the class what learners remember about them.
- 2 *Reading.* Learners read the web postings and find answers to the questions. Learners who finish quickly could discuss the answers with the person next to them.

Calculator (Koji):

1 *about eleven*

2 *He loved it at first, then disliked it because it reminded him of exams.*

3 *big and heavy*

Music player (Cam):

1 *twelve or thirteen*

2 *He loved it, used it all the time.*

3 *a Sony Walkman (cassette player) – smaller and more modern than his brother's*

Digital camera (Elmira):

1 *28*

2 *Disappointed. She preferred her old camera.*

3 *small, silver, not very good quality*

- 3 a *Matching task.* Learners cover the postings and match the sentence halves.
- b Go through the answers. If necessary, learners read the postings again to check.

1 e 2 d 3 a 4 b 5 c

Point out that we can say:

– *I remember + noun / -ing*

– *I remember my first Walkman.*



– *I remember getting my first Walkman.*

– *I remember (that) + clause*

– *I remember (that) my brother was jealous.*

– *I remember when + clause*


– *I remember when I got my first camera.*

- 4  *Preparation for writing.* Learners choose a gadget that they remember having for the first time. Using the questions in 1, they tell their partner about it. The idea of this is to help them develop ideas for the writing stage.
- 5 *Writing a web posting.* Learners write a web posting based on what they told their partner in 4. Go round and check, giving help where necessary.
- 6  Learners read each other's postings and ask questions to find out more. Alternatively, they could form pairs with a new partner for this stage. *Round-up.* Ask a few learners to tell you about their partner's posting.

13 Look again

Review

VOCABULARY Telephone expressions, expressions with time

- 1 a  *Game.* Learners form groups of three. They either use the grid in the book, or they copy it onto a piece of paper. Give each learner a letter, A, B or C. C turns to p128.

Make sure learners know how to play the game. You could give the instructions, then check by asking learners what they have to do.

They play the game, A and B taking turns to choose a number, and C reading out the gapped sentences.

Find out who won in each group.

- b Groups draw another grid, and play the game again. This time, C reads the gapped sentences on p122.

You could go through the sentences with the class and ask learners to add the missing words.



You could use photocopiable activity 13B on the Teacher's DVD-ROM at this point.

GRAMMAR used to, would

- 2 a Look at the questions, and ask:
– *What verbs can go with 'used to' or 'would'?*
(Answer: action verbs, things you can often do)
– *What verbs only go with 'used to'?* (Answer: state verbs, things that continue for a long time).

Look at the verbs and ask which type they are. Write them on the board in two lists. Alternatively, let learners do this alone or in pairs, then go through the answers with the class.

1 *buy, go, walk, take, have (e.g. have coffee), listen to, play*
2 *think, enjoy, believe, dislike, have (e.g. have a cat), live*

- b Learners write sentences about their past. As they do this, go round and check, giving help where necessary.

- c *Round-up.* Take each verb in turn, and ask who wrote a sentence using it. Other learners listen and ask further questions.



You could use photocopiable activity 13C on the Teacher's DVD-ROM at this point.

CAN YOU REMEMBER? Unit 12 – Life and achievements

3 a Optional lead-in with books closed

Ask the class what they remember about Akebono. Prompt them if necessary by asking questions, e.g. *Was he Japanese? Why was he famous? Was he always a sumo wrestler?*
Learners open their books and do 3a.

/ Learners complete the sentences.

1 study 2 became interested in 3 join 4 was the first
5 won 6 retired

- b Learners write about a famous person in their country.
c Learners read out their sentences and ask questions to find out more.

Alternatives

Mingling activity (single-nationality classes)

Learners choose a famous person. Then they move round the class and ask other people what they know about the person. In this way they collect information, which they use to write their sentences.

Homework preparation

Learners write their sentences at home, using the Internet to find out about the person they chose. In the next lesson, learners who chose the same person could sit together in groups and pool their information, then read it out to the rest of the class.

Extension

SPELLING AND SOUNDS *ei, ey*

- 4 a Play recording 3.42, or say the words yourself. Learners repeat. Check that learners say /i:/ and /eɪ/ correctly.

Note

The /i:/ sound at the end of *money* is the same as in *receive*, but is unstressed and slightly shorter: /mʌni/.

- b Discuss the questions.

1 ei 2 ei 3 ey

Point out that when *-ei* comes after *c-*, we pronounce it /i:/. When it comes before *-gh*, we pronounce it /eɪ/.

- c Learners complete the words and add them to the correct group.
d Play recording 3.43 to check. Learners repeat the words.

/i:/ ceiling journey key receipt Turkey
/eɪ/ grey neighbour weigh

- e *Spellcheck: books closed.* Play recording 3.44 or say the words. Learners write them down.
Books open. Learners check the spelling in the script on p157.

NOTICE *without*

- 5 a Learners match the sentence halves.

1 c 2 b 3 a

Establish that *without* can be followed by:

- a noun:
 - *I would die without my mobile phone.*
 - *She went out without a coat.*
- a verb + *-ing*:
 - *I used it without asking.*
 - *She went out without wearing a coat.*

- b Learners ask and answer the questions.

Self-assessment

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

Unit 13 Extra activities on the Teacher's DVD-ROM

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

13A 'Wheel' of gifts 2

Gadget cards

portable shower, robot cleaner

13A Wheel of gifts 1

Character cards

Margaret, Tom, Lizze, Papa, Chris, Joe, David, Ben, Annabel, Alan

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13B You called?

Caller cards

Answer cards

1 Call your friend Pat to arrange to go to the cinema - Monday, Thursday or Friday are possible - Monday or Thursday would be best, though, as you usually go out on Friday. If Pat isn't there, leave a message.

2 You need a lift to the airport on Sunday morning - call your friends Pat, Jamie and Sam and try to find someone who can help. Offer to pay for the person if no one is there. Leave a message.

3 You planned to meet your best friend, Sam, to go shopping and have lunch on Saturday, but now you are going to be busy. Call to message the plan. If Sam isn't there, leave a message or try to get a mobile number.

4 There is a problem with your internet connection. You've tried resetting everything but there is still no connection. Call the company to find out what's wrong.

5 You need a new printer for your computer. Call the company you bought your computer from. You've seen the printer you want on the website and tried to buy it, but there seems to be a problem with the website. Your credit card number is 1234 567 8910 000.

6 You work for Webcraft Ltd., a company that builds websites for other companies. You specialise in sites which companies can use to sell their products online. Call Banco Computing Services to sell your service.

1 You are Pat. You are at home alone (your housemates Jamie and Sam are out). You have an exam on Friday morning so you need to do a lot of work, but it would be nice to go out. Your car is in the garage. If anyone calls to speak to your housemates, take a message.

2 You are Jamie. You are at home alone - your housemates Pat and Sam are out. But Sam's mobile number is 09051-928-543. You're free on Sunday, but you're a bit short of money at the moment.

3 You are Sam. You are at home alone - your housemates Pat and Jamie are out. You have arranged to go shopping with your best friend on Saturday morning. You're free most of next week, except Wednesday. If anyone calls to speak to your housemates, take a message.

4 You work for Banco Computing Services in the Customer Service Department. If someone reaches the Sales Department, you can give them the number (02452 224 211) or you can pass on a message. You know that there is currently a problem with the internet service Banco provides. Engineers are working on the problem and it should be fixed by this evening.

5 You work for Banco Computing Services in the Sales Department. If someone needs Customer Service, you can give them the number (02452 624 777) or you can pass on a message. You can take orders for products over the phone with a credit card. Customers usually take seven days.

6 You are the manager of Banco Computing Services. You have been having some problems with your website - customers find they can't buy online. You'd be interested in meeting someone to improve the site.

Extra role

13B You are an answering machine in a business setting. Apologise that no one is available and ask callers to leave a message after the beep.

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13C Technophobe or technophile?

How has technology improved your life?

Message 1 posted by - Notidull - 19 hours ago

Improved my life? Well, let's see ...

Years ago, I ... in a great office. I ... a telephone, a desk and a secretary. My secretary ... my telephone calls and ... my mail, too. If a letter looked important, she ... me, and I ... it. When I ... to write a letter, I ... about it, and when I was ready, I ... my secretary in. ... it to her and she ... it. The letter ... to the other person in a few days, and a few days later, I ... an answer. Now ... well, now I still work in my office. I have a computer but no secretary. I get hundreds of emails a day - and I spend half an hour every morning deleting the spam. Then I have to answer the genuine emails myself. I have to do it quickly, because if people don't get an answer in a few hours, they start sending more emails. I've got a phone on my desk that rings all the time and I have to take my own calls - and my mobile phone is always ringing. Sometimes I get a telephone call from a customer, a text from my boss and an email from Head Office all at the same time!

I ... to quite a few meetings at Head Office. I ... the train and ... to London. The journey ... about two hours, I ... and ... the paper, and I always ... relaxed. It was nice to go to London every few weeks. We ... the meeting and then ... out and ... some lunch. Not like today. Today I don't go to meetings much any more - we usually video-conference. This means we spend hours trying to get the technology working, and then we have the meeting at our desks. Then the computer crashes, of course! Even if I do go to London, it's not the same. I work on my laptop and get emails on my mobile on the train, and the office rings me every ten minutes. It's the same when I go on holiday.

So, 'Improved my life'? No - increased my work, increased my stress and stopped me from ever relaxing ... ☹ ☹

Reply to this message ...

answer arrive call dictate get (x3) go (x3) have (x3) open post read (x2) sit take tell think type want work

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13A 'Wheel' of gifts

Activity type: Speaking – Card game – Groups

Aim: To talk about gadgets, their suitability for certain people and reactions to them

Language: Speculating about present habits/lifestyle / Saying why a gadget would be useful to someone – Use any time after 13.1.

Preparation: Make one copy of each worksheet for each group of four or five. Cut up the cards and ensure each group has a pencil or pen.

Time: 20 minutes

13B You called?

Activity type: Speaking – Role play – Groups

Aim: To practise the language of telephoning

Language: Language for managing telephone calls / Making arrangements – Use any time after 13.1.

Preparation: Make enough copies of the worksheet so that you can distribute an equal number of caller cards and answer cards to the learners. (The 'Extra role' is in case you have an uneven number of learners or wish to take on this role yourself.)

Time: 15–20 minutes

13C Technophobe or Technophile

Activity type: Writing – Text completion – Pairs

Aim: To practise forms for expressing past habits and to encourage learners to make style decisions

Language: *used to* and *would* for past habits – Use any time after 13.3.

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

Time: 30–40 minutes

Unit 13 Self-study Pack

In the Workbook

Unit 13 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** How I feel about gadgets; Telephone expressions; Comparing past and present
- **Grammar:** *used to, would*
- **Time out:** Gadgets
- **Explore reading:** Instruction manual
- **DVD-ROM Extra:** Memories – Mainda and Ian

On the DVD-ROM

Unit 13 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** *used to*; Groups of words
- **Explore speaking:** Showing that you're surprised
- **Listening:** Telephoning
- **DVD-ROM Extra:** Memories

14 A matter of opinion

14.1

Goals: express and respond to opinions
have a discussion

Core language:

VOCABULARY Expressing opinions
 Responding to opinions

Boxing

LISTENING

- 1 a To introduce the topic, look at the picture and establish that the name of the sport is *boxing*. Ask learners to find the words, and discuss what the boxers and referee do.
- b Learners think of other similar sports.

Possible answers:

wrestling, kick boxing, karate, judo, fencing, sumo

- c Ask which sports are popular in the learners' own country. Ask if learners have done any of the sports, or if they have watched them live or on TV.
- 2 *Listening for main idea.* Play recording 3.45 (the first part of Lewis and Amelia's conversation) and answer the questions.

Amelia likes it (she thinks it's exciting).



Lewis doesn't like it (he thinks it's awful).

- 3 a *Reading to predict.* Read through the opinions and check that learners understand them. If necessary, explain the meaning of *hurt* (= cause pain), *aggressive* (= wanting to fight) and *ban* (= say that people can't do it).

Optional extension: Key vocabulary

You could also present other key vocabulary at this point, to help with the listening, e.g.

- *violent* (= to do with fighting and hurting people)
- *hit* (show by gestures)
- *defend yourself* (show by gestures)
- *illegal* (= against the law, banned)



 /  Learners read the opinions and decide whose they are.

Discuss the opinions with the class, but don't tell them the answers.

- b *Listening to check.* Play recording 3.46. Learners listen and check if their guesses were right.

1 L 2 A 3 L 4 A 5 A 6 A 7 L 8 A 9 L



Go over the answers with the class. If necessary, play recording 3.46 again, pausing from time to time to focus on what Lewis and Amelia actually say.

- 4  /  *Discussion.* Learners look at each opinion in turn and say if they agree with it.

Round-up. Ask groups (or pairs) whether they agreed more with Lewis or with Amelia.

What do you think?

VOCABULARY Expressing opinions

- 1 a  /  *Language focus.* Learners complete the sentences.

2 find 3 know 4 anyway 5 feel 6 course 7 thing
8 thing

- b Play recording 3.47 to check. Learners repeat the sentences.

Focus on:

1 verbs used for expressing opinions:

- *I think (that) ...* - *We all know that ...*
- *I feel that ...* - *I find it (+ adjective)*

2 other expressions used in arguments:

- *The thing is ...* - *Anyway ...*
- *Another thing is ...* - *Of course ...*

SPEAKING

- 2 a *Preparation.* Learners think about the topics and note down ideas.
- b *Discussion.* Take each topic in turn and ask learners to give opinions about it.

Alternative

To make this activity more focused, you could ask learners to choose three of the topics and write one or two sentences about each, using expressions from 1a.

Then take each topic in turn and ask learners to read out what they wrote. See how many people in the class agree with each opinion.

VOCABULARY Responding to opinions

- 3 Read through each extract and ask which heading it goes under. Write them in three columns on the board.


1 I agree OK, that's a good point. Yes, exactly.	2 I disagree Sorry, but ... Yes, but ... Well, not really.	3 Finish ... Just a second.
---	--	---------------------------------------

- 4 *Focus on pronunciation.* Play recording 3.48, pausing after each response. Ask which words are stressed and underline them on the board. Learners practise saying them.

Check answers in the script on p157.

- 5 *Responding.* To show what to do, ask learners to cover the page. Say the first lines of the first extract and ask learners to respond, using the expressions on the board. They could either give the same response as in the book, or respond with their own opinion, e.g.

*I mean, a lot of boxers get injured. Some even die.
Yes, but people get injured in other sports, too.
OK, that's a good point.*

 Learners take turns to say sentences and respond, then change roles and repeat.

SPEAKING

- 6 a *Preparation for speaking.* Read through the statements and check that learners understand them.
👤 / 👤 Learners decide if they agree or disagree with each statement, and why. If they are working in pairs, they can talk about this together.
- b 👤👤 *Speaking activity.* Learners sit in larger groups (four to five learners). They talk about each topic in turn.
- c *Round-up.* A learner from each group tells the class what they agreed and disagreed about.

Alternative: Written discussion

- In the preparation stage, pairs choose two topics and write their opinion.
- They give this to another pair, who read it and decide if they agree or disagree. They write a reply, using expressions from 3.
- As a round-up, pairs tell the class what they wrote and what the other pair replied. The others say who they agree with more.

14.2

Goals: have a discussion 🔄
discuss imaginary situations

Core language:

GRAMMAR Real and unreal conditionals
PRONUNCIATION Groups of words 3

Carbon footprint

READING

- 1 *Books closed.* Write on the board: *carbon footprint*. Ask if learners know what this means, and also what a footprint is.
- Read the explanation in 1 (or say it in your own words). Ask learners to suggest activities that create a carbon footprint. Elicit different ideas, e.g. driving, going by plane, using machines, using the Internet, using paper, cooking, heating or cooling the home.
- 2 a *Pre-reading activity.* Learners cover the article and guess what Nandita might say about the things in the pictures. Prompt ideas by asking questions, e.g. *What do you think she will say about microwaves? Do you think she uses one? Do they reduce your carbon footprint? How?*
- As you discuss this, check that learners know *reduce* (= make smaller), *increase* (= make bigger), and that they understand *pressure cooker* (= a pan with a tight lid which cooks things very quickly under pressure) and *solar power* (= energy from the sun).
- b 👤 / 👤 *Reading to check.* Learners read the article and see if their guesses were correct.
- Discuss with the class what she says about each thing.

Possible answers:

microwave – don't keep it on standby
dishwasher – don't run it half full
light bulb – change to low-energy bulbs
oven – bake several dishes together
pressure cooker – learn to use one
cars – share a car with friends for shopping etc.
herbs – grow your own
bottled water – don't drink it if your water is drinkable
solar power – use the power of sunlight

SPEAKING

- 3 👤 / 👤 *Discussion.* Learners look at each suggestion. They decide what they think of it and whether they do or would do it themselves.
- Round-up.* Ask the class which things they thought were a good idea and which were a waste of time. Ask how many in the class do these things already and also which things sound good but are difficult to do.

Imagine

GRAMMAR Real and unreal conditionals

- 1 a *Language focus: meaning.* Read the sentences and discuss the questions.

1 *They are both about the present or future.*
2 *A: the situation is possible.*
B: it probably won't happen.

Bring out these points:

- *Sentence A is a suggestion – you might really do this, and it's a good idea*
- *Sentence B probably won't happen, so we're just imagining this (= it would be good)*
- *Sentence B is about the present but uses the past simple to show the sentence is unreal (= we're just imagining it).*

- b *Focus on form.* Learners complete the sentences.

A prepare, won't have
B thought, wouldn't change

- 2 a Look at situation 1 with the class. Learners decide what the sentence means (*Answer: I think this will really happen*). Then ask them to choose the correct words (*Answer: If I see ... I'll give*).

👤 / 👤 Learners look at the other sentences and choose the correct form.

2 *If I had ... I'd ...*
3 *He'd ... if he did ...*
4 *If we go ... we'll ...*
5 *If you had ... your life would ...*
6 *If she works ... she'll ...*

- b Play recording 3.49 to check. Go through the answers with the class. Learners repeat the sentences.
- 3 *Writing sentences: personalisation.* Learners write sentences. Go round and check, giving help where necessary.



Note: Grammar practice

You could do the grammar practice on p142 at this point.

PRONUNCIATION Groups of words 3

- 4 a *Intonation in conditional sentences.* Remind learners that:
- we naturally divide conditional sentences into groups of words.
 - our voice often falls at the end of each group.
- Learners mark their sentences into groups of words.
- b *Round-up.* Take each item in turn, and ask a few learners to read out their sentences.




SPEAKING

- 5 a  Learners think of things people could do, and note down ideas. If they are in pairs, they can discuss their ideas together. They could also write a few sentences with *If...*, as in Nandita's example.
- b  Learners talk about each topic in turn and compare their ideas.
- Round-up.* Groups discuss what they think about the ideas expressed, and why. Ask each group to tell you their most interesting or unusual idea.



You could use photocopiable activity 14A on the Teacher's DVD-ROM at this point.

14.3 Target activity: Have a debate

Goals: express opinions 
have a discussion 
discuss imaginary situations 
take part in a meeting

Core language:

14.1 VOCABULARY Expressing and responding to opinions
14.2 GRAMMAR Real and unreal conditionals

TASK READING

- 1 To introduce the topic, discuss the questions with the class. For question 3, learners could write a list of good and bad points before you discuss them.

Note

Multilingual classes

Learners from different countries tell the class about their own country.

Monolingual classes

Learners discuss what they know about developments in their country. You could also ask whether it's a good idea to make airports bigger and build new ones.

- 2 a *Reading for general idea (skimming).* Look at the pictures and ask what they show (*Answers:* a village, an airport, a lake with birds).
- Learners read the information quickly and find the places on the map. They shouldn't try to understand everything at this stage.

1 A (Sibley) 2 B (Sandstown Airport) 3 C (the Nature Reserve)

- b *Reading for main points.* Learners read the information again and find answers to the questions. When they have finished reading, they could talk about the questions in pairs. Learners focus on questions 1 and 2 first.

1 *It's too small.*

- 2 • *Make the airport bigger by adding a new terminal.*
• *Build a new airport near the village of Sibley.*
• *Build a new airport on the road through the Nature Reserve.*

Discuss the answers to 1 and 2 with the class.

Learners now focus on question 3.

Possible answers:

- 1 *Good: It's cheaper and easier. It's close to the town.*
Bad: It's too close to the town. Too much noise from planes and traffic.
- 2 *Good: It's an empty area of land.*
Bad: It would spoil a beautiful village and the coast. It's a long way from Sandstown.
- 3 *Good: It's an empty area of land. It's not too far from Sandstown.*
Bad: It would destroy the Nature Reserve.

TASK

- 3 *Preparation for role play.* Divide the class into four groups, A, B, C and D. Each group looks at their role card (A p122; B p124; C p128; D p130) and together they prepare what they will say. They should all make brief notes. Go from group to group and help with ideas if necessary.
- 4 *Role play.* Learners form groups of four, so that each group has at least one person from each of the original groups. An easy way to do this is to give a number to each learner in the original groups – then all the number ones sit together, all the number twos, and so on. They conduct a meeting, D acting as chair. Each group member presents his/her point of view and tries to convince the others.
- 5 a When most groups have finished, stop the discussion. Learners go back to their original group and discuss the questions.
- b One learner from Group D reports back on their decision. Ask the other groups if they think it's the right decision.

14 Explore


Keyword: would

Goals: use *would* to talk about imaginary situations
use *would* to talk about repeated actions in the past
use *would* to make and respond to requests

Core language:

would ('d)
Would you ...? Would you mind ...? Would it be possible ...?
I'd love to; I'd prefer ...; I'd rather (not) ...

Two uses of would

- 1 *Books closed.* Ask learners if they remember how *would* ('d) is used. Ask them to give examples.
- Open books.* Read the explanations and examples.
-  Learners mark A or B beside the sentences.

1 A 2 A 3 B 4 A 5 B

- 2 *Writing sentences: personalisation.* Learners write four sentences which are true for them. As they do this, go round and check.

Learners talk about their sentences.

Round-up. Ask a few learners to tell you their most interesting sentence and their partner's most interesting sentence.

Expressions with *would*

- 3 *Books closed.* Write on the board: *Would you _____, please?* Ask what could go in the gap, and remind learners that we use *would* to ask people to do things.

/ *Books open.* Learners match the sentences and responses.

1 f 2 e 3 g 4 a 5 b 6 c 7 h 8 d

Point out that:

– *I'd rather ...* (without *to*) and *I'd prefer to ...* mean the same.

– the opposite of *I'd rather ...* is *I'd rather not ...*

– the examples show two ways of asking carefully or politely: *Would you mind + -ing?* and *Would it be possible to ...?*

Play recording 3.50 to check answers.

- 4 Learners cover responses a–h in 3. Say some of sentences 1–8, and learners give responses from memory.

Learners have conversations in the same way.

Independent learning: Improve your speaking

Goals: encourage learners to think about how they can improve their speaking outside the class
give ideas for improving fluency in speaking

- 1 Look at the pictures with the class and establish what they show.

1 a recorder, a notepad 2 a CD, scripts of recordings

Learners discuss how they could use the items pictured outside the classroom to improve their speaking.

- 2 *Listening for main idea.* Look at the photos and read the caption, then play recording 3.51. Learners listen and answer the questions.

1 *Miguel:* B *Aslan:* A 2 Yes.

- 3 a *Sequencing task.* Learners put the instructions in the correct order.

Miguel: 3, 2, 1 *Aslan:* 1, 3, 2, 6, 4, 5

b Learners read the script on p157 to check. Then go through the answers with the class.

- 4 Ask learners what they think of each idea, and whether they have tried anything similar themselves.

Explore speaking

Goal: use expressions to soften opinions and disagreements

Core language:

Opinions: *I haven't thought about it a lot, but ..., I might be wrong, but ..., I think ..., I suppose ..., I guess ...*

Disagreeing: *I'm not sure about that, I don't really agree, It's true ... but ..., That's a good point, but ...*

- 1 To introduce the activity, discuss the questions with the class and remind learners of the issues concerning the airport in Sandstown.

- 2 *Listening for general idea.* Learners cover the interviews. Play recording 3.52. Pause after each part and ask what the person thinks should happen.

1 Karl: *It should move.*

2 Carole: *It should stay.*

3 Abbas: *It should move (to Sibley, but should not be in the Nature Reserve).*

- 3 a *Listening for main points.* Play recording 3.52 again, and ask what reasons the three people give. Alternatively, you could ask this first, then play recording 3.52 to check.

Possible answers:

1 Karl: *There isn't room. They shouldn't build it over North Park because the town needs green spaces.*

2 Carole: *It's good to have the airport near the town. North Park is nothing special. The countryside is more important.*

3 Abbas: *The land in Sandstown is worth a lot of money. This would pay for the new airport.*

- b Learners uncover the interviews and check the answers.

- 4 a Point out that when we give an opinion or disagree, we often make what we say 'softer': we don't just say 'No, you're wrong' – we say it more carefully.

Ask which highlighted expressions in the interviews are for giving opinions, and which are for disagreeing.

Opinions: 1, 6, 8 Disagreeing: 2, 3, 4, 5, 7

Presentation option

As you go through the answers, write expressions on the board in two lists:

Opinions

I haven't thought about

it a lot, but I suppose ...

I might be wrong, but I think

I guess ...

Disagreeing

I'm not sure (about that)

I don't really agree.

It's true ... but ...

I'm not so sure.

That's a good point, but ...

- b *Focus on stress.* Play recording 3.53 and ask which words are stressed. If you have written them on the board, underline the stressed words or let the learners check in the script on p158.

- c Play recording 3.53 again. Learners listen and repeat.

- 5 a *Preparation for speaking.* Learners choose two or three of the topics and make brief notes. As they do this, go round and help with words or expressions.

- b *Speaking activity.* Taking each topic in turn, learners give their opinion, and agree or disagree. They should try to use the highlighted expressions from the interviews.

Round-up. Ask a few pairs what they talked about and whether they agreed or disagreed about it.



You could use photocopiable activity 14B on the Teacher's DVD-ROM at this point.

14 Look again

Review

VOCABULARY Expressing opinions, responding to opinions

- 1 a / Learners complete the expressions.

giving opinions
I think ... We all know that ...
I really feel that ... The thing is ...
I find it ...
 disagreeing
Sorry, but ... Yes, but ... Well, not really.
 agreeing
OK, that's a good point.
Yes, exactly.

- b Look at the situations with the class and tell learners they should try to disagree as far as possible about what to do and give reasons. To show what to do, you could demonstrate a conversation with one learner.
 / Learners take turns to start a conversation, and the others respond.
 c *Round-up.* Ask groups whether they eventually agreed about what to do.

GRAMMAR Unreal conditionals

- 2 a Look at the first sentence with the class and ask learners to suggest possible endings, e.g. ... *I'd learn Japanese, ... I'd travel round South America.*
 Learners complete the sentences.
 b / Learners compare what they have written.
Round-up. Ask a few learners what they wrote for each item.



You could use photocopiable activity 14C on the Teacher's DVD-ROM at this point.

CAN YOU REMEMBER? Unit 13 – Gadgets

- 3 a *Books closed.* Ask learners if they remember expressions to talk about mobile phones and music players. Prompt them by asking questions, e.g. *Give me a sentence with 'use'. How can you say it's very important to you?*
Books open. Learners match the sentence halves.

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

- b Learners think of different gadgets. You could brainstorm these with the class and write words on the board. Alternatively, ask learners to think of one of each type and write it down. Then go through them with the whole class.
 c If you have written words on the board, ask learners to make sentences. If they have written words down, they could discuss them in pairs or groups.

Extension

SPELLING AND SOUNDS *-le, -el, -al, -ul*

- 4 a Play recording 3.54, or say the words yourself. Learners repeat. Point out that all the words end in the sound /əl/, but they are spelt in different ways.

Pronunciation note

In most dialects of English (British and American), this sound is a 'dark l', i.e. it is pronounced at the back of the mouth (by raising the back of the tongue, not the tip). However, if learners find this difficult, they can say the sound as a normal /l/ with the tip of the tongue.

- b / Learners complete the words.
 Go through the answers. You could write the words on the board in four lists. Check that learners know what they mean.
- al: national, animal, capital, hospital*
-ul: skilful, beautiful, wonderful, useful
-el: travel, vowel, channel
-le: simple, trouble, possible, vegetable
- c *Spellcheck: books closed.* Remove any words which might be on the board. Play recording 3.55 or say the words yourself. Learners write them down.
 d *Books open.* Learners check the spelling in the script on p158.

NOTICE *waste, save*

- 5 a *Books closed.* To focus on *save* and *waste*, tell the class: *I'm trying to save money.* Ask what this means. Then tell them: *I have a friend who wastes a lot of money.* Ask what this means, and ask for examples of wasting money. Then ask: *What else can you save and waste? (Answers: time, electricity, energy, fuel)*
 / Learners complete the sentences.

1 save 2 wastes 3 waste 4 save 5 waste

- b Check the answers in the article on p116.
 c Learners think of ideas together. They could make brief notes.
 d Take each topic in turn, and ask pairs what different ideas they had.

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 a number 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 Agree or disagree

Opinion strips

- It's silly that everyone learns the same foreign language. If everyone learned ...
- One thing that would help the environment is if everyone ...
- It would really help the economy if the government ...
- This school would be better if ...
- It would be a nicer place if ... <name of the town/city where you are studying> ...
- If people could ...
- The biggest problem facing the world today is ...
- The hardest thing about learning English is ...
- If people really wanted to reduce their carbon footprint, ...
- All the countries of the world should get together to ...

Response cards

a <input checked="" type="checkbox"/> Sorry, but ...	f <input checked="" type="checkbox"/> Absolutely! And ...
b <input checked="" type="checkbox"/> But don't you think that ...	g <input checked="" type="checkbox"/> I know what you mean ...
c <input checked="" type="checkbox"/> I'm not sure about that because ...	h <input checked="" type="checkbox"/> You're right, and ...
d <input checked="" type="checkbox"/> That's true, but ...	i <input checked="" type="checkbox"/> Yes, and ...
e <input checked="" type="checkbox"/> Well, I don't really agree ...	j <input checked="" type="checkbox"/> That's a good point. ...

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14B Hot topics

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14C Utopias

The world would be a better place if ...

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14A Agree or disagree

Activity type: Speaking – Card game – Pairs

Aim: To express opinions and agree/disagree

Language: Agreeing and politely disagreeing / Unreal conditionals – Use any time after 14.2.

Preparation: Make one copy of the worksheet for every two learners. Cut the copies up and make a separate set of opinion strips and response cards for each pair.

Time: 15–20 minutes

14B Hot topics

Activity type: Speaking – Discussion – Groups

Aim: To practise discussing and giving opinions on current issues

Language: Discussing issues / Expressing opinions – Use any time after 14.3.

Preparation: Make one copy of the worksheet for each group of four or five learners.

Time: 15–20 minutes

14C Utopias

Activity type: Speaking / Writing – Discussion – Pairs / Small groups

Aim: To hypothesise / talk about imaginary situations

Language: Talking about imaginary situations / Unreal conditionals – Use any time after 14.3.

Preparation: Make one copy of the worksheet for every two learners or small group.

Time: 20–30 minutes

Unit 14 Self-study Pack

In the Workbook

Unit 14 of the *English Unlimited Pre-intermediate 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 video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Expressing opinions; Responding to opinions
- **Grammar:** Unreal conditionals
- **My English:** Agreeing and disagreeing
- **Explore writing:** Letter of opinion on airport expansion
- **DVD-ROM Extra:** Differences of opinion – Amanda and Claire

On the DVD-ROM

Unit 14 of the *English Unlimited Pre-intermediate 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, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** *would you*
- **Explore speaking:** *but*
- **Animated video:** A debate
- **DVD-ROM Extra:** Differences of opinion

Grammar reference – Coursebook pp132–142: Answer key

Unit 1

Present simple, past simple, present progressive

- 1 2 rained; decided 3 isn't 4 don't drive 5 saw; got
6 doesn't eat 7 is talking 8 was; didn't have; didn't go
2 2 did 3 do 4 are 5 did 6 did 7 does 8 are

Unit 2

Present perfect 1 – for experience

- 2 seen; seen 3 written; wrote 4 done; did 5 studied; studied
6 met; met

Present perfect 2 – with *for* and *since*

- 2 for about fifteen years 3 for five years 4 since 2008
5 since school 6 since he left university

Unit 3

Nouns with prepositional phrases

- 1 2 from 3 on 4 with 5 in/from 6 with 7 in/with 8 with 9 on 10 in
2 2 Grilled salmon with potatoes is my favourite dish.
3 Do you have the cheese plate with fruit bread today?
4 The soup of the day is tomato with basil.
5 I'd like the fresh fruit salad with cream for dessert, please.
6 Can we have two coffees with milk and sugar, please?

Unit 4

Past progressive

- 1 2 were, doing 3 was raining 4 wasn't using 5 was playing
6 was driving 7 Was, doing 8 wasn't feeling
2 2 were having 3 wasn't listening 4 lived 5 were having; arrived
6 saw; was living 7 met; was standing 8 were working; had

Unit 5

have to, can

- 1 1 have to 2 don't have to 3 can't 4 has to 5 don't have to 6 can
7 can't; have to 8 can't; have to
2 2 Can you manage your bank account online?
3 How often do you have to work or study at weekends?
4 How many years do children in your country have to go to
school?
5 Can people in your country join the army when they're 16?
6 Do you ever have to use English for your work or studies?
7 What things do you have to do tomorrow?
8 Can students in your country go to university without paying?

Unit 6

Comparing things

- 1 1 wetter 2 the most relaxed 3 happier 4 good
5 more energetic 6 worst 7 interesting 8 best
2 1 Running the marathon is the most difficult thing I've ever
done.
2 I'm usually more cheerful when it's sunny.
3 Getting a bus is as easy as getting a taxi.
4 I think frozen vegetables are as good as fresh ones.
5 My brother is the most intelligent person I know.
6 Organised holidays are the worst way to travel.
7 Doing exercise is a healthier way to get fit than dieting.
8 This summer isn't as nice as last summer.

Unit 7

will, might, may

- 2 won't 3 might 4 'll 5 might 6 'll 7 won't 8 might not

Real conditionals

- 2 'm 3 'll be; don't 4 come; must come 5 're; 'll love 6 's; 'll leave
7 go; will 8 should leave; don't

Unit 8

some and any

- 1 2 any rice 3 some cash 4 some old friends 5 some information
6 any hotels 7 some emails 8 any help
2 1 any 2 any 3 some 4 any 5 some 6 some

Passives

- 1 1 This bill was sent two weeks ago.
2 The Great Wall of China was started in the 6th century BC.
3 Are these offices cleaned every morning?
4 The telephone was invented by Alexander Bell.
5 My sister's books were lost in the post.
6 Radium was discovered by Maria Skłodowska-Curie.
7 Two-thirds of the Earth is covered with water.
8 John F. Kennedy was killed in Dallas in 1963. (Or: ... in
Dallas in 1963.)
2 1a was built 1b built 2a includes 2b are included 3a was given
3b gave 4a are drunk 4b drink

Unit 9

Present perfect 3 – Giving news

- 1 2 've won 3 has, died 4 've made 5 've seen 6 've failed
7 's left 8 've written
2 2 Have you decided to go?
3 Have you opened it?
4 Have you changed your phone number?
5 Has anyone seen her today?
6 Have the marketing team finished it?
7 Have you started making the dinner?
8 Has she received it?
3 1 gone 2 been 3 been 4 gone

Unit 10

Future plans and arrangements

- 1 1 does, arrive 2 are, going to do 3 'm going to finish
4 leaves 5 're going to visit 6 starts
2 2 'm going 3 're getting 4 're away 5 'm phoning 6 's in

Unit 11

would

- 1 would, would, wouldn't, wouldn't, would, wouldn't
2 2 wouldn't be 3 'd look 4 wouldn't want 5 'd invite
6 wouldn't spend 7 'd help

Unit 12

Infinitives and gerunds

- 1 1 to be 2 repeating 3 to see 4 to get 5 to pass 6 going
7 driving 8 to go
2 1 speaking 2 to find 3 learning 4 to relax 5 cooking
6 visiting 7 to do 8 going

Unit 13

used to, would

- 1 1 used to believe 2 didn't use to like 3 used to think 4 used to
live 5 used to work 6 used to / would play 7 used to / would buy
8 used to / would get up
2 1 What kind of clothes did you use to wear?
2 How did people use to travel before planes?
3 Where did you use to play as a child?
4 What food did you use to eat at college?
5 Where did you use to go on holiday?
6 What did people use to do before electricity?

Unit 14

Unreal conditionals

- 1 2 had; 'd buy 3 met; 'd like 4 'd look; had 5 could; 'd do
6 'd go; didn't have to 7 'd be; used 8 had; 'd move
9 lived; would be 10 'd be; didn't eat

Writing Essentials worksheets

Writing Essentials worksheets are designed as a series of targeted activities to encourage learners to ‘notice’ aspects of literacy, such as letter formation and spelling patterns. The materials use all four skills to develop strategies to improve learners’ reading and writing; they also encourage learner autonomy.

The worksheets provide supplementary reading and writing activities for adult learners with a specific focus on literacy, spelling and handwriting. They enable learners to complete authentic, practical tasks, and in the process work with the meaning of texts, rather than acquiring a range of isolated skills.

The worksheets are based on these principles:

- Learners should only work with words they understand.
- They should be encouraged to look for patterns.
- They should learn words in context, embedded in a text.
- They should start from the words they want to write.

Who are the worksheets for?

The skills practised in *Writing Essentials* are an integral part of English language learning for anyone, but especially those who are unfamiliar with Roman script.

The activities can be used for individuals, pairs, groups, or for whole classes.

How do the worksheets fit into the course?

The worksheets can be used alongside the Coursebook. The *Can be used* heading at the beginning of the teacher’s notes indicates where the activity could be included. This takes account of the vocabulary and structures covered up to that point in the Coursebook. The worksheets can also be used at any subsequent point in the course or independently, as stand-alone materials.

The worksheets can be used as part of a group or paired activity, when all the learners are at a similar level, or can be used for individuals or pairs, to give extra practice. They can be used at the beginning or end of a lesson, or given as homework. An estimate of the time each activity will take is given in the teacher’s notes.

What skills will the learners develop?

Handwriting

The development of legible, cursive script is a fundamental part of *Writing Essentials*. Learners are taught to join letters together from the very beginning. To be effective, handwriting training should be taught systematically, with attention to the detail of letter formation. Attention is given to the shape, joining and placing of letters relative to the line. When learners are confidently doing this correctly, they are encouraged to develop their own distinctive, fluent style. Learners of all levels can benefit with work on handwriting. Learners in high-level classes may have relatively advanced oral skills, and good grammatical and syntactic skills, but still need to work on their handwriting.

Spelling

English spelling is challenging for all learners, but particularly for those who are not familiar with a language which does not have a clear sound–symbol correspondence. *Writing Essentials* provides a wide variety of strategies for enabling adult learners to improve their spelling, whilst giving learners phonic strategies for the 80% of words that are phonically regular. These include:

- **Whole-word recognition**

Many of the worksheets enable the learners to work with high-frequency and everyday words, building up a core sight vocabulary.

- **Spelling patterns**

Many of the worksheets are designed to help learners identify and predict spelling patterns, useful for both reading and writing.

- **Phonic strategies**

Several of the worksheets are designed to help learners to work with common phonic patterns, working on sound discrimination and production.

- **Punctuation**

Several worksheets give learners practice in using punctuation and word spacing, focusing on communication and meaning.

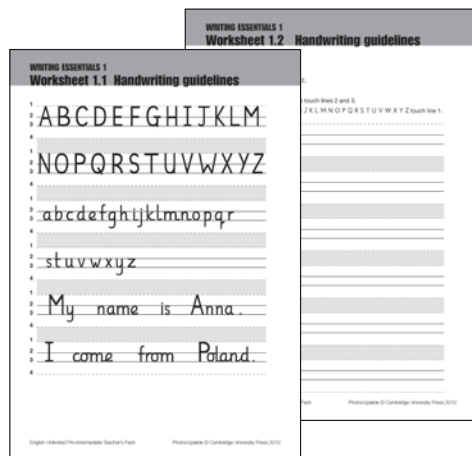
We hope that you and your learners find these materials useful and enjoyable.

Cathy Brabben
Rachel Thake

Writing Essentials worksheets

Printable worksheets and activity instructions are on the Teacher's DVD-ROM.

1.1, 1.2 Handwriting guidelines



Aim: To help learners regulate the size and positioning of letters

Can be used: at any point in the course

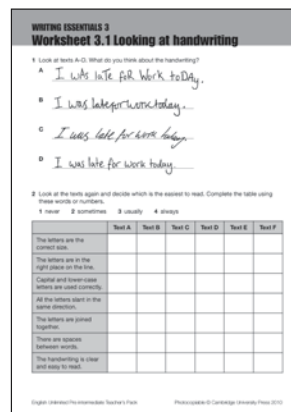
Activity: Individual work

Focus: Letter formation

Materials: One copy of Worksheets 1.1 and 1.2 per learner

Estimated time: 15–20 minutes

3.1 Looking at handwriting



Aim: To encourage learners to take responsibility for the legibility and regularity of their own handwriting

Can be used: at any point in the course

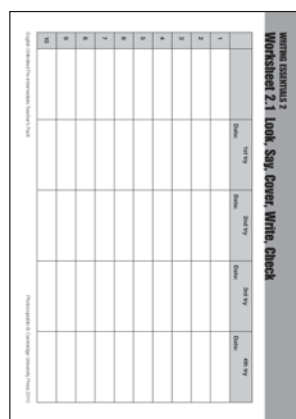
Activity: Individual work

Focus: Letter formation

Materials: One copy of Worksheet 3.1 per learner

Estimated time: 15–20 minutes

2.1 Look, Say, Cover, Write, Check



Aim: To encourage learner independence and help learners to develop habits for learning the spellings of new words

Can be used: at any point in the course

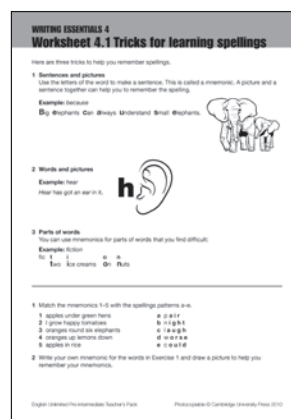
Activity: Individual work

Focus: Strategy for learning spelling

Materials: One copy of Worksheet 2.1 per learner

Estimated time: 15–20 minutes

4.1 Tricks for learning spellings – mnemonics



Aim: To help learners remember difficult spellings; to develop creative learning strategies

Can be used: at any point in the course

Activity: Individual and pair work

Materials: One copy of Worksheet 4.1 per learner; copies of Worksheet 2.1 (*Look, Say, Cover, Write, Check*), optional

Focus: Spelling strategies

Estimated time: 30 minutes

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