

3.1

Goals: talk about a business idea
talk about hopes, dreams and ambitions



Core language:

VOCABULARY Talking about a business idea
Hopes, dreams and ambitions
PRONUNCIATION Schwa /ə/


Great ideas

READING

- 1 *Prediction.* Ask learners what the people in the pictures are doing and check understanding of *karaoke*, *iPod* and *inventor*.

 /  Learners read and predict what the statements are about. Don't go through the answers, as learners will read to check in 2.

a *karaoke* b *the iPod* c *the iPod* d *karaoke*
e *karaoke* f *the iPod*

- 2 *Jigsaw reading.* Explain the jigsaw reading to learners, i.e. that pairs will read different articles and each learner will only check ideas about the article they have read. Learners can check with a partner who has read the same article. If necessary, do a very quick class check of the statements in 1.
- 3 a  *Reading for detail.* Learners look at the first summary (for paragraph 1) and complete it in pairs by reading their paragraph in the article again. Check learners' ideas for both articles, then let them continue in pairs. Walk round and help as necessary, but don't check answers as a class.

Karaoke text

- 1 *Inoue Daisuke invented karaoke, but he didn't ... get rich from the idea.*
- 2 *He was a drummer in a band which ... played for middle-aged businessmen who wanted to sing traditional songs in local clubs in Kobe.*
- 3 *The idea for karaoke started when Inoue gave ... a tape of a backing band to a businessman, who gave a performance on an overnight trip.*
- 4 *Over the next 20 years, karaoke became ... very popular in Asia, the US and Europe. Inoue was surprised when ... Time Magazine called him one of the 20th century's most influential people.*
- 5 *Now, Inoue ... makes a living selling cockroach repellent for machines. In the future, he ... wants to train Japanese pet owners to take better care of their pets.*

iPod text

- P1 *I've invented ... the iPod and the ... iMac computer, but he is ... rather shy and doesn't usually do interviews.*
- P2 *The iPod made it possible for people ... to carry their music collections in their pockets for the first time.*
- P3 *I've's aim is ... to create beautiful gadgets that can be used without looking at the instruction booklet.*
- P4 *I've loves it when ... people tell him their iPod stories.*

- b *Speaking.* Learners use their summaries to explain the main points of their articles to their partner. In feedback, get learners' views on the men's similarities and differences.

Alternative for weaker groups

Put learners in groups (two As, two Bs) to talk about their articles, so pairs can help each other explain and understand.

Alternative for stronger groups

Once learners have written their summaries, tell them to cover the article during the speaking stage.


Optional extra

Use the topics to prompt a class discussion. Write these questions on the board and talk about them as a class:
1 What do you think are the main reasons for the iPod's success?
2 What do you think about karaoke? Have you tried it?

VOCABULARY Talking about a business idea



- 4 *Focus on expressions.* Learners match each pair of sentences with a topic. In feedback, ask learners to try to paraphrase the expressions to check understanding, e.g. *came up with* = first had.

1 c 2 a 3 b

- 5  Tell learners to cover 4 and complete the questions with verbs from the expressions. They can check their own answers.

1 *come* 2 *patent* 3 *made* 4 *make* 5 *looks*

SPEAKING

- 6  /  *Discussion.* Learners talk about the questions in pairs or groups.

Hopes, dreams and ambitions

VOCABULARY Hopes, dreams and ambitions

- 1 Remind learners about Inoue Daisuke's dream for the future or refer them back to the final paragraph in the karaoke article. Get some reactions from the class.

He'd like to train Japanese pet owners to take better care of their pets.

- 2 *Listening for main idea.* Focus learners on the pictures A–C and ask what the people are doing and if they know how to do each activity. Elicit the words *rock music*, *drown*, *train/training* using the pictures (note *train* in 3). Play recording 1.22. Learners match the speakers to three of the pictures.

A Eduardo B Aminata C Elisa

- 3 *Focus on expressions.* Tell learners to read the beginnings and ends of the sentences and match them up. Then play recording 1.22 again so learners can check their ideas.

Aminata: 1 c, 2 b, 3 a
 Eduardo: 4 e, 5 d
 Elisa: 6 h, 7 f, 8 g

Language note: infinitive or -ing

The exercise highlights some useful verb + infinitive or -ing patterns:

like / love / want to + infinitive; *is to* + infinitive; preposition (e.g. *of*) + -ing; *considering* + -ing.

Draw learners' attention to these patterns.

Optional practice

Write the patterns above on the board. Tell learners to cover 1–8 and test each other in pairs on possible ways to complete the endings a–h, e.g. *I'd like/love to learn to swim*; *I'm considering learning to swim*.

Alternative for stronger groups

Focus learners on the semi-fixed expression: *My (aim/dream/ambition) is to* + infinitive, and see if learners can come up with some more examples, e.g. *My idea/plan/goal... is to ...*. Learners can use these expressions in 4.

- 4 *Writing: Personalisation.* Learners write sentences about their own hopes, dreams and ambitions. To demonstrate, write an ambition of your own on the board.

Alternative: Truth and lies

Replace 4 (above), 6 and 7 (below) with the following game: demonstrate by telling learners about three of your ambitions, hopes and dreams, but say that one is a lie. They guess which one is a lie in pairs, then each pair can ask you a question to check their ideas. Tell them how many guessed right at the end. Learners write four or five sentences of their own with one or two lies. Then they play the guessing game in groups.



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

PRONUNCIATION Schwa /ə/

- 5 a *Focus on stressed syllables and schwa sounds.* Play recording 1.23 or say sentence 1 in 3. Elicit or teach what the schwa symbol means and demonstrate the difference between a strong and weak *to* (as in the example sentence). Talk about the questions together using the example to help.

Nouns, verbs, adjectives and adverbs are usually stressed. Grammar words, such as prepositions, auxiliary and modal verbs and articles, often have a schwa.

- b Encourage learners to say the sentences out loud to each other and to work out which syllables are stressed in the longer words. Point out that *in* (despite being a preposition) cannot have a schwa because of the *i* sound.

2 *At some point, I'd absolutely love to learn to be comfortable in the water.*

3 *I'm thinking of taking some lessons.*

4 *I'm considering doing a degree in music.*

5 *My dream is to be a guitar player.*

6 *My aim is to go there next year.*

7 *My ambition is to live in Tokyo for a year.*

8 *I've always wanted to train at the JKA dojo.*

- c Play recording 1.24 so learners can listen and read the sentences to check their answers. Stop the recording after each sentence so learners can repeat it.

SPEAKING

- 6 *Speaking: Personalisation.* Encourage learners to cover their sentences from 4 while they talk to a partner. Monitor and note down useful or incorrect language learners use during their discussions for a feedback session later.
- 7 *Round-up.* Find out about the ambitions of different learners from their partners. Encourage the class to ask questions and to find out more about each other.

3.2

Goals: talk about abilities
 talk about achievements

Core language:

VOCABULARY Abilities
 GRAMMAR Present perfect and time expressions

Your abilities

READING

- 1 a Discuss the question as a class and find out if any learners have taken an IQ test and what they felt it tested.
- b *Reading for main idea.* Focus learners on the list of activities and the question. They read the article, then discuss their ideas with a partner. Check understanding and pronunciation of the types of intelligence, especially *kinesthetic* /kɪnə'stɛtɪk/, *visual* /ˈvɪʒjuəl/ and *spatial* /ˈspeɪʃəl/. Then check ideas as a class.

Possible answers

doing your accounts: logical-mathematical

playing tennis: bodily-kinesthetic

writing a poem: verbal-linguistic, musical

designing a building: bodily-kinesthetic, possibly logical-

mathematical/visual-spatial

staying happy: intrapersonal

learning a song: musical

resolving an argument: interpersonal

- 2 Give learners time to read the article again and think about the jobs individually before discussing their ideas in pairs. Check understanding of these words and expressions: *extrovert/introvert*, *empathise easily with others*, *self-aware*, *reasoning*, *complex (calculations)*, *visualising*, *manipulating*. Ask one or two learners for their ideas in feedback.

Possible answers

politician: interpersonal, verbal-linguistic

poet: verbal-linguistic, intrapersonal

engineer: logical-mathematical, bodily-kinesthetic,

possibly visual-spatial

doctor: interpersonal

singer: musical, bodily-kinesthetic



DJ: musical, interpersonal

social worker: interpersonal

VOCABULARY Abilities

- 3 *Focus on expressions.* Focus learners on the first highlighted expression in the article and the options a–d, then ask learners to identify the pattern. They continue in pairs.

<i>are good at: b</i>	<i>excel at: d</i>
<i>are able to: a</i>	<i>have the ability to: a</i>
<i>have a facility with: c</i>	<i>have a good: c</i>
<i>are capable of: b</i>	


- 4 a *Writing sentences.* Learners write sentences about their abilities and skills. Point out that they should explain their ideas and give examples. Walk round and help as necessary.
- b  /  *Speaking: Personalisation.* Learners talk about their ideas together. Monitor use of the target language and note useful examples for a feedback session later.
- Round-up.* Ask several learners if they share intelligences with their partner or group, and find out which intelligences a lot of people share.

Your achievements



LISTENING

- 1 *Listening for main idea.* Focus learners on the pictures and ask what they can remember about Aminata (she wants to learn to swim). Ask learners to read the instructions and see if they can predict the achievements from the pictures. Then play recording 1.25.

Aminata: has learned to ride a bike
Margot: has written a cookery book
Charlie: has learned to play the drums

- 2  Learners try to answer the questions together before listening again to recording 1.25 to check.

1 *She wanted to learn to ride a bike because her friends all ride bikes.*
 2 *a year ago*
 3 *cookery*
 4 *She's helping to run a restaurant.*
 5 *a samba band*
 6 *go on tour*

- 3  /  *Speaking.* Learners talk about the three people's achievements.
- Round-up.* Find out if anyone in the class has had similar experiences and how easy or difficult it was to learn to do these things.

Language note: Learning skills

Notice the expressions that Aminata uses to talk about learning a skill:
I've learned to ride a bike recently. I've had the bike for about a year now. It took me about (a month) to learn.
 For skills that we can learn, we can also use this expression:
I (don't) know how to ride a bike.

GRAMMAR Present perfect and time expressions

- 4 Give learners a few minutes to look at the sentences and categorise them in pairs, before checking as a class.

1 a 2 b 3 b 4 a

- 5 *Focus on time expressions.* Do this with the class, explaining any problems as you go along. Model the sentences for the class and draw attention to the stressed adverbs in 1–6 and the contrasting weak form of *for* /fə/ in 7. Quickly check that learners remember the difference between *for* and *since* by putting a few time expressions on the board and eliciting the correct word, e.g. (*since*) 1999, (*for*) three years, (*for*) ages, (*since*) I was born.

a *always; never*
 b *for; since*
 c *yet*
 d *just; recently*
 e *already*

- 6 Learners look at the position of the time expressions in the sentences in 5. You could do this by writing the adverbs on the board and telling learners to close their books. Say each sentence without the adverb (e.g. *I've wanted to write*) and elicit the correct position from the class. Learners can repeat the correct sentences for extra practice. Then they add the time expressions to the quiz and compare with a partner, before checking as a class.

2 *has just passed a test or an exam.*
 3 *has never learned to drive.*
 4 *has always done well in interviews.*
 5 *has already achieved something today.*
 6 *has been married for over ten years.*
 7 *hasn't taken a test or an exam since they left school.*
 8 *hasn't done what they needed to do today yet.*


Note: Grammar practice

You could do the grammar practice on p136 at this point.



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

SPEAKING

- 7 a Learners ask you a few questions from the quiz in 6 to demonstrate the activity. Encourage them to find out more details by asking you follow-up questions. Learners then walk round asking their questions. When they find someone for whom a statement is true, they should find out more details, take a note of the person's name and information, then move on to the next question. Remind learners to take notes, or they may not have much to say in b. While learners are talking, walk round and monitor use of the present perfect and the adverbs. Stop the activity when most learners have reached the final question (and hopefully found someone to say yes to each one).
- b  Learners compare the information they have gathered from the activity.
- Round-up.* Ask a few learners to tell the class what they have found out about each other.

3.3 Target activity

Goals: talk about a business idea ♻️
talk about hopes, dreams and ambitions ♻️
talk about achievements ♻️
take part in an interview

Core language:

TASK VOCABULARY Facts and feelings
3.1 VOCABULARY Talking about a business idea
3.1 VOCABULARY Hopes, dreams and ambitions

Sell an idea

TASK LISTENING

- 1 Learners read the advert for Connections and answer the question. Check understanding of *entrepreneur* (= someone who makes money by starting a business, usually involving financial risk) and *investor* (= someone who puts money into a business or organisation).

People who want to start a business join so they can meet investors who might put money into their business.

- 2 a *Listening for detail.* Focus learners on the picture and the words. Let them discuss what they know in pairs, then play recording 1.26 so they can label the picture as they listen. Check as a class. (The easiest way to do this is to project the image on the board, if possible.) Then ask how the bag works.

The bag sits behind the buggy. The straps clip over the handles. There's a top pocket for valuables and a side pocket for the baby's things. The main compartment is for your shopping. You can also use it without the buggy because it has its own wheels.

- b Read the questions, then play recording 1.27 (the rest of the interview with Olga). Learners discuss the questions in pairs. Find out if they want to listen again, or let them check their ideas in the script.

1 *Olga wants £100,000 investment for marketing and materials in return for a 33% stake in her company. She'd also like support and help with the marketing and the business plan.*
2 *She is really excited about the product and she feels very optimistic about its chances of success.*

- 3 a *Discussion.* Learners discuss the questions. Find out what they think about the product and ask for their predictions for question 2, with their reasons.
b Play recording 1.28 so learners can check their predictions. Find out who guessed correctly.

Extension: Compound nouns

In addition to *side pocket* and *top pocket* in 2a, describing the *easybag*, these compound nouns are also in scripts 1.26, 1.27 and 1.28: *mobile phone, supermarket trolley, plastic bags, product development, business plan, international sales, design expert.*

Write one word from each compound noun on the board (e.g. *mobile, trolley, plastic, development, plan, sales, expert*) and tell learners to mine the script to complete the expressions.

Optional extra

Find out if learners have any reality TV shows about entrepreneurs or business ideas, e.g. *Dragon's Den* or something similar, in their own countries. Encourage learners to share their ideas about such programmes and to talk about interesting products they remember seeing.

TASK VOCABULARY Facts and feelings

- 4 a *Focus on expressions.* Learners read the sentences from the interview and remember who said them. This will help them process the meaning of the expressions.

1 *interviewer*
2 *interviewer*
3 *Olga*
4 *Olga*
5 *interviewer*
6 *interviewer*
7 *Olga*
8 *Olga*

- b Ask learners for one example of adjective + *about* and noun + *about*, then they continue in pairs.

adjective + about : 3, 5, 7, 8
noun + about: 1, 2, 4, 6

TASK

- 5 *Preparation.* Learners read about their product and decide how to talk about it. Remind learners that they can look back at previous lessons for useful language.

Alternative for weaker groups

Learners can work in A/A and B/B pairs to work out how to express their ideas.

- 6 *Interview.* Before learners start, tell investors to listen carefully to the entrepreneur's explanation and to ask questions about their idea, especially if anything is unclear. Learners conduct their interviews. Monitor the interviews and take a note of good and problematic language for a feedback session.

Option: Language feedback

On the board, write examples of useful language used by learners and incorrect or unclear language used from the unit. In pairs, learners decide which examples are incorrect and try to improve them together. Then go through them with the class. Then learners change roles and do the second interview.

- 7 Learners change roles and do a second interview.
8 *Round-up.* Divide learners into As and Bs. Learners briefly explain their two ideas to the group, who then decide which one is likely to be the most successful. Ask a learner from each group to briefly explain the idea they chose to the class. You could take a class vote on the best idea.

3 Explore

Across cultures: Attitudes to success

Goal: raise awareness of different cultural attitudes to success

Core language:

VOCABULARY Attitudes to success

LISTENING

- 1 Learners look at the pictures and read the questions. Ask them to predict how Mariama and Remco feel about success or being successful. Then play recording 1.29.

1 *She doesn't feel comfortable.*
2 *He wants to play to a high level.*
He wants to win all the time.

- 2 *Listening for main idea.* Learners read the sentences and think about their answers. Then play recording 1.29 again.

1 T 2 F 3 T 4 F

VOCABULARY Attitudes to success

- 3 a Learners decide who says the sentences. They can check their own ideas in the script on p149 or go through it quickly as a class. Check pronunciation of the adjectives *competitive*, *comfortable*, *confident* and *arrogant*.

Interviewer: 1, 7 Mariama: 2, 3, 4 Remco: 5, 6

Language note: Pronunciation of o

These adjectives contain three different sounds for the letter o, two stressed forms and a schwa: /ʌ/ = *comfortable*, /ɒ/ = *confident*, /ə/ = *competitive*, *arrogant*

Option: Pronunciation activity

Write the following phonemic symbols on the board: /ʌ/, /ɒ/, /ə/. Model the sounds and ask learners in pairs to match the o sounds in the adjectives to the correct symbols. Learners then say the words and identify the stressed syllables. Ask why *competitive* and *arrogant* have a schwa (because the o is unstressed). You could elicit more examples of each pronunciation of o from the class, e.g. *odd*, *mother*, *photographer*.

- b Learners can work in pairs first (using dictionaries if necessary), or do it as a class.

1 *confident: certain about your ability to do things well*
arrogant: believing that you are better or more important than other people
2 *that you will do whatever is necessary to win*
3 *playing by the rules: following them*
bending the rules: changing the rules to suit a person or situation

SPEAKING

- 4 a *Preparation.* Learners prepare to talk about the quiz questions. Walk round and help as necessary.

- b *Asking and answering questions.* Learners ask and answer the quiz questions. When they finish, talk about the two round-up questions as a class.

Explore writing

Goal: take notes

Core language:

Note-taking

Understanding and using abbreviations

- 1 Give learners a minute to think about their ideas individually before talking in pairs. Feed back as a class and put a list of learners' note-taking techniques on the board.
- 2 *Listening for main idea.* Ask learners what they can remember about Olga (Target activity). Learners read the questions, then play recording 1.30. Learners discuss their answers in pairs, before checking as a class or in the script on p149.

1 *product development manager*
2 *She started out in finance, then moved to the development side about ten years ago. She's been at ICB for five years and helped develop a range of children's accessories.*
3 *a drinks 'pod'*

- 3 a Tell learners to read the tips with a partner and tick the ones they usually follow. In feedback, find out if there were any tips learners disagreed about, and why.
- b Focus learners on the notes about Olga, then they do the matching. They can work individually, then compare ideas in pairs.

1 a 2 d 3 b 4 c

- 4 a Ask learners what *yrs* means (*years*) and highlight its use in the notes about Olga. Point out that although some abbreviations are very common, there are often several different ways to abbreviate a word. Learners guess what the abbreviations mean in pairs. Don't go through the answers, as this will pre-empt b.

1 *years*
2 *75 grams*
3 *eight o'clock*
4 *number*
5 *after midday*
6 *with*
7 *21st century*
8 *and so on (etcetera)*
9 *against (versus)*
10 *approximately*
11 *per week*
12 *please turn over*

- b Play recording 1.31 so learners can check their answers. Check for any problems before moving on.

Optional extra

Learners can take turns to test each other by choosing five abbreviations from 4a. They say the five full words to their partner, who writes down the abbreviations, e.g. A: *number* B: *no*. Then they swap roles. Learners can check their abbreviations at the end.

- 5 a *Listening for detail.* Draw learners' attention to the incomplete notes about Olga in 3b. Play recording 1.32 so learners can complete the notes.

– 12 yrs exp. in finance then development
– ICB: 5 yrs
– developed West range w/ R West – cleaning products

- b Learners listen to the rest of the interview (recording 1.33) and make notes.

Possible answers
Strengths:
– international exp.
– worked w/ R West
Most proud of:
drink 'pod': 75g; new material – keeps temp. same from 0–100°C. Good for sports, work, school

- c Learners compare their notes. Then they check their own answers in the script.
- 6 *Preparation.* Focus learners on the context and give them a moment to prepare answers to the five interview questions. Walk round and help as necessary.
- 7 *Note-taking.* Learners ask each other the questions and take notes on their partner's answers. Remind learners that they should not try to write everything down and to remember to use the tips and abbreviations from the lesson.
- 8 a *Speaking.* In groups of three or four, learners use their notes to explain their previous partner's answers.
- b *Round-up.* Groups decide on the person who should get the post. Ask groups to say who they chose and why.



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

3 Look again

Review

GRAMMAR Present perfect with time expressions

- 1 a Learners decide on the best time expressions to complete the sentences. They can do this individually, then talk about the sentences with a partner, or work in pairs, discussing each sentence as they complete it.

Alternative for stronger groups

Books closed. Dictate the sentences as they're written. Learners work in pairs to complete them with appropriate time expressions, then discuss them as above.

- 2 I've lived in the same house since I was born.
3 I've always loved being alone.
4 I've changed my job recently.
5 We've already started a family.
6 I haven't achieved my ambition yet.
7 I've known my best friend for ten years.
8 We've just moved home.

- b Point out the ideas and prompts, then demonstrate the activity with a confident learner.

VOCABULARY Hopes, dreams and ambitions

- 2 a Learners use the prompts to write about their hobbies, interests, hopes and dreams. Walk round and help as necessary.

- 1 My dream is to ...
2 I'd absolutely love to ...
3 At some point I'm considering ...
4 I've always wanted to ...
5 I'm thinking of ...
6 One day I'd like to ...

- b Learners discuss their hopes, dreams and ambitions in groups.

Round-up. Find out if anyone shares the same hopes for the future.

Option: Mingling

Tell learners to write their sentences (neatly) on a piece of paper. Collect their sentences, shuffle them and tell learners to take someone else's paper. They read the sentences, guess who the person might be, then walk round and ask questions to find the writer. If a few people find the writer immediately, they can hand in their paper and take a different one.

CAN YOU REMEMBER? Unit 2 – will, could, may, might; Expressing probability

- 3 a Elicit the most likely sentence (c), then learners continue individually before comparing with a partner. Check quickly as a class.

- a I may go out for a meal tonight. (3)
b I'm very unlikely to go to bed early. (5)
c I'll definitely have a shower later. (1)
d I might not watch television. (4)
e I won't call my family. (6)
f I may well see my friends. (2)

- b Learners write sentences saying what they are likely / not likely to do that evening. Walk round and help as necessary.
- c Learners talk together. In feedback, ask a few learners from different groups what others are going to do.

Extension

SPELLING AND SOUNDS /s/

- 4 a Write *celebrate* on the board and say it (or, for more of a challenge, say the word but don't write it). Ask learners which letter makes the /s/ sound (c). Then play recording 1.34 (or say the words yourself) while learners underline the letters which make a /s/ sound.

celebrate, city, cycle, address, across, essay, story, skin, supermarket, price, chance, advice, answer, ask, describe, close, increase

- b Elicit the words for the first spelling pattern, then learners continue in pairs.

- 1 story, skin, supermarket, answer, ask, describe
2 celebrate, city, cycle
3 essay, address, across
4 close, increase, price, advice, chance

- c Learners test each other on the words from the section, then check together.




NOTICE *One of the ...*

- 5 a Point out to learners that they have seen or heard all these expressions in reading and listening texts in the unit. Learners complete the sentences individually, then compare with a partner.

1 richest 2 most important 3 most successful

- b Learners check their answers using the page references. Do the question as a class.

a superlative adjective

- c  Give learners a moment to think of something they're fond of, then to write a few sentences describing it using *one of the*.
- d  /  Learners listen to each other's descriptions, then ask questions to find out more.

Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind them about the extra practice opportunities under the box, and ask where they can find things.

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 My hopes and dreams

At some point, I'd absolutely love to ...
I'm considering ...
I've always wanted to ...

My aim/dream/ambition is ...
One day, I'd like to ...
I'm thinking of ...

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3B Present perfect pictures

I've always wanted ... since ...	I've already ...	I've just ...	I've recently ...
I haven't ... yet	I've never ...	I haven't ... yet	I've ... for ...

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3C Entrepreneurs: Teacher's sheet

Introduction
Bhisham Tiwari Annu is a 30-year-old mother of two from Addis Ababa, Ethiopia. She started the social enterprise in 2004 with her husband and brother to help create jobs in her local area.

3C Entrepreneurs

1 Match these famous entrepreneurs (1-5) to businesses they own/ran (a-e).

1		a	
2		b	
3		c	
4		d	
5		e	

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3A My hopes and dreams

Activity type: Speaking – Making conversation – Pairs

Aim: To practise talking about hopes, dreams and ambitions

Language: Hopes, dreams and ambitions – Use at any point from 3.1.

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

Time: 20 minutes

3B Present perfect pictures

Activity type: Speaking and grammar – Card game – Groups

Aim: To use the present perfect to talk about unfinished actions or situations and finished actions that are important now

Language: Present perfect and time expressions – Use at any point from 3.2.

Preparation: Make one copy of the worksheet for every group of three or four learners. Cut up the worksheet to make one set of eight Sentence-starter cards and one set of 12 Picture cards.

Time: 20 minutes

3C Entrepreneurs

Activity type: Writing and listening – Note-taking – Pairs/Groups

Aim: To practise making notes

Language: Note-taking – Use at any point from Explore writing.

Preparation: Make one copy of the worksheet for each learner and one copy of the Teacher's sheet (or one copy of the Teacher's sheet for each pair).

Time: 40 minutes

Unit 3 Self-study Pack

In the Workbook

Unit 3 of the *English Unlimited 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 Interview video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Talking about a business idea; Hopes, dreams and ambitions; Abilities; Facts and feelings
- **Grammar:** Present perfect and time expressions
- **My English:** Using the present perfect
- **Explore reading:** Article: Billy Bragg
- **Interview:** A proud moment – Saadia and Clare

On the DVD-ROM

Unit 3 of the *English Unlimited Intermediate Self-study 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, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and grammar:** Extra practice activities
- **Pronunciation:** Schwa /ə/
- **Explore speaking:** Respond to statements
- **Explore listening:** Selling a product
- **Video:** A proud moment