



English Unlimited

A1 Starter
Teacher's Pack

Adrian Doff

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1 Hello

Unit goal: talk to someone for the first time

1.1

Goals: talk to someone for the first time

introduce yourself
say where you are from
ask people where they are from

Core language:

VOCABULARY *Hello, I'm ...; I'm from ...; my, your
My name is ...; What's your name?*

GRAMMAR *Countries: England, Russia, China; the USA
be present – questions: Are you ...?; Are you
from ...?; Where are you from?*

I'm ...

VOCABULARY *Hello, I'm ..., My ...*

Optional lead-in with books closed

Introduce yourself to the class. Say *I'm (John)*. a few times. Point to yourself to show the meaning of *I*. Say to one learner: *Hello. I'm (John)*. Get the learner to give his / her name in the same way. Go round the class, getting learners to give their names, using *I'm ...*.

Write on the board: *I'm John. = I am John.*

Say both sentences to show how *I'm* is a short form of *I am*.

Introduce yourself again. This time say *My name is (John)*.

Say a few common names to show what *name* means.

Go round the class, getting learners to give their names, using *My name is ...*.

- 1 a *Presentation of 'I'm ..., My name is ...; Hello. Hi.'*
Look at the photo and play recording 1.1. Ask learners what words go in the gaps.

*Hi. I'm Carlos Puente.
Hello. My name is Peter Newman.*

- b If they haven't already done so, get learners to give their own names, using the same expressions.

LISTENING



- 2 a *Numbers 1–3.* See if learners know the numbers. If not, say them and learners repeat. Play recording 1.2. Pause after each conversation and ask learners to say which photo it is.

A 2 B 3 C 1

Optional extra

Use the photos to teach *school, café* and *airport*. Ask *Where is it?* to elicit the words. Write them on the board.

- b *Presentation of 'My, your; What's your name?'*. To teach *your* and the question *What's your name?*, point to yourself and say *My name is (John)*, then point to a learner and say *Your name is (Ali)*. Then ask a few learners *What's your name?*.

 /  Learners read conversations A, B and C and fill in the gaps. If necessary, play the recording again to check.

A *your; My*
B *I'm; I'm*
C *your; your; My*

Check that learners know *new* and *teacher*.

To demonstrate the meaning of *Nice to meet you*, say hello to a learner. Shake his / her hand and say:

Nice to meet you. You could give an equivalent in learners' own language, or ask them for one.


- c *Short forms.* Look at the table and say both forms to make the difference clear. Then play recording 1.3 (or say the sentences yourself) and get learners to repeat. Focus on the stress pattern of:

– *What's your name?*

Language note

It isn't essential to use short forms, but they are very common in spoken English, especially *I'm*.

SPEAKING

- 3 a  Learners read the sentences and choose the best order. Go through the answers together by listening to recording 1.4.

1 *Hello, I'm Luis.* 2 *What's your name?* 3 *I'm Ali.*
4 *Hi, Ali.* 5 *Nice to meet you.*

- b *Mingling activity.* To demonstrate, choose one learner and have a conversation. Then have a conversation with a second learner, getting him / her to ask you *What's your name?*.

Learners move freely round the class, introducing themselves and asking other learners' names.

Alternative

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

I'm from ...

VOCABULARY *Countries*

- 1 *Presentation.* Play recording 1.5 or say the names of the countries. Ask learners to identify them.

A *China* B *the USA* C *England* D *Russia*

Learners repeat the countries. Focus on the pronunciation of /ju: _es _'eɪ/, and the /ə/ sounds in /'ɪŋɡlənd/, /'rʌʃə/, /'tʃaɪnə/. You could also practise /'lʌndən/ and /'mɒskəʊ/.

GRAMMAR *Questions*

- 2 a *Presentation of 'I'm from ...'*. Look at the picture and play recording 1.6. Establish what the people say:

1 *I'm from the USA. I'm from New York.*
2 *I'm from England. I'm from London.*

Get learners to repeat the sentences. Focus on the pronunciation of /frəm/.

Optional extra

Ask learners where the people in the picture are. Use this to teach *plane* (or *on a plane*) and *passenger*.

- b** Presentation of 'Are you (from) ...? Where are you from?'. Play recording 1.6 again. Learners say questions in the correct order. Write the questions on the board.

Alternative

Ask learners what the questions are. Then play recording 1.6 again to check.

To show how the word order changes in questions, write on the board:

1 2 2 1
– *You are from England* → *Are you from England?*

Point out that *you* and *are* change round.

Look at the table. Read through the examples.

You could give other sentences and learners make questions:

- *I'm a teacher.* → *Am I a teacher?*
- *You are here.* → *Are you here? Where are you?*

- c** Practice of questions and answers. Look at the speech bubbles and learners say the questions and answers.

- 1 – *Where are you from?*
– *(I'm from) China.*
- 2 – *Are you from the USA?*
– *Yes, I'm from Miami.*
- 3 – *Are you from China?*
– *No, I'm from the USA.*
- 4 – *Where are you from?*
– *(I'm from) London.*

Go through the answers together by listening to recording 1.7.

Learners ask and answer the questions.

SPEAKING

- 3 a** Writing. Ask learners: *Where are you from?* Check that they can say their country correctly. Write the country name(s) on the board for learners to copy.

- b** Ask each question to two or three different learners round the class. Expected answers:

- 1 *No. I'm from (Japan).*
- 2 *I'm from (Japan).*
- 3 *I'm from (Tokyo).*

- c** Get learners to ask you the questions. Give true answers.

Learners ask and answer the questions in pairs. Instead of *I'm from London*, they should give their own home town.

Alternative: Mingling activity

Learners move freely round the class, asking and answering questions.

**Classroom language:
Letter, word, sentence ...**

Goal: to understand simple words needed to use the Coursebook

Core language:

letter, word, sentence, number, question

- 1** Vocabulary. Use the examples to establish the meaning of the words.

2 a question 3 a word 4 a letter 5 a number

Focus on the pronunciation of the words, especially the reduced vowels in /'sentənts/ and /'kwɛstʃən/.

Optional practice

If necessary, write other examples on the board to make the meanings clear. Show that:

- a sentence starts with a capital (big) letter and ends in a full stop (.)
- a question starts with a capital (big) letter and ends in a question mark (?)

Learners could find examples of sentences and questions in the Coursebook.

- 2** Practice. Learners do the exercise.

**1 word 2 number 3 sentence 4 letter 5 question
6 letter 7 number**

Language note

You could point out that *P* is a capital letter (or big letter) and *m* is a small letter. Write *capital letter* and *small letter* on the board.

1.2

Goals: talk to someone for the first time

ask and say where places are

say where you live

Core language:

VOCABULARY *flat, apartment, house, room, car
big, small, nice
in, near (London)*

GRAMMAR *a / an: a (flat), an (apartment)
be present: It's ..., Where is ...?
Present simple – positive: I / We + verb*

Where is it?

GRAMMAR It's ..., Where is ...?

- 1** Presentation of 'It's .. (It is ...); I think ...' Look on p86 of the Coursebook. Look at photo A and ask:
– *Where is it?* (England, or London).

Show the full and short forms of *It is* on the board:

– *It is ... → It's ...*

Then add *I think*:

– *I think it's ...*

Show the meaning of *I think* with gestures. Get learners to practise saying the sentence. You could help them with the stress pattern by 'back-chaining':

– *England* → *It's England.* → *I think it's England.*

Learners look at photos B–H and guess the countries, making sentences with *I think it's ...*

A England B the USA C Russia D the USA
E the USA F China G Russia H China

- 2 a Presentation of 'Where's ...? (Where is ...?) I don't know'. Books closed. Ask: *Where's Manchester?* (It's in England.) Write the full and short forms on the board: *Where is ...? → Where's ...?*

Practise asking the question, using different places:
– London → *Where's London?*
– Beijing → *Where's Beijing?*, etc.

Open books. Look at the city names in the box. Give possible answers for one item, e.g.
– *Where's Shanghai?*
– *I don't know. / It's in China. / I think it's in China.*
Show the meaning of *I don't know* with gestures.

Shanghai: *It's in China.*
Miami: *It's in the USA.*
Novosibirsk: *It's in Russia.*
Beijing: *It's in China.*
Oxford: *It's in England.*
Los Angeles: *It's in the USA.*
Moscow: *It's in Russia.*
Manchester: *It's in England.*

- b Read the full and short forms in the table or play recording 1.8. Show on the board how we use an apostrophe (') to show that a letter is missing. Practise saying the short forms.

Language note

We usually use short forms (*It's*, *Where's*, etc.) in conversation, but not always. It is important for learners to understand them, but don't insist on them using short forms themselves at this stage.
After some nouns, it isn't possible to use a short form, e.g. *Paris is ...*, *Los Angeles is ...*

Big, small ...

VOCABULARY *big, small*

- 1 Presentation of '(It's) *big, small*; (It's a) *house*'. Look at the picture and ask *What is it?* (a house). Then ask: *Is it big or small?* (*big*). Use gestures to show the meaning of *big* and *small*.
- 2 a Presentation of '*It's a big house.*' On the board, write: *It's a house.* Then show how we can add *big*:
– *It's a big house.*
Read the sentences or play recording 1.9. Ask learners to repeat. Make sure that they say *It's a house* and *It's a big house* (not just *It's big house*). Make sure they say a as /ə/.

Language note

For many learners, the use of *a* will be the same as in their own language.
If learners have no article system in their own language, tell them that *a* = 'one'.

- b Look at the pictures on page 86. Use the pictures to present *car* and *room* (point to a picture and ask: *What's this?*).
Learners take it in turns to choose a picture and say a sentence.

I live ...

READING

- 1 Presentation of '*flat, apartment; a/an*'. Look at each photo. Ask: *What is it?* Use this to present *flat* and *apartment*. Ask if they are big or small.

A *It's a flat (an apartment). It's small.*
B *It's a flat (an apartment). It's big.*
C *It's a house. It's big.*

Language note

Flat is British English; *apartment* is US (and also international) English. They mean the same.

Point out that we say *an apartment*. This is because *apartment* begins with the sound 'a' (a vowel). If necessary, show that it is difficult to say *a apartment*, so we add /n/.

Note

Don't give a detailed presentation of *a / an* at this point. It is presented in Unit 4.2.

- b Learners read the sentences and match them with the photos. Then they fill in the gaps.

1 B – *an apartment*
2 C – *a house*
3 A – *a flat*

If necessary, quickly present *live* and *have* (it should be clear from the context), but wait till 2 to focus on these verbs.

- c Play recording 1.10.
d Learners cover the sentences in 1b and listen again (either play recording 1.10, or read them aloud). Then ask the questions round the class.

Photo A – *It's a flat. It's very small. It's in Paris.*
Photo B – *It's an apartment. It's big. It's in Dubai.*
Photo C – *It's a house. It's near Naples. It's a town in Florida, in the USA.*

Sentences covered. Learners ask and answer the questions.

GRAMMAR I / We + verb

- 2 a Presentation of '*I have, We have, I live, We live*'. Give examples about yourself to present the meaning of *live* and *have*, e.g.
I live in (Rome). I have a house.
I live in a house in (Rome) / I have a house in (Rome).
To show the meaning of *we*, say *I live in (Rome)*, then stand with a learner and say *We live in (Rome)*.
Read the sentences in the table. Ask learners to repeat *I live, we live, I have, we have*, to check pronunciation. Alternatively, ask learners to read the sentences aloud. Check learners say /Iv/ not /li:v/ and /hæv/ not /hæf/.

- b Learners write *live* or *have* in the gaps.

1 have 2 live 3 have 4 live 5 live 6 have

LISTENING

- 3 Read the sentences and look at plans A and B. Then play recording 1.11 and go through the answers.

1 Yes. 2 No (in Berlin). 3 No (it's very small). 4 Yes. It's Flat A (one room and a kitchen).

If necessary, play recording 1.11 again.

WRITING

- 4 a To show what to do, write or say a few sentences about your own house / flat.

Learners write sentences about their house or flat. While they are writing, go round and check.

Note

If learners all live in the same town, ask them to write what part of town they live in. If they live alone or have their own house / flat, they should write *I have*. If they live with their parents or family, they should write *we have*.

- b *Speaking*. Learners tell their partner about their house or flat.

Optional practice

1 Mingling activity

After writing, learners move freely round the class. They tell two or three other learners about their house / flat.

2 Writing for homework

Learners do this as a speaking activity and write the sentences for homework.

3 Add a photo

Ask learners to find (or take) a photo of their house or flat and add it to their sentences.

Sounds and spelling: The letter *i*

Goal: to recognise and pronounce the letter *i* with the sounds /ɪ/ and /aɪ/

Core language:

Words from Unit 1 with the letter *i*

- 1 /ɪ/ and /aɪ/. Say the words or play recording 1.12. Focus on the two sounds:
– /ɪ/ is said with lips neutral, not spread (it has a lower quality than in many languages).
– show how /aɪ/ is formed from /a/ + /ɪ/. Get learners to say the sounds separately. Then run them together.
- 2 / Learners put the words in the correct group. Go through the answers together by listening to recording 1.13.

/ɪ/	/aɪ/
it	five
in	China
big	I'm

Language note

Words with the spelling pattern *i...e* (*five*, *nice*) usually have the sound /aɪ/. *Live* (as a verb) is an exception because it is pronounced /lɪv/. Point this out to the class, if necessary.

- 3 a Play recording 1.14. Learners listen and underline the words they hear. Check the answers and play recording 1.14 again if necessary.

Hi
it's
I'm
in
Paris

- b A strong pair of learners have the conversation in front of the class. Check pronunciation.
 Learners have a similar conversation, but use their own name and choose a different place.

1.3

Goals: talk to someone for the first time

ask and say if you are married
say if you have children

Core language:

VOCABULARY Numbers: 0–10

boy, boys; girl, girls; child, children

Family: no (children) = 'not any', married

GRAMMAR be present – negative: I'm, I'm not; we're, we're not

Numbers

VOCABULARY Numbers 0–10

- 1 *Presentation of numbers 0–10*. Learners say the numbers. If necessary, say them (or play recording 1.15) and get learners to repeat.

Option: Stronger classes

Learners may already know the numbers. Check this with books closed: write the numbers on the board, and learners say them. Then write the words. Focus on any that learners aren't sure of.

Focus on the sounds /wʌn/ and /θri:/.

Language note

To help students say /θ/, get them to say /t/, and notice where their tongue touches their top teeth. Then get them to make less contact, so air can pass their tongue and their teeth. This should produce a /θ/ sound.

Look at the words in the box. Learners read them aloud. Then learners write the numbers with the words beside them, in order.

To practise, say a number and learners say the next one. They could also do this in pairs.

- 2 Learners cover 1 and practise saying the numbers in A–F. Then go through the answers together.

Language note

All these numbers would normally be said as separate digits in English. 0 can be said as *zero* or *oh*.

Alternatives

- 1 Say a number. Learners write it down (as a figure, not a word). Then learners read the numbers back to you. You could also do this with phone numbers.
- 2 Say sequences and learners continue them:
 - 1, 2, ...
 - 2, 4, ...
 - 1, 3, ...
 - 10, 9, ...
 - 10, 8, ...
- 3 To practise writing numbers, say a sentence with numbers in them. Learners write only the number they hear (as a word), e.g.
 - I have three children.
 - It's bus number seven.
 - My flat is number five.

Families

VOCABULARY *boy, girl ...*

- 1 a **Presentation of vocabulary.** Look at the picture and see if learners know the words (*boys, a girl*, etc.). If not, read them out or play recording 1.16 and ask learners to repeat. You could also ask questions, e.g. - Look at C - a boy or boys?

Use this to present plurals. Write *boy* and *girl* on the board, and say the words. Then add -s and say *boys* and *girls*. Get learners to repeat the singular and plural forms (check that they pronounce the -s as /z/). Point out that:
 - to make a plural, we usually add -s.
 - *children* is irregular.

Listening. Play recording 1.16. Learners listen and say the expression they hear.

A two boys B a girl C three girls D a boy
E seven children

- b Learners take it in turns to point to a picture. The other learner says what it is.

GRAMMAR *I'm not, we're not*

- 2 **Presentation of 'married, no (children)'**. Read the sentences to the class or play recording 1.17. Ask the class to find the picture.


1 C 2 E 3 A 4 D 5 B

As you go through, present *married* by showing or gesturing to a wedding ring and show on the board that *no children* = '0 children'.
- 3 a **Presentation of 'I'm not, we're not'**. Write on the board: *I'm married. We're married.* Then add *not*, to show how to make the sentences negative.

Say the sentences in the box or play recording 1.18 as a model. Ask learners to repeat.

Tell the class *I'm married* (or *I'm not married*). A few learners round the class say if they are married or not married.
- b Learners add words to the gaps. Go through the answers together by listening to recording 1.19.

1 girl 2 married; children 3 child 4 have; girls

- 4 **Speaking.** Look on page 87. To show how the game works, say a few different sentences and learners say the picture, e.g.
 - I'm married. We have two boys. (2)
 - I have one girl. (1) Learners take it in turns to say a sentence. The other learner guesses the picture.

Alternative: Whole class activity

Do this with the whole class together. Learners take it in turns to say a sentence. The other learners guess the picture.

- 5 **Writing.** Show what to do by writing two sentences about yourself on the board.

Learners write true sentences. As they do this, go round and check. A few learners could read out their sentences.

Alternatives

- 1 **Younger classes**
If none of your learners are married or have children, get one learner to come to the front and the others tell him / her what to write:
 - I'm not married and I have no children.
- 2 **Mixed adult classes**
If your class has a mixture of learners (married and unmarried, with and without children), you could do this as a speaking activity in pairs, or as a mingling activity, with learners moving freely round the class.

Target activity: Talk to someone for the first time

Goal: Talk to someone for the first time

Core language:

- 1.1 VOCABULARY Hello, I'm, my ...
1.3 VOCABULARY boy, girl
1.1 GRAMMAR Questions
1.2 GRAMMAR I / We + verb

TASK LISTENING

- 1 a **Preparation for exercise 1b.** Read the expressions and ask learners to suggest what the people say.

I'm / My name is Mark.
I'm from the USA.
I live in / near London.
I have / live in a small apartment.
I'm not married.

I'm / My name is Claudia.
I'm from / I live in Brazil.
I have / live in a flat in São Paulo.
I'm married.
I have two sons.

To focus on the word *son*, tell the class: *I have one child - a boy. So he is my son.*

If you like, teach *daughter* in the same way.


- b **Listening.** Play recording 1.20. Pause from time to time to check what the speakers actually say. Don't focus on the questions at this stage.

- c *Writing*. Establish what the questions should be. Either do this together, or let learners work alone or in pairs, then go through them together:

- 1 *What's your name?*
- 2 *Are you married?*
- 3 *Where are you from?*
- 4 *What about you?*

If necessary, play recording **1.20** again to check. Alternatively, play it and let learners follow the script on p120.

TASK

- 2 a *Role play*. To show what to do, take the role of either Mark or Claudia. Choose a strong learner and have a conversation (the learner should be him/herself). Then choose another learner. This time, the learner should be either Mark or Claudia and you are yourself.
-  Learners have conversations in pairs. One learner takes the role of either Mark or Claudia (depending on whether they are male or female) and the other learner is him / herself.
- b Learners change roles and have a second conversation. Learners could change partners to do this.

Optional extra

Divide the class into A and B learners. Tell the class that they are at an airport. A learners stay in their seats. B learners stand up and move around. Then, B learners find an A learner to sit next to. They have a conversation. Next, B learners move to a different seat and have a conversation with a different A learner. Continue until most of the class have had a chance to introduce themselves to each other.



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

Keyword *this*

Goal: identify things in a picture or a room

Core language:

This is ...

What's this? It's ...


mother, father, bed, desk, door, window, picture, room, chair

- 1 *Presentation of 'This is ...'*. Look at the pictures and check that learners understand *mother* and *father*. Play recording **1.21** and ask what Sophie says. Write *This is ...* on the board. To make it clear how we use *This is ...*, give examples using gestures, e.g. – point to a learner and say *This is (Maria)*. – show your Coursebook and say *This is my book*.
- 2 a *Vocabulary*. Go through the words in the box and point to the things in the picture or in the classroom. Say *This is a door*, etc. If necessary, play recording **1.22**. Ask learners to repeat the words and focus on the pronunciation of /dɔ:/, /tʃɛə/ and /'prɪktʃə/.
- b *Practice of 'This is'*. Learners practise saying sentences with *This is*. Prompt them by saying *a door, a window*, etc.

Optional practice

Ask learners to repeat *this is*. Point out that both words have a short /ɪ/ sound. If learners say /ði: s i:z/, ask them to open their mouth more loosely and lower their tongue slightly. If learners have problems with /ð/, ask them to say /d/, then let the air pass between the tip of their tongue and their mouth. This should produce a /ð/ sound.

- 3 *Practice of 'What's this?'*. Point to things in the picture and ask *What's this?* Learners should answer *It's a (door)*.

 Learners cover the words and ask and answer questions.

Learners could point to the same things in the room.

Optional extension

Use *This is ...* to teach other things in the classroom, e.g. *a book, a bag, a pen, paper, a dictionary, a bottle*. Alternatively, bring common objects into the classroom in a bag (e.g. a bottle, a newspaper, a book, a DVD). Hold the objects up one at a time and ask *What's this?*

1.4 Explore speaking

Goal: say hello and goodbye

Core language:

Hi, Hello

How are you?, Are you OK?

I'm fine, Fine, thanks

Goodbye, Bye, See you, Nice to meet you

- 1 a *'Hello' words and responses*. Play recording **1.23** and ask learners to repeat. Focus on the stress pattern of the question:

Hi, how are you?

Practise the conversation with a few learners round the class.

- b Read through the words in the box and learners repeat them. Point out that:
- *Hello* and *Hi* mean the same. *Hi* is more casual (so friends would say this).
 - *thanks* means the same as *thank you*. It is slightly more casual.

Play recording **1.24**. Learners listen and underline the expressions they hear.

Hi!

Hello

How are you?

Are you OK?

I'm fine.

I'm OK.

- 2 *Speaking*. Have conversations with a few learners, using the expressions in **1b**. Sometimes start the conversation yourself, and sometimes get a learner to start.

Learners move freely round the class, 'meeting' other learners and using the expressions in **1b**.

Alternative

If it is difficult for learners to move around the class, they could stay in their seats and have two or three conversations with learners sitting near them.

- 3 a 'Goodbye' words. Read the expressions and learners match them with the photos.
 b Play recording 1.25 to check. Point out that:
 – *Goodbye, Bye* and *See you* mean the same. *Bye* and *See you* are more casual.
 – we can say *Nice to meet you* when we say hello or when we say goodbye.

Language note

When we say goodbye, we can also say *It was nice to meet you*. You could teach this as a set expression.

- 4 *Practice of 'goodbye' words*. Say goodbye to a few learners, using different expressions each time.
 👤 Learners practise saying goodbye two or three times, using different expressions each time.

Conversation practice

You could do the conversation practice exercises on p116 at this point.



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

Across cultures: Students

Goals: to give practice in reading short texts
 to sensitise learners to ways of life in different countries and cultures

Core language:

student, study

Countries: *Vietnam, Germany, Ghana*

- 1 *Reading*. Use the photos to show the meaning of *student* and *study*. Point out that *study* is a verb, like *live* and *have*, so we say *I study ...*.
 Learners read the quotes, either alone or in pairs. The first time, they should try to guess the meaning of new words.
 Learners read again using dictionaries to check any new words (or go through the quotes together and present the new words).
 2 *Speaking*. Ask learners what is normal in their country. In a single nationality class, ask: *Do you agree?*.

Note

It may be that in some countries girls live at home but boys live with other students. Help learners to say this by asking: *What about boys? What about girls?*
 Don't expect learners to say a lot at this level – they may just answer *Yes, No* or repeat one of the three sentences in 2.

You could ask learners to write a sentence about students in their own country. To help, you could write on the board: *In my country ...*

Look again

VOCABULARY

- 1 a 👤 *Similar words*. Learners find pairs of words and write them down.

*big – small; hello – goodbye; flat – apartment;
 door – window; five – three; the USA – China;
 boy – girl; yes – no; café – restaurant*

- b Learners write sentences. Possible answers:

*1 We're from the USA.
 2 I'm a student (teacher / boy / girl).
 3 We live in a (small / big) flat / apartment.*

- 2 *Plural forms*. Learners write the plural forms.

2 rooms 3 windows 4 we 5 boys 6 children

- 3 *Numbers 0 – 10*. Learners write the numbers as words. Go through the answers by writing them on the board.

2 two 3 four 4 one

SPELLING

- 4 Learners correct the words.

*2 have 3 teacher 4 goodbye 5 Russia 6 house
 7 apartment*

GRAMMAR

'be' present: *am, is are*. Read through the table.

Alternatives with books closed

- 1 Write the full forms (*I am, you are*, etc.) on the board. Learners tell you the short forms (or learners come and write them on the board). Then write on the board: *Where ...?* Learners say the questions for all forms: *Where am I? Where are you?*, etc.
 2 Write on the board:
 – _____ your name?
 – Where _____ from?
 – _____ married?
 Learners tell you what to write in the gaps.

Other verbs. Read through the table.

- 5 Learners correct the mistakes.

*1 We are from the USA. (We're from the USA.)
 2 Are you from England?
 3 I have two children.
 4 We have a small house.*

- 6 Learners add a missing word to each sentence.

*1 My name is Ahmed. (My name's Ahmed.)
 2 I have a flat in Beijing.
 3 Manchester is in England. (Manchester's in England.)
 4 We live in a big house.*

Self-assessment

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

Unit 1 Extra activities on the Teacher's toolkit

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

1A Who am I? 1

Name	From	Live	Married	Children
Jan	Poland	near London	yes	1
	China	in Dubai		
			no	
		near Manchester		4

1A Who am I? 2

Name	From	Live	Married	Children
Jan	Poland	near London	yes	1
	China	in Dubai		
			no	
		near Manchester		4

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1B Conversation dominoes

I have only one child – a girl.	My name's Maria.	Hello Maria. I'm Ben.	Are you married?
Yes, but I have no children.	Are you OK?	Yes, I'm fine.	Where are you from?
I'm from Amman in Jordan.	We live in a flat with one room.	Oh, it's a small flat!	I'm from Brazil. And you?
I'm from Brazil too!	Where's St Petersburg?	I think it's in Russia.	I have a house with 22 rooms.
Oh, it's a very big house!	Are you from Canada?	No, I'm from England.	I live in a house in London. And you?
I have an apartment near Tokyo.	I'm not married. What about you?	I'm married and I have two children.	What's your name?
It's Chang Li.	How are you?	Fine, thanks.	This is my sister, Val.
Nice to meet you, Val.	Goodbye.	See you.	I have three boys. What about you?

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1A Who am I?

Activity type: Speaking – Information gap – Groups of six

Aim:

To practise talking about yourself and asking questions

Language: Talk to someone for the first time – Coursebook p11

Preparation: Make one copy of the two worksheets for every six learners. Cut each worksheet along the dotted line to make sets of six cards.

Time: 20 minutes

1B Conversation dominoes

Activity type: Reading – Dominoes – Pairs

Aim: To review conversation language

Language: Talk to someone for the first time – Coursebook p11; say hello and goodbye – Coursebook p12

Preparation: Make one copy of the worksheet for each pair of learners. Cut it along the dotted lines into a set of 16 dominoes. Shuffle each set.

Time: 15–20 minutes

Unit 1 Self-study Pack

In the Workbook

Unit 1 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** *Hello, I'm, My ...*; Flats and houses; Numbers 0–10; *boy, girl ...*
- **Grammar:** Questions; Questions and answers
- **Time out:** Crossword
- **Explore writing:** Capital letters
- **DVD-ROM Extra:** *Nice to meet you.*

On the DVD-ROM

Unit 1 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Letter, word, sentence ...
- **Sounds and spelling:** The letter *i*
- **Explore speaking:** Say hello and goodbye
- **Video:** *Nice to meet you.*

2 People

Unit goal: talk about people you know

2.1

Goals: talk about people you know
ask and say how old people are
talk about families

Core language:

VOCABULARY Numbers: 11–20
Family: *mother, father, brother, sister, son, daughter, wife, husband*
GRAMMAR *be present: He's ..., She's ..., They're ...*
Possessive adjectives: *my, his, her*


Numbers 11–20

VOCABULARY Numbers 11–20

- 1 *Review of numbers 1–10.* Books closed. Write numbers 1–10 on the board. Point to different numbers and ask learners to say them.
Presentation of numbers 11–20. Write numbers 11–20 on the board and see if learners know any of them. Play recording 1.26 or say the numbers and get learners to repeat. Focus on the sounds /əlevən/, /twelv/, /θɜːti:n/, /fɪfti:n/.
- Open books. Learners match the numbers to the words in the box. Read out the words to check.

Language note

Thirteen, fourteen, fifteen, etc. have roughly equal stress on each syllable. Encourage learners to make a long /i:/ sound in *-teen* (otherwise it sounds more like *thirty, forty*, etc.)

- 2 To demonstrate the game, think of a number between 1 and 20. Say: *I have a number. What is it?* Learners guess it.
When they make a guess, tell them *More* or *Less*. Write these words on the board and show what they mean by gestures. Demonstrate once or twice until learners get the idea of the game.
 Learners take it in turns to think of a number and guess.

Alternative: Whole class activity

Learners come to the front of the class one at a time. The rest of the class guess the number.

- 3 *Listening.* Play recording 1.27. Pause after each sentence and ask if the sentence is the same as the picture or not. If not, learners give the number in the picture.

1 No (19) 2 Yes 3 No (14) 4 No (11) 5 Yes 6 No (20)

Birthday cards

GRAMMAR *He's ..., She's ...*

- 1 a *Presentation.* Look at each birthday card and read what it says. Ask: *What is it?* Use this to present *birthday* and *birthday card* (the meaning should be obvious from the pictures). Practise saying /'bɜːθdeɪ/.
Learners complete the sentences.

A *This card is for a girl. She's eight.*
B *This card is for a boy. He's 16.*

To focus on *He's* and *She's*, write on the board:
– *Sonya is 8. Max is 16.*

Then cross out *Sonya* and *Max* and write:
– *She is 8. He is 16.*

Then cross out *She is* and *He is* and write:
– *She's 8. He's 16.*

- b Read the short forms in the table, or play recording 1.28. Learners repeat. Focus on the sounds /hiːz/ and /ʃiːz/.
Quickly practise the forms by giving prompts, e.g.
– *Max is 16.* → *He's 16.*
– *a boy* → *He's a boy.*
– *from England* → *He's from England.*


SPEAKING

- 2 '*How old is he / she?*'. Look at the birthday cards in 1 again and ask: *How old is she? How old is he?* Learners repeat the questions. Write them on the board, focusing on the stress: *How old is she? How old is he?*
Play recording 1.29. Learners read the conversations. They choose a card from the pictures.

Birthday card B

Language note

Show the meaning of *for* with gestures (you could give a learner a book and say *This is for you*). Point out that *this one* = 'this card'.

- 3 *Role play.* Look on p88. Read through the conversation and learners complete it.
Demonstrate a conversation with two strong learners having the conversation in front of the class.
 Learners have three conversations and choose a suitable card each time.
Round-up. Ask learners which card they chose.

Family

VOCABULARY Family

- 1 a *Vocabulary presentation.* Look at the photos and play recording 1.30. Learners write numbers beside the words.

2 father 3 sister 4 son 5 husband 6 daughter

To check the meaning, you could use the words in a few simple questions, e.g.

– *I have a daughter. Is that a boy or a girl? (A girl.) How about you? Who has a daughter? What's her name?*

Focus on the other two words: *wife, brother.* Give an example to show the meaning (e.g. *I have a husband, John. He's my husband. I'm his wife.*)

Option: Stronger classes

Look at the photos and ask learners who the people are (Say: *This is Omar. So who is this woman?*). Use this to introduce the words before learners listen.

- b *Pronunciation.* Learners write the words in the table. Then play recording 1.31, and practise saying the words. Focus on the pronunciation of /'dɔ:tə/; the /ʌ/ sound in /'mʌðə/, /'brʌðə/ and /sʌn/; and also on the /ð/ sound in /'mʌðə/, /'brʌðə/ and /'fɑ:ðə/.
- 2 a 'His, her'. Read the two sentences and ask learners to choose *his* or *her*.

A his B her

If necessary, give a few more examples, using things in the classroom.

– *I have a book. It's my book.*

– *Andrej has a book. (Hold it up) Is it my book or his book?*

- b *Practice of 'his, her'.* To introduce the pair work, ask about the people in photos A and B:
– *Look, this is Omar. Who's this? (His mother.) Do this with two or three items.*

👥 Learners ask and answer questions about the photos.

- 3 a 'They're'. To introduce *they're*, point to a learner and say *He's* (or *She's*) *a student*. Then point to two learners and say *They're students*. Write on the board: *They are students*. Then cross out *They are* and write: *They're students*.

Optional presentation

Books closed. Show a wedding photo or a photo of a well-known married couple from a newspaper or magazine. Ask questions to elicit *husband and wife* (*What are they? Are they brother and sister? Are they friends?*).

Write on the board:

_____ *husband and wife.*

Ask learners what goes in the gap. Use this to present *They're*.

Read sentences 1–4 and match them with the photos.

1 B 2 A 3 D 4 C

- b *Pronunciation.* Play recording 1.32 and practise the pronunciation of *they're*: /ðeə/.

SPEAKING

- 4 Look on page 87 and look together at photo 1. Write on the board *I think they're ...* and learners give a sentence.

👥 Learners look at the other photos and say who they think the people are. They could write sentences. Possible answers:

1 brother and sister
2 husband and wife
3 mother and son
4 a family (father and mother / husband and wife / ...)
5 father and son
6 friends / sisters

Classroom language:

Look, read, write ...

Goal: to understand simple classroom instructions

Core language:

Verbs for classroom activities: *look (at), listen (to), talk (to), read, write, say*

- 1 *Vocabulary.* Go through the words and use mime and gestures to make the meaning clear. Alternatively, use the words in simple examples to show the meaning, e.g.

– *Look at the photo.*
– *Read this sentence.*
– *Say 'Hello'.*
– *Listen to me.*
– *Write 'Hello'.*
– *Talk to Maria.*

Learners write the words in their own language. If you don't know their language, encourage them to use a bilingual dictionary to check. Point out that:

– we say *Look at me. Look at the picture.*
(not *Look the picture.*)
– we say *Listen to me. Listen to the CD.*
(not *Listen the CD.*)

- 2 *Listening.* Play recording 1.33. Learners write down the verb they hear.

1 look
2 write
3 read
4 listen
5 say
6 talk
7 listen

After each item, ask what the person said.

2.2

Goals: talk about people you know

ask and say where you work
say where other people work

Core language:

VOCABULARY *I'm a ... I work in, I work for*
Places of work: *shop, office, hotel, school, hospital, café, restaurant, supermarket, company*
Jobs and occupations: *waiter, teacher, doctor, manager, student*
GRAMMAR Present simple – positive: *I work, He / She works*

Work

VOCABULARY work in, work for

- 1 a *'I'm a ..., I work ...; work in, work for'*. Look at the picture and ask where the people are (At a party). Play recording 1.34 or read the sentences yourself. Learners match the sentences with pictures A–C.

*I'm a student. I'm at university in Hong Kong – B
I work for Dell. It's a computer company. – C
I work in a restaurant. I'm a waiter. – A*

Check that learners know *company* (give examples of well-known companies).

- b Read the sentences in the table. Check that learners:
– can say *work*: /wɜ:k/
– understand that *work* is a verb, like *I have, I live*.
Give a few other examples to show the meaning of *work for* (you could mention local companies).

Alternative: Presentation with books closed

To introduce the verb *work*, tell the class about yourself: say *I'm a teacher* and then say a sentence with *I work* (e.g. *I work in a school, I work for International House*). Write the two sentences on the board.

If possible, use your own job to introduce both the expressions *work in* and *work for*.

- c *Writing*. Look at 1. Point out that before jobs we use *a* – so we say *I'm a student, I'm a teacher* (not *I'm teacher*).
Learners write sentences. Go round and check.

*2 I work in a restaurant.
3 I work for Dell.
4 I'm a waiter.
5 I'm at university in Hong Kong.
6 It's a computer company.*

LISTENING

- 2 a *'What's your job? What do you do?'*. Play recording 1.35 and ask what the questions are.

*1 What's your job?
2 What do you do?*

Write the questions on the board.

Language note

Teach *What do you do?* as a fixed expression at this point. Tell the class that it means *What's your job?*

- b *Practice of 'What's your job? What do you do?'*. Ask a pair of strong learners to have each conversation in front of the class.

Learners practise the conversations together in pairs.

Places

VOCABULARY Places of work

- 1 a *Vocabulary*. Look at the photos and ask *What is it?*. Use this to present the words in the box. Practise pronunciation, focusing especially on the stress in *office, hotel, hospital*. Teach the word *place* (Tell the class: *These are all places in a town.*).

A school B hospital C café D office E hotel F shop

- b *Listening*. Play recording 1.36. Learners write the places.

1 shop 2 office 3 hotel 4 hospital 5 school 6 café

Ask learners for other details about 1–6.

*1 It's a bookshop.
2 The office is in Paris.
3 It's a small hotel – 20 rooms. It's in Manchester.
4 It's a big hospital.
5 The school is in London.
6 She's a student.*

If necessary, play recording 1.36 again to check.

- 2 Learners make sentences round the class or in pairs.

*1 I'm a teacher. 2 I work in a hospital.
3 I work for Hitachi. 4 I work in a big hotel.
5 I work for Microsoft. 6 I'm a student. 7 I'm a doctor.
8 I work for a big company in New York.*

SPEAKING

- 3 To show how to play the game, choose a job or a place from page 16. Learners guess by making sentences with *You ...*, as in the examples.

Learners take it in turns to choose a job or a place and to guess. Alternatively, do this with the whole class together.

Conversation practice

You could do the conversation practice exercises on p116 at this point.

He works, she works ...

GRAMMAR He / She works ...

- 1 a Look at the two photos. Learners complete the sentences.

*1 She's a doctor. 2 He's a manager.
3 She works in a hospital. 4 He works for IKEA.*

- b Look at the table, and ask how A and B are different. Use this to focus on the *-s* ending: *He works, She works*. Write these forms on the board and underline the *-s*. Practise saying them.

Alternative: Presentation with books closed

Bring in your own pictures of a man and a woman at work. Use them to present *He works* and *She works*.

- c Practice of 'He / She works'. Look at photo A and ask learners to make a sentence using a word from the box. Possible answers:

A She works in a supermarket. She works for Tesco.

Learners look at photos B–F and make sentences. Sometimes only one sentence will be possible, sometimes two:

- B He's a teacher. He works in a school.
C He's a waiter. He works in a café.
D (She's a manager.) She works in an office.
E (He's a doctor.) He works in a hospital.
F He works in a hotel.

Option: Stronger classes

Tell learners the names of the jobs shown: A shop assistant F porter. Point out that a simpler way to talk about a job is often to say where you work, or who you work for.

- 2 a To show what to do, think of two people you know (friends or people) in your family. Tell learners about their jobs (keeping to the language presented in this unit). Write sentences about them on the board. Learners write sentences. Emphasise that they should find a simple way to write about the jobs (for example: My father works in an office in Paris, or He works for Vivendi. – not He's the assistant sales manager!). As learners write, go round and check.
b Speaking. Learners sit in groups of three or four. In turn, one learner tells the others in his / her group about the two people. Learners should try to do this without reading their sentences.

Alternative: Mingling activity

Learners move freely around the class, telling other learners about their two people.

Round-up. A few learners tell you one thing that they heard.

Sounds and spelling: The letters th

Goal: to recognise and pronounce the letters th with the sounds /ð/ and /θ/

Core language:

Words from Units 1 and 2 with the letters th

- 1 Presentation of /ð/ and /θ/. Say the words or play recording 1.37. Learners repeat the words. Focus on the sounds /ð/ and /θ/:
– to pronounce /ð/, get learners to say /d/ and to feel how their tongue touches the back of their teeth. Then get them to loosen the contact and let air pass through. This should produce /ð/.
– show how to produce /θ/ in the same way, but starting from the sound /t/.

- 2 Practice in recognising /ð/ and /θ/. Learners put the words in the correct group. Go through the answers together by listening to recording 1.38.

Table with 2 columns: /ð/ and /θ/. Under /ð/ are 'the father with'. Under /θ/ are 'three thanks birthday'.

Language note

With can also be pronounced /wiθ/.

- 3 Listening. Play the two conversations in recording 1.39. Learners underline the words they hear.

this; brother; thirteen; birthday; thanks

2.3

Goals: talk about people you know say where people live and work

Core language:

GRAMMAR Present simple – positive: lives, works, has

Donna's family

READING and LISTENING

- 1 Reading and listening. Play recording 1.40. Learners read the sentences. Pause after each part and ask: Which photo?. Check that students know parents (= mother and father) and Australia.

A her parents B her sister C her brother and his family

- 2 Learners add verbs to the box. Write them on the board.

lives; works; has

Practise saying the verbs. Focus on the /z/ sound in lives and has and the /s/ sound in works.

GRAMMAR lives, works, has

- 3 Practice of 'lives, works, has'. Learners choose the correct verb.

1 have 2 lives 3 has 4 live 5 have 6 works

- 4 Learners cover the top half of the page. They give a sentence each round the class.

- 1 I live in London.
2 I work in (for) a company in London.
3 My parents live in Halifax.
4 They have a house there.
5 My brother lives in Australia.
6 He has an Australian wife and three children.
7 My sister lives in Tokyo.
8 She works for Sony Corporation.

In turn, learners cover the page and test each other.

Target activity: Talk about people you know

Goal: Talk about people you know

Core language:

- 2.1 VOCABULARY Family
2.2 VOCABULARY Work
2.2 GRAMMAR He / She works
2.3 GRAMMAR lives, works, has

PREPARATION

- 1 **Writing.** To show what to do, choose someone you know and write a sentence on the board.
Learners choose three people they know. They write sentences as in the examples. As they do this, go round and check. Give help where necessary.

TASK

- 2 **Speaking.** Learners tell each other about their three people, if possible without reading their sentences.

Alternatives

- 1 **Whole class.** In turn, learners tell the class about the three people.
2 **Mingling activity.** Learners move freely round the class, telling three or four other learners about their three people.

Conservation practice

You could do the conversation practice exercises on p116 at this point.

Keyword have (1)

Goal: to use *have* and *has* to talk about possessions and family

Core language:

have, has
children, TV, computer, cat, camera, dog, car, house, MP3 player, flat, mobile phone, bicycle

- 1 **Speaking.** Learners match the words in the box with pictures A–L. Go through this together and present any new words by listening to recording 1.41 or saying the words yourself. Focus on the pronunciation of *camera, mobile phone, bicycle*.

A a TV B a house C a car D a computer
E a camera F a cat G an MP3 player H a dog
I a bicycle J a flat K a mobile phone L children

Language note

We can say:
– *mobile phone* or just *mobile* (US English: *cell phone*).
– *bicycle* or *bike*.

Learners could test each other in pairs: one learner points to a picture and the other learner says what it is.

- 2 **a** Point out that we use *have* with these words: *I have a car, I have a cat*, etc. To introduce the activity, tell the class which things from the picture you have.
Writing. Learners choose three things from the picture and write sentences beginning *I have ...*

- b **Speaking.** Learners tell their partner what they have.
Round-up. Ask pairs if they have the same things.
3 **a** **Listening.** Play recording 1.42 to demonstrate the game. Ask what the people say.

1 *an old car*
2 *an old car and a computer*
3 *an old car, a computer and five children*

- b **Speaking.** Put learners into groups of four or five. Check that everyone understands what to do: each learner adds a new word or expression.
Learners play the game round their group, going round twice.
Round-up. One person from each group remembers all the things their group said.

Alternative: Whole class activity

Play the game round the class.



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

2.4 Explore writing

Goal: spell words aloud

Core language:

The alphabet

- 1 **a** **The alphabet.** Play recording 1.43 or say the letters yourself. Learners repeat. You could also write the alphabet on the board and point to the letters.
b To practise, point to the letters and ask learners to say them. First go through the alphabet, then jump around from letter to letter. Focus on letters that learners find difficult, e.g. *G, J, Q, R, V, W*.

Note

Don't expect learners to master the alphabet immediately. You can practise it frequently in later lessons by asking learners to spell words.

- 2 **a** **Listening.** Play recording 1.44. Learners listen and write the words.
b To check the answers, learners spell the words. Write the words on the board.

1 *chair* 2 *table* 3 *eight* 4 *fifteen* 5 *India* 6 *camera*

- 3 This game is a version of the well-known spelling game 'Hangman'. Play it on the board with the class. Learners guess letters. After each guess, either add the letter to the word, or (if they guess wrong) write it in a separate box on the board.

1 *brother* 2 *mother* 3 *husband* 4 *wife* 5 *daughter*

Idea for later lessons

You could play this game as a 'filler' in later lessons. You can play it with any vocabulary you have recently taught (e.g. transport, colours, food).



Across cultures: Families and children

Goals: to give practice in reading short texts to sensitise students to ways of life in different countries and cultures

Core language:

many, most, some

- 1 a *Reading for main idea.* Use the diagrams to show the meaning of *most* and *some*.

 /  Learners read about the three countries. They should try to guess the meaning of new words.

- b Learners circle the correct number. Then discuss this together, referring back to the texts.

Japan: 1.5 USA: 2.0 Sudan: 4.5

- 2 *Reading for detail.* Learners read again and answer the questions. They can use dictionaries to check any new words (or go through the text together and present the new words).

Go through the answers and ask learners to correct the sentences that aren't true.

1 No. She has no brothers or sisters.
2 Yes.
3 No. He has three children.
4 Yes.
5 No. He has two brothers, but no sisters.
6 No. Most people have two children, or just one child.


- 3 *Writing.* Learners write two sentences about their country. They read out their sentences.

Mixed nationality classes

Learners from the same country could work together as a group and decide what to write. Then one learner from each country reads out their sentences to the class.

Look again

VOCABULARY

- 1 a  *Word pairs.* Learners find pairs.

*boy – girl; husband – wife; ten – twenty
shop – supermarket; read – write;
doctor – teacher; his – her; cat – dog*

- b Learners write sentences and read them out.

- 2 *Numbers 11 – 20.* Learners write the numbers as words. Write them on the board.

2 twenty 3 eighteen 4 twelve

- 3 *Similar words.* Learners add words to the lists. Go through the answers by writing the words on the board. Possible answers:

1 *teacher, manager, waiter*
2 *restaurant, shop, station, hospital, school*
3 *wife, brother, son, daughter, mother, father*
4 *read, write, talk, say*
5 *chair, table, bed, picture, window*

SPELLING

- 4 Learners correct the words. One learner at a time comes to the front of the class and writes an answer on the board. Check with the class: *Is this correct?*

**1 fourteen 2 daughter 3 friend 4 hospital 5 school
6 office**



CAN YOU REMEMBER? Unit 1

- 5 a Learners write sentences from the table. Go through the answers by writing them on the board.

**1 I'm from China. 2 I live in a small apartment.
3 I'm not married. 4 I'm a student.
5 I have two children**

- b *Writing and speaking.* To demonstrate, say two sentences about yourself and ask learners if they think they are true or false.

Learners write one true and one false sentence. As they do this, go round and check.

 /  Learners read out their sentences in pairs or small groups. The other learner guesses which is true and which is false.

GRAMMAR

'be' present: am, is, are. Read through the table.

Alternative: Presentation with books closed

Write the full forms on the board. Learners tell you the short forms (or come and write them on the board).

Present simple – positive. Read through the table.

Alternative: Presentation with books closed

Write on the board: *I live in London.* Then write:

– *They ...*

– *He ...*

Learners complete the sentences.

Do the same for *work* and *have*.

Pronouns and possessive adjectives. Read through the table.

Alternative: Presentation with books closed

Write the left-hand column (*I, you, he, she*) on the board.

Then write *my car* beside *I*. Learners say the other forms.

- 6 Learners choose the correct word.

1 live 2 has 3 They 4 her 5 He's

- 7 Learners write short forms.

2 What's 3 I'm 4 Where's 5 Who's



You could use photocopiable activity 2B 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 more examples of the language they have learned in each section (or asking students to tell you). Then they circle a number on each line.

Unit 2 Extra activities on the Teacher's toolkit

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

2A Homestay families

<p>A</p>  <p>The Chan family</p>  <p>The Johnson family</p>  <p>The Clark family</p>  <p>Mrs Evans</p>  <p>The Mansour family</p>	<p>B</p>  <p>The Chan family</p> <p>House / flat: _____</p> <p>Family: _____</p> <p>Pets: _____</p>  <p>The Johnson family</p> <p>House / flat: _____</p> <p>Family: _____</p> <p>Pets: _____</p>  <p>The Clark family</p> <p>House / flat: _____</p> <p>Family: _____</p> <p>Pets: _____</p>  <p>Mrs Evans</p> <p>House / flat: _____</p> <p>Family: _____</p> <p>Pets: _____</p>  <p>The Mansour family</p> <p>House / flat: _____</p> <p>Family: _____</p> <p>Pets: _____</p>
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2A Homestay families

Activity type: Speaking – Information gap – Pairs

Aim: To practise talking about people and their possessions

Language: Talk about people you know; Keyword *have* (1) – Coursebook p19

Preparation: Make one copy of the worksheet for each pair of learners. Cut each worksheet into A and B tables along the dotted line.

Time: 20–25 minutes

2B Three in a line

daughter(s)	his	restaurant(s)	for	live(s)
am / is / are	university	job(s)	student(s)	married
office	she	supermarket(s)	brother(s)	company
I'm	work(s)	camera(s)	bicycle(s)	name
husband	eleven	sister(s)	school	family
TV(s)	flat	mobile phone(s)	cat(s)	house
have / has	he	hospital(s)	shop(s)	I
my	waiter(s)	friend(s)	song(s)	near
her	child / children	fifteen	wife	from
parents	dog(s)	computer(s)	hotel(s)	in

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2B Three in a line

Activity type: Speaking – Noughts and crosses – Pairs

Aim: To review and personalise vocabulary and grammar from the Coursebook

Language: Review of vocabulary and grammar – Coursebook, Unit 2

Preparation: Make one copy of the worksheet for each pair of learners.

Time: 20 minutes

Unit 2 Self-study Pack

In the Workbook

Unit 2 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Family; Numbers 1–20; Work
- **Grammar:** *He's ...*, *She's ...*; *He / She works*
- **Explore reading:** Completing a hotel form
- **DVD-ROM Extra:** Family photos

On the DVD-ROM

Unit 2 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Look, read, write ...
- **Sounds and spelling:** The letters *th*
- **Explore writing:** Spelling words
- **Video:** Family photos

3 Where and when?

Unit goal: arrange to meet people

3.1

Goals: arrange to meet people
describe a street
say where you are in a town

Core language:

VOCABULARY Features of streets: *café, shop, church, mosque; house, flat/apartment; car, taxi, bicycle; tree; street*
Places in towns: *station, bus station, airport, cinema, café, restaurant, hotel, shop, church, flat (or apartment), house*
at + place: at the station, at a café ...
Plurals: *shops, cafés, trees, cars, etc. lots of*
Where are you? I'm ...
Adjectives: *busy, quiet, noisy, nice, beautiful*
there's / there are

GRAMMAR

Streets

VOCABULARY Streets

- 1 a *Presentation of features of streets.* Look at photos A–D. Read the words in the box and check that learners can say them. Ask which photo(s) they are in, using the photos to present them.

A cars, taxis, flats (or apartments), a mosque
B people, houses, a tree, a café, bicycles
C cars, a church, houses, people, shops
D people, shops

- b *Singular and plural forms.* Ask learners to give the singular and plural forms of all the words in 1a (e.g. *a car* → *cars*).

a car → *cars*
a taxi → *taxis*
a church → *churches*
a house → *houses*
a person → *people*
a shop → *shops*
a mosque → *mosques*
a flat (an apartment) → *flats (apartments)*
a tree → *trees*
a café → *cafés*
a bicycle → *bicycles*

Focus on the word *people* (= men, women, boys or girls). We say *one person*, *two people*.

- c *Pronunciation.* Play recording 1.45 and practise saying the plural forms.

Language note

Point out the following features in passing, but don't go into too much detail at this point. Plural -s and -es endings are presented in Unit 5.
– *shops, flats, mosques* have the sound /s/ at the end
– *trees, cars, taxis, cafés* have the sound /z/ at the end
– *houses* has the sound /ɪz/: /'haʊzɪz/
– *churches* adds -es and has the sound /ɪz/: /'tʃɜːtʃɪz/

Optional extra

Learners cover the words and ask and answer questions about the photos, e.g.
– *What's this?* – *It's a shop.*
Alternatively, you could bring in photos cut from magazines and use these to test the words.

GRAMMAR *there's / there are*

- 2 a '*There's / there are*'. Play recording 1.46. Learners match the sentences with the photos.

1 C 2 A 3 B 4 D

Check that learners understand the meaning of *there's / there are*. If necessary, give other simple examples, e.g. *In this room there's a door, there are desks ...*

Practise saying the sentences. Focus on the stress, and the reduced vowel sounds in /ðeəzə/ and /ðeərə/.

Point out that we use *There's* (= *There is*) with singular nouns and *There are* with plural nouns.

- b *Practice of 'there's / there are'.* Learners make sentences with *There's / There are* from the prompts.

1 *There's* 2 *There are* 3 *There are* 4 *There are*
5 *There's* 6 *There's* 7 *There are* 8 *There are*
9 *There's*

Present *lots of* (cars) using gestures.

LISTENING

- 3 *Presentation of adjectives.* Play recording 1.47. Ask which adjectives the speakers use and what they say.

A *It's noisy. It's a nice street.*
B *It's a very quiet street. There are nice cafés.*
C *It's a beautiful street.*
D *It's a noisy street. It's always busy.*

Check the meaning of the adjectives. To do this, give examples of parts of the town where you are, and ask *Is it quiet? Is it busy?*, etc. Check that learners can say /'bɪzi/, /'bjʊɪtɪfəl/, /'kwaɪət/.


SPEAKING and WRITING

- 4 a *Practice making sentences.* Build up a description together of the street where you are now. Prompt by asking questions, e.g.

– *Is it quiet / noisy / busy?* (It's busy.)
– *There are ... what?* (Cars.)
– *What else?* (Lots of shops.)

If there isn't a street outside the class, choose any well-known street in the town.

- b *Writing.* Learners write sentences about their own street. As they do this, go round and check.

 *Speaking.* Learners tell their partner about their street.

Round-up. Ask a few learners to tell you about their street and their partner's street.



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

Where are you?

VOCABULARY Places in towns

- 1 a *Listening.* Learners read the conversations and listen to recording 1.48. After each conversation, ask which picture it is.

1 D 2 A

Check that learners understand *See you soon* (= maybe 5–10 minutes) and *See you there* (= at the café).

- b 'at + place'. Look at the other pictures and ask where the people are.

B He's at a restaurant.
C She's at the airport.
E He's at the cinema.

Practise saying the expressions and focus on the stress pattern: /ət ðə steɪʃən/, /ət ðɪ eəpɔ:t/, etc.

Language note

We often use *at* to say where we are in a town. We usually say *at the airport, at the cinema, at the station* (because we know which one it is, or there is only one), but *at a restaurant, at a café* (because there are lots of them).

Optional extra

Choose a picture and write on the board: *Are you ...?* Mime an action (e.g. drinking a cup of coffee, carrying a suitcase, looking at your watch). Learners guess which picture you chose by asking questions with *Are you (at a café)?* Then a learner chooses a picture and the others guess.

- 2 *Practice.* Look at the conversations in 1a again and practise them with the class. Focus on the stress pattern in *Where are you?*, *See you soon*, *See you there*.

Learners choose one of the places in the pictures and have a conversation.

It's near the station

READING

- 1 Learners 'in, near, next to'. Read the café reviews and find the three cafés on the map. At this point learners don't need to understand every word in the texts.

Dino's – 1
Mike's – 5
Café Metro – 9

Look at the diagram and present *next to* and *near*. Give a few other examples to make the meaning clear, e.g. point to two people in the class (ask *Is he next to Juan?* Or *Is he near Juan?*), or well-known places in your town. Emphasise that we say *next to* (two words), but we say *near* (one word).

Practise saying the expressions, focusing on the stress pattern:

– *It's next to the cinema.*
– *It's near the station.*

Point out that we say *in* for streets:

– *in King Street.*
– *in Green Street.*

Learners read the texts again and underline any new words (*expensive, ice cream, drinks, sandwiches, garden, cheap, usually*). Write them on the board and show their meaning using examples or gestures.

SPEAKING

- 2 a Learners read the conversation and guess what the people say.
b Play recording 1.49 to check.

LIAM Hi. Where are you?
ALEX I'm at Café Metro.
LIAM Where's that?
ALEX It's in King Street, near the bus station.
LIAM OK, see you there.

- 3 *Speaking.* Look on p88. To demonstrate the pair work, choose a place on the map and have a conversation like in 2a with one learner. Make up a name for the café, but don't say the number, e.g.

– *Hi. Where are you?*
– *I'm at Café Miro.*
– *Where's that?*
– *It's in New Street, next to the hotel.*

Learners find the café on the map (3).

Learners have similar conversations.

Round-up. A few pairs say the name of their café and where it is.

Classroom language: Your book

Goals: to understand simple instructions for using the Coursebook
to identify words for using the Coursebook

Core language:

Verbs: *open, close, cover*
Words for using the Coursebook: *sentence, picture, conversation, text, map, word, box, question, answer*

- 1 *Instructions.* Give the instructions and check that learners follow them (i.e. they should open their books, etc.). If necessary, show the meaning with gestures.
Learners write the words in their own language. In a single nationality class, check what learners are writing, or they can check with each other.
- 2 *Vocabulary for using the Coursebook.* Look at each word in turn and ask learners to find an example on pages 22 and 23. Present any words that learners don't know by showing an example on the page.

Optional extra

Learners could test each other in A/B pairs:
A chooses a word, and says *Find a (question)*.
B finds an example from other pages in the Coursebook.

3.2

Goal: arrange to meet people
ask and say the time
say what time of day you do things

Core language:

VOCABULARY Numbers: 20, 25, 30 ...
Clock times: *five thirty, six fifteen, one o'clock ...*;
about, nearly
What's the time? It's ...
in the morning, afternoon, evening;
It's 5.30 in the (morning)
at + time: at 11.00
Verbs: *work, study, eat, drink (coffee), watch TV, have a shower, sleep, get up, go to bed*

What's the time?

VOCABULARY Numbers 20, 25, 30 ...

- 1 a *Numbers.* Play recording **1.50**. Pause after each remark and ask learners to say the number they hear. Practise saying the numbers, focusing on the stress: *thirty, forty*, etc.
- b Look at the numbers *15, 25, 35 ...*. Ask learners to say them. Write them (as words) on the board. Practise saying the words. Point out the difference in stress between *fifteen* and *fifty*.

Alternative: Elicitation with books closed

Books closed. Write these numbers on the board and see if learners know them: *5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55*. Then open books and play recording **1.50**.

VOCABULARY Clock times

- 2 a *Presentation of clock times.* Look at the pictures. Use it to present times:

A *seven (seven o'clock)*
B *two thirty*
C *four fifteen.*

Focus on the pronunciation and spelling of *o'clock*: /ə'klɒk/

Alternative: Presentation with books closed

Ask: *What's the time?* See if anyone understands and can answer. Use this to present:
– the question *What's the time?*
– simple forms for telling the time.

- b Do some quick practice round the class. Use the exercise or write times on the board.

Option: Stronger classes

You could also present *half past, quarter past* and *quarter to*, but only if learners ask about these forms. Increasingly (with digital clock times) people say *eight fifteen, ten thirty*, etc.

LISTENING and SPEAKING

- 3 a *Preparation for the listening.* Look at the pictures. Ask: *What can you see? Where are they?*

1 *two men; in a swimming pool*
2 *a man and a woman; in the street*
3 *a man and a woman; in a flat or at home.*

- b *Listening.* Play recording **1.51**. Pause after each conversation asking: *What's the time?*

1 (about) 3 o'clock
2 5.15
3 (nearly) 7.30

- c Read the words in the box, then play recording **1.51** again. After each conversation, establish which words learners heard.


1 *about* 2 *Excuse me; thanks* 3 *nearly; late*


Show the meaning of *about* and *nearly*, using the pictures in the margin or your own drawings on the board. Practise saying *It's about 3 o'clock*, focusing on the reduced vowels in /ə'baʊt/ and /ə'klɒk/.

Give examples to show the meaning of *late* (e.g. *The class is at 6.00. It's 6.15 now = I'm late.*)

To show how we use *excuse me* to start a conversation, go up to a learner and say *Excuse me ...*

Optional extra

 Learners practise the three conversations.

- 4 *Practice in asking the time.* Learners write down a time. To demonstrate, have a conversation with one learner. Begin: *Excuse me, what's the time?* Then have a second conversation. This time, write a time on the board and choose a learner to ask you the time. Reply using *about* or *nearly*.
 Learners ask each other the time and say the time they wrote down.

Conversation practice

You could do the conversation practice exercises on p117 at this point.

Morning, afternoon, evening

VOCABULARY morning, afternoon ...

- 1 *'Morning, afternoon, evening; day, night'*. Use the diagram to focus on the meaning of the words. Point out that:
– a.m. = before 12.00 (= the morning)
– p.m. = after 12.00 (= afternoon or evening)

Alternative: Presentation with books closed

To present the vocabulary, write on the board: *day, night*. Ask: *Is it day now, or night?* Then write on the board: *morning, afternoon, evening*. Ask: *What is it now? Morning, afternoon, or evening?*

- 2 *Verbs; 'in the (morning)'*. Look at the pictures and read the verbs and expressions. Learners repeat them. To introduce the activity, tell the class when you work. Then a few learners tell you when they work or study. Use this to teach *in the morning / afternoon / evening*.

Learners say when they do the things in the pictures.

Round-up. Ask two or three learners when they do each activity.

- 3 *'It's 5.00 in the morning', etc.* Look at the map of time zones on p89. Establish what time it is where you are and write it on the board, e.g.
– *It's 10 o'clock in the morning.*

Show the stress pattern:

– *It's **t**en o'**cl**ock in the **m**orning.*

Choose a place on the map. Ask:

– *Is it morning? Afternoon? Evening? Night?*
– *What time is it?*

Speaking. Learners choose three other cities and answer the questions. Alternatively, choose three cities and write them on the board. Discuss the answers together.

At 7.00

READING

- 1 a *'at' + time; verbs.* Present the verbs *go to bed, sleep, get up* (use the pictures and gestures to show the meaning).

Check that learners understand the meaning of *most people* (= 70–90%).

Write on the board:

<i>at</i>	<i>11.00</i>
	<i>7.00 in the morning</i>

Alternative: Presentation with books closed

Tell the class: *At 11.00 in the evening I go to bed* (draw a bed and arrow on the board). *Then I sleep* (mime this). *Then at 7.00 in the morning I get up* (draw a bed and arrow). Write *go to bed, sleep and get up* on the board and practise saying them.

Ask the class: *What did I say?* Use this to present *at + time*. Write on the board: *I go to bed at 11.00 (in the evening)*.

- b Read the sentences and ask the class what number goes in the gap (*eight*).
- c *Reading.* Learners read the two texts and guess the times. Ask learners to suggest answers.
- d Play recording 1.52 to check.

Olga – 7; 9
Ben – 1; 7; 6

- 2 *Writing.* Learners write three sentences about themselves. As they do this, go round and check. A few strong learners read out their sentences to the class.
- Round-up.* Find out who sleeps the most, who gets up earliest, etc. Do this by asking *Who goes to bed at 9.00? At 10.00? At 11.00?*, etc.

Sounds and spelling: The letter a

Goal: to recognise and pronounce the letter a with the sounds /æ/, /ɑ:/ and /eɪ/

Core language:

Words from Units 1–3 with the letter a

- 1 *Common sounds with the letter 'a'.* Say the words or play recording 1.53. Focus on the three sounds:
– /æ/ is a short sound, with the lips spread.
– /ɑ:/ is a longer sound, with the mouth wider open.
– /eɪ/ is a combination of /e/ and /i/.
- 2 *Practice.* Play recording 1.54. Learners put the words in the correct group.

/æ/	/ɑ:/	/eɪ/
<i>map</i>	<i>afternoon</i>	<i>name</i>
<i>thanks</i>	<i>garden</i>	<i>station</i>
<i>has</i>		

- 3 Learners guess how to say the words. Play recording 1.55 to check. You could also tell the class what the words mean (they are all taught later in this book).

3.3

Goals: arrange to meet people

say when you are free

say where and when to meet

Core language:

VOCABULARY Days: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow*
in, on, at

Days

VOCABULARY Days

- 1 a Write *today* and *tomorrow* on the board. (If necessary, show the meaning by writing today's date and say *This is today*) Ask: *What day is it?* (Tuesday). Write: *Today is Tuesday*. Do the same for *tomorrow*.
- b Read out the days or play recording 1.56. Learners repeat to practise pronunciation.
- Learners write the days in the correct order in the diary. Check the answers and write them on the board.

Note

The diary begins with Monday, which is usual in modern diaries in Britain. Make sure that learners know which day is which.

- c *Practice of days.* Say a day and ask learners to say the next one, e.g. *Wednesday* → *Thursday*.

Then learners practise in pairs, following 1–6.

Stronger classes

Give more difficult sequences, e.g. *Monday, Wednesday ...*

LISTENING

- 2 a '(She's) free, busy, not here'. Look at Aki's diary and ask the questions.

She's free – Tuesday
She's busy – Monday
She's not here – Wednesday

Use this to present *free* (= she's not at the office, she's not at the cinema, she has time) and *busy* (= She's not free, she has no time).

- b 'on' + days. Play recording 1.57. Learners listen and fill the gaps.

1 on 2 on; on 3 on

Use this to present *on* with days. Write on the board:

<i>on</i>	<i>Monday</i>
	<i>Monday morning</i>

Point out that we say simply *on Monday morning*, not 'on Monday in the morning'.

Optional extra

Ask a few learners round the class when they are free or busy on different days. Ask: *What about tomorrow evening? What about on Saturday morning? Are you free or busy?*

VOCABULARY *in, on, at*

- 3 a '*in, on, at*'. Learners add words to the table. Use this to establish that:

- we use *in* before *the morning, the evening*, etc.
- we use *on* before days.
- we use *at* before times.

<i>in the morning</i>	<i>on Wednesday</i>
<i>in the afternoon</i>	<i>on Thursday</i>
<i>on Wednesday morning</i>	<i>at six o'clock</i>
<i>on Thursday evening</i>	<i>at 9.30 in the evening</i>

- b Learners cover the table in 3a and add *in, on* or *at*.

1 on Friday 2 on Friday morning 3 in the morning
4 on Tuesday evening 5 at 4 o'clock 6 in the evening
7 on Saturday afternoon 8 at 3.30

Alternative: Practice with books closed

Say the words in 3b (or others of your own) but don't say the preposition. Learners add *in, on* or *at*.

SPEAKING

- 4 Give each learner a letter, A or B. A learners look at their diary page on p89. B learners look at their diary page on p95. They ask questions to find out when they are both free.

Round-up. Ask pairs when they are both free (on Monday afternoon).

Target activity: Arrange to meet people

Goal: Arrange to meet people

Core language:

TASK VOCABULARY Suggestions
3.1 VOCABULARY Places in towns
3.2 VOCABULARY The time
3.3 VOCABULARY *in, on, at*

TASK VOCABULARY *Let's meet ...*

- 1 a Read the notes, then play recording 1.58. Ask which note is correct.

Friday, 12.30
Café Metro

- b Look at what Ling says. Use this to focus on:
– *Let's meet ...* (demonstrate or use gestures to show the meaning of *meet*).
– *How about ...?* (= *Is ... OK?*).

If necessary, give other examples to make the meaning clear.

Note

If you can use the learners' own language, you could tell them that these are useful ways to make a *suggestion*.

/ Learners add Clare's replies. Go through the answers together by listening to recording 1.58.

1 *Tomorrow – no, I'm busy tomorrow. Friday I'm free.*
2 *Café Metro – where's that?*
3 *Oh, I know, yes. OK, fine. What time?*
4 *Great. See you then.*

- 2 Read through the expressions together and practise saying them. Focus on the stress pattern and the /ə/ sound in /ət/, /təmbrəʊ/.

To demonstrate, have a few short conversations with two or three learners, as in the examples.

Learners have short conversations, taking it in turns to start.

TASK

- 3 *Preparation for exercise 4.* To show what to do, tell the class that you want to meet someone. Write a possible time and place on the board, e.g. *bus station – Saturday afternoon*. Learners note down a place and time of their own on a piece of paper.
- 4 a *Speaking.* To demonstrate the pair work, choose one learner and have a conversation:
– find out if he's / she's free.
– suggest a place and say where it is.
– arrange a different day or time if necessary.
Alternatively, two strong learners improvise a conversation in front of the class.
 Learners have conversations. They could have a second conversation with a different partner.
- b *Round-up.* A few learners tell you where they will meet and when.

Language note

Learners haven't yet learned to talk about the future with *will*, but at this stage they can simply answer with an expression or use the present, e.g.

– *Where will you meet?*

– *At the Hotel Monopol, on Friday evening, at 8.30. (or We meet at ...)*

You could also write the expression *We'll meet ...* on the board for learners to use as a set expression.

Conversation reference

You could do the conversation practice exercises on p117 at this point.

Keyword at

Goals: say where people are
read text messages

Core language:

at the + place

at home, at work, at school

- 1 a Learners look at A–F and say where the people are.

*A at the airport B at work C at the shops
D at the cinema E at school F at home*

- b Learners write the expressions.

<i>at the + noun</i>	<i>at + noun</i>
<i>at the airport</i>	<i>at school</i>
<i>at the shops</i>	<i>at work</i>
<i>at the cinema</i>	<i>at home</i>

Point out that:

– to talk about places we know in a town, we usually say *at the ...*. You could also give other examples:

at the swimming pool, at the station, at the bus station, at the theatre.

– *at school, at work, at home* are fixed expressions – we don't use *the*.

- 2 **Writing.** Give a few examples about yourself, e.g.
– *My son is at school just now.*
– *My friend works in an office, so she's at work now.*
Learners write one or two sentences about their friends or family. Then they read out their sentences.
- 3 **Writing.** Look at the text messages on p95. Use them to teach the words *text* or *text message* (or *SMS*) and *mobile phone*. Point out that in texts, people often leave out small words like *at, in, the*.

Look at text messages A–D and ask learners to add words to make them complete sentences. Write them on the board.

*A Meet me at the airport at 7.00.
B Are you at home tomorrow?
C See you at school on Wednesday!
D Let's meet at (the) Cinema Rex on Saturday at 7.30.*

3.4 Explore speaking

Goals: respond to questions
say you're not sure

Core language:

be short answers; *I don't know*; *I'm not sure*.

- 1 a **Short answers** (verb 'be'); 'I don't know'; 'I'm not sure'. Look at the pictures and ask learners what answers are possible.

1 *Yes, it is.*; *No, it's not.*; *I don't know.*; *I'm not sure.*
2 *Yes, I am.*; *No, I'm not.*; *I don't know.*; *I'm not sure.*
3 *Yes, he is.*; *No, he's not.*; *I don't know.*; *I'm not sure.*

Point out that:

– in the answer, we say *yes* or *no*, then repeat the form of the verb *be*: *Is he ...?* → *Yes, he is.*

– in negative answers, we add *not*.

Present *I don't know* and *I'm not sure*, using gestures to make the meaning clear.

Practise saying the short answers, checking that learners pronounce them with the correct stress:
Yes, I am. No, I'm not.

- b Play recording 1.59, pausing after each conversation to check the answers.

1 *Yes, it is. / No, it's not.*
2 *Yes, I am. / I don't know. No, I'm not.*
3 *I'm not sure. Yes, he is. / No, he's not.*

Language note

The negative of *I'm* is *I'm not*. In all other persons, there are two possible forms: *you're not* or *you aren't*, *he's not* or *he isn't*, etc.

In this unit we introduce only *he's not, it's not*, etc., as it is the simpler form.

- c To practise, ask each question to one or two learners and get a variety of answers.

Alternatively, learners could ask and answer the questions in pairs.

- 2 a **Practice of short answers.** Look at each question in turn and ask learners what answers are possible.

1 *Yes, it is. / No, it's not. / I don't know. / I'm not sure.*
2 *Yes, I am. / No, I'm not.*
3 *Yes, they are. / No, they're not. / I don't know. / I'm not sure.*
4 *Yes, she is. / No, she's not. / I don't know. / I'm not sure.*
5 *Yes, it is. / No, it's not. / I don't know. / I'm not sure.*
6 *Yes, it is. / I don't know. / I'm not sure.*

- b Learners ask and answer the questions.

- 3 a **Practice.** Look at 1. Elicit possible questions:
– *Are you from the USA?*
– *Is Hilary Clinton from the USA?*

Learners write questions. Go round and check.

- b In turn, learners read out their questions. Other learners answer them.



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

Across cultures: Shops

Goals: to give practice in reading short texts
to sensitise learners to customs in different countries and cultures

Core language:

Adjectives: *open, closed*

Countries: *Egypt, Japan, Greece*

- 1 a *Reading for factual information.* Give time for learners to read the texts. First they should try to guess the unknown words, then let them use a dictionary.
- b Learners write the country or countries next to the sentences. If they finish early, pairs could check their answers together.

2 *Greece* 3 *Egypt, Greece* 4 *Egypt*
5 *Egypt, Greece, Japan* 6 *Japan*

- 2 *Writing.* To prepare for the writing, draw attention to these expressions, and write them on the board:

– *Most shops ...*

– *Some shops ...*

– *Many people ...*

In single nationality classes, ask learners to suggest a few things they might say.

Learners write a few sentences about their own country. As they do this, go round and check.

A few learners read out their sentences. Ask other learners if they agree.

Alternatives

1 *Mixed nationality classes*

Learners from the same country could work together in pairs or groups. At the end, read out what they have written and see if other learners can guess the country.

2 *Learners from Egypt, Greece or Japan*

Learners could either write about another country they know, or about cafés and restaurants in their country.

Look again

VOCABULARY

- 1 *Similar words.* To show what to do, ask learners to find another word that goes with *café*. Write it on the board (*restaurant*).

 Learners find other pairs of words and write them.

station – airport

near – in

car – taxi

church – mosque

afternoon – morning

quiet – busy

open – closed

school – university

day – night

- 2 a *Sentences.* Working alone, learners write sentences. Possible answers:

1 *There's a café near the station.*

2 *I live near the school.*

3 *The supermarket is closed in the afternoon.*

- b Learners read out their sentences.

- 3 *Places.* Learners decide what places the signs show.

A *station* B *airport* C *restaurant* D *café*
E *hotel* F *church* G *mosque* H *bus station*

- 4 *Prepositions.* Learners add prepositions to the table.

1 *at* 2 *at* 3 *in* 4 *near* 5 *next* 6 *to* 7 *at* 8 *in* 9 *on*

SPELLING

- 5 *Vowels.* Check that learners understand what vowels are (a, e, i, o, u). Learners add the vowels. Write the answers on the board.

1 *Let's meet at the cinema.*

2 *My brother is nearly thirteen.*

3 *There's a very good café near the station.*

CAN YOU REMEMBER? Unit 2

- 6 *Nouns.* Ask learners to suggest possible nouns to replace the highlighted words. Possible answers:

1 *sister, mother, father, friend, husband, son, daughter ...*


2 *café, restaurant, supermarket, hotel ...*

3 *teacher, student, manager ...*

4 *sons, daughters, boys, girls*

- 7 To demonstrate, choose someone from your family and say three things about them. The class guesses who it is.

Learners choose someone in their family and write sentences.

 In turn, they read out their sentences and try to guess the person.

Round-up. A few learners read out their sentences. The others guess who the person is.

GRAMMAR

there's / there are. Read through the table.

Alternative: Presentation with books closed

Write on the board:

_____ a *café*. _____ *two cafés*.

_____ a *shop*. _____ *lots of shops*.

Ask learners to complete the gaps with *There's* or *There are*.

- 8 Learners correct the mistakes.

1 *There are two restaurants in our street.*

2 *There is (There's) a good café in this street.*

3 *There are lots of taxis at the airport.*

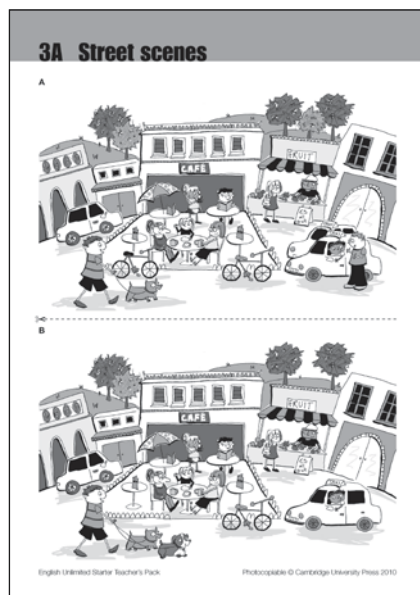
4 *Is there a mosque near the university?*

Self-assessment

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

Unit 3 Extra activities on the Teacher's toolkit

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



3A Street scenes

Activity type: Speaking – Spot the difference – Pairs

Aim: To practise describing a street

Language: Streets; *there's / there are* – Coursebook p22 – Vocabulary and Grammar

Preparation: Make one copy of the worksheet for each pair of learners and cut it into A and B pictures along the dotted line.

Time: 15 minutes



3B Short-answer snap

Activity type: Speaking – Snap – Pairs

Aims:

To practise responding to questions with short answers

Language: Responding to questions – Coursebook p28

Preparation: Make one copy of the worksheet for each pair of learners. Cut along the dotted lines into a set of 32 cards.

Time: 15 minutes

Unit 3 Self-study Pack

In the Workbook

Unit 3 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Streets; Places in towns; Clock times; Days; *in, on, at; Let's meet ...*
- **Grammar:** *there's / there are*
- **Time out:** Streets puzzle
- **Explore writing:** Joining ideas: *he, she, it, they, there*
- **DVD-ROM Extra:** *Let's meet for coffee.*

On the DVD-ROM

Unit 3 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Your book
- **Sounds and spelling:** The letter *a*
- **Explore speaking:** Respond to questions
- **Video:** *Let's meet for coffee.*

4 About you

Unit goal: say how you spend your time

4.1

Goals: say how you spend your time
talk about things you often do
say what you like and don't like

Core language:

VOCABULARY Activity verbs: *play football / basketball, play the piano / guitar, read a book / magazine, listen to music / the radio, watch TV / a DVD, speak English, go to school*

GRAMMAR Present simple – positive: *I like, I play*
Present simple – negative: *I don't like, I don't play*

Verbs and nouns

VOCABULARY Activity verbs

- 1 a Look at the photos and play recording **1.60** once through. Ask what the verbs are. If necessary, play the recording again, pausing after each remark.

1 go to school 2 speak Spanish 3 play the guitar
4 read magazines 5 listen to music 6 watch DVDs

Practise saying 1–6, focusing especially on the sound of *listen* and *watch*.

Alternative

Look at each photo in turn. Ask learners to guess what verb goes in 1–6. Then play recording **1.60** to check.

- b *Listening for detail.* Play recording **1.60** again, pausing after each remark. Ask learners to identify the expressions and to give the whole sentence each time (e.g. *1 in a band: He says "I play music in a band."*).

1 I play music in a band.
2 I read magazines about music.
3 I listen to music on my MP3 player.
4 I speak Spanish a bit.
5 I watch DVDs on my laptop.
6 I go to school in Kingston – it's a town near London.

- 2 a Learners match the words and the pictures.

A football B book C basketball D tennis
E newspaper F TV G radio H piano

Play recording **1.61** to check, and practise saying the words. Focus on the pronunciation of *radio*.

- b Learners add verbs from **1a** to the expressions.

1 play football 2 read a book 3 play basketball
4 play tennis 5 read the newspaper 6 watch TV
7 listen to the radio 8 play the piano

Language note

- With music, we say *play the ...*: *play the piano, play the guitar*. With sport, we say *play* (without *the*): *play football, play basketball*.
- We say *listen to the radio*, but *watch TV* (without *the*).
- We can say *read the newspaper* or *read the paper*.
Point this out as you present the items.

- c *Verbs and nouns.* To show the difference between verbs and nouns, write a few verbs and nouns in two columns on the board. If necessary, tell the class that:
– verbs come after *I ...* (give a few examples: *I play, I am, I live ...*).
– nouns are the 'names' of things.

In single nationality classes, you could ask learners to give examples of nouns and verbs in their own language.

Learners find other examples of nouns and verbs from p30. Then go through this together, adding them to the two columns on the board.

- d *Practice of activity verbs.* Learners cover the page. To demonstrate, say a noun, e.g. *music*. Learners add a verb to make an expression, e.g. *listen to music*.

Learners test each other.

I like ..., I don't like ...

GRAMMAR I don't (like) ...

- 1 a *Negative forms.* Read the sentences in **1a**. Use this to present the negative form of verbs:

– *I like* → *I don't like*

Learners could look at the photos of André and Emma and guess who says each sentence.

Alternative: Presentation with books closed

Remind learners of how to form the negative of *I'm* – we simply add *not*:

I'm a learner. → *I'm not a learner.*

Then show how we form the negative with most verbs – we use an extra (auxiliary) verb *do* + *not*:

I like football. → *I do not like football.*

Show how we can make this shorter:

I don't like football.

Then open books and read the sentences.

Listening. Play recording **1.62**. Learners listen and write A (André) or E (Emma) beside the sentences.

André:

- I don't like sport.*
- I don't play football.*
- I don't watch football.*
- I don't go to football matches.*

Emma:

- I like sport.*
- I don't play football.*
- I watch football.*
- I go to football matches.*

- b** *Pronunciation.* Read the positive and negative forms, or play recording **1.63**. Learners repeat. Show how *don't like* and *don't watch* are run together: /dəʊn(t)_laɪk/, /dəʊn(t)_wɒtʃ/.

WRITING

- 2** To demonstrate, write *I like cats*. on the board. Ask a few learners if this sentence is true for them. If a learner says *Yes*, write *Yes* on the board. If a learner says *No*, ask him / her to make the sentence negative (*I don't like cats*.). Write this on the board.
- Learners write *Yes* or a negative form beside each sentence.
- Round-up.* Go through the items and ask a few learners what they wrote.

LISTENING and SPEAKING

- 3 a** *Me too, me neither.* Play recording **1.64**. Learners listen and complete conversations 1–3. Pause after each one and check the answers.



1 *don't* 2 *me too* 3 *me neither*

Check that learners understand when we use *me too* and *me neither*:

- *yes* + *yes* = *me too*
- *no* + *no* = *me neither*

Language note

In expressions like this without a verb, we use *me*, not *I*.
– *Who's that?*
– *Me.*
(*me* is an *emphatic pronoun*).



- b** Do some quick practice round the class. Say positive or negative sentences from **1** and **2** (or add other examples of your own). Learners respond with a sentence or with *Me too* or *Me neither*.
-  /  Learners take it in turns to say sentences from **2**. The other learner responds as in the examples.

Classroom language: Noun, verb, adjective

Goal: to identify nouns, verbs and adjectives

Core language:

noun, verb, adjective

- 1** Read the words and learners say which are nouns, verbs and adjectives. If necessary, show what adjectives are by giving a few examples:
– *It's a good book.*
– *This book is very good.*
- 1 *noun* 2 *adjective* 3 *noun* 4 *verb* 5 *adjective*
6 *adjective* 7 *verb* 8 *verb* 9 *noun* 10 *noun*
- 2**  /  Learners look at p23 and find one word of each type. They tell you the words they found. Write them on the board in three lists.

4.2

Goals: say how you spend your time

- say what you eat and drink
- ask for a drink in a café
- describe a restaurant or a café

Core language:

VOCABULARY Food and drink: *meat, fish, fruit, vegetables, pasta, rice, bread, salad, tea, coffee, cola, lemonade, orange juice, water* (+ other items from learners)
eat, drink
Frequency: *often, sometimes, never, every day*
Countries and nationalities: *China, Chinese; Italy, Italian; the USA, American; India, Indian; Japan, Japanese*

Food

VOCABULARY Food


- 1 a** *Food vocabulary.* Look at the pictures and establish what food they show. Play recording **1.65** to check. Practise saying the words. Focus especially on the pronunciation of *fruit, vegetables* and *bread*.
- Quickly check the words round the class by asking learners: *What do you have at home? Do you have meat? Do you have salad?*

Option: Stronger classes

Present words for common kinds of fruit and vegetables, e.g. *potato, tomato, cabbage, aubergine, onion, melon, grapes, orange, apple, banana*, etc.
You could use the pictures in the book for this, or bring pictures (or real fruit and vegetables!) into the class.

- b** *Listening.* Play recording **1.66**. Pause after each person and ask what they eat.

Emma – *meat, pasta, vegetables*
André – *meat, fruit, pasta*

- c** *Speaking.* To demonstrate the game, start to draw one of the kinds of food on the board. See how quickly learners can say what it is.
-  Learners take it in turns to draw a kind of food. Their partner guesses what it is.

VOCABULARY often, sometimes ...

- 2 a** *Frequency words.* Read the sentences or play recording **1.67** and show the words in a scale on the board:

↑ *every day*
often
sometimes
↓ *never*





You could show meaning by referring to days, e.g.

- *I eat meat on Monday, Tuesday, Wednesday, Thursday ... = every day*
 - *I eat meat on Monday, then maybe on Friday, then maybe again on Wednesday ... = sometimes*
- (Show *never* with hand gestures.)

Learners round the class say which sentence is true of them.

Language note

The words *often*, *sometimes* and *never* usually come before the verb, and expressions like *every day* at the end. Point this out to the class as you read the examples.

- b**  /  *Practice of frequency words.* Learners make true sentences about each of the kinds of food in **1a**. Alternatively, they could write the sentences.
- Round-up.* A few learners say two or three of their sentences.
- 3**  /  *Extension.* Learners think of three other kinds of food they often eat. They could use a dictionary for this, or (in a single nationality class) they could write words in their own language for you to translate. Encourage them to think of common foods they eat almost every day (e.g. *sugar, eggs, oil, potatoes ...*). Go through the words together. Learners give a sentence with their words like those in **2a**.

Alternative: Large classes

To avoid getting bogged down with large quantities of vocabulary, ask each learner to write down only one word. Then get suggestions from round the class and build the words up in a list on the board. For each word, a few learners make a sentence saying how often they eat it.

Drinks

VOCABULARY Drinks

- 1 a** Look at the picture and ask learners to say what the drinks are.
- Point out the difference between *coffee* /'kɒfi/ (a drink) and a *café* /'kæfeɪ/ (a place). Focus on the pronunciation of *juice* /dʒu:s/.
- b** *Listening.* Play the three conversations in recording **1.68** to check.

1 *coffee (espresso), cola*
2 *orange juice, tea*
3 *lemonade, bottle of water*

- 2 a** *Asking for a drink (I'll have ..., Can I have ...?).* Play recording **1.68** again. Learners write the words they hear.

1 *I'll have*
2 *Can I have*
3 *I'll have*

Point out that *I'll have ...* and *Can I have ... ?* mean roughly the same – they are both ways to ask for things in a café or restaurant.


Note

You could tell learners that *I'll have* = *I will have*. Learners can learn this simply as a fixed expression.

Practise saying sentences 1–3 round the class. Focus on the main sentence stress:

- *I'll have a **c**offee, please.*
- *Can I have an **o**range juice, please?*
- *I'll just have **w**ater, please.*

- b** *Role play.* To demonstrate the role play, tell learners they are in a café and you are the waiter. Two learners order drinks, using the expressions they have practised. Write down the order, then repeat it back to them to check.


 Put learners in groups of three or four. One learner is the waiter, the others order drinks.

Round-up. Some of the 'waiters' read out their orders.



Alternative

Leave the role play until after **3b**, so that learners have a wider range of drinks they can order.

- 3 a** *Speaking.* To introduce the activity, tell the class which drinks on the menu in **1** you like, often drink, don't like, never drink, etc.

 Learners tell each other which drinks they like, don't like and which they often drink.



Round-up. Go through the list of drinks and find out which is the most (and least) popular drink.

- b**  /  *Extension: other drinks.* Working alone or in pairs, learners think of two other drinks and write them down.

Go through the words together and find out how many learners like each drink and how often they drink it. Depending on your class, you could introduce words for alcoholic drinks (e.g. *wine, beer*) at this point.

Restaurants

READING

- 1 a**  /  *Reading for main idea.* Learners read the guide and add the names of the restaurants.

1 *Pizzeria Bella Roma* 2 *Tokyo Restaurant*
3 *Taj Mahal Restaurant* 4 *The Burger House*
5 *Shanghai Restaurant*

- b** *Nationalities.* Learners complete the table, finding the words in the restaurant guide. Go through the answers together by building up a list of countries and nationalities on the board.

Italy – Italian
the USA – American
India – Indian
Japan – Japanese

Play recording **1.69** and practise saying the words. Focus especially on the reduced /ən/ sound in *American, Italian, Indian*.


Focus on 'a' and 'an'. Look at the examples with *a* and *an* in the margin. Learners say them. Focus on the pronunciation of /ə/ and /ən/. Point out that:

- we say *a* if the next word starts with a consonant (*Chinese, small*).
- we say *an* if the next word starts with a vowel (*Indian*).



You could give other examples with *an*, e.g. *an apartment, an old house, an adjective, an orange juice, an English book.*

- c **Practice.** Learners make sentences about each restaurant, e.g.
- *The Bella Roma is an Italian restaurant.*
 - *They have Italian food: pizzas, pasta and fish.*
 - *It's a small restaurant and it's not too expensive.*
- If possible, they should try to do this without looking at the guide.

Optional extra

 Learner A covers the guide. Learner B chooses a restaurant. Learner A tells him / her about it.

WRITING

- 2 a To demonstrate, choose a restaurant or café in your town that everyone knows. Say a few sentences about it, but without mentioning its name. See if learners can guess which restaurant / café it is.
-  /  Learners choose a restaurant or café and write a few sentences about it.
- b Learners read out their sentences. Other learners guess which restaurant / café it is.

Sounds and spelling: e, ee, ea

Goals: to pronounce the letter *e* with the sounds /e/ and /i:/
to pronounce the letters *ee* and *ea* with the sound /i:/

Core language:

Words from Units 1–4 with the letters *e*, *ee* and *ea*

- 1 /e/ and /i:/. Say the words or play recording 1.70. Focus on the /e/ and /i:/ sounds:
- /e/ is a short sound, with the lips loosely open.
 - /i:/ is a longer sound, with the lips spread.
- Point out that:
- we say *ea* and *ee* as /i:/.
 - we say *e* + consonant + *e* as /i:/ (*Chinese*).
- 2 **Practice of /e/ and /i:/.** Play recording 1.72. Learners put the words in the correct group.

/e/	/i:/		
yes hello	Japanese	thirteen	meat please

- 3 a **Dictation.** Play recording 1.72. Learners listen to each sentence and write it down. Check what learners have written (learners could write the sentences on the board). Check that they spell words with *ea* and *ee* correctly.
- b Learners read out the sentences, checking that they are pronouncing the /e/ and /i:/ sounds correctly.

4.3

Goals: say how you spend your time
ask how people spend their time
ask what people like

Core language:

GRAMMAR Present simple – questions: *Do you ...?*

Do you ...?

GRAMMAR Do you ...?

- 1 a **Listening.** Look at the picture and ask where the people are (In a café). Point out that the bubbles are *answers* to questions. You could ask learners what they think each conversation is about.
- Play recording 1.73, pausing after each conversation. Ask learners what the questions are. Write them on the board.

- 1 *Do you watch football?*
- 2 *Do you speak Spanish?*
- 3 *Do you live near here?*
- 4 *Do you have children?*

Show how we add *Do you ...* to make questions:

I watch football. → Do you watch football?


Pronunciation. Read the examples in the box and practise saying the questions. Focus on the pronunciation of *Do you live ...?* /dʒu li:v/.

- b **Practice of 'Do you...?'** Get learners to ask you the questions. Give answers yourself, e.g.
- *Do you watch TV?*
 - *Yes, sometimes.*



- 1 *Do you watch TV?*
- 2 *Do you live in London?*
- 3 *Do you like Italian food?*
- 4 *Do you work in a bank?*
- 5 *Do you go to school?*
- 6 *Do you have a mobile phone?*
- 7 *Do you like tea?*
- 8 *Do you play the piano?*
- 9 *Do you like Mozart?*

Optional extra

Show learners how to answer the questions using short answers: *Yes, I do. No, I don't.*

 Learners ask and answer the questions.

SPEAKING

- 2 a Learners read the conversation and listen to recording 1.74 as far as the pause. Ask which person it is. Then play the last part to check. (Marie)
- b Demonstrate the game. Choose a person and get learners to guess by asking you questions.
-  /  Learners take it in turns to choose a person. The others guess by asking questions.

Alternative

Play the game with the whole class together. Learners could take it in turns to come to the front.

Target activity: Say how you spend your time

Goal: say how you spend your time

Core language:

- 4.1 VOCABULARY Activity verbs
4.3 GRAMMAR Do you ... ?

TASK READING

- 1 Read through the sentences and check that learners understand *poetry*, *fast food* and *classical music*.
Learners write *Yes* or *No* in column A.

TASK

- 2 *Preparation for the task.* To introduce the activity, look at the sentences and ask learners what questions they will ask (e.g. *Do you read a lot of books?*). You could get learners to ask you a few of the questions.
Speaking. Learners ask each other the questions and write *Yes* or *No* in column B.
- 3 *'both'.* To present *both*, tell the class *I read a lot of books*. Then ask one or two learners *Do you read a lot of books?* If a learner says *Yes*, write on the board:
– *We both read a lot of books.*
Show the meaning of *both*:
– *he reads and I read = we both read.*
Round-up. Learners tell you a few things that they and their partner both do, or both like.



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

Keyword go

Goal: use expressions with *go* to talk about habitual actions

Core language:

go + to: *go to university, go to a café ...*
other expressions with *go:* *go shopping, go out*

- 1 *Noticing task.* Learners read the Fact File and write expressions with *go* in the two lists. Then go through this together by writing the expressions on the board. Check that learners understand what they mean.

go to ...	go ...
go to university	go shopping
go to college	go out
go to bed	
go to a café	
go to a bar	
go to a club	
go to the cinema	
go to church	
go to a mosque	

Language note

We say:

- *go to a café, a restaurant, a bar, a club ...*
- *go to the cinema.*
- *go to school, university, college, church, bed* (no article).

Option: Stronger classes

Teach a few other expressions with *go + -ing*:
go swimming, go walking, go skiing.

- 2 *Writing.* To introduce the activity, say a sentence about yourself and write it on the board (e.g. *I often go to the cinema on Saturday evening.*).
Learners write three sentences using expressions with *go*. Learners read out their sentences.

Alternative: Mingling activity

Learners move freely round the class. They tell other learners their sentences and ask *What about you?*

4.4 Explore writing

Goals: write a description
join ideas using *and* / *but*

Core language:

and, but

- 1 *'and, but'.* Look at the pictures and ask learners what they show.

A *a big flat with a balcony* **B** *a small flat*

Read the sentences under A and B. Ask which word goes in each gap: *and* or *but*.

A *and* **B** *but*

Check that learners understand the meaning of *and* and *but*. If necessary, give a few other simple examples, e.g.

- *The restaurant is good and it's cheap.*
(= both good things)
- *The restaurant is good but it's expensive.*
(= a contrast – one good and one bad thing)

Alternative: Classes with a different writing system

Point out that *and* and *but* join sentences, so two sentences become one. Show this on the board:

- *The rooms are big. It has a big balcony.* (two sentences: each has a capital letter and a full stop)
- *The rooms are big and it has a big balcony.* (one sentence)

- 2 *Writing.* Look at **1** together and ask learners how it might continue. Write sentences on the board, getting learners to tell you what to write:

1 *It's a very small village. There's no school and there are only two shops.*

Learners write sentences. Go round and check.

- 2** *The hotel is OK. Our room is very nice, but it's quite noisy at night.*
- 3** *They're a big family. They have five children, but only one lives at home.*
- 4** *It's a good café. The coffee is very good and they have very good ice cream.*

- 3 To show what to do, choose one of the topics and learners suggest the first sentence, e.g.
– *Paris is a big city.*
- Then learners suggest two more ideas, joining them with *and* or *but*, e.g.
– *There are lots of restaurants, but they are very expensive.*

Learners choose two or three of the topics and write sentences. As they do this, go round and check.

Note

Their sentences don't have to follow exactly the same pattern as the examples (e.g. they could write two sentences, each joined with *and*), but check that they are using punctuation correctly and using *and* and *but* where appropriate.

Across cultures: Tea

Goals: to give practice in reading short texts
to sensitise learners to customs in different countries and cultures

Core language:

tea, coffee; cup, glass, teapot; weak, strong; with milk / sugar

- 1 *Vocabulary.* Use the photos to present *teapot, cup* and *glass*.
- 2 a *Reading for general idea.* Learners read the texts and match them with the photos.

A Britain B Japan C Turkey

- b *Reading for detail.* Read through the questions in 2 and check that learners know *milk, green, strong* (= a lot of tea) and *weak* (= not strong). Learners read the texts and complete the answers.

1 Britain, Japan 2 Britain 3 Turkey 4 Japan
5 Japan 6 Britain

- 3 / *Discussion.* Learners discuss the questions together. Then talk about them with the whole class.

Look again

VOCABULARY

- 1 *Verb and noun collocations.* Do the exercise with the whole class, or learners do it in pairs and then go through the answers together.

<i>eat meat</i>	<i>speak English</i>
<i>watch television</i>	<i>go to the cinema</i>
<i>play the guitar</i>	<i>drink water</i>
<i>listen to the radio</i>	<i>read a book</i>

- 2 a *Similar words.* Learners find two other words that go with *tennis*. Write them on the board (*football, basketball*). Ask them why (They're sports).

Learners find other groups and write them down.

TV, radio, MP3 player (they all play music)
Italian, Chinese, Japanese (nationalities)
newspaper, magazine, book (you read them)
speak, read, listen (verbs)
often, sometimes, never (frequency words)
cheap, expensive, good (adjectives)

- b Learners write sentences. Possible answers:

There's a newspaper on the table.
There's a television in the room.
In the evening, I watch television.
In the evening, we sometimes go to the cinema.
Do you speak Chinese?
Do you often read a newspaper?

- 3 a *Countries and nationalities.* Learners write the missing words.

<i>the USA – American</i>	<i>India – Indian</i>
<i>Japan – Japanese</i>	<i>Russia – Russian</i>
<i>Italy – Italian</i>	

- b Learners write three more countries. Build up a list of countries and nationalities on the board.

CAN YOU REMEMBER? Unit 3

- 4 a Discuss what words could be used.

1 *Monday, Saturday, Friday evening ...*
2 *drink, meal, coffee*
3 *8.30, 6 o'clock ...*
4 *Café Costa, bus station, town centre ...*

- b / *Writing.* Learners write an email. They 'send' it to another learner or pair, who write a reply.

GRAMMAR

Present simple. Read through the table.

Alternative: Presentation with books closed

Write on the board:

– *I like coffee.*

Then write the negative and question forms with gaps:

– *I _____ coffee.*

– _____ you _____ coffee?

Learners complete the gaps.

- 5 Learners correct the mistakes.

1 <i>I don't speak English.</i>	4 <i>I don't like cola.</i>
2 <i>Do you eat meat?</i>	5 <i>Do you like football?</i>
3 <i>We often listen to the radio.</i>	

Frequency. Read through the table.

Alternative: Presentation with books closed

Write on the board: *I eat fish.*

Write these expressions on the board in a box:

every day often never sometimes

Learners add expressions to *I eat fish* to make true sentences.

- 6 Learners write the sentences in the correct order.

1 *I watch TV every day.*
2 *I often play football with my friends.*
3 *They never eat meat.*
4 *Do you sometimes go to the cinema?*



You could use photocopiable activity 4B 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 more examples of the language they have learned in each section (or asking learners to tell you). Then they circle a number on each line.

Unit 4 Extra activities on the Teacher's toolkit

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

4A Free time

1 Do you often watch football matches?		_____ often watches football matches.
2 _____?		_____ plays guitar or piano.
3 _____?		_____ goes shopping a lot.
4 _____?		_____ reads a newspaper every day.
5 _____?		_____ plays basketball.
6 _____?		_____ likes computers.
7 _____?		_____ often goes to the cinema.
8 _____?		_____ sometimes eats fast food.
9 _____?		_____ likes Chinese food.
10 _____?		_____ reads a lot of books.

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4B Odd one out

Italian	glass	tennis	newspaper
play	cheap	water	DVD
magazine	radio	Indian	teapot
TV	listen	music	orange juice
cup	coffee	bread	films
book	MP3 player	like	basketball
speak	strong	read	watch
nice	expensive	pasta	football
rice	Japanese	weak	good

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4A Free time

Activity type:

Speaking – Find someone who – Whole group

Aim: To practise asking and answering questions about free-time habits

Language: Say how you spend your time – Coursebook p35

Preparation:

Make one copy of the worksheet for each learner.

Time: 15–20 minutes

4B Odd one out

Activity type:

Speaking – Odd one out – Pairs / Groups of four

Aim: To review nouns, verbs and adjectives

Language: Review of vocabulary – Coursebook, Unit 4

Preparation: Make one copy of the worksheet for each pair of learners. Cut along the dotted lines into a set of 36 cards.

Time: 20–25 minutes

Unit 4 Self-study Pack

In the Workbook

Unit 4 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Activity verbs; Food and drink; *often*, *sometimes*; Countries and nationalities; Adjectives
- **Grammar:** *I don't ...; Do you ... ?*
- **Explore reading:** Advertisements
- **DVD-ROM Extra:** *Do you like football?*

On the DVD-ROM

Unit 4 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Noun, verb, adjective
- **Sounds and spelling:** *e*, *ee* and *ea*
- **Explore writing:** Join ideas using *and* / *but*
- **Video:** *Let's meet for coffee.*

5 Things to buy

Unit goal: choose and buy things

5.1

Goals: choose and buy things

- identify common objects
- ask about things in shops
- say how much things are

Core language:

VOCABULARY Common objects: *pen, watch, stamp, glasses, sunglasses, sandwich, postcard, newspaper, magazine, bottle, glass*
 Asking about things: *Do you sell ...?; Do you have ...?*
 Numbers, prices: *10, 20, 30 ... 100; euros, pounds, dollars*
 Asking for food and drink: *Can I have ...?*
GRAMMAR Singular and plural nouns: *pens, glasses ...*

Everyday things

VOCABULARY Common objects

- 1 a Look at the picture and use this to teach the word *things*. Give time for learners to look at the words in the box and mark those they know.

Optional extra

Learners underline words they don't know and find out what they mean in a dictionary.

Go through the words together and ask learners to identify them in the picture.

- b Go through the answers by playing recording 1.75.

1 a newspaper 2 a magazine 3 a postcard 4 a pen
 5 a stamp 6 a bottle 7 a glass 8 a sandwich
 9 sunglasses 10 glasses 11 a watch

Practise saying the words. Focus on the pronunciation of *watch* and *sandwich*.

Point out the difference between:

- a *glass* (plural *glasses*).
- *glasses, sunglasses* (plural only).

- c To introduce the practice, say 1 and elicit *It's a newspaper*. Then say 10 and elicit *They're glasses*. Write on the board:

– *It's a ... They're ...*

Learners cover the words and practise.

- 2 To introduce the game, choose one of the objects and begin a simple drawing of it (just a single line). Then pause and learners guess what it is, then add another line, and so on until learners guess correctly. Check that learners guess by asking *Is it a ...?* or *Are they ...?*

Learners take it in turns to draw and guess.

A few learners could come to the front of the class one at a time and try out one of their drawings with the whole class.

Street kiosk

GRAMMAR Singular and plural nouns

- 1 a *Plurals*. Write two headings on the board: + *-s* and + *-es*. Add words from the box, getting learners to tell you where to write them.

+ -s	+ -es
<i>pens</i>	<i>glasses</i>
<i>stamps</i>	<i>sunglasses</i>
<i>postcards</i>	<i>sandwiches</i>
<i>magazines</i>	
<i>newspapers</i>	

- b Ask the questions and establish that:
- most words add *-s* in the plural.
 - words that end in *-s, -ch* or *-sh* add *-es*.

Alternative: Presentation with books closed

Write on the board:

- a *pen*
- a *magazine*
- a *glass*

To elicit the plural forms, ask: *We say 'a pen', but we say 'two ...' ?*. Add the plural forms on the board:

(*pens, magazines, glasses*)

Use this to establish the two kinds of plural ending.

Optional extra

Bring in two or three pens, magazines and (drinking) glasses. Use these to present singular and plural forms.

- c *Pronunciation: /s/, /z/ and /ɪz/ endings*. Play recording 1.76 or say the words and ask learners to repeat. Point out that:
- in many words, the *-s* ending sounds more like /z/:
/'nju:zpeɪpəz/, /'pəʊskɑ:dz/, /penz/.
 - *-es* is pronounced /ɪz/ (this is because it is almost impossible to say, e.g. *sandwichs!*)

Language note


The *-s* ending is pronounced /s/ after voiced consonant sounds (t, p, k, f) and more like /z/ after unvoiced consonant sounds (d, b, g, v) and vowel sounds, though the difference is slight. Encourage learners to say e.g. /penz/ rather than /pens/, but don't waste too much time over this.

LISTENING


- 2 a Look at the photo of the kiosk and ask learners what they think they sell. Get them to suggest five items and build them up on the board.
- b *Listening*. Play recording 1.77. See which of the items learners suggested were correct.

newspapers, magazines, postcards, pens, stamps, sunglasses

Ask if they sell food (No) and if they sell drinks (Yes – bottles of water and soft drinks). (soft drinks = drinks without alcohol)

- 3 a *Do you have / sell ...?* Play recording 1.78 and establish what the questions are.
 – *Do you sell stamps?*
 – *Do you have Newsweek?*
- b *Practice of the questions.* Focus on the stress pattern:
 – *Do you sell stamps?*
 – *Do you have Newsweek?*
-  Learners cover the conversations and practise them. They could also have further conversations, asking about other items.

SPEAKING

- 4 *Preparation for the role play.* Give learners letters, A or B. A looks on p90. B looks on p95. They read their role card for Conversation 1.
- To demonstrate the role play, ask B a question (e.g. *Do you sell pens?*). B should answer according to what is on his / her card.
-  *Role play.* Learners form pairs, one A and one B. Learner A asks for things at the kiosk and B replies.
- A and B change roles and have a second conversation (Conversation 2 on their role cards). They could form new pairs for Conversation 2.

Prices

VOCABULARY Numbers, prices

- 1 *Review of numbers 10 – 50.* Books closed. Write numbers 10, 20, 30, 40, 50 on the board and ask learners to say them. Check that they can spell them (this is a good opportunity to practise the alphabet) and write them as words on the board.
- Numbers 60 – 100.* Books open. Look at the numbers 60, 70, 80, 90, 100 and ask learners to say them. Play recording 1.79 or say them yourself and get learners to repeat.
- Focus on the difference between:
 – 13, 14, 15, 16, etc. Both syllables are more or less equally stressed and the *-teen* is long:
 /θɜ:ti:n/, /fɔ:ti:n/, /fifti:n/
 – 30, 40, 50, 60, etc. The stress is clearly on the first syllable, and the second syllable is short:
 /'θɜ:ti/, /'fɔ:ti/, /'fifti/
- To practise, write pairs of numbers on the board, e.g. 13 / 30, 16 / 60, 18 / 80. Point to a number and learners say it.
- 2 *Prices.* Learners read the prices aloud.

A *four pounds seventy-five*
 B *one dollar sixty*
 C *two euros seventy; one euro thirty*
 D *eighteen dollars ninety-five*
 E *three pounds eighty*
 F *seventy-five; forty-five euros*

Teach the words for currencies:

- \$1 = one dollar – \$4 = four dollars
 – €1 = one euro – €5 = five euros
 – £1 = one pound – £18 = eighteen pounds

Point out that:

- we say *four sixty* or *four dollars sixty* (without *and*)
 – we say *euro* as /'ju:rəʊ/.

Language note


Most world currencies add a plural *-s* in English: *dollars, pounds, euros, rials, dinars, roubles, rupees, pesos, cents.* A few stay the same: *yen, yuan, krone.*

You could give more practice by writing prices on the board and asking learners to say them.

- 3 *Listening.* Look at the picture and ask what it shows (a restaurant or café, maybe at an airport or a station). Look at the list and ask learners to read the items and prices aloud.
- Play recording 1.80. Learners listen and complete the sentences. Pause after each conversation and go through the answers.

1 *She wants two coffees and a mineral water. It's 2.90.*
 2 *He wants a small salad and a cola. It's 2.50.*

- 4 *Role play.* To demonstrate the activity, choose something to eat and drink from the price list. Ask the class how much it is. Then change roles: a learner chooses something to eat and drink and you say how much it is.

 Learners take turns to choose something to eat and drink. The other learner says how much it is.

Round-up. A few learners say what they want to eat and drink and how much it costs.

Conversation practice

You could do the conversation practice exercises on p117 at this point.

Classroom language: Instructions (1)

Goal: to understand simple classroom instructions

Core language:

say, again, (all) together, everyone, (in) pairs, (with a) partner

- 1 *Listening.* Read through the expressions for Teacher 1, then play recording 1.81. Learners put them in order.

2 *Say sandwich.* 3 *All together.* 4 *Again. Sandwich.*
 5 *Very good.*

Check that learners understand what the expressions mean. If necessary, use gestures and mime to show the meaning. Repeat the procedure for Teacher 2.

2 *In pairs.* 3 *Work with a partner.* 4 *That's right.*
 5 *Ask your partner questions.*

- 2 Learners write the words in their own language. In a single nationality class, check what they are writing, or they can check with each other.

5.2

Goals: choose and buy things

say what clothes you wear
ask about prices
say what colours you like

Core language:

VOCABULARY Clothes: *shirt, blouse, T-shirt, jumper, trousers, jeans, dress, skirt, suit, tie, jacket, coat, hat, shoes, bag wear, like*
Numbers, prices
Colours: *red, blue, yellow, green, brown, black, white, grey*

GRAMMAR *be present – questions: How much is / are ...?*
Present simple – negative: He / She doesn't + verb



Clothes

VOCABULARY Clothes

- 1 a Read the words in the box, and check that learners can say them. They identify each word in the pictures. Play recording 1.82 to check.

Alternatives

1 *Group matching / dictionary task*

 /  Learners look at the words in the box and see how many they can match to the pictures. They could also use dictionaries to look up new words. Then go through the answers, playing recording 1.82 to check and focus on pronunciation.

2 *Use magazine photos*

Books closed. Bring in photos from magazines and use them to present the words. Then use the exercise in the Coursebook as practice.

Point out that:

– *trousers* and *jeans* are plural in English, so we say:
His jeans are new. The trousers are €100.
(not *His jeans is new.*)

– We can't say *a trouser* or *a jeans*, but we can say *a pair of trousers, a pair of jeans.*

- b 'Men, women'. Write on the board: *man, woman*. Then ask learners to say the plural forms. Add them on the board: *men, women*. Practise saying the words: make sure learners pronounce /'wʊmən/ and /'wɪmɪn/ correctly.




Practice of clothes vocabulary. Ask which clothes men wear, which women wear, and which men or women wear.

Alternatively, give time for learners to do this on their own, writing *M, W* or *M / W* beside each word. Then go through the answers together. Expected answers:

1 *suit, tie* 2 *blouse, dress, skirt* 3 *the others*

Language note

Women can also wear a *suit*, but it would normally be a matching jacket and skirt. Matching jacket and trousers for women are usually called a *trouser suit*.

- 2 a *Writing.* To introduce the activity, tell the class a few clothes that you often, sometimes and never wear.
 Working alone, learners write the clothes in three lists. As they do this, go round and check that they are spelling the words correctly.
- b *Speaking.* To introduce the pairwork phase, tell the class what you wear at home, at work and at a party. Check that learners have understood by asking them what you said.
 /  Learners tell each other what they wear at home, at school, or at a party.

Alternative: Mingling activity

Learners move freely round the class, telling two or three different learners what they wear, and asking: *What about you?*

Round-up. A few learners tell you one interesting thing they heard from their partner. They should say *He / She wears ...* (you could write this on the board as a model).

How much ...?

GRAMMAR How much ...?

- 1 a 'How much is / are ...?'. Ask learners to look at the pictures of clothes. Write on the board:

– *How much ...?*


Ask what question you can ask about the skirt (*How much is the skirt?*). Then ask what question you can ask about the trousers (*How much are the trousers?*). Write the two questions on the board:

– *How much is the skirt?*

– *How much are the trousers?*

Ask why the second question has *are* (because trousers are plural). Read the questions and answers, and ask what words go in the gaps.

1 is 2 It's 3 are 4 They're

- b Look at the clothes together. Learners say the prices. Check that they can say numbers like *twenty-six* and *forty-two* (this shouldn't be a problem).
- c Give a few prompts for learners to practise asking questions, e.g.
– *shirt: How much is the shirt?*
– *jeans: How much are the jeans?*
-  Learners ask and answer the questions.
- 2 *Listening.* Play recording 1.83 and ask what the question is. Write it on the board:

– *How much is a cheap suit in Germany?*

Then ask what the answers are (150 euros, 200 euros, 80 euros, 100 euros, 50 euros).


Large numbers. Ask round the class: *How much is a cheap suit in your country?* Write possible answers on the board.

Point out that:

– 100 = *a hundred* or *one hundred*

– 150 = *a hundred and fifty* (not *a hundred fifty*)



– 200 = *two hundred* (not *two hundreds*)

- 3  Put learners in groups of three or four. Together, they discuss how much the clothes in the list are in their country.

Round-up. Go through the answers and see if all the groups agree.

Alternatives

1 *Mixed nationality classes*

 /  Learners work in pairs or groups, and compare prices in different countries. Obviously, they will need to 'translate' the prices into the currency of the country where you are.

2 *Mingling activity*

Give each learner a different item to ask about (you could write these on pieces of paper and give one to each learner). Learners move freely round the class, asking their question to two or three other learners.

Round-up. Ask a few learners what different answers they had to their question.

Colours

VOCABULARY Colours

- 1 a Learners look at the photos and see how many colours they can match with the pictures.

1 grey 2 white 3 green 4 black
5 blue 6 brown 7 yellow 8 red

Then play recording **1.84** to check (or say the colours yourself) and practise saying the words. Focus on the words with double consonant sounds:

brown, grey, green, black, blue.

Language note

All adjectives, including colours, come before the noun in English, so we can say:

– *My T-shirt is black.*

– *I have a black T-shirt.* (not *I have a T-shirt black.*)

If necessary, point this out to the class.

Optional extra


Point to things in the class or learners' clothes. Learners say what colour they are.

- b *Practice of colours.* Use the photos on page 40 (Clothes) as a memory test. Learners cover the page and see if they can remember the colours. (Ask: *There's a woman with trousers. What colour are they? What about her coat? The man has a T-shirt. What colour is it?* etc.)

Alternative: Pair work

One learner covers a picture and the other tests him / her on it. You could write a model question on the board: *What colour is ...?*

- 2 *Speaking.* To introduce the activity, ask one or two of the questions round the class. Then get learners to ask you the questions, and give true answers.

 Learners ask each other questions.

Round-up. A few learners to tell you which of the clothes their partner has (e.g. *She has a pair of red shoes and she has four white T-shirts*).

I wear ...

LISTENING

- 1 *Listening for main points.* Play recording **1.85** straight through. Learners listen and write the O, B or D beside the colours.

Go through the answers by playing the recording again to check, pausing after each speaker.

1 O 2 D 3 O 4 B 5 B 6 O, B, D 7 O, D 8 B, D

GRAMMAR He / she doesn't + verb

- 2 a Play recording **1.86** or read the sentences aloud. Point out that:

– after *He / she*, we add an *-s* to the verb

(*like* → *likes*), so *don't* changes to *doesn't*.

– we don't add an *-s* to the *main verb*

(so we don't say *doesn't likes*).

Practise saying the sentences. Check that learners pronounce /dʌznt/ correctly.

Alternative: Presentation with books closed

Write on the board:

– *I like black clothes.*

– *He / She likes black clothes.*

Remind learners that after *He / She* we add *-s* to the verb.

Now write: *I don't like black clothes.*

Remind learners that in the negative, we use the verb *don't* (= *do not*).

Then write: *He / She doesn't like black clothes.*

Then open books and play recording **1.86**.

- b Do the exercise round the class, or let learners do it in pairs, then go through the answers together.

1 *I don't like red.*

2 *He doesn't like green.*

3 *My mother doesn't wear black.*

4 *She doesn't wear blue jeans.*

5 *I don't wear a hat.*

6 *My father doesn't wear a tie at work.*

- c Learners write *True* or change the sentence into the negative. Then go through the answers and play recording **1.86** again to check.

1 *True;* 2 *She doesn't like brown clothes;* 3 *She likes red.*

4 *True;* 5 *He doesn't wear red clothes.;*

6 *He doesn't like yellow.*

SPEAKING

- 3 a To introduce the activity, tell the class what colours you like, don't like, often wear, etc.

 Learners say what colours they like and don't like.

- b *Round-up.* In turn, learners tell the class one colour their partner likes or wears and one colour he / she doesn't like or doesn't wear.

Alternative: Writing sentences

Learners write two sentences about their partner, one beginning *He / She likes ...* or *He / She wears ...*, the other beginning *He / She doesn't like ...* or *He / She doesn't wear...* . Go round and check.

Collect the sentences and read them out. The class guesses which learner they are about.

Sounds and spelling: The sound /ə/

Goal: to recognise and pronounce the sound /ə/ in words with a, e and er

Core language:

Words from Units 1–5 with the sound /ə/

- 1 Play recording 1.87. Focus on the /ə/ sound. Point out that we often say /ə/ in unstressed syllables (demonstrate this by showing which part of the words is stressed – use gestures to make this clear).
- 2 **a** Learners circle the /ə/ sounds.
b Play recording 1.88 to check, and practise saying the words.

words with 'a'	words with 'e'	words with 'er'
hospit@l @bout col@	sent@nces list@n par@nts	wait@r never numb@r fath@r

5.3

Goals: choose and buy things

look at things in shops
ask about price and size

Core language:

VOCABULARY Household objects: *lamp, bag, carpet, plate*
Questions: *How much is / are ... ?;*
What size is ... ?
Answers: *large, medium, small; size (44);*
(10 Euros) each

GRAMMAR *this, these*

this, these

GRAMMAR this, these

- 1 To introduce the topic, look at the pictures and ask where they are (a big shop or store). Ask learners if they go to shops like this and if so, where.

Ask learners what they can see in the pictures and use this to present the key vocabulary: *lamp, carpet, plates, bags*.

Listening. Play recording 1.89. After each conversation, pause and ask:

- *Which picture is it? What do they want to buy?*
- *Do they say 'this' or 'these'?*

As you play the recording, present *this* and *these* on the board:

<i>Singular</i>	<i>Plural</i>
<i>this lamp</i> <i>this carpet</i>	<i>these plates</i> <i>these bags</i>

Pronunciation. Point out that:

- /ðɪs/ has a short /ɪ/ sound and ends in a /s/ sound.
- /ði:z/ has a longer /i:/ sound and ends in a /z/ sound.

To practise, get learners to say expressions (e.g. *this bag, these bags*) round the class.

- 2 Practise the sentences round the class. Then learners practise them in pairs. Alternatively, learners could write the sentences.

Questions and answers

SPEAKING

- 1 'How much ...?, What size...?'. Learners match the questions and answers.


1 c 2 a 3 b

Use the examples to focus on:

- the question *What size is ...?* (= Is it big, small?).
- ways of talking about size: *large* (= big), *medium*, *small*. (Learners will probably know L, M, S from clothes labels.)
- the expression *They are 10 euros each.* (= one is 10 euros). If necessary, give a few other examples e.g. *coats \$100 = they are \$100 dollars each.*

- 2  /  Learners complete the questions and answers.

- 1 **A** *How much are these pens?*
B *They're 3.50 each.*
- 2 **A** *What size is this jumper?*
B *I think it's medium.*
- 3 **A** *What size are these shoes?*
B *They're size 44.*
- 4 **A** *How much is this lamp?*
B *It's 55 euros.*

- 3 **Role play.**  Learners ask and answer questions. If possible they should try to do this without reading from the Coursebook.

Conversation practice

You could do the conversation practice exercises on p118 at this point.

Target activity: Choose and buy things

Goal: choose and buy things

Core language:

- 5.1 **VOCABULARY** Numbers, prices
5.2 **VOCABULARY** Clothes, colours

PREPARATION

- 1 **Vocabulary.** Look at the picture of the two market stalls and ask what you can see in them.

A cups, glasses, plates, books, magazines, a lamp, a clock
B jeans, a coat (or shirt), T-shirts, shoes, bags, sunglasses

Set the situation: you are at the market and you want to buy a T-shirt. Ask learners what questions they could ask. Build up the basic questions on the board:

- *How much is this T-shirt?*
- *How much are these T-shirts?*
- *What size is it?*

If necessary, add other questions:

- *Can I try it on?*
- *Do you have green T-shirts?*

To demonstrate the activity, take the role of the stall holder and learners buy a T-shirt from you. Improvise a conversation, giving realistic answers to their questions.

Alternative

Ask two good learners to improvise the conversation in front of the class.

TASK

- 2 *Role play 1.* Give learners a letter, A or B.

Read through the instructions. Emphasise that A has only \$20. B should follow the Price Guide on p90, but can sell things for more or for less (give an example to make this clear).

Learners have conversations.

- 3 *Role play 2.* Learners change roles and have a second conversation. A looks at the Price Guide on p97.

Round-up. Ask a few learners to tell you what they now have (i.e. what they bought at the market stall). Try to talk about this without using the past tense.

Alternatives: Smaller classes

- 1 *Set up 'market stalls' in the class*

The stall holders sit around the class at their own 'market stalls' and the customers go to buy things from them. They could go to more than one stall and try to get things for a better price.

- 2 *Use object cards*

Draw or paste pictures of the items for sale on cards (or just write the words on pieces of paper) and give a set of these to each stall holder. When a learner buys an item, they take the card. Afterwards, you can ask learners to show what cards they have.



You could use photocopiable activity 5A on the Teacher's DVD-ROM at this point.

Keyword *in, on*

Goal: say where things are

Core language:

in + place

on + place

Places in rooms: *table, wall, floor, shelf, cupboard, bag*

- 1 *'in', 'on'.* Look at the pictures and establish what and where the objects are.

A cups – *in the cupboard* D books – *in the bag*
B a glass – *on the table* E newspapers – *on the floor*
C a clock – *on the wall* F a bottle – *on the shelf*

Language note

We use *on* for horizontal surfaces e.g. *on the table, on the floor*, and also for vertical surfaces e.g. *on the wall, on the door*.

- 2 *Practice of 'in' and 'on'.* Ask learners to make questions with *Where's ...?* or *Where are ...?* and find the answers in the picture.

– *Where are my glasses? (They're on the shelf.)*
– *Where's my mobile? (It's on the table.)*
– *Where's my pen? (It's on the table.)*
– *Where's my guitar? (It's in the cupboard.)*
– *Where are my keys? (They're on the floor.)*
– *Where are my books? (They're on the chair.)*

Learners ask and answer the questions.

- 3 *Speaking.* To introduce the activity, tell learners where some of the things are in your house / flat.

/ Learners talk about where things are in their house / flat.

Round-up. A few learners tell you something surprising or interesting they heard from their partner.

Language note

We often use the word *keep* in this context:

– *We keep cups in a cupboard.*

– *We keep coffee on a shelf in the kitchen.*

You could introduce *keep* at this point.

5.4 Explore speaking

Goals: use *sorry* and *excuse me* to apologise, attract attention and start a conversation

Core language:

sorry, excuse me

- 1 a *Listening.* Look at the pictures and play recording 1.90, pausing after each conversation. Ask whether the person said *Sorry* or *Excuse me*.

1 *Sorry*
2 *Excuse me; Sorry*
3 *Excuse me*

Point out that:

– we say *sorry* if we do something bad.

– we say *excuse me* if we want someone to listen to us.

– we say *excuse me* when we start talking.

Single nationality classes

You could ask learners what they say in their own language. This will help to give insight into any differences between their own language and English.

- b *Pronunciation.* Practise saying *Sorry* and *Excuse me*. Point out that when we say *Excuse me* our voice often goes up (= this isn't the end of the sentence – I want to say something else).

- 2 a / Learners add *sorry* or *excuse me* to the bubbles.
b Play recording 1.91, pausing after each conversation to check.

4 *Sorry*
5 *Excuse me*
6 *Excuse me; Sorry*
7 *Excuse me*

Ask what the answers were. Learners could also suggest other possible answers (given in brackets).

4 *That's OK. (Why are you late; No problem.)*
5 *Yes, I am. (No, I'm not.; Yes, why?; What's the problem?)*
6 *Sorry, I don't know. (It's there.; It's down this road.)*
7 *Oh yes, thank you. (No, it's not my bag.)*

- 3 *Speaking.* Practise each conversation with the class. First take the role of the first speaker yourself and get learners to respond. Then choose pairs of learners to have each conversation.

Learners choose a picture and practise the conversation. If possible, they should do this without reading from the Coursebook.

Across cultures: Office clothes

Goals: to give practice in reading short texts
to sensitise learners to customs in different
countries and cultures

Core language:

formal, casual; clothes (review)

- 1 *Reading for general idea.* Use photos B and C to teach the words *casual* and *formal*. You could ask learners if they like to wear formal or casual clothes. Learners read the texts and match them with the photos.

A India B Germany C Britain

To review clothes vocabulary, you could ask learners what clothes they can see in the photos.

- 2 a *Reading for main idea.* Learners read the quotes again and complete the answers.

2 Britain 3 India 4 Germany; India 5 Germany

- b Discuss what the highlighted words mean. Focus on *formal* and *casual* at this point if you didn't introduce them earlier.
- 3 *Writing.* Learners write sentences. Then they read out their sentences and find out what differences there are.

Look again

VOCABULARY

- 1 *Expressions with 'of'.* Do the exercise with the whole class, or learners do it in pairs and then go through the answers together.

a bottle of lemonade
a pair of jeans / sunglasses
a glass of lemonade
a cup of coffee

- 2 a *Similar words.* To show what to do, ask learners to find two other words that go with *twenty*. Write them on the board (*twelve, eighty*). Ask them why (They're numbers).

Learners find other groups and write them down.

– sunglasses, glasses, watch (you wear them)
– yellow, red, green (colours)
– shirt, suit, pullover (clothes)
– postcard, stamp, pen (you buy them at a kiosk; you need them to write a postcard)
– pizza, burger, sandwich (food)

- b Learners write sentences. Then they read out their sentences. Possible answers:

• He often wears a pullover / sunglasses / a red shirt ...
• How much is this shirt / this watch / a sandwich? ...
• Do you sell sunglasses / postcards / burgers? ...

- 3 *Numbers.* Learners write the numbers.



b twenty c seventeen d thirty-three e fifty-five
f eighty-two g twelve h twenty-eight

SPELLING

- 4 Ask learners to spell the words correctly. Write them on the board.

1 jacket 2 shoes 3 watch
4 sandwich 5 magazine 6 fruit



CAN YOU REMEMBER? Unit 4

- 5   *Focus on common verbs.* Learners continue the expressions. Then discuss these with the whole class and build up expressions on the board.

Optional extra

Give one point for each correct answer and two points for an answer no one else thought of.

- 6 a *Writing.* To demonstrate, choose a learner and say a few things you think you know about him / her. Ask questions to check if you are correct.

  Learners choose another learner and write sentences. You could tell learners which person to write about (write names on pieces of paper and give them out at random). Go round and check.

- b Learners ask questions to check.

Alternative: Checking in pairs

Learners write sentences about the person next to them. Then they form pairs to check if they are correct.

GRAMMAR

Present simple. Read through the table.

Alternative: Presentation with books closed

Write on the board:

– I like coffee.
– She likes coffee.

Then write the negative and question forms with gaps:

– I _____ coffee. _____ coffee?
– She _____ coffee. _____ coffee?

Ask learners to complete the gaps.

- 7 Learners change the sentences to the negative.

1 I don't live in Italy. 2 He doesn't like books.
3 Paula doesn't work in Paris.
4 They don't have a son. 5 He doesn't wear glasses.

- 8 Learners write the sentences in the correct order.

1 Do you sell stamps? 2 How much is this coat?
3 I often wear black clothes.
4 What size are these shoes?

- 9 Learners write the plural forms.

2 watches 3 postcards 4 glasses 5 women 6 shoes
7 dresses 8 sandwiches 9 these



You could use photocopiable activity 5B 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 more examples of the language they have learned in each section (or asking learners to tell you). Then they circle a number on each line.

Unit 5 Extra activities on the Teacher's toolkit

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

5A At the market



A large bottle of water	<input type="checkbox"/>	(Price)	→
A small bottle of water	<input type="checkbox"/>	(Price)	→
A cup of coffee	<input type="checkbox"/>	(Price)	→
A cup of tea	<input type="checkbox"/>	(Price)	→
A bottle of cola	<input type="checkbox"/>	(Price)	→
A chicken sandwich	<input type="checkbox"/>	(Price)	→
A salad sandwich	<input type="checkbox"/>	(Price)	→
A postcard	<input type="checkbox"/>	(Price)	→
Two postcards	<input type="checkbox"/>	(Price)	→
One stamp	<input type="checkbox"/>	(Price)	→
Two stamps	<input type="checkbox"/>	(Price)	→
Three black pens	<input type="checkbox"/>	(Price)	→
Three blue pens	<input type="checkbox"/>	(Price)	→
A linen nap	<input type="checkbox"/>	(Price)	→
A book	<input type="checkbox"/>	(Price)	→
A woman's magazine	<input type="checkbox"/>	(Price)	→
A computer magazine	<input type="checkbox"/>	(Price)	→
A sport magazine	<input type="checkbox"/>	(Price)	→
A newspaper	<input type="checkbox"/>	(Price)	→
An 'I love English' T-shirt	<input type="checkbox"/>	(Price)	→
An 'I love you' T-shirt	<input type="checkbox"/>	(Price)	→
An 'I love my teacher' T-shirt	<input type="checkbox"/>	(Price)	→
A pair of sunglasses	<input type="checkbox"/>	(Price)	→
A watch	<input type="checkbox"/>	(Price)	→
A bag	<input type="checkbox"/>	(Price)	→

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5A At the market

Activity type:

Speaking – Role play – Groups of four or six / Whole group

Aim: To practise language used for shopping

Language: Choose and buy things – Coursebook p43

Preparation:

Make a copy of one worksheet for every learner.

Time: 25 minutes

5B Bingo!

A			B		
	13			this	19
pen	thirteen	watch	water	this	nineteen
90			13		
ninety	this	sandwich	thirteen	sandwiches	watch
				30	
stamp	stamp	water	shirt	thirty	these
suit	these	glass	glass	sandwich	stamps
C			D		
90					
ninety	glasses	pens	these	pens	watches
		30	13		
sandwiches	water	thirty	thirteen	sandwich	water
					90
water	pen	suit	glasses	glasses	ninety
		19			
shirt	these	nineteen	glass	stamp	shirt

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5B Bingo!

Activity type: Listening – Bingo game – Whole group

Aim: To practise listening comprehension of similar sounding words and plural forms

Language: Review of vocabulary – Coursebook, Unit 5

Procedure: Make one copy of the worksheet for every four learners. Cut the worksheet along the dotted lines to make four bingo cards.

Time: 20 minutes

Unit 5 Self-study Pack

In the Workbook

Unit 5 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Common objects; Clothes; Numbers, prices; Colours
- **Grammar:** Singular and plural nouns; Present simple – negative
- **Time out:** Market stall puzzle
- **Explore writing:** *and, but, or*
- **DVD-ROM Extra:** In a clothes shop

On the DVD-ROM

Unit 5 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Instructions (1)
- **Sounds and spelling:** The sound /ə/
- **Explore speaking:** Use *sorry* and *excuse me* in conversations
- **Video:** In a clothes shop

6 Every day

Unit goal: talk about things you do every day

6.1

Goals: talk about things you do every day
talk about your daily routine
say where and when you have meals

Core language:

VOCABULARY Daily routine: *wake up, get up, read the paper, have tea / coffee, have breakfast, have a shower, go to school / work, watch TV, listen to the radio, go to bed; start work, finish work*

GRAMMAR Frequency: *always, usually, sometimes, never*
Present simple: *-s / -es endings*

In the morning

VOCABULARY Morning activities

- 1 a** Read the expressions with the class or play recording **2.1** and make sure learners can say them. Focus especially on the rhythm of the expressions:
- have a shower
 - listen to the radio
 - go to school.
- Point out:
- the difference between *wake up* and *get up* (show this by miming).
 - that we usually say *have* (not ~~drink~~) *tea / coffee*, *have* (not ~~eat~~) *breakfast*, *have a shower*.
- b** Learners look at the expressions and write down those they do in the morning. To demonstrate this, you could go through the expressions yourself, saying which things you do.
- c** *Sequence words (first, then, and)*. To present *First ..., then ...*, tell the class what you do in the morning (e.g. *First I wake up, then I get up, then I read the paper and listen to the radio ...*). The class tells you what you said. Write the expressions on the board:
- *First I wake up.*
 - *Then I get up.*
- Point out that if you do two things at the same time, you can use *and*. Write an example on the board:
- *I read the paper. I listen to the radio.*
→ *I read the paper and listen to the radio.*
- Ask learners to look at the expressions they wrote down and to put them in order (writing numbers 1, 2, 3 ...).
- d** Learners tell their partner what they do in the morning.
- Round-up.* One or two learners tell you what they do.

- 2 a** *Preparation for the listening.* Look at the photo and ask the class what they think Emma's job is and whether she gets up early or late.
- b** Play recording **2.2**. Learners listen and write numbers beside the expressions. Then go through the answers together by playing the recording again to check.

1 *get up* 2 *have a shower* 3 *have a cup of coffee*
4 *go to work* 5 *have breakfast* 6 *read the paper*

- 3 a** *Review of third-person verb forms.* Learners complete the table.

gets
has

You could do some quick practice round the class. Say a verb with *I* and ask learners to say it with *He* or *She*:

I get up → *She gets up*

I have → *He has*

I read → *She reads*

Note

There is no need to go into spelling (of *-s* and *-es* endings) at this point. This is focused on in the next section (Daily routine).

- b** Ask learners if they can remember what their partner does in the morning.

Daily routine

READING

- 1 a** To introduce the topic, look at the photos and establish that the people work in a 24-hour supermarket (= it's open 24 hours, day and night). Ask learners if there are supermarkets like this in their own country and when most supermarkets open and close.
- / *Reading and speaking.* Learners read the texts and answer the questions.

1 *Carla* 2 *Carla, Salman* 3 *Salman*
4 *They're both at work from two to three in the afternoon.*

- b** *'Daily routine' expressions.* Learners find pairs of expressions in the texts. Write them on the board:

get up – go to bed
go to work – come home
start work – finish work

Check that learners understand:

- *go* and *come* (show this by gestures – *go* = from here to there; *come* = from there to here).
- *start* and *finish* (give examples: say when the lesson starts and finishes).

To activate these expressions, ask learners round the class: *When do you go to work? When do you start work? When do you come home?* etc.

GRAMMAR Present simple: -s / -es endings

- 2 a Learners read the sentences about Salman and complete the table.

Go through the answers together by writing the verbs on the board.

get up – gets up
start – starts
come – comes
go – goes
finish – finishes
watch – watches

- b *-s and -es endings*. Establish that most verbs add *-s* in the third person (after *He / She ...*, *Salman ...*, *Carla ...*).

Point out that some verbs add *-es*. These are:

- verbs that end in *-o* (*go* → *goes*, also *do* → *does*).
- verbs that end in *-ch*, *-sh*, *-s* (*finishes*, *watches*).

Practise saying the verbs. Focus on the /z/ and /tʃ/ endings.

- c *Practice in writing sentences*. Learners write sentences about Carla.

She gets up at five in the morning.
She goes to work at about six.
She starts work at seven.
She finishes work at three in the afternoon.
She comes home and has lunch.

Optional extra

Learners ask each other about their routine (write a model question structure on the board: *When do you ...?*). Then learners tell you about their partner's routine, using the verbs they have practised in 2.

Meals

VOCABULARY Frequency

- 1 a Introduce the words *meal* and *lunch* by saying: *Breakfast is a meal. Tell me another meal. What do I have at one o'clock?* (You could also introduce *dinner* in the same way.)

Listening. Read the sentences. Then play recording 2.3 without pausing. Learners listen and write numbers by the sentences.

lunch in a restaurant 3, 2
lunch at home 2
lunch in a café 1
a bar of chocolate 4
a sandwich 1
a cup of coffee 1

Play the recording again to check, pausing after each speaker, and ask what else they say:

1 There's a café near my office.
2 I sometimes go to a restaurant, but it's expensive.
3 It's a really good restaurant, so we all eat there.
4 I don't have time for lunch.

- b *Frequency adverbs*. Learners complete the sentences.

1 usually 2 sometimes 3 always 4 never

If necessary, play recording 2.3 again, or let learners listen and check the script on page 124.


- c Draw the scale on the board and ask learners where to add the words.

0% ← never sometimes usually → 100%
always

If necessary, give other examples to make the meaning clear (learners should know *sometimes* and *never* from Unit 4.2).

- 2 a *Writing*. To show what to do, look at sentence 1 together. Change it so it is true for you. Then ask three or four learners *What about you?*

Learners write true sentences, adding a frequency word. As they do this, go round and check.

 *Speaking*. Learners read their sentences to each other.

Round-up. Learners tell you one thing about their partner (e.g. *She never has coffee with breakfast.*).

Language note

Always and *never* must come before the main verb. *Sometimes* and *usually* can come before the main verb, or at the beginning or end of the sentence:

- I *sometimes* have a big breakfast.
- *Sometimes* I have a big breakfast.
- I have a big breakfast *sometimes*.

These words can't come after the verb, so we can't say: ~~I have sometimes a big breakfast.~~

Classroom language: Let's ... , Could you ... ?

Goal: to understand simple requests and instructions from the teacher

Core language:

Let's ... , Could you ... ?

Verbs: *open / close (the door); play (a game); start, finish*

- 1 a Books closed. To remind learners of *Let's ...* (Unit 3.3), make suggestions to a few learners, e.g. *Let's meet on Saturday* or *Let's go to the cinema* and check what this means (= *I want to meet, I want to go with you*).

Then ask a few questions with *Could you ...?*, e.g. *Could you open the door?* and check what it means (= *Please open the door*).

Write *Let's ...* and *Could you ...?* on the board.

 /  *Open books*. Learners add verbs to the remarks.

- b *Listening*. Play recording 2.4 to check, pausing after each remark.

1 close 2 start 3 open 4 play 5 finish

Ask a few further questions, e.g.

1 *What does she say next?* (Come in.)

Why? (Another learner comes.)

2 *What does she say next?* (Look at this picture.)

3 *Why do they want to open the window?*

(It's very hot.)

4 *What does she say about the time?*

(They have 10 minutes.)

5 *When is the next class?* (Next Tuesday.)

- 2 Learners write the expressions in their own language. In a single nationality class, check what they are writing, or they can check with each other. You could ask learners to translate all five remarks into their first language.

6.2

Goals: talk about things you do every day

describe transport in towns
ask and say how to get to places
say how you go to work or school

Core language:

VOCABULARY Transport: *train, bus, tram, plane, underground (metro), boat, taxi; walk, cycle, drive; go by bike, go by car*
Adjectives: *cheap, expensive; fast, slow; good*
Questions: *How can I get to ...?*

Transport

VOCABULARY Transport

- 1 a Look at the small pictures. Learners match them with the words. Say the words or play recording 2.5 and ask learners to repeat them.

A boat B tram C taxi D plane E bus
F underground G train

Language note

Instead of *underground* you can also say *metro*. In London, people usually talk about the *underground* or the *Tube*. North American English is *subway*.
Plane is short for *aeroplane* (or *airplane*).
We can use the word *boat* to talk about either a small boat or a larger *ferry* or *ship*.

- b *Speaking*. Look on p90. Ask learners what they think photo A is (probably a boat).

Learners look at the other photos and decide what they are. You could ask learners to write the words down.

Turn to p98 and look at the larger photos to check the answers.

A a boat B a bus C a taxi D a train E a plane
F a tram G an underground (train)

Two cities

LISTENING

- 1 a Introduce the topic by looking at the photos of London and Istanbul. Ask what the photos show.

London:
a street with a bus and a taxi; an underground station.
Istanbul:
a boat (ferry); a mosque with a taxi.

- b *Preparation for the exercise*. Read the sentences. Use them to present *go by*. Point out that we say *go by taxi / car / bus* (not *go by the taxi*).
To practise, quickly ask about transport in the town where you are (*You can go ...*).

- c *Listening*. Play recording 2.6, pausing after each speaker to check the sentences in 1a.

1 London 2 Istanbul 3 Istanbul 4 London 5 London

Don't go into any more detail about the listening at this stage. Learners will listen again in 3.

- 2 a Play recording 2.7. Read the sentences in the table and practise saying them. Focus on the sentence stress and on the reduced vowels in *there's a, there are, you can*.
Remind learners that we use *There's* with singular nouns (metro) and *There are* with plural nouns (taxis).
- b Learners complete the sentences.

1 there are 2 you can 3 there are
4 you can 5 there's 6 you can

VOCABULARY Adjectives

- 3 *Listening for detail*. Play recording 2.6 again, pausing after each speaker, and ask learners to listen for the adjectives.

1 very fast, quite expensive
2 very expensive 3 slow 4 not too expensive
5 cheap, quite slow 6 very good, cheap

As you go through the answers, present the adjectives, using gestures and simple examples. Teach the words *very* and *quite* (= not very).

To check, you could ask a few questions about transport in your area, e.g. *What about buses? Are they slow? Fast? Very slow or quite slow?*

- 4 a *Writing*. To help prepare for the writing activity, remind learners of the language taught in this section and write expressions on the board:

– *go by ...*
– *You can ...*
– *There's a ... / There are ...*
– *Adjectives: fast, expensive ...*

Learners write sentences about their own town. If learners come from the same town, they could do this in pairs. As they do this, go round and check.

- b *Speaking*. In turn, learners read out their sentences. If other learners come from the same place, ask them if they agree.

Alternative: Pair or group work

Learners move into groups of four to read out their sentences, or form new pairs. In mixed nationality classes, they could form groups with learners from other countries.

Homework option: Internet research

As homework, name a few different cities. Learners find out about the transport there on the Internet (they could do this in their own language or in English). Learners then report back in the next lesson.
This would be a good alternative activity for learners who live in Istanbul.

How can I get to ...?

VOCABULARY *How can I get to ...?*

- 1 a *Listening.* Look at the picture and establish where it is. Play recording 2.8 and answer the questions.

– the airport. – go by train or by taxi.

Practise the question *How can I get to ...?*. Focus on the stress and the reduced *can*: /hʌv kən ˈaɪ/.

Speaking. Learners ask and answer the question. If possible, do this without reading from the book.

If your town has an airport, you could change the information so it is true of where you are.

- b *Practice of questions and answers.* Look at the notes. Ask learners to give the questions and answers.

1 – *How can I get to the town centre?*
– *You can go by tram, or by underground.*
2 – *How can I get to Oxford?*
– *You can go by train, or by taxi.*
3 – *How can I get to Paris?*
– *You can go by train, by plane, or by bus.*
4 – *How can I get to Malta?*
– *You can go by plane, or by boat.*

- 2 a *Writing.* To prepare for the writing, learners think of places in the town where you are and build up a list on the board (e.g. famous buildings, hotels, restaurants, the bus station ...). Then build up a list of other towns they want to go to (ask them to suggest places in the same country and other countries).

Learners write two (or more) questions. As they do this, quickly go round and check.

- b / *Speaking.* Learners ask each other questions. *Round-up.* Ask a few learners what their questions were, and what answers they received.

Conversation practice

You could do the conversation practice exercises on p118 at this point.



You could use photocopiable activity 6A on the Teacher's DVD-ROM at this point.

Work and school

LISTENING and SPEAKING

- 1 Learners match expressions with the photos.

A *walk*
B *cycle / go by bike*
C *drive / go by car*

Point out that:

- *drive* and *go by car* mean the same.
- *cycle* and *go by bike* mean the same.

Check that learners understand the meaning of *walk* (demonstrate or show with your fingers).

Language note

The verb *go* has a general meaning in English. *I go to work* could mean *I walk, I drive, I cycle, ...*
If we want to say *I go on foot* (i.e. not in a car or a bus), we say *I walk*.

- 2 a Play recording 2.9, pausing after each speaker. Learners underline the correct words.

1 *cycles, goes by bus*
2 *walks, goes by bus*
3 *drives*
4 *walks, goes by train*

- b Discuss the questions. Then play recording 2.9 again to check.

Donna: *In a big city, quite near her home (she cycles).*
Olga: *In an office, near her home.*
Ben: *In the next town.*
Emma: *In the city.*

- 3 *Review of frequency adverbs.* To introduce the activity, tell the class how you go to work. Tell them what you usually, sometimes and never do. Then ask the class to tell you what you said. Use this to remind learners of frequency adverbs, and write examples on the board:

I	<i>always</i>	<i>go by bus.</i>
	<i>usually</i>	
	<i>sometimes</i>	
	<i>never</i>	

Speaking. Learners tell each other how they go to work, school or university.

Round-up. A few learners tell you how they go to work / school.

Alternative

Check that learners can say the following third-person forms. Write them on the board:

He / She usually goes ...
walks ...
drives ...
cycles ...

A few learners tell you what they found out from their partner.

Sounds and spelling: o, oa and oo

Goals: to pronounce the letter o with the sounds /ɒ/, /əʊ/ and /ʌ/
to pronounce the letters oa with the sound /əʊ/
to pronounce the letters oo with the sound /u/

Core language:

Words from Units 1–6 with the letters o, oa and oo

- 1 *Presentation of /ɒ/, /ʌ/, /əʊ/ and /u/.* Say the words or play recording 2.10. Focus on the four sounds:
– /ɒ/ is a short sound, with the lips loosely rounded (but wider open than the /o/ sound in many languages).
– /ʌ/ is a short sound, said with the mouth open (lips not rounded) – it is very similar to the /a/ sound in many languages.
– /əʊ/ is longer and has two sounds together: /ə/ and /u/. To practise, get learners to say the two sounds separately, then run them together.
– /u/ is a short sound, with the lips rounded.

- 2 a *Practice of the sounds.* Learners put the words in the correct group. Check answers by listening to recording 2.11.

/ɒ/ – hospital, mosque, sorry
 /əʊ/ – no, so; boat
 /ʌ/ – brother, Monday
 /ʊ/ – cook, look

- b Play recording 2.12 or say the expressions yourself. Learners repeat them.
 Learners write down as many as they can remember.
 Learners read out the expressions. Then play the recording again to check.

6.3

Goals: talk about things you do every day
 ask about daily routines
 ask about weekends and holidays

Core language:

GRAMMAR Present simple – questions

Questions

GRAMMAR Present simple questions

- 1 a *Listening.* Look at the photo and ask where they are (In the street). Establish that the woman asks the man questions.

Play recording 2.13. Then ask what the questions were and write them on the board.

– *When do you finish work?*
 – *Where do you have lunch?*
 – *How do you go to work?*

Focus on the pronunciation of *do you*: /wen_dju:/, /weə_dju:/, /haʊ_dju:/.

- b Ask what the man's answers are.

1 four o'clock 2 in a café 3 by train, then he walks

- c Discuss the questions together. If necessary, play recording 2.13 again to check.

1 *He finishes work at one or two.*
 2 *It's near his office.*
 3 *It's near the station.*

- 2 a *Wh- questions.* Look at the questions in the box. Ask the questions round the class and get learners to suggest possible answers. Point out that we can ask two kinds of question:

- questions beginning *Do you ...?* (the answer is *Yes* or *No*).
- questions beginning with a question word (*Where, When, How ...*) (the answer is a sentence or an expression).

Emphasise that we use *do* in both kinds of question. Play recording 2.14 and ask learners to practise saying the questions.

- b *Practice in making questions.* Look at 1 together and ask what the question is.

1 *Where do you work?*

Learners write questions for the other items.

2 *When do you start work?*
 3 *Where do you have lunch?*
 4 *When do you come home?*
 5 *How do you go to work?*

- c *Speaking.* Learners ask and answer the questions.

What do you do?

SPEAKING

- 1 a Books closed. Ask the question *What do you do in the evening?* and see if learners can answer it.

Optional presentation

Point out that:

1 We use the verb *do* to talk in general. Give a few examples:
On Saturday, I play football, I go out, I read, I watch TV ...
 = I *do* a lot.

2 We also use *do* to make questions:

I play ... → *What do you play?*

I read ... → *What do you read?*

I do ... → *What do you do?*

So in the question *What do you do?* we use *do* in both these ways.

- b *Pronunciation.* Play recording 2.15. Learners repeat round the class. Focus on the stress pattern in /wət dju: dʊ: ɪn ðə i:vnɪŋ/. Then learners ask the question to the person next to them.

- c Learners match the questions and answers.

1 b 2 a 3 d 4 c

Learners could ask each other the questions.

Language note

We can also ask *What do you do?* meaning *What's your job or occupation?* e.g.

– *What do you do?*

– *I'm a student.*

(see Unit 2.2)

Target activity: Talk about things you do every day

Goal: talk about things you do every day

Core language:

6.1 VOCABULARY Daily routine

6.3 GRAMMAR Present simple – questions


PREPARATION

- 1 Explain that learners will ask questions to find out what most people in the class do.

Go through the questions together. Choose one learner to ask each question and another learner to answer it.

- 2 To demonstrate how the survey will work, choose one group of questions. Ask the questions to several learners in turn and make a brief note of the answers on the board. Then establish what answers most people gave.

TASK

- 3 Divide the class into groups of five. In each group, give each learner a letter: A–E.
 Learners ask their questions to the others in the group and make a note of the results.
- 4 *Round-up.* Taking each number in turn, learners from each group say what most people in their group do, e.g.
A – Most people in my group get up at 8.00. They have a small breakfast with coffee. After breakfast they go to work.

Alternatives

- 1 *Learners compare their answers*
 After the group work, learners form new groups (all the A learners together, all the B learners together, etc.). They compare their results and work out what most learners in the class do.
Round-up. One learner from each new group reports back their results.
- 2 *Mingling activity*
 Give each learner one question to ask. They move freely round the class, asking their question to as many learners as possible and make brief notes of the replies.
Round-up. Ask each learner to say what most people in the class do.





You could use photocopiable activity 6B on the Teacher's DVD-ROM at this point.

Keyword have (2)

Goals: use expressions with *have / don't have* to talk about everyday activities, food, drink and meals

Core language:

Have / don't have as an activity verb (= *eat, drink* or *take*)

- 1 a  /  *Reading.* Working together, learners read the sentences and choose the answers they think are correct.
- b Discuss the answers together. Then look on p98 to check.

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

- 2 *Expressions with 'have'.* Point out that *have* is often used with the meaning *eat* or *drink*. Learners find expressions. Build up lists on the board.

<i>have = eat</i>	<i>have = drink</i>	<i>others</i>
<i>have breakfast</i> <i>have lunch</i> <i>have a meal</i> <i>have a burger</i>	<i>have a cup of coffee</i> <i>have a cup of tea</i> <i>have a can of cola</i>	<i>have a shower</i>

- 3 *Writing.* Learners write three true sentences about themselves. As they do this, go round and check.
Round-up. A few learners read out their sentences.

6.4 Explore writing

Goal: join ideas using *so / because*
 give reasons and explanations

Core language:

so, because

- 1 Look at the photo and ask learners what it shows. (An Indian woman in a Sari.) Ask learners what they remember about saris (they're cotton, they're like a long dress, they're cool).
'so' and 'because'. Read the sentences. Ask which word goes in each gap: *so* or *because*.

A *so*
 B *because*

- 2 *Writing.* Look at 1 together and ask learners how it might continue. Write sentences on the board, getting learners to tell you what to write:

1 *Lots of students go to Dino's Café because the food is cheap.*

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

2 *Their flat is near the station, so it's quite noisy.*
 3 *I go to work at six, so I usually go to bed early.*
 4 *The journey is about 2,000 kilometres, so it takes three or four days.*
 5 *I don't see them very often because they live in Australia.*

- 3 a *Writing.* To show what to do, choose one of the topics and learners suggest a beginning, e.g.

I like my flat ...

Then ask them to add an idea, using *because*, e.g.

I like my flat because it's near the town centre.

Learners choose two or three of the topics and write sentences. As they do this, go round and check.

- b Learners read out their sentences.

Optional extra

Give sentence beginnings on a worksheet for learners to choose from. This may make it easier for them to think of sentences with *so* or *because*.

Across cultures: Journeys

Goals: to give practice in reading short texts
 to give learners information about other parts of the world

Core language:

journey; leaves, arrives (in), takes (three hours)

- 1 a *Reading.* Introduce the word *journey* (give an example, e.g. *I go from London to New York – this is a journey*).

Optional presentation

Write a simple train or bus timetable on the board, e.g.
London – 08.30
Manchester – 11.30

Use this to present the verbs *leave, arrive, take*:
 – The train *leaves* London at 8.30.
 – It *arrives* in Manchester at 11.30.
 – The journey *takes* three hours.

To practise, write other train or bus times on the board and learners make sentences.



Learners read the texts and match them with the photos. They should try to do this without a dictionary and guess the meaning of any unknown words.

Discuss the answers together.

- 1 *the Trans-Siberian railway in Russia (a train, forests, mountains)*
- 2 *a train station on the Trans-Siberian railway*
- 3 *a boat on the Amazon*
- 4 *the Amazon river, forest*
- 5 *hammocks on a boat*

b Learners read again, checking words in the dictionary. Read through the texts together, and present any new words. Focus especially on: *through* (Siberia); *down* (the Amazon); *leave* (= start the journey); it *takes* six days (= the journey is six days).

2 *Writing.* To introduce this stage, say a few sentences about a journey that you know of, using the sentence beginnings. Then learners tell you what you said.

 /  Learners write a few sentences about a journey in their country. As they do this, go round and check.

Round-up. Learners read out their sentences.

Look again

VOCABULARY

1 a *Similar words.* Do the exercise with the whole class, or learners do it in pairs.



<i>lunch – breakfast</i>	<i>finish – start</i>
<i>station – airport</i>	<i>walk – drive</i>
<i>tram – bus</i>	<i>never – always</i>

b Learners complete the sentences. Possible answers:

1 *drive, walk ...* 2 *station, airport ...* 3 *finish, start ...*
 4 *tram, bus ...* 5 *lunch, breakfast ...*

2 Learners add verbs to the expressions, e.g.

1 *have, start, finish ...* 2 *go, drive, walk, cycle ...*
 3 *have ...* 4 *read, buy ...* 5 *listen ...* 6 *go ...*

3  /  *Transport.* Learners either tell each other their answers, or (if they come from the same place) discuss the answers together.

Round-up. Take each question in turn and get answers from different pairs or groups.

SPELLING


4 Learners spell the words correctly. Write them on the board.

1 *usually* 2 *lunch* 3 *breakfast*
 4 *shower* 5 *expensive* 6 *sometimes*

CAN YOU REMEMBER? Unit 5

5 a *Common objects and clothes.* Learners write the words in two lists.

- 1 *a pair of sunglasses; a newspaper; a postcard; a sandwich; a pen*
- 2 *a suit; a skirt; a tie; a coat; a hat*

b  /  Learners add three more words to each list.

Learners say what they wrote. Write the words on the board in two lists.

Alternative

Books closed. Say *I go to a kiosk. What can I buy there?*. Build up words on the board. Then ask about a clothes shop in the same way.

6 Get a learner to read sentence A. The next learner reads sentence B. The next learner reads sentence C and adds a new expression. Continue round the class, with each learner repeating what the others have said and adding a new expression.

Alternative: Group work

Learners sit in groups of four or five. They play the game in their group, going round twice.
Round-up. One person from each group remembers all the things their group said.

GRAMMAR

Present simple -s endings. Read through the tables.

Alternative: Presentation with books closed

Write on the board:

I listen *I live*
I watch *I go*

Then write the third-person forms with gaps:

He _____. *She* _____.
He _____. *She* _____.

Ask learners to add verbs in the gaps.

Present simple – questions. Read through the tables.

Alternative: Presentation with books closed

Write on the board:

Where ...? – I work in Tokyo.
When ...? – I get up at 6.00.
How ...? – They go to school by bus.

Ask learners to complete the questions.

Can. Read through the tables.

7 Learners correct the mistakes.

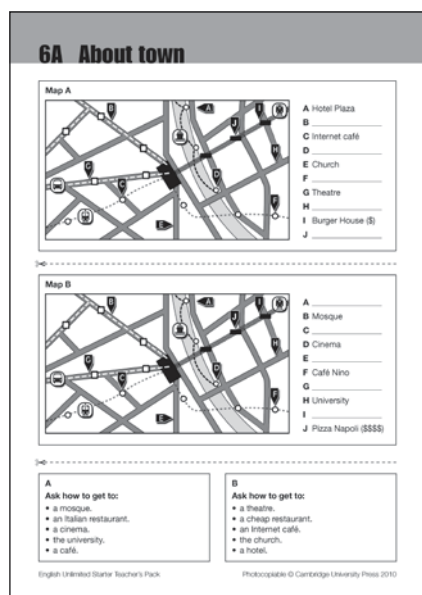
- 1 *She starts work at 9.00.*
- 2 *Where do you have lunch?*
- 3 *How can I get to the airport?*
- 4 *The children go to school by bike.*
- 5 *The film finishes at 10.30.*

Self-assessment

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

Unit 6 Extra activities on the Teacher's toolkit

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



6A About town

Activity type: Speaking – Information gap and role play – Whole group / Groups of four or six

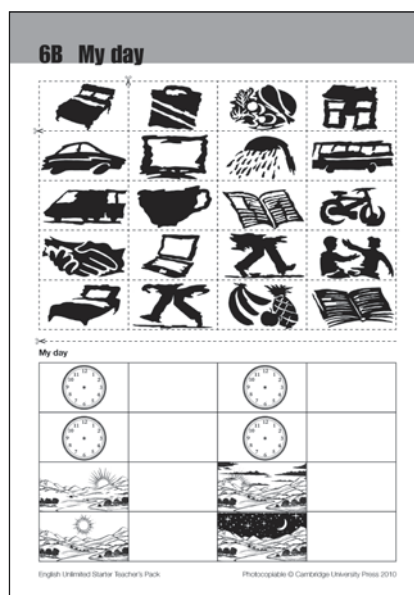
Aim: To practise asking how to get to places

Language: Transport – Coursebook p48;

How can I get to ...? – Coursebook p49 – Vocabulary

Preparation: Make one copy of the worksheet for every pair of learners. Cut the worksheet along the dotted lines into two maps and two role cards.

Time: 20 minutes



6B My day

Activity type: Speaking – Information gap – Pairs

Aim: To practise asking and talking about routines

Language:

Talk about things you do every day – Coursebook p51

Procedure: Make one copy of the worksheet for every learner. Cut the worksheet along the dotted lines to make a set of 20 cards and one table for each learner.

Time: 20 minutes

Unit 6 Self-study pack

In the Workbook

Unit 6 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Daily routine; Transport; *How can I get to ... ?*; Adjectives
- **Grammar:** Present simple – questions
- **Explore reading:** A travel information website
- **DVD-ROM Extra:** *How can I get to Haxby?*

On the DVD-ROM

Unit 6 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** *Let's ...*, *Could you ...?*
- **Sounds and spelling:** *o*, *oa* and *oo*
- **Explore writing:** Join ideas using *so* / *because*
- **Video:** *How can I get to Haxby?*

7 Last week

Unit goal: talk about things you did or saw

7.1

Goals: talk about things you did or saw
say what you often do at the weekend
say what you did last weekend

Core language:

VOCABULARY Activities: *cook (meals), phone (friends), meet (friends), go shopping, go for a walk*
GRAMMAR Past simple (regular forms): *stayed, listened, phoned, cooked, watched*
Past simple (irregular forms): *got up, went, had, wrote, met*

At the weekend

VOCABULARY Activities

- 1 Read the sentences in green and blue and present *stay* and *go out* (use gestures to show the meaning). Ask learners what days are the weekend in their country and write *at the weekend* on the board.

Optional lead-in

Books closed. Say a few things about what you do at the weekend. Use this to present *stay, go out* and *at the weekend*.

To make it clear what the line shows, say a few things about yourself. Draw a line on the board and make a cross to show your position. Then ask learners to mark their own place on the line. Ask: *Who is in the green part? Who is in the blue part?*

- 2 a **Reading.** Read the questions (or learners read them) and ask which expressions the pictures go with.

1 go for a walk 2 cook meals 3 phone friends or family

Make sure learners understand the verbs *cook* and *phone* and can say them correctly.

- b **Quiz: asking and answering questions.** To demonstrate, ask a learner one or two of the questions and give him / her a score.

Alternative

Get learners to ask you the questions. As you answer, write scores for yourself on the board in two columns. Then add them up to see if your A or B answers have a higher score.

In turn, learners ask the questions and write scores for their partner.

- c Learners add up their partner's scores.
Feedback. Ask learners if their partner has a higher score for the questions in A or in B. You could find out who has the highest and lowest scores for A and for B.

Last Saturday

READING and LISTENING

- 1 a To introduce *last Saturday*, write today's date on the board, then ask: *When was last Saturday?* Show the meaning with gestures.

Learners read what the people say and guess who the three people are.

- b Play recording 2.16 and check the answers.

A Olga B Connie C André

Ask what else each person says. If necessary, play the recording again.

Olga: *It was my brother's birthday, he was 50.*
Connie: *It was really nice. I was quite tired.*
André: *I went to the cinema with my girlfriend.*

Point out that *was* is the past of *am* or *is* (this is introduced in 7.2).

GRAMMAR Past simple – positive

- 2 Learners find past forms of the verbs. Write them on the board in two columns: regular and irregular. Point out that:
 - regular verbs add *-ed*. If they already end in *-e*, they just add *-d* (show this from examples on the board).
 - many common verbs are irregular. You have to learn these.

Regular		Irregular	
Verb	Past	Verb	Past
<i>stay</i>	<i>stayed</i>	<i>get up</i>	<i>got up</i>
<i>listen</i>	<i>listened</i>	<i>go</i>	<i>went</i>
<i>phone</i>	<i>phoned</i>	<i>have</i>	<i>had</i>
<i>cook</i>	<i>cooked</i>	<i>write</i>	<i>wrote</i>
<i>watch</i>	<i>watched</i>	<i>meet</i>	<i>met</i>

Play recording 2.17 and practise saying the past forms. You could also give short sentences and get learners to repeat them (e.g. *I phoned a friend, I listened to the radio*). Check that learners don't insert an /e/ sound before the /d/ (/lɪsənd/, not /lɪsəned/).

Language note

After unvoiced consonants the *-d* ending tends to be pronounced as /t/ as in /kʊkt/ or /wɒtft/. You could point this out, but don't spend too much time on it.

- 3 a **Practice of past simple verbs.** Give out post-its, small cards or pieces of paper, or ask learners to take a sheet of paper and tear it into pieces. Learners write the verbs from 2 on one side and the past forms on the other side. As they do this, go round and check.

To show what to do, take a card and show the verb. Learners say the past form. Then turn it over and show the answer.

- b Learners use the flashcards to test each other.

- 4 a / Learners add pronouns and past simple verbs to the sentences.

1 *had* 2 *got; listened* 3 *met; went*
4 *went* 5 *stayed; watched* 6 *wrote*

- b To show what to do, tell the class the sentences (or parts of sentences) that are true of you (e.g. *Last Saturday I got up early. I went shopping ...*).

Learners underline the sentences that are true of them.

Round-up. Learners round the class read out the parts they underlined.



You could use photocopiable activity 7A on the Teacher's DVD-ROM at this point.

Your weekend

WRITING and SPEAKING

- 1 *'He / she went', 'They went'*. Learners read the sentences and say who they are about.

1 *André* 2 *Connie* 3 *Olga* 4 *André and his friend*
5 *André and his girlfriend* 6 *Olga*

Look at the box and establish that the past simple is the same in all persons. You could give a few examples to demonstrate this.

- 2 a *Writing.* To demonstrate the activity, tell the class a few things you did last weekend. You could write these time expressions on the board:

– *Last weekend ...*
– *In the morning ...*
– *On Saturday ...*
– *In the afternoon ...*
– *On Sunday ...*
– *In the evening ...*
– *Then ...*

Working alone, learners write three things they did. As they do this, go round and check.

- b *Speaking.* Learners tell each other what they did. They should do this without looking at their sentences.
c *Feedback.* Ask a few learners what their partner did at the weekend.

Alternative: Group work

Learners sit in groups of four or five and say in turn what they did at the weekend. In the feedback stage, one person from each group reports back on what the other people in the group did.

Classroom language: Instructions (2)

Goal: to understand simple instructions for doing exercises

Core language:

circle, underline, cross out, put a tick / cross (by)

- 1 / Learners match the instructions with the words. Present any words learners have difficulty with.

2 a 3 e 4 b 5 d

Alternative: Give instructions (books closed)

For each item, choose a word and give an instruction, e.g. *Write the word 'watched'. Now underline it.*

- 2 *Practice in following instructions.* Learners do the exercise alone or in pairs.

1 b *stayed* 2 b *I went to the cinema* X
3 (*personal answer*) ✓ 4 b (*milk*) 5 c *busy*

7.2

Goals: talk about things you did or saw

ask and say where people were
say where you were

Core language:

VOCABULARY *on holiday, busy, ill*

Past time expressions: *last night, last week, yesterday*

Place expressions: *at home, at work; at a meeting, at a party; in bed; in a café; on holiday; asleep*

GRAMMAR

be past: was, were; wasn't, weren't; Were you ...?, Where were you?

I was there

READING

- 1 Look at the photo of the meeting and ask what it shows (a meeting, in an office).

Read the email aloud. Ask: *Who are the people in the pictures?*

At the meeting: Tom, Hassan, Paula
Not at the meeting: A Boris, B Maria, C Peter

Use the photos to present *busy* (already known), *on holiday* and *ill*.

You could also use the photos to present other expressions: *at work, on the phone; on the beach, asleep; in bed, in hospital.*

Language note

In British English, we usually say *He / She is ill*.
In US English, we say *He / She is sick*.

GRAMMAR *was, were*

- 2 a Learners complete the table. Write it on the board.

<i>Singular</i>	<i>Plural</i>
<i>I was</i>	<i>We were</i>
<i>He / She was</i>	<i>They were</i>

Point out that we use *was* for singular forms and *were* for plural forms.

- b *Practice of 'was', 'were'.*

/ Learners add *was* or *were* to the sentences.

1 *was* 2 *were* 3 *were* 4 *were* 5 *was* 6 *was*

Practise saying the sentences, focusing on the pronunciation of *was* and *were*: /wɪ wəz/, /dɛɪ wə/ and the stress pattern of the sentences (*was* and *were* are not stressed).

- 3 *Listening.* Play recording 2.18 (this is an expanded version of the email in the previous section). Learners choose the words he says.

1 *was* 2 *weren't* 3 *wasn't* 4 *wasn't*

As you go through the answers, learners say the sentences. Focus on the pronunciation of /wɔːznt/ and /wɜːnt/ and the stress pattern of the sentences (*wasn't* and *weren't* are stressed).

On the board, show how we add *n't* (= *not*) to make the negative:

- *was* + *not* → *wasn't*
– *were* + *not* → *weren't*

Optional extra

Learners change the sentences in 2b into the negative (e.g. *I wasn't in London on Monday*). Or give positive sentences of your own and ask learners to change them into the negative.

WRITING

- 4 a Introduce the topic by reading the email and establishing who wrote it (Boris).
b *Preparation for the exercise.* Look at the words in boxes A and B and ask what words (if any) go with them.

A	B
<i>(at the) meeting</i>	<i>(in) London</i>
<i>last night</i>	<i>(on) holiday</i>
<i>(at the) English class</i>	<i>ill</i>
<i>yesterday</i>	<i>busy</i>
<i>(at the) party</i>	
<i>(on) Tuesday</i>	

👥 *Writing.* Learners write an email. As they do this, go round and check. Learners who finish quickly could write a second email.

Round-up. A few pairs read out their emails.

Optional extension

Learners 'send' their email to another learner, who writes a reply. You could prepare for this by teaching useful expressions, e.g.
– *Never mind.*
– *That's OK.*
– *What a pity.*
– *Thank you for your email.*

Questions

GRAMMAR *Were you ...?*

- 1 a Look at the photo and ask: *Who are the people?* (Hassan, Peter).
b *Listening.* Play recording 2.19. Ask learners to correct the false sentences.

1 *True* 2 *True* 3 *False – he was at home.*
4 *False – he was tired.*

- 2 a Learners complete the questions.

- b Play recording 2.19 to check and write the questions on the board.

Were you at the office party?
What was it like?
Where were you?

Show how we change the word order to make a question:

1 2 2 1
You were (at home) → *Were you (at home)?*
Where were you?

Point out that we always use *were* with *you*, both for singular and plural.

Practice of questions. Act out the conversation with one learner.

👥 Then learners act out the conversation in pairs.

- 3 a *Writing.* Look at 1 together and ask learners to say it in the correct order.

👥 Learners write the other questions in the correct order.

1 *Where were you on Saturday?*
2 *Were you at home last night?*
3 *Where were you yesterday afternoon?*
4 *Were you here last week?*
5 *Where were you at the weekend?*

- b *Practice in asking and answering questions.*

👥 Pair work. Learners ask and answer the questions.

Round-up. Learners tell you one thing they found out about their partner.

Alternative: Mingling activity

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



You could use photocopiable activity 7B on the Teacher's DVD-ROM at this point.

Where were you?

VOCABULARY Place expressions

- 1 Look at the photos and ask where the people are, using the expressions in the box. Present any that learners are not clear about.

A *They're at a meeting / at work.* B *He's on holiday.*
C *He's in bed / asleep / at home.* D *They're in a café.*
E *She's at a party.*

SPEAKING

- 2 To demonstrate the game, choose a strong learner and ask questions:

– *I phoned you last night. Where were you?*
– *Where were you last Thursday?* etc.

The learner should think of a different place each time. Then change roles and get another learner to ask you questions.

👥 Put learners into A/B pairs. A asks B questions and B replies. Then they change roles.

Sounds and spelling: /ɜː/ and /ɜ˞ː/

Goal: to recognise and pronounce the sound /ɜː/ or /ɜ˞ː/

Core language:

Words from Units 1–7 featuring *-ir, -ur, -or* and *-er*

- 1** *Presentation of /ɜː/ and /ɜ˞ː/.* Play recording **2.20**. Focus on the /ɜː/ sound and point out that:
 - in standard British English, you don't hear the /r/
 - in US English and some British dialects, the /r/ sound is pronounced.
- 2** Learners put the words in the correct group. Play recording **2.21** to check.

<i>ir</i>	<i>ur</i>	<i>or</i>	<i>er</i>
<i>shirt</i> <i>skirt</i>	<i>Thursday</i>	<i>work</i>	<i>person</i>

- 3 a** *Dictation.* Play recording **2.22** or say the expressions yourself. Learners listen, then write them down.
 - b** Learners read out the expressions, checking that they are pronouncing the /ɜː/ sound correctly (it doesn't matter whether they add the /r/ sound or not).
Check what learners have written (you could ask learners to write the sentences on the board).

7.3

Goals: talk about things you did or saw

talk about a film or a book

talk about a place you know

Core language:

VOCABULARY *A book / film called ...; A book / film by ...*
Adjectives: *good, bad; interesting, boring; cheap, expensive; short, long; wonderful, terrible*

Films, books, restaurants

VOCABULARY *A film called ..., a book by ...*

- 1 a** Look at the pictures and ask what they are.

A a book **B** a film **C** a restaurant **D** a café

Look at the book and present:

– *It's by Paulo Coelho.* (= he wrote it)

– *It's called The Alchemist.* (= the name).

- b** *Listening for main idea.* Play recording **2.23**. Pause after each person and establish what they said.

1 *We went to the cinema. We saw a film called Streets of New York.*

2 *I read a book by Paulo Coelho.*

3 *We went to a restaurant called Burger House.*

Use this to present the past form *read* (pronounced /red/).

Optional extra

Give sentences and ask learners to add *by* or *called*, e.g.

– *I read a book – J. K. Rowling.*

– *I went to an Italian restaurant – Nino's.*

– *I saw a film – Batman 3.*

WRITING

- 2** Look on p91. To demonstrate, build up a sentence together on the board, getting learners to suggest what to write for each stage. First elicit a past time expression (*yesterday, last night, last week*), then a verb (*I saw, we went to, I read*) and so on.

Play the game. Learners write parts of a sentence and then pass their paper to the next learner to continue. Make sure learners only write a single word or expression at each stage.

Round-up. When the sentences are complete, learners read them out in turn. Check that the sentences are correct and make sense.

Good, bad ...

VOCABULARY Adjectives

- 1 a** *Presentation of adjectives and nouns.* Look at each picture in turn and ask learners to say an expression using the words in the box.

A an interesting book **B** a boring book **C** a cheap book
D an expensive book **E** a long book **F** a short book

Use this to present the pairs *interesting / boring, good / bad, long / short* and *cheap / expensive*. Show meaning with gestures and facial expressions. Focus on the pronunciation of *interesting* /ɪntərəstɪŋ/ and *boring* /bɔːrɪŋ/.

- 2 a** *Reading.* Look at the sentences. Ask learners what they are about.

A a book or film **B** a restaurant
C a book or film **D** a café

- b** 'very' and 'quite'. Draw the table on the board and ask learners where to write the expressions.

<i>It's</i>	<i>wonderful.</i> <i>very good.</i> <i>quite good.</i> <i>OK.</i> <i>not very good.</i> <i>very bad.</i> <i>terrible.</i>
-------------	---

- c** Play recording **2.24** to check and practise saying the expressions. Point out that:
 - we say *quite good*, but we don't usually say *quite bad*. Instead, we say *not very good*.
 - *wonderful* means *very very good*; *terrible* means *very very bad*.

SPEAKING

- 3 a** Choose a well-known shop in your area. Ask learners what they think of it and present the question: *What do you think of ...?* (= Do you think it's good?) Encourage learners to use *quite* and *very*.

👤 👤 Learners choose other places and things and write them down.

- b** 👤 👤 Learners compare what they think of the places.

Round-up. Ask a few pairs to tell you about one of the things or places they talked about.

Target activity: Talk about things you did or saw

Goal: talk about things you did or saw

Core language:

- 7.1 GRAMMAR Past simple – positive
7.2 GRAMMAR *be* past
7.3 VOCABULARY *A film called ..., a book by ...*
7.3 VOCABULARY Adjectives

TASK LISTENING

- 1 *Preparation for the listening.* Read through the notes in 1 and the handwritten sentences. Ask what is in the sentences but not in the notes (the words in orange):
– past simple verbs (*went, was*)
– ‘small words’: *a, the, but, to, on*

Alternative: Books closed

Write the notes (the words in black) about the Japanese restaurant on the board and ask learners what words are missing. Getting learners to help you, write the notes as complete sentences.

Look at 2–5 and get learners to make sentences.

- 2 *I went to a new café called Copacabana yesterday. The coffee was really good and it wasn't very expensive.*
3 *I read a book by Stephen King. It was OK, but it was very long.*
4 *We went to a club called Los Banditos last night. It wasn't very good. The drinks were expensive and the music was really bad.*
5 *We went to a Chinese restaurant at the weekend. It was very cheap and the food was really good.*

- b Play recording 2.25 to check.


PREPARATION

- 2 a *Writing.* Learners choose one of the topics.
b Write a sentence. As they do this, go round and check.
c Give time for them to prepare what they will say about the topic. Learners can write a few key words, but they shouldn't write complete sentences.

Alternative: Pairwork preparation

Working in pairs, learners choose a topic together and discuss what they will say about it.

TASK

- 3  Learners tell each other about the topic they chose and ask the others if they agree.

Alternative: Mingling activity

Learners move freely round the class, talking about their topic to three or four other learners.

Round-up. A few learners tell the class something they heard from another learner.

Keyword see, look at, watch

Goal: to use *see, look at* and *watch* in collocations


Core language:

look(ed), see / saw, watch(ed)

- 1 Look at the pictures and the examples. Point out:
– *watch* = *look at for a long time* (you could demonstrate this).
– you *look at* something (we can't say *He looked the picture.*).

 Learners complete the sentences.

1 *watch* 2 *saw / watched* 3 *watch*
4 *Look at* 5 *see* 6 *looked at*

- 2 *Speaking.* To introduce the activity, tell the class which things you did last weekend.
Learners think about their own weekends, and tick the true sentences.
 Learners tell their partner which things they did.
Round-up. Ask a few learners if they did the same things as their partner.

7.4 Explore speaking

Goals: make requests
reply to requests

Core language:

Requests: *Can I ...?*

Replies: *No problem; Sure; Of course; Yes, you can; Sorry, you can't*

Other expressions: *I want to ...; I'm thirsty, I'm hungry*


- 1 a Write on the board: *Can I ...?* Read the situation and ask learners what questions they could ask. Introduce the verb *use*, and show how to say it: /ju:z/.

1 *Can I use your computer?* 2 *Can I have a drink?*
3 *Can I use your bike?* 4 *Can I have something to eat?*
5 *Can I use your phone?*

Alternative: Presentation with books closed

Tell the class the situation: they are at a friend's flat, and they want a glass of water. Ask: *What can I say?* Use this to focus on *Can I ...?*. Then open books and look at the questions.

- b Go through answers by listening to recording 2.26.
2 *Giving reasons.* Read the sentences. Check that learners understand *I'm thirsty* (= I want to drink) and *I'm hungry* (= I want to eat). You could quickly ask learners round the class:
Are you hungry? Are you thirsty?

 Learners match the sentences and questions.

b *Can I use your computer? I want to read my emails.*
c *Can I use your phone? I want to call my sister.*
d *Can I use your bike? I want to go to the shops.*
e *Can I have something to eat? I'm hungry.*

- 3 a *Replies*. Play recording 2.27. Pause after each conversation and ask which replies learners heard.

- 1 Yes, of course you can.
 2 No, sorry, you can't.
 3 Of course you can. No problem.
 4 Yes, of course.
 5 Yes, sure.

Point out that *of course* and *sure* mean the same – they are both ways of saying *Yes*.

- b Focus on the question and answers. Point out that:
 – *can + not = can't*.
 – *can't* has a long sound: /kɑ:nt/.

Practise saying /jʊ kæn/ and /jʊ kɑ:nt/.

- 4 *Role play*. To demonstrate, take the part of A and ask a learner a question. Then choose a learner to be A and ask you a question.

Put learners into A/B pairs. A asks two questions and B replies. Then they change roles and have a second conversation.

Conversation practice

You could do the conversation practice exercises on p118 at this point.

Across cultures: Housework

Goals: to give practice in reading short texts
 to encourage learners to think about male and female roles and how they have changed

Core language:

do the housework, go shopping, buy food, cook meals, clean the flat, help

- 1 Introduce the topic by looking at the two photos. Ask what they show (A family in about 1950; a family now). Make sure learners understand *grandmother* and *grandfather*.

Reading for main idea. Learners read the texts quickly and find out which people the two photos show.

- 1 A 2 A 3 B 4 A

- 2 Learners read and decide if the sentences are true or false. They can use dictionaries to check new words. Ask learners to correct the false answers.

- 1 False – she stayed at home.
 2 True.
 3 False – he cooked barbecues.
 4 True.
 5 False – her husband works at home, she goes out to work.
 6 False – he helps her.
 7 False – her husband usually cooks the meals (so she sometimes cooks).

- 3 a Learners read the questions and compare answers.

- b *Round-up*. Discuss the questions together. Find out from several different learners who does each job in their family, and whether they think this is 'typical'.

In mixed nationality classes, this will lead to a discussion of customs in different countries.

Look again

VOCABULARY

- 1 *Word pairs*. Learners find an expression that goes with *at work* (on holiday). Ask them why (you can be at work or on holiday).

Learners find other pairs of expressions.

<i>boring – interesting</i>	<i>early – late</i>
<i>breakfast – lunch</i>	<i>yesterday – last night</i>
<i>cheap – expensive</i>	

Learners write sentences. Possible answers:

1 boring / interesting / cheap / expensive
 2 early / late 3 at work / on holiday
 4 yesterday / last night

- 2 a *Present and past verb forms*. Learners write the verb forms.

<i>get – got</i>	<i>have – had</i>
<i>go – went</i>	<i>see – saw</i>
<i>write – wrote</i>	<i>read – read</i>
<i>meet – met</i>	

- b Learners write sentences. Then a few learners read out their sentences for each item.

- 3 *in, on, at*. Learners fill in the gaps.

1 at 2 at; on 3 on; – 4 – 5 In

CAN YOU REMEMBER? Unit 6

- 4 a Learners suggest possible expressions to replace the highlighted words. Possible answers:

1 wake up / have breakfast / go to work / go to school / start work / start school ...
 2 at home / in a café / in a restaurant / with friends ...
 3 walk / cycle / go by car / go by tram / go by underground / go by taxi / go by train ...
 4 read a book / read a magazine / watch a DVD / write emails / phone my friends ...

- b *Writing*. To demonstrate, say two sentences about yourself and ask learners if they are true or false. Learners write two true and two false sentences. Go round and check. Learners read out their sentences. The others guess which are true and false.

GRAMMAR

'be' past: was, were. Read through the tables.

- 5 Learners add *was* or *were* to the sentences.

1 Were 2 was 3 Was 4 were 5 was

Past simple. Read through the tables.

- 6 Learners add verbs to the sentences.

2 saw 3 stayed; listened 4 read; wrote 5 met; went

Self-assessment

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

Unit 7 Extra activities on the Teacher's toolkit

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

7A Past simple board game

17 stay ... at home ... in bed ... in a café	18 have ... a coffee ... a shower	19 finish ... work / school ... reading a book ... my homework	20 FINISH
18 go ... to a party ... to the cinema	GO BACK THREE SQUARES	19 work ... at home ... on the computer ... late	19 cook ... dinner ... at home ... a lot of food
0 GO BACK THREE SQUARES	10 write ... an email ... a letter	11 phone ... a friend ... my parents ... my teacher	12 meet ... a friend ... my teacher
0 have ... lunch ... dinner	7 go ... shopping ... for a walk	0 watch ... television ... a DVD ... a film	5 GO BACK THREE SQUARES
1 START	2 start ... learning English ... my homework ... reading a book	0 get up ... late ... at 6.00 ... early	4 listen ... to some music ... to the radio

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7A Past simple board game

Activity type: Speaking – Board game – Groups of four

Aim: To practise using past simple verbs

Language:

Past simple positive – Coursebook p55 – Grammar

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

Time: 20–25 minutes

7B A good week? A

Stefan_Kaminsky

I worked all day and then we just watched a DVD in the evening. It wasn't very interesting.
Monday 10.30 a.m.

I had lunch out with Agata and her grandfather – he's a boring old man!
Tuesday 1.00 p.m.

I wrote a lot of emails at the office, and after work Agata and I went for a short walk.
Wednesday 5.00 p.m.

Today was terrible! I was ill and stayed at home all day. I got up at 11.30 and watched TV.
Thursday 9.45 p.m.

I went to work and had a lot of meetings. This evening, I went out with Alex and Dora. Then we watched the football match on TV. Brazil won 4-0! Terrible!
Friday 11.00 a.m.

I helped Agata clean the flat. She wanted to talk about Brazil but I wasn't listening! This evening we went to a party. It wasn't very good because the music was really bad.
Saturday 11.30 p.m.

I got up late and Agata wasn't there. Where was she? Then I saw the note: "Look on the Internet..."
Sunday 1.00 p.m.

	True / False / Don't know
On Monday Stefan and Agata watched a boring DVD.	
Agata's grandfather is an interesting man.	
Stefan and Agata went for a short walk on Wednesday.	
Stefan was ill on Thursday.	
Agata talked about Brazil on Saturday.	
Agata went to Brazil on Sunday.	
It was a good week.	

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7B A good week? B

Stefan and I watched a really good DVD about life in Brazil. I want to go there, but not Stefan.
Monday 10.30 a.m.

We met my grandfather for lunch. We looked at some photos of him on holiday in South America – he's such an interesting man!
Tuesday 2.00 p.m.

I did housework all day and so the flat's really clean. I was tired but Stefan wanted to go for a long walk. It was good but I'm so tired!
Wednesday 9.20 p.m.

Stefan was really tired this morning and stayed at home when I went to work. I had phone calls from my manager and he asked me to go to Brazil next week for a meeting! Stefan was asleep when I got home.
Thursday 10.45 a.m.

This morning I bought my ticket to Brazil for Sunday. I wanted to tell Stefan but he was out all day. So I read a book about Brazil.
Friday 10.45 a.m.

Today, I cleaned the flat again. I talked to Stefan about Brazil, but he said "I don't want to talk about Brazil!"
Saturday 4.30 p.m.

We went to a wonderful party this evening and talked to all my friends about Brazil.
Sunday 11.30 p.m.

This morning I wrote a note to Stefan, and then I left home for the airport. How do I in Brazil – I can't believe it!
Monday 12.15 p.m.

	True / False / Don't know
Stefan and Agata watched a boring DVD.	
Stefan is an interesting man.	
Stefan and Agata went for a short walk on Wednesday.	
Stefan was ill on Thursday.	
Stefan went to Brazil on Saturday.	
Stefan went to Brazil on Sunday.	
It was a good week.	

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7B A good week?

Activity type: Reading – Jigsaw reading – Pairs

Aim: To practise reading for gist and detail. To practise speaking about what somebody did in the past

Language: Past simple positive – Coursebook p55; *be* past – Coursebook p56–57 – Grammar

Preparation: Make one copy of the two worksheets for every two learners.

Time: 20–25 minutes

Unit 7 Self-study Pack

In the Workbook

Unit 7 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Place expressions; Adjectives
- **Grammar:** Past simple; *was, were; wasn't, weren't*; Questions with *was / were*
- **Time out:** Crossword
- **Explore writing:** *it, there; and, so, but*
- **DVD-ROM Extra:** Last weekend

On the DVD-ROM

Unit 7 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Instructions (2)
- **Sounds and spelling:** /ɜ:/, /ɜ:ɪ/
- **Explore speaking:** Make and reply to requests
- **Video:** Last weekend

8 Places

Unit goal: talk about a place you visited

8.1

Goals: talk about a place you visited
say what you saw and did
say what you didn't see or do

Core language:

VOCABULARY Past simple verbs: *saw, visited, went, had, watched, stayed, arrived, got up, bought*
GRAMMAR Past simple – negative: *didn't (stay)*

We saw ...

READING

- 1 Check that learners understand 'Top five things to do' (show *top* with a gesture). For each one, ask learners to find the photo. Alternatively, let learners read and find the photos.

1 D 2 B 3 E 4 A 5 C

Present the word *visit* and give a few examples. Ask learners what places you can visit in your town.

Alternative: Lead-in with books closed

Write *Cairo* on the board (or show a picture of Cairo). Ask where it is and ask what learners know about it. Ask them to imagine they visit Cairo: What can they see and do there? Then open books and read the top five things to do.

- 2 *Reading for general idea.* Establish what a travel blog is (= a website where people write about places they visited).

Learners read the travel blog, then discuss together which of the five things they did.

– They went shopping in the old market area. (2)
– They visited the Citadel. (3)
– They sat by the Nile. (4)

VOCABULARY Past simple verbs

- 3 *Reading for detail.* Learners cover the travel blog and add verbs in the gaps. Go through the answers together, or let learners check in the travel blog.

1 arrived 2 stayed 3 got up 4 went
5 bought 6 went 7 had 8 watched

Focus on the new verbs: *arrive – arrived* and *buy – bought*. Check that learners can say /ər'aɪvd/, /bɔ:t/.

You could get learners to tell you (with the travel blog covered) the main things that Mike and Anna did in Cairo. Prompt them by giving sentence beginnings and asking questions, e.g.

– *First they ...*
– *What about the hotel? What was it like?*
– *What about Wednesday?*

Avoid using negative sentences at this point.

We didn't see ...

GRAMMAR Past simple negative

- 1 a *Presentation of past simple – negative.* Learners look at the travel blog again and find the three sentences.

Write the negative forms on the board:

– *They didn't sleep ...*
– *He didn't buy ...*
– *They didn't see ...*

Show how we form the past simple negative:

did + not + main verb

He did not buy → He didn't buy



Point out that the main verb doesn't change into the past: so we say *He didn't buy* not ~~*He didn't bought*~~.

- b *Pronunciation.* Look at the table and play recording 2.28. Practise saying the negative forms. Focus on the expressions /dɪdnt steɪ/, /dɪdnt baɪ/ and /dɪdnt si:/ and focus on how the /t/ runs into the next consonant.
- c *Practice of past simple – negative.* Learners change the false sentences. Either do this with the whole class, or learners work in pairs.

1 False – they didn't see the Sphinx.
2 True.
3 False – they didn't visit Sakkara.
4 False – they didn't have kebabs for lunch.
5 False – they didn't stay for three days.
6 True.
7 False – they didn't buy a carpet.
8 True.
9 False – they liked Cairo.

WRITING

- 2 a To show what to do, write sentences on the board about a place you visited recently (this could be true, or you could make it up). Learners guess where you were.

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

- b *Round-up.* Learners read out their sentences. The rest of the class try to guess the place. Alternatively, learners could do this in pairs. Learners read their sentences and their partner guesses the place.

Classroom language: Instructions (3)

Goal: to understand simple classroom commands (positive and negative)

Core language:

Imperative forms: *Open ..., Write ..., Don't open ..., Don't write ...*

- 1 *Listening.* Explain that learners will hear a teacher in a classroom. Play recording 2.29 and establish what the teacher says.

- 1 *Open your books.*
- 2 *Don't open your books.*
- 3 *Write a sentence.*
- 4 *Don't write – just listen.*

Imperative forms. As you go through the answers, present imperative forms:

- positive: just use the verb (*Open ..., Write ...*).
- negative: use *don't* + verb (*Don't open ..., Don't write ...*).

You could give a few other examples, e.g. say to a learner *Open the door, please*. Then change your mind and say *No, don't open the door*.

- 2 **Practice of commands.** Demonstrate the meaning of *stand up* and *sit down*. Learners look at the pictures and decide what the teacher says. Play recording 2.30 to check.

A Don't stand up. B Sit down. C Don't open the window. D Don't eat food (in class). E Don't talk.

Optional extension

Give a series of classroom instructions, using a mixture of positive and negative forms. Learners listen and do what you say, e.g.

- *Stand up.*
- *Sit down.*
- *Don't stand up.*
- *Look at me.*
- *Don't look at me.*
- *Look left.*
- *Open your book.*
- *Don't open your book.*
- *Say 'hello' to the person next to you.*
- *Don't say 'hello'.*
- *Close your book.*
- *Don't close your book.*

8.2

Goals: talk about a place you visited

talk about holiday activities
ask people what they did

Core language:

VOCABULARY Expressions with *go* (+ *-ing*): *go swimming, go shopping, go walking, go skiing, go sightseeing, go camping*
Expressions with *go* (+ *to*): *go to restaurants, go to art galleries, go to museums, go to clubs or discos*

GRAMMAR Past simple – questions: *Did you (go) ...?*

On holiday

VOCABULARY Expressions with go

- 1 **a** Look at the pictures one at a time and ask what they show. At this stage, simply use single words and singular forms of the nouns e.g. *skiing, shopping, a restaurant, an art gallery*.


*A skiing B shopping C an art gallery D a restaurant
E walking F a museum G swimming H camping
I sightseeing J clubs or discos*

As you identify each activity, you could ask one or two learners about it, using an expression with *go*:

- *Do you go skiing?*
- *Do you go shopping on holiday?*

Play recording 2.31 and practise saying the expressions.

- b Look at the expressions in A and B, and establish that:
 - the words in A are things you do (you swim, you walk, ...). With these, we use *go* + *-ing*.
 - the words in B are places. With these, we use *go to*.
- c **Speaking.** Tell the class what you often do on holiday, what you never do, etc.



 Learners go through the expressions and say which things they do and which they never do.

Round-up. A few learners tell you two things about their partner. Make sure they use the form

He / She (never) goes ...

LISTENING

- 2 **a Speaking.** Look at the photos and check that learners know where the places are. You could discuss what kind of place it is (e.g. a big city, very hot), but at this point don't go into what you can do there.

 /  Learners look at each photo and say what they think you can do. Possible answers:

- *In Dubai, you can go swimming, go shopping, go skiing (in an indoor ski centre!), go to restaurants, go to clubs / discos.*
- *In the Rocky Mountains, you can go swimming, go walking, go skiing (in the winter), go camping.*
- *In Rome, you can go shopping, go sightseeing, go to restaurants, art galleries, museums, clubs or discos.*
- *In Phra Nang, you can go swimming, go shopping, go to restaurants, clubs or discos.*


- b **Listening.** Play recording 2.32, pausing after each speaker, and establish where it is and what activities they did.

- 1 *Phra Nang: swimming, restaurants, club or disco*
- 2 *Dubai: shopping, swimming (in the hotel), restaurants*
- 3 *Rome: sightseeing, museums, art galleries, restaurants*
- 4 *Rocky Mountains: camping, walking*

- c Look at the sentences and ask which place they are about and what else each speaker said. Play the recording again to check.

- 1 *Rocky Mountains (it was too cold)*
- 2 *Rome (they had lots of good food)*
- 3 *Phra Nang*
- 4 *Dubai (but he went shopping in his free time)*
- 5 *Phra Nang*
- 6 *Dubai*

- 3 **Speaking.** Look on p97. To introduce the activity, choose a photo and say a few things you did, e.g. *We went sightseeing, went to art galleries. And we went swimming. Then in the evening we went to restaurants.* (Barcelona).

 In turn, learners choose a photo and say what they did. Their partner guesses the photo.

Round-up. Take each photo in turn and ask learners what they said about it.

Did you ... ?

GRAMMAR Past simple questions

- 1 a Introduce the topic by checking learners know where Singapore is. Ask what they think you can do there.
- b *Listening for main idea.* Look at the photo of Masumi. Ask learners where they think she is from (maybe Japan, or the USA). Read through the sentences. Play recording 2.33, then check the answers.

1 on a business trip 2 liked 3 a few days

- c Learners complete the questions. Write them on the board and play recording 2.33 again to check.

Did you have Did you go Did you buy

- d *Past simple questions.* Look at the table. Show how we form past simple questions:

- we use *did* + verb.
- the main verb doesn't change into the past (so we say *Did you have ...?*, not *Did you had ...?*).

Play recording 2.30 and practise the questions. Focus on these points:

- *Did you* is said quite quickly and run together: /dɪdju/.
- the stress is on the main verb: *Did you **h**ave ...?*

Optional practice (books closed)

👤 Learner A asks the questions. Learner B is Masumi and answers. Then they change roles.

- 2 *Practice in asking and answering questions.* Ask learners to imagine that you went to Singapore. Get them to ask you questions from the prompts and give suitable answers. The questions should be:

1 Did you stay in a hotel? 2 Did you go sightseeing?
3 Did you have good food? 4 Did you like Singapore?
5 Did you buy presents for your family?
6 Did you fly with (go with) Singapore Airlines?

👤 Put learners into A/B pairs. A asks questions.

A asks questions and B answers. Then they change roles.

SPEAKING

- 3 a Write a sentence on the board about a place you went to recently. Learners ask you questions.

Writing sentences. Learners write a sentence about a place they went to. Then collect the sentences and give one each to other learners.

- b *Writing questions.* Learners read the sentence they received and write three questions. Go round and check.
- c *Speaking.* Learners move round the class and find the person who wrote the sentence they received. They ask their questions. Then they move again to answer questions from other people.

Alternative: Pair work

If it is difficult for learners to move around the class, you could do this as pair work. Learners swap their sentence with the person next to them and write questions. Then they form pairs to ask and answer the questions.

Sounds and spelling:

/ʃ/, /dʒ/ and /tʃ/

Goal: to pronounce the sounds /ʃ/, /dʒ/ and /tʃ/

Core language:

Words from Units 1–8 with the sounds /ʃ/, /dʒ/ and /tʃ/

- 1 Say the words or play recording 2.35. Focus on the three sounds. Points to focus on:
- if learners have problems with /ʃ/, get them to say /s/, then move their tongue back and their teeth closer together.
 - if learners have problems with /dʒ/, get them to say /d/ and /ʒ/ separately, then run them together (similarly with /t/ and /ʃ/ to make /tʃ/).
- 2 Learners put the words in the correct group. Go through the answers by listening to recording 2.36.

/ʃ/	/dʒ/	/tʃ/
shower	vegetables	lunch
sugar	journey	China
Russia	jacket	much

- 3 a *Dictation.* Learners cover the words in 1 and 2. Play recording 2.37. Learners write the expressions.
- b Learners read out the expressions. Check that they pronounce the /ʃ/, /dʒ/ and /tʃ/ sounds correctly. Check what learners have written (you could ask learners to write the expressions on the board).

8.3

Goals: talk about a place you visited

talk about months and weather
say when to visit a place
ask about a holiday or a business trip

Core language:

VOCABULARY Months, seasons: *summer, winter*
Weather

Months

VOCABULARY Months, seasons

- 1 a *Months.* See if learners can say the months in the correct order. Play recording 2.38 to check and practise saying them.

1 January 2 February 3 March 4 April 5 May
6 June 7 July 8 August 9 September 10 October
11 November 12 December

Learners write the months in the calendar.

Note

The months may look similar in learners' own language but sound different. So focus especially on the pronunciation.

- b *Summer, winter.* Discuss the questions. Use this to present *last* and *next* (show this with gestures) and *summer* and *winter*.
- c *Birthdays.* Ask learners to say the month of their birthday round the class. Find out when most people have birthdays (you could do this by writing the months on the board as learners say them).

When to go

VOCABULARY Weather

- 1 a *Reading.* Look at the travel information and check that learners know where the four places are. Learners read and find adjectives.

wet	warm
dry	cool
sunny	cold
hot	

- b / *Reading for detail.* Learners read and find answers to the questions.

- 1 *The best time is in February.*
 2 *No (it's very hot).*
 3 *It's hot and busy.*
 4 *Yes (it's warm and dry).*
 5 *No (it's hot and very wet).*



You could use photocopiable activity 8A on the Teacher's DVD-ROM at this point.

WRITING

- 2 / *Writing.* Learners sit with people from the same country. Together, they write a 'When to go' text, using those in 1a as a model. As they do this, go round and check and give help where necessary.

Round-up. Learners read out their texts.

Mixed nationality classes

Learners could tell the class about their country, using the information they have written. Other learners ask questions.

Single nationality classes

Learners read out their texts and see if other learners agree. Alternatively, you could build up a 'class' text together on the board.

Target activity: Talk about a place you visited

Goal: talk about a place you visited

Core language:

8.2 VOCABULARY Expressions with *go*
 8.2 GRAMMAR Past simple – questions

TASK LISTENING

- 1 a Introduce the topic by asking if anyone in the class knows London. If so, what did they do there? Ask learners if they know what the photo shows (Big Ben, the London Eye).

Preparation for the listening. Learners match the questions and answers. Then discuss the answers together.

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

Focus on the question *What was it like?* = *Was it good, bad, interesting ...?*

- b *Listening.* Play recording 2.39 to check.
Wh- questions. Read the questions in the table. Point out that we can ask two kinds of question:
 – with *Did you* + verb.
 – beginning with a question word (*Where, What, Who ...*).

In both kinds of question, we use *did* (so we say *Where did you go?* not *Where you went?*).

Learners practice saying the questions.

- c Learners cover the page and say what Alejandro did. You could do this round the class, getting one sentence from each learner in turn.
- 2 / *Practice of questions.* Learners make questions for the answers. They could write the questions.

- 1 *Where did you go?*
 2 *When did you go?*
 3 *What was the weather like?*
 4 *Who did you go with?*
 5 *Where did you stay?*
 6 *What was it like?*
 7 *What did you do (there)?*

PREPARATION

- 3 Working alone, learners choose one of the topics and think about answers to questions 1–7 in 1a. Learners should make brief notes, but not complete sentences.

TASK

- 4 a / Learners talk about the place they visited.

Alternative: Mingling activity

Learners move freely round the class, talking about their visit to three or four other learners.

- b *Round-up.* A few learners tell the class something they heard from another learner.



You could use photocopiable activity 8B on the Teacher's DVD-ROM at this point.

Keyword do

Goal: use *do* and *did* to talk about activities

Core language:

do, did as a main verb

- 1 *Do, did.* Learners match the examples.

1 d 2 b 3 a 4 c

Point out that:

- we can use *do* as a main verb (just like *go, stay, etc.*).
- we say *I do, he / she does*.
- we often say *I do a lot* or *I don't do much* to say how we spend our time.

- 2 a Learners choose the sentences that are true for them.

They tell their partner their sentences, and ask questions to find out more.

Round-up. Ask a few learners if they do / did the same things as their partner, or not.

- b Learners ask and answer the questions.

8.4 Explore writing

Goal: Write about a sequence of events

Core language:

then, and, and then

- 1 Read the examples and ask how A and B are different. (A is two sentences. B is one sentence.)

Use this to show that:

- we use *and* or *and then* to join two sentences.
- *then* is usually at the beginning of a sentence.

- 2 a *Practice of writing sequences.* Learners decide the best order for the sentences.

- b Look at the first example together and ask how to join the sentences. Write them on the board, e.g.

– *We arrived at the airport and had lunch. Then we got a taxi to the hotel.*
– *We arrived at the airport and had lunch, and then we got a taxi to the hotel.*

Learners join the other sentences. Possible answers:

– *I got up at 9.00 and went shopping. Then I cooked lunch.*
– *I stayed at home in the morning. Then I met a friend and we went shopping.*
– *We sat by the Nile and had coffee, and then we went back to the hotel.*

- 3 a *Speaking.* Tell learners three things you did yesterday morning (or write them on the board), e.g.

I had breakfast. I went out. I read the newspaper.

Ask learners what order they think you did them in.

Learners think of three things they did and write them in the wrong order.

- b Learners tell each other the three things they did. Their partner guesses what order they were in.

Across cultures: Hostels

Goals: to give practice in reading short texts
to give information about other parts of the world

Core language:

features of hostels; places in towns

- 1 Look at the pictures. Ask learners if they have ever stayed in a hostel, and if so, where and what it was like. Ask if they would like to stay in the hostels in the pictures.

Jigsaw reading. Put learners into A/B pairs. A looks on p93 and reads about the Three Black Catz Hostel. B looks on p96 and reads about the Lighthouse Hostel. They read the questions they will ask about the other hostel. As learners do this, go round and give any necessary help.

Speaking. Learners ask and answer questions about the hostels.

Round-up. Go through the questions about each hostel and ask learners what answers their partner gave. Ask if they would like to stay there, and why / why not.

Look again

VOCABULARY

- 1 a Learners find other groups of words and write them down. Then ask why they go together.

– *station, airport, bus station (places in towns)*
– *May, August, October (months)*
– *camping, swimming, walking (things you do on holiday / they all follow go ...)*
– *warm, sunny, wet (weather)*
– *museum, restaurant, art gallery (places in towns / places to visit)*

- b Learners complete the sentences. Possible answers:

1 *week / month / year* 2 *camping / swimming / walking*
3 *station / airport / bus station / restaurant / museum / art gallery* 4 *May / August / October* 5 *warm / sunny / wet*

- 2 Learners answer the questions and write the months.

1 *April, June, September, November*
2 *February* 3 *January*

- 3 *Past simple verbs.* Learners write the past forms.

1 *saw* 2 *visited* 3 *watched* 4 *bought* 5 *went*
6 *got* 7 *stayed* 8 *arrived*

SPELLING

- 4 Learners spell the words correctly.

1 *shopping* 2 *bought* 3 *swimming* 4 *August*
5 *May* 6 *sightseeing*

CAN YOU REMEMBER? Unit 7

- 5 Learners suggest possible replacements.

1 *woke up / had breakfast / went to work / went to school / started work / started school / came home / met a friend ...*
2 *went to the cinema / went to a café / had a drink ...*
3 *at the cinema / out / ill / on holiday / at work ...*
4 *yesterday / this morning / at 6.30 / on Tuesday ...*

- 6 A learner reads sentence A. The next learner reads B. The next learner reads C and adds a new expression. Continue in this way.

GRAMMAR

Read through the tables.

- 7 Learners correct the mistakes

1 *Did you stay in a hotel yesterday?*
2 *I didn't visit the Pyramids.* 3 *Did she go shopping?*
4 *Did you stay at home?* 5 *They didn't buy anything.*

- 8 Learners write the sentences.

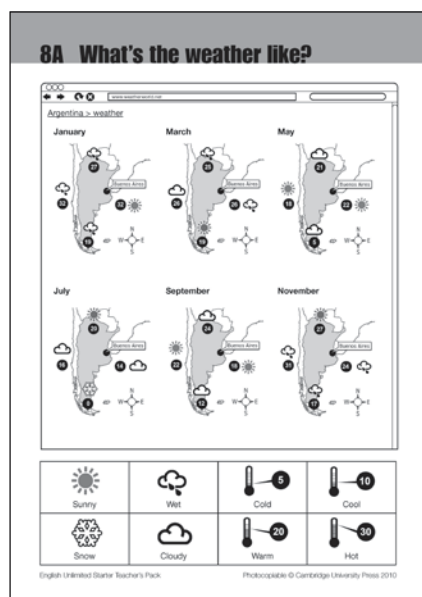
2 *We went to a restaurant last night.* 3 *I didn't see her at the party.* 4 *They bought a new DVD at the weekend.*
5 *Did you have a good time?* 6 *We didn't go swimming.*

Self-assessment

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

Unit 8 Extra activities on the Teacher's toolkit

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



8A What's the weather like?

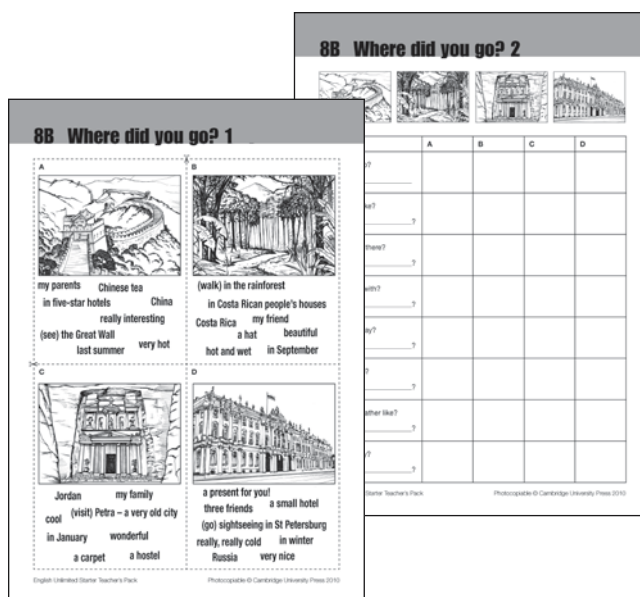
Activity type: Speaking – Picture matching – Pairs

Aim: To practise describing the weather

Language: Months – Coursebook p66;
Weather – Coursebook p66 – Vocabulary

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

Time: 15 minutes



8B Where did you go?

Activity type: Reading and Speaking – Information gap – Pairs / Groups of four

Aims: Asking and answering questions in the past

Language: Talk about a place you visited – Coursebook p67

Preparation: Make one copy of the first worksheet for every four learners. Cut along the dotted lines to make four cards. Make one copy of the second worksheet for every learner.

Time: 20–25 minutes

Unit 8 Self-study pack

In the Workbook

Unit 8 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Expressions with *go*; Months; Weather, seasons
- **Grammar:** Past simple – positive and negative; Past simple – questions; *Wh-* questions
- **Explore reading:** Hotel reviews
- **DVD-ROM Extra:** *Where did you go?*

On the DVD-ROM

Unit 8 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Instructions (3)
- **Sounds and spelling:** /ʃ/, /dʒ/ and /tʃ/
- **Explore writing:** A sequence of events
- **Video:** *Where did you go?*

9

Going out

Unit goal: invite someone to go out

9.1

Goals: invite someone to go out
talk on the phone
say what you're doing just now
ask what people are doing

Core language:

VOCABULARY Telephone expressions: *Are you busy?; I'm busy.; I'll call you later.; Can I call you later?*
GRAMMAR Present progressive: *I'm / We're (just) going, having, cooking ...*
What are you doing?; Are you (having lunch)?

I'm busy

VOCABULARY Telephone expressions

- 1 a Introduce the topic by looking at the two photos. Ask:
– *Where are they?* (Tom is at home; Sue is at work)
– *Are they busy?* (Sue is busy, but not Tom)

Optional lead-in (books closed)

Choose a learner and say: *You phone me. What can you say?* Use this to present:
– *Hi. Hello.*
– *It's (John). It's (John) here.*
Tell the class *I'm busy. I can't talk to you. What can I say?*
Use this to present:
– *I'm busy.*
– *Can I call you later?*

Telephone expressions. Look at the conversation. Learners to put it in the correct order. You could write it on the board. Present:

- *just now* = exactly now (show this with gestures)
- *call* = phone
- *later* = not now (give an example: *Now it's 2.00. I'll call you later* = maybe at 3.00 or 4.00)

- b Play recording 2.40 to check.

Learners could quickly have a conversation like this in pairs.

- 2 a *Listening.* Read the expressions, then play recording 2.41. Learners listen and underline the expressions they hear.

Are you busy? I'll call you later. Right.

Establish why Sue is busy (She's in a meeting).

Focus on the new expressions and get learners to practise saying them with the correct stress:

*Are you **b**usy?*
*I'll **c**all you **l**ater.*

Point out that *I'll call you* = *I will call you* (you could mention that this is a future form, but learners should just learn it as a fixed expression).

- b Learners cover 2a and complete the conversations. Then go through the answers.

1 *I'm; I'll; you* **2** *Are you; Can; you*

- 3 *Role play.* To demonstrate the activity, choose a learner and have a phone conversation. Then have a second conversation as if you are calling a second time.

Learners have two phone conversations. Then they change roles and have two more conversations.

Conversation practice

You could do the conversation practice exercises on p119 at this point.

I'm ...

GRAMMAR Present progressive

- 1 a Introduce the topic by looking at the photos. Ask where the people are (at home; in the street; at home, in the kitchen).

Listening. Play recording 2.42. Pause after each speaker and establish which photo it is and what the person says.

1 *A I'm having breakfast. 2 C We're just cooking some food. 3 B I'm just going to a meeting.*

- b *Form of the present progressive.* Play recording 2.43. Show the form:

- *I'm + verb + -ing* → *I'm going*
- *We're + verb + -ing* → *We're having*

Point out that if the verb ends in *-e*, we drop the *-e* in the *-ing* form. Show this on the board:

- *have* → *hav* → *having*

Language note

Verbs that end in a single vowel + consonant double the consonant before *-ing*:

sit → *sitting* *put* → *putting*

This only applies to a few verbs at this level, so it is easier just to point out the spelling when it occurs.

- 2 a *Meaning of the present progressive.* Discuss the questions. Establish that:
– *We have breakfast ...* = often, or every day.
– *We're having breakfast.* = just now, at this moment.

- b *Practice.* Learners write the verbs.

1 *We're having 2 We're cooking 3 I'm watching*
4 *I'm driving 5 I'm working 6 I'm going*

- 3 *Role play.* To demonstrate, choose a photo from 1 and have a phone conversation with one learner.

Learners choose photos and have conversations.

What are you doing?

LISTENING

- 1 a Look at the photo and the questions in the box. Ask what Aydin's answers might be.

- b Play recording 2.44 to check.

I'm at the airport.
No, I'm sitting in a café.
No, I'm having a cup of coffee.

Ask what Aydin says about the plane and food.

- 1 *The plane leaves in about half an hour.*
- 2 *They have food on the plane.*

Look at the table and show how we form present progressive questions by changing the word order:

You are + -ing → Are you + -ing

SPEAKING

- 2 Look on p91. To show what to do, choose a picture and write a conversation on the board (or read it out):
- *Where are you?*
 - *I'm at home.*
 - *What are you doing?*
 - *I'm reading the paper.*

Ask learners to find the picture (4).

Working together, learners choose a picture and write a conversation. As they do this, go round and check.

Learners read out their dialogues. Other learners identify the pictures.



You could use photocopiable activity 9A on the Teacher's DVD-ROM at this point.

Classroom language: Talking about a picture

Goals: to understand questions about pictures
to talk about pictures using the present progressive

Core language:
Present progressive

- 1 a *Listening.* Play recording 2.45 and ask who it is about (Aydin). Then ask what the questions are and write them on the board.

- 1 *What can you see?* 2 *Where is he?*
- 3 *What is he doing?*

- b Ask what the answers are and play recording 2.45 again to check.

- 1 *A man.* 2 *At the airport.* 3 *He's talking on the phone.*

Point out that we use the present progressive to talk about pictures (= now, in the picture).

- 2 / Learners read the sentences and find the pictures. Then go through the answers and learners point to the correct picture.
- 3 a *Present progressive.* Learners complete the forms of the present progressive. Then write them on the board.

wear	have
He's wearing	He's having
She's wearing	She's having
They're wearing	They're having

- b Learners find the pictures.

- 1 p16 2 p13; p22; p23; p28 3 p26 4 p27
- 5 p43; p44 6 p46; p50

- c Learners choose a picture from unit 7 and write a sentence about it. Go round to check and help with any unknown words.

Learners read out their sentences and other learners identify the picture.

9.2

Goals: invite someone to go out
talk about arrangements
invite someone and reply

Core language:

VOCABULARY Future time expressions: *today, tomorrow; this (Friday), next (Friday); this (evening), tomorrow (evening)*

Present progressive verbs: *coming, going, staying, meeting, arriving, working*

GRAMMAR Present progressive (future meaning):
I'm / We're staying, He's / She's staying, They're staying
can, can't

Time expressions

VOCABULARY Future time expressions

- 1 a Look at the diary page and establish which days are *today* and *tomorrow*.

- b Make sure learners understand the meaning of *this week* and *next week* (show this with gestures).

Read the expressions in the box and establish what they mean.

- 1 *this evening; this afternoon (today)*
- 2 *tomorrow morning (tomorrow)*
- 3 *this Saturday (this week)* 4 *next Tuesday (next week)*

You could draw the diary pages on the board and indicate the day that each expression refers to:

- we use *this* for the day or week (or month, year ...) we are in now. So, *this evening* means today, *this Tuesday* is this week, etc.
- we can say *this Tuesday* or *on Tuesday, this evening* or *in the evening*, with the same meaning.
- we say *tomorrow morning*, etc., not ~~*tomorrow in the morning*~~.

LISTENING

- 2 a *Listening for general idea.* Play recording 2.46, pausing after each conversation. Ask what the people are talking about.

- 1 *a meal* 2 *a meeting* 3 *a journey* 4 *a game of tennis*
- 5 *a walk*

- b Play recording 2.46 again. Learners listen and write numbers in the correct places in the diary.

- 1 *this evening* 2 *next Tuesday* 3 *tomorrow morning*
- 4 *this Saturday* 5 *this afternoon*

If you drew the diary on the board, you could add notes in the correct places (e.g. *meeting 2.30*).

Note


The speakers use the present progressive to talk about future arrangements. Focus on the time expressions rather than the grammar at this stage. This is introduced in the next section.

This week

GRAMMAR Present progressive (future meaning)

- 1 a *Reading.* Look at the notice board and establish what it shows: these are Alan's notes, so that he remembers things. Present *write a note* and ask a few learners if they write notes like this, or if they use a diary.

Look at the notes and check that learners understand *hairstylist* (show the meaning with gestures).

 /  Learners match the notes with the sentences.

Go through the answers. Look at each note in turn and ask which sentence it goes with.

1 D 2 A 3 B 4 E 5 C

- b *Present progressive (future meaning).* Read the examples in the box and make it clear that we can use the present progressive:

- to talk about things happening now
- to talk about things we know are happening in the future (things we have arranged).

Look at the sentences in 1a. Ask if they are about now or about the future (the future).

Note

If you can, compare these uses with learners' own language. This will help get a sense of how the tense is used in English.

- 2 a *Listening.* Play recording 2.47 and establish when Alan is free (Thursday afternoon).
- b *Speaking.* Learners imagine they are Alan. They say what they are doing, including the days and the times. You could do this round the class, or learners could do it in pairs. Possible answers:

B I'm meeting Sophie for lunch at Pizza House.
C I'm having a party on Saturday evening.
D Carlos is coming to stay this weekend. He's arriving on Saturday at 6.30.
E I'm going to the cinema on Friday at 7.30.

Alternative: Role play


Learners act out a role play based on the listening. Learner A is Alan. Learner B is a friend who wants to find a good time to meet.

WRITING and SPEAKING

- 3 a *Present progressive – negative.* To present the negative, close books and write on the board: *I'm going out this evening.* Ask how you can add *not* to the sentence, and write on the board: *I'm not going out this evening.*

Writing. Look at sentences 1–5 one at a time. Ask a few learners whether the sentence is true for them and if not, to change it.

Learners re-write the sentences if necessary. As they do this, go round and check.

- b  Learners read out their sentences and find out which are the same.

Round-up. A few learners tell you things they and their partners are both doing.

- 4 a *Writing.* Tell the class something you are doing this week or next week and write it on the board, e.g.

– *I'm going to a wedding next Saturday.*

Learners write a sentence. Go round and check.

Mingling activity. Learners move freely round the class, telling other learners what they are doing. They try to find someone who is doing the same as they are.

Alternative

If it is difficult for learners to move around the class, they could form groups of four or five for the speaking stage, or talk to learners who are sitting nearby.

Invitations and replies

GRAMMAR *can, can't*

- 1 a *Invitations.* Look at the photo and see if learners can guess the question. Then play recording 2.48 to check and write the question on the board: *Would you like to come?* Point out we often say: *Would you like to ...?* when we *invite* someone (make the concept clear by giving a situation: *I'm having a party. I say, "Please come to my party"*).

- b *Listening.* Play recording 2.48 again. Learners listen and answer the questions.

1 Saturday, 8.00 2 At his flat
3 Sophie 4 John. He's going out.

- c *Replies.* Play recording 2.48 again. Learners listen and underline the expressions they hear.

1 Sorry, I can't. 2 Yes, thanks, I'd love to.

- d *can, can't.* Remind learners of *can* (= it's OK, it's possible) and *can't* (= it's not OK, not possible). Practise saying the sentences with *can* and *can't*. Point out that:

– *can* is reduced to /kən/.

– *can't* has a longer sound: /kɑ:nt/.


To practise, give a few other examples and ask two or three learners to respond to them each time, e.g.

– *I'm going to a café. Would you like to come?*

– *I'm going for a walk this afternoon. Would you like to come?*

SPEAKING

- 2 *Role play.* To prepare for the activity, suggest a few possible places in the town (e.g. a well-known department store, a café in the centre, a park).

 Learners choose a place and a time and invite their partner to go with them.

Conversation practice

You could do the conversation practice exercises on p119 at this point.

Sounds and spelling: The letter u

Goal: to recognise and pronounce the letter *u* with the sounds /ʌ/, /u:/ and /ju:z/

Core language:

Words from Units 1–9 with the letter *u*

- 1 /ʌ/, /u:/ and /ju:z/. Say the words or play recording 2.50. Focus on the sounds and point out that:
 - /ʌ/ is similar to the ‘a’ sound in many languages (e.g. French, German, Spanish).
 - /u:/ is a long sound, and is pronounced with rounded lips.
- 2 Play recording 2.51. Learners put the words in the correct group.

/ʌ/	/u:/	/ju:z/
<i>bus</i> <i>study</i> <i>number</i>	<i>fruit</i> <i>suit</i>	<i>Tuesday</i> <i>student</i> <i>usually</i>

- 3 a *Dictation.* Play recording 2.52 or read the sentences. Learners listen to each expression and write it down.
 - b Learners read out the expressions, checking that they are pronouncing the /ʌ/, /u:/ and /ju:z/ sounds correctly.
Check what learners have written (you could ask learners to write the sentences on the board).

9.3

Goals: invite someone to go out

decide what to do and where to go
make suggestions

Core language:

VOCABULARY Going out: *football match, art gallery, theatre, rock concert*; at + noun
What's on (at ...)?
Suggestions: *Let's ...; How about ...?; We could ...*

What's on?

VOCABULARY Going out

- 1 a Look at the photos and ask where the people are. Learners make sentences with *They're at ...*

- A *They're at the theatre.*
- B *They're at an art gallery.*
- C *They're at a rock concert.*
- D *They're at a football match.*

Point out that we say *at the theatre* (like *at the cinema*), but *at a concert*, *at a football match*, etc.

Optional extra

Ask questions (e.g. *What do you see at the theatre?*) and build up other related vocabulary on the board: *play, opera, actor, singer, musician; exhibition, painting, artist.*



- b Take each photo in turn, and ask a few learners whether they often, sometimes or never go there.
- c Ask learners when was the last time they went to one of the places in the photos. Ask them who or what they saw.

Alternative: Pair or group work

Learners discuss the questions together in pairs or groups. Then ask learners to tell you something interesting they found out from their partner (or from the group).

READING

- 2 *Reading for main idea.* Establish a ‘What’s on?’ page is a page in a magazine or newspaper that tells you about films, concerts, restaurants, etc. You could ask learners how they find out about these things.

 /  Learners answer the questions. You could give them three minutes or stop when the first pair / group has answered all the questions.

Go through the answers. Establish what each place is and present any new words.

- 1 *Miami Police (at 8.45); Indian Summer (at 7.15)*
- 2 *Yes – light meals* 3 *Yes (at the Olympic Stadium at 3.00) – €35* 4 *No – it opens at 6 p.m.* 5 *Romeo and Juliet (a play by Shakespeare)* 6 *Hollywood Super Bowling* 7 *At Club 17 – €15* 8 *An art gallery*

VOCABULARY Suggestions

- 3 a *Listening.* Play recording 2.53.

They're going to the cinema (the Adelphi Cinema) and then they're going to Café Cuba.

- b Ask learners if they remember what the people said.
- c Play recording 2.53 again to check.

- 1 *We could go to a concert.*
- 2 *How about a film?*
- 3 *Let's go to Café Cuba.*

Focus on the expressions *It sounds good / nice* (= I think maybe it's good).

To practise, make a few suggestions (e.g. *Let's go to a concert. How about The Morgs?*) and ask learners to respond (e.g. *Yes, OK; Yes, that sounds good.*).



You could use photocopiable activity 9B on the Teacher's DVD-ROM at this point.

Conversation practice

You could do the conversation practice exercises on p119 at this point.


Target activity: Invite someone to go out

Goal: invite someone to go out

Core language:

- 9.2 GRAMMAR Present progressive (future meaning)
- 9.2 GRAMMAR *can, can't*
- 9.3 VOCABULARY Suggestions

PREPARATION

- 1 *Speaking.* To demonstrate, choose one learner. Suggest places to go out and get the learner to suggest places. Include some of the expressions in the speech bubbles.
 Learners look at the ‘What’s on?’ page on p74 and make suggestions. Together, they choose two places.

TASK

Optional preparation

Choose a place from the 'What's on?' page on p74 and get learners to help you write an 'email' on the board inviting someone to go with you, e.g.

Hi Nick,

We're going to the Lyceum Theatre on Saturday. Would you like to come with us? The tickets are €30.

Sonya.

- 2 a Together, learners write an email, inviting another pair to go with them to the place they chose. You could tell them which pair they are inviting (e.g. the pair next to them). As they do this, go round and check.
- b Each pair passes their email to another pair.

Optional preparation

Imagine you received the email you wrote on the board. Get learners to help you write a reply, e.g.

Hi Sonya,

I'm sorry. We can't come with you to the theatre. We're going to the cinema. We're going to Café Cuba at 11.00. Would you like to meet us there?

Nick

- 3 a Learners read the email they received and write a reply. Go round and check.
- b Learners pass their reply back to the original pair.
- 4 *Round-up.* Each pair tells you what they are doing, and if the other pair are coming with them.

Keyword *that*

Goals: use *that* to refer to things you can see
use *that* to respond to what someone has just said

Core language:

*That's ...; That's nice, good, terrible, wonderful;
That's interesting; That's a good idea*

- 1 Look at the pictures. Ask where the people are and what they are doing.

A They're looking at photos on a computer.

B They're shopping. They want to go to a café.

C They're in an office / at work. They're talking about holidays.

D They're in a café. Someone is taking the man's coat.

Ask which people are talking about things they can see (A and D), and which are replying to people (B and C). Use this to establish the two main uses of *that*.

Language note

We say *This is ...* for things which are near, or 'here' and *That's* for things which are further away (or 'over there'). Give a few examples to show this.

To talk about photos or pictures we can use either *this* or *that*.

- 2 *Practice of 'that' (for things you see).* To demonstrate, point to one item in the picture and say:
– *That's a (policeman).*

Learners point to things in the picture and say what they are, using *That's ...* or *I think that's ...*. They write down the words for all the things they know.

Round-up. Found out how many words each pair knows. Point to the items in the picture and ask what they are. Write new items on the board.

a street	a policeman	a car
a tree	the sky	a ball
a bus stop	a police car	mountains
the sun	a boy	houses
a bus	a kiosk	buildings
a cat	a cloud	

- 3 a *Practice of 'that' (for replies).* Look at the first question together and ask learners to find a suitable answer (*Yes. That's a good idea.*).

Learners match the questions and answers.

Expected answers:

1 c 2 d 3 a 4 e 5 b

- b Learners cover answers a–e. They say sentences 1–5 and try to remember the answers.

Alternative

Put learners into A/B pairs. A closes his / her book. B reads out A's sentences in random order and A replies. Then they change roles.

- 4 *Speaking.* Put learners into A/B pairs. A looks on p91. B looks on p94. They look only at their own sentences. If necessary, show what to do by asking one A learner to read out a sentence. Then ask one B learner to give a suitable reply using *That's ...*.
- Learners take it in turns to read out their sentences and reply.

9.4 Explore speaking

Goal: reply to questions

Core language:

Short answers: *Yes, they are; No, they aren't; Yes, I did; No, I didn't, etc.*

- 1 Play recording 2.54. Pause after each conversation and ask questions 1 and 2. Use this to establish that:
- in short answers, we repeat only the first verb (the auxiliary verb: *are, was, do, did*), not the main verb.
 - in negative answers, we add *not* or *n't*.

1 *are, was, do, did (the auxiliary verb)*
2 *married, a good film, smoke, see her*

You could ask the questions round the class and get learners to answer. Make sure learners stress the verb in their answer:

- *Yes, I **do**.*
- *Yes, it **was**.*
- *Yes, they **are**.*

- 2 a / Learners think of suitable questions. E.g.:

1 *Is that (Laura Matos)?*
2 *Are you (at home)?*
3 *Are you busy (tomorrow evening)?*
4 *Would you like to (go to a restaurant)?*
5 *How about (7 o'clock)?*

- b *Listening.* Play recording 2.55 to check.


- c *Noticing task.* Learners find the three kinds of answer.

1 Yes, it is.; No, I'm not. 2 Sure.; OK. 3 I don't think so.

Use this to emphasise that we don't always give a short answer to a question – we can answer in many different ways.

- 3 *Practice of replying to questions.* Ask the questions round the class, getting one or two learners to answer each time. Check the possible short answers.

1 Yes, I do. / No, I don't. 2 Yes, it is. / No, it's not.
3 Yes, I was. / No, I wasn't. 4 Yes, I am. / No, I'm not.
5 Yes, I am. / No, I'm not.

 Learners ask and answer the questions.

Language note

With *is / are* questions, there are two ways we can answer *No*:
– *No, it's not* or *No, it isn't*
– *No, they're not* or *No, they aren't*
Focus on this only if learners ask about it.

Across cultures: Family weekend

Goals: to give practice in reading short texts
to give information about other parts of the world

Core language:

cook (a meal), go (shopping), sit (by the pool), drive (into the desert), eat (in restaurants), read (the paper), have (a picnic)

- 1 Books closed. Write on the board: *Saudi Arabia, Spain, Australia*. Learners imagine how families spend their weekend in each country. If you like, build up information on the board beside each country.
Open books. Learners read the texts and match them with the pictures. At this stage they should try to guess the meaning of unknown words.

A Riyadh B Perth C Madrid

Ask why they think each text is about the place they chose, e.g.



– *Riyadh: mosque, desert, weekend is Thursday and Friday.*

– *Perth: beach, swimming pool.*

– *Madrid: church, restaurant, drive into the country.*

- 2 *Vocabulary.* Learners read the texts again (using dictionaries if necessary) and note down the expressions.

1 go 2 sit 3 go 4 cook 5 drive 6 go
7 read 8 have

- 3  /  Learners write a few sentences about their country. As they do this, go round and check.

Round-up. Learners read out their sentences. See if other learners agree.

Mixed nationality classes

Learners from different countries tell the class about weekends in their country, based on what they have written. Other learners can ask further questions.

Look again

VOCABULARY

- 1 a *Verb–noun collocations.* Do the exercise with the whole class, or learners do it in pairs.

<i>go to a party</i>	<i>read the newspaper</i>
<i>have breakfast</i>	<i>meet a friend</i>
<i>cook some food</i>	<i>stay at home</i>
<i>talk to a customer</i>	

- b Learners write sentences. Possible answers:

<i>I'm having breakfast.</i>	<i>I'm meeting a friend.</i>
<i>I'm reading the newspaper.</i>	<i>I'm talking to a customer.</i>
<i>I'm cooking some food.</i>	<i>I'm staying at home.</i>

- 2 *Word order.* Learners write the words in the correct order.

1 *Would you like to come?* 2 *Can I call you later?*
3 *What are you doing?* 4 *I can't go out this evening.*


SPELLING

- 3 Learners correct the mistakes.

1 *I'm having lunch.*
2 *He's meeting us tomorrow.*
3 *Two friends are coming for dinner.*
4 *We're just going to a football match.*

CAN YOU REMEMBER? Unit 8

- 4 a *Writing.* Put learners into A/B/C groups. They write sentences about their topic. If necessary, they could look quickly at Unit 8 as a reminder, but they shouldn't copy out information.

- b  Learners sit in groups of three: A, B and C. They tell each other what they remember.

Round-up. Ask learners what they remember and let them check the information in Unit 8.

GRAMMAR

Present progressive. Read through the examples and the table.

Alternative: Presentation with books closed

Write on the board:

– *They (stay) with friends.* – *I (just get) up.*

Learners say the present progressive form. Then learners give forms with *he, she, you, we*.

Then learners make questions from the sentences. Write them on the board.

- 5 Learners write sentences with the present progressive.

1 *is watching ('s watching)* 2 *am cooking ('m cooking)*
3 *are having ('re having)* 4 *Are; going* 5 *are; doing*

can, can't. Read through the table. Learners say the sentences aloud.

- 6 Learners complete the sentences.

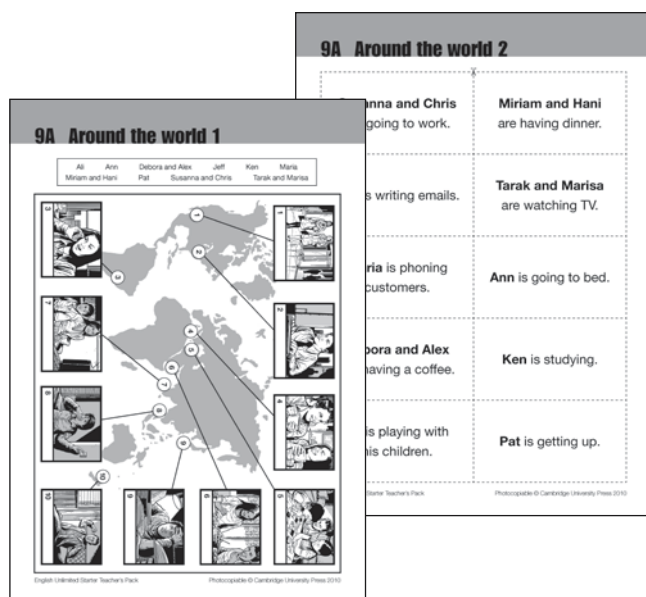
1 *can't talk* 2 *can go* 3 *can stay* 4 *can't have*
5 *can meet / can't meet*

Self-assessment

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

Unit 9 Extra activities on the Teacher's toolkit

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



9A Around the world

Activity type: Speaking and Listening – Running dictation – Pairs / Whole group

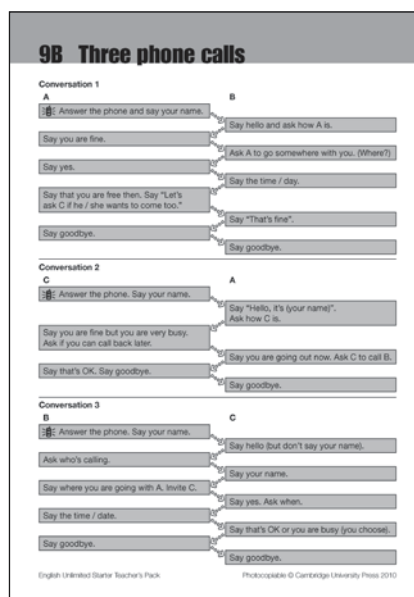
Aim: To practise the present progressive

Language:

Present progressive – Coursebook p70 – Grammar

Preparation: Make one copy of the map for each pair of learners. Make one copy of the set of cards for the class. Cut along the dotted line into a set of 10 cards. Make sure the room is safe if learners are running.

Time: 15–20 minutes



9B Three phone calls

Activity type: Speaking – Role play – Groups of three

Aim: To practise speaking on the telephone and making arrangements

Language: Telephone expressions – Coursebook p70 – Vocabulary; Invitations and replies – Coursebook p73

Preparation:

Make one copy of the worksheet for each learner.

Time: 20–30 minutes

Unit 9 Self-study pack

In the Workbook

Unit 9 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Telephone expressions; Future time expressions
- **Grammar:** Present progressive; Present progressive – questions
- **Time out:** Crossword
- **Explore writing:** *who, which*
- **DVD-ROM Extra:** *Are you busy?*

On the DVD-ROM

Unit 9 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Talking about a picture
- **Sounds and spelling:** The letter *u*
- **Explore speaking:** Reply to questions
- **Video:** *Are you busy?*

10 People's lives

Unit goal: talk about your life

10.1

Goals: talk about your life

- say when people were born and died
- say when people did things
- say what people did in their lives

Core language:

VOCABULARY Jobs: *writer, painter, musician, leader, singer*
 Nationalities: *Italian, Egyptian, Indian, Russian, Chinese, Mexican, American*
 Years
 Past simple verbs
I think, I don't know, I'm not sure; possibly, probably, maybe

Famous people

VOCABULARY Nationalities, jobs

- 1 a Look at the words in the box and check that learners know (or can guess) what they mean. Use the words to ask questions, e.g. *Tell me the name of a writer in your country. Who is your favourite painter?*
- Learners look at the photos and say who the people were. Then discuss this together.

- b Play recording 2.56 to check.

- 1 She was a Mexican painter.
 2 He was an Indian leader.
 3 He was an Italian painter.
 4 She was an Egyptian singer.
 5 He was a Chinese leader.
 6 He was an American musician.
 7 He was a Russian writer.

Stronger classes

Learners say other things they know about the people, e.g. Louis Armstrong: *He played jazz; he lived in New Orleans.*

VOCABULARY Years

- 2 a Play recording 2.57. Pause after each one and ask who it goes with.

- 1 Leo Tolstoy 2 Mao Zedong
 3 Louis Armstrong 4 Frida Kahlo

Use the examples to show that:
 – we say years in pairs of numbers: *19 – 48, 14 – 52.*
 – we can say 1907 in two ways: *19 – oh – 7*
 or *nineteen hundred and seven.*

- b *Practice of years.* Play recording 2.58. Learners say the years. You could do this round the class, then learners could practise them in pairs.
- c Read the sentences and ask which person it is.

- 1 Frida Kahlo 2 Leonardo da Vinci
 3 Mahatma Gandhi 4 Mao Zedong

Write *was born in* and *died in* on the board (the meaning should be obvious).

- d Learners test each other. In turn, they say a sentence and find the person in 1a.



You could use photocopiable activity 10A on the Teacher's DVD-ROM at this point.

VOCABULARY Past simple verbs

- 3 a / Learners match the sentences to the people in 1a.

- 1 Louis Armstrong
 2 Um Kulthum
 3 Frida Kahlo
 4 Leo Tolstoy
 5 Mao Zedong
 6 Leonardo da Vinci
 7 Mahatma Gandhi

- b Learners write the past verbs in the table.

<i>paint – painted</i>	<i>go – went</i>
<i>live – lived</i>	<i>write – wrote</i>
<i>marry – married</i>	<i>become – became</i>
<i>study – studied</i>	

Focus on:

- the spelling of *married, studied* (-y → -ied).
- the meaning of *became* (= before 1949 he wasn't leader, then he was leader).

- 4 a Learners make sentences from the notes.

Discuss the answers together and write the verbs on the board.

- 2 Che Guevara was born in Argentina in 1928.
 3 Mozart died in Vienna.
 4 Barack Obama became president of the USA in 2009.
 5 Van Gogh painted Sunflowers.
 6 Paul McCartney wrote Yesterday.

- b Learners choose a well-known person and write simple notes about him / her. Go round and check.

- c / Learners read out their notes. Other learners try to make complete sentences about the famous person.

Who was Picasso?

LISTENING

- 1 / Learners brainstorm things they know about Picasso and write two lists: things they know and things they think they know.

Discuss this together, getting ideas from different pairs or groups. Build up a list on the board.

- 2 a *Listening.* Play recording 2.59. Pause after each answer to check what the people said. Ask the class: *Do you think they were right?*

- b *Reading.* Look on p94 and read the information together. Ask which facts the people were right about.

He was a Spanish painter.
He lived in Spain (as a child) and France.

- 3 a Ask learners to complete the questions, and write them on the board.

1 What do you know about Picasso?
 2 When was he born?
 3 When did he die?
 4 Where did he live?

- b Play recording 2.60 and practise saying the questions. Focus on the stress pattern:
 – *When* was he *born*?
 – *When* did he *die*?

VOCABULARY I think, I don't know ...

- 4 'Uncertainty' expressions. Learners read the script on p127 and make a list of expressions. Go through them together and write them on the board.

I'm not sure; maybe; probably; possibly

SPEAKING

- 5 a Together, learners choose a famous person who is now dead, either from their own country or from another country. They try to answer the questions in 3a.
 b In turn, learners say what they think they know about their person. See if other learners agree or can give more information.

Homework option: Internet research

Learners check the answers to the questions on the Internet and report back in the next lesson.

Classroom language: Questions

Goal: ask what words mean

Core language:

What does ... mean?; How do you say ... in English?; What's this in English?

- 1 a *Listening.* Tell the class they will hear learners asking questions in class. Play recording 2.61. Learners listen and write the questions correctly. Discuss the questions together and write them on the board.

1 What does sofa mean?
 2 How do you say también in English?
 3 What's this in English?

- b Ask what the answers are.

1 A long chair for three people
 2 Also
 3 Paper

You could quickly practise the questions by giving prompts, using English words and learners' own language: *Ask me about ...*

- 2 a *Practice in asking questions.* Learners write three questions to ask. As they do this, go round and check.
 b Learners ask their questions and try to answer their partner's questions.
Round-up. Learners ask you any questions they couldn't answer.

10.2

Goals: talk about your life

talk about important events in your life
 tell someone's life story
 say when things happened

Core language:

VOCABULARY Life events: *grew up, went to school / university, got a job, met, went to (live in), moved to, got married, had a baby*
 Past time expressions: *in, for, until, from ... to*

My life

READING

- 1 a *Reading.* Learners read and answer the questions.

1 weren't 2 are

Ask learners if they could say the same about their own town (or the town where you are now).

- b *Speaking.* Learners think about people in their family who moved to a different town or a different country. They could make brief notes.

Learners tell each other about their family.

Alternative

Talk about this with the whole class. Ask different learners to tell you something about people in their family.

LISTENING

- 2 a *Preparation for the exercise.* Read the sentences about Cheng and Donna. Check that learners understand *grew up in* (past of *grow up* = was there when he / she was a child) and *got married* (= married).

Language note

The verb *marry* and the expression *get married* mean the same.
 – *They got married in 2010.*
 – *They married in 2010.*

Learners put the events in order.

- b Discuss the answers for Cheng, then play recording 2.26 to check. Then do the same for Donna.

Cheng	Donna
1 grew up in Hong Kong	1 was born in Canada
2 moved to London	2 grew up in a small town
3 went to school	3 went to live in Brazil
4 went to university	4 met my husband
5 studied business	5 moved to London
6 got a job	6 had a baby

- c Discuss the questions. Let learners check answers in the script on p127, or play recording 2.26 again to check.

1 When he was 10.
 2 business
 3 Shanghai, China
 4 Brazil
 5 They both worked.
 6 2005; a boy

VOCABULARY Life events

3 a Learners write the expressions in the lists.

*Where you lived: was born, moved, went to live
School, university: went to university, studied
Work: worked
People and family: got married, had a baby*

b Learners choose the expressions they could use about their life.


Go through the expressions. For each one, ask who chose it and ask them to make a sentence, e.g.

– *What about ‘grew up’?*

– *I grew up in Istanbul.*

4 a *Speaking.* To show what to do, write an important year in your life on the board. Learners guess what you did.

Learners write about three important years.

b  Learners take it in turns to read out their years and to guess what their partner did.

Round-up. Ask a few learners to tell you one thing their partner did and when.



You could use photocopiable activity 10B on the Teacher's DVD-ROM at this point.

Life story

READING

1 a *Vocabulary.* Look at the photos and the title. Check that learners know *millionaire*. You could ask learners to guess how Erich Lejeune became a millionaire.

Read the sentences and check whether learners know (or can guess) what the words mean:

– *cleaner* = someone who cleans offices, hotels, etc.

– *grandmother* = the mother of your mother / father


– *salesperson* = someone who sells things

– *lost his job* = they didn't want him

– *poor* = they didn't have much money

– *left his job* = he didn't want the job

b *Jigsaw reading.* Put students into A/B pairs. A looks on p92. B looks on p94. Learners read their part of the story. As they do this, go round and help with any problems.

c  A and B tell their part of the story to each other and ask about the main facts.

Round-up. Go through the story together, to establish what happened. B learners could tell you A's part of the story and A learners could tell you B's part.

GRAMMAR Past time expressions

2 Learners complete the sentences.

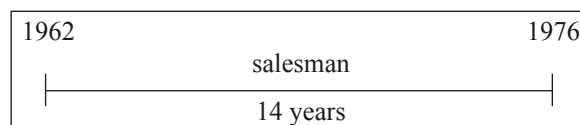
2 for 3 until 4 in 5 when

Point out that:

– we use *for* to say how long (show this with gestures).

– we use *until* to say when something finished.

If necessary, give other examples, or draw a time line on the board:



3 Learners complete the sentences. Possible answers:

1 ... *when he was 7.* / ... *in 1951.*

2 ... *when he was 18.* / ... *in 1962.*


3 ... *until September 1976.* / ... *for a few months.*

4 ... *until 1962.* / ... *until he was 18.*

5 ... *when he was 7.*

4 *Speaking.* Learners re-tell the story round the class. Prompt them if necessary (e.g. ask: *Then what happened? What about his father? When was that?*).

Alternative: Pair work

 Learners practise re-telling the story in pairs first, then go through it together.

Sounds and spelling: Revision

Goal: to review the pronunciation of difficult words

Core language:

Words from Units 1–10 with difficult pronunciation or spelling

1 Learners say the words. Then play recording 2.63 to compare. Practise words learners find difficult.

2 a *Dictation.* Play recording 2.64 or read the expressions. Learners listen to each expression and write it down.

b Learners read out the expressions. Check that they are pronouncing the words from 1 correctly.

Check what learners have written (you could ask learners to write the expressions on the board).

10.3

Goals: *talk about your life*

talk about your past

ask about someone's past

Core language:

GRAMMAR Questions (in the past): *When ...?*

How long ...?

Questions

GRAMMAR Questions: *When ...? How long ...?*

1 a Look at the photo and discuss the question.

She got no money.

b You could talk (or ask) about Galápagos and what it's like. Establish that there are a lot of unusual animals there, so it's an important place to study animals. Focus on the photo of Anne and discuss the question.

She studied animals.

2 a 'When? How long?' Learners complete the questions.

b Play recording 2.65 to check.

When did you leave school?
How long did you stay in Galápagos?

Practise saying the questions. Focus on the stress pattern: *did you* is unstressed and spoken more quickly:

- When *did you leave school*?
- How long *did you stay in Galápagos*?

c / Learners complete the questions.

1 When
2 How long
3 How long
4 When

d *Question forms.* Look at the examples and discuss the questions. Use this to establish that:

- questions with *was / were* change the word order:
I was → *When were you ...?*
- questions with main verbs add *did*:
I stayed → *How long did you stay?*

LISTENING

3 *Listening for main idea.* Read through the questions, then play recording 2.66. Learners listen and answer the questions.

1 I first travelled to Quito in Ecuador (to learn basic Spanish).
2 I studied iguanas.
3 I went back to Manchester.
4 I worked in a café.
5 I studied Biology.

If necessary, play the recording again, pausing to focus on the answers.

SPEAKING

4 *Role play.* Put learners into A/B pairs. You could give time to prepare: A learners think what questions they will ask; B learners think how they will answer the questions.

Learners ask and answer questions.

Optional extra

B learners move to a new pair and have the conversation again.

Target activity: Find out about someone's life

Goal: talk about your life

Core language:

10.1 VOCABULARY Life events

10.2 GRAMMAR Past time expressions

TASK WRITING

1 a Learners write three sentences about their life. You could prepare by eliciting verbs and writing them on the board (e.g. *was born, grew up, moved to*).

Learners exchange sentences with the person next to them.

b *Writing questions.* Learners look at the sentences and write questions to find out more information. You could prepare for this by writing question words on the board (e.g. *When? How long? What? Who? How? Why?*).

TASK

2 a Learners take it in turn to ask their questions.

b Learners tell the class about their partner, including the sentences and the answers to their questions. They check with their partner if the information was correct. Other learners could also ask further questions.

Keyword how

Goals: ask questions with *how*
ask questions about age, distance, price and length of time

Core language:

How ...?; How old ...?; How much ...?; How far ...?

Optional lead-in

Books closed. Write *How ...?* on the board and learners think of possible questions. You could also give situations to prompt questions, e.g. *You want to go to the airport. What can you ask?*

Open books. Do 1a.

1 a / Learners match the questions and the answers.

b Discuss the answers together and play recording 2.67 to check. Show the meaning of *How far?* (= *Is it near; or is it far?*) Show this with gestures).

1 E 2 C 3 B 4 A 5 D

2 a *Writing.* Learners write items for each of the four categories, as in the example.

b *Preparation for the activity.* Look at the four categories and ask learners what questions they could ask about each item. Possible questions:

1 When did you go there? How long did you stay? How was the weather?
2 Where did you buy it? How much was it?
3 How is he? How old is he?
4 Where is it? How far is it (from here)? How can I get there?

Alternative

Write four items of your own on the board, as in the example. Get learners to ask you questions about them (prompt them by saying *Ask me when. Ask me how. ...*).

c *Speaking.* Learners ask and answer questions.

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

10.4 Explore writing

Goal: write when things happened

Core language:

when, after

- 1 a Learners read the texts. Ask which word goes in each gap.

1 *When* 2 *After*

Use this to show how we use *when* and *after*:

– *When she was a child, she lived in a village ...*

= these things were at the same time



– *After they got married, they lived together ...*

= first they got married, then they lived together.

(You could show the two different meanings with gestures.)

- b Read the examples. Ask learners to say the sentences in the texts in a different order.

*She lived in a small village when she was a child.
They lived together in Mexico City after they got married.*

- 2 a  *Writing.* Learners join the sentences.
b  Learners compare their sentences and see if they had different answers.

Discuss the answers together and get learners to suggest different ideas. Possible answers:

*I got a job in a bank after I left university.
When I went to Tokyo, I didn't know any Japanese.
After I left school, I moved to Spain.
When I lived in Berlin, I spoke German all the time.
I wrote my first novel when I was 16.
After I finished university, I worked in the USA for a year.*

- 3 a *Writing.* Learners write two true sentences. As they do this, go round and check.
b *Round-up.* Learners read out their sentences. Other learners listen and ask further questions.

Across cultures: Birthdays

Goals: to give practice in reading short texts
to give learners information about birthday customs in different parts of the world

Core language:





invite, present, special, adult, important

- 1 a *Prediction.* Look at the pictures. Ask learners what they think they show and what people do in each country. Use the pictures to introduce vocabulary, e.g. *dance, flag, birthday cake, candles, envelope, noodles.*
b *Reading.* Learners read the texts on p92. Then discuss together whether they were right and what the pictures actually show.

*China: people invite their family and eat noodles.
Germany: people invite friends and family for a meal.
Britain: people make a birthday cake with candles.
Denmark: people put a flag outside their house.
Argentina: on their 15th birthday, girls dance the waltz.
Vietnam: children get a red envelope with 'lucky money'.*

- 2 *Reading for detail.* Discuss the questions together. If necessary, learners read the texts again to find the answers.

*China: Noodles are long, so the child will have a long life.
Argentina: Her father.
Denmark: By the child's bed (in the night).
Germany: The person who has the birthday.
Britain: One candle for each year.
Vietnam: The first day of New Year.*

- 3 a Present the word *custom* (= things people usually do).
 /  Learners make a list of birthday customs in their country. Go round and give help where necessary.
b  /  Learners sit together and compare their lists.
Round-up. Ask different pairs / groups what they wrote and what was the same or different.

Mixed nationality classes

Learners from the same country make lists together. Then they use this to tell the rest of the class about birthday customs in their country.

Look again

VOCABULARY

- 1 a *Verb-noun collocations.* Do the exercise with the whole class, or learners do it in pairs.

*paint a picture
study biology
go to university
write a novel
play jazz
become president
lose your job*


- b Learners write sentences.

*1 She painted a picture.
2 I studied biology.
3 He went to university.
4 She wrote a novel.
5 They played jazz.
6 She became president.
7 I lost my job.*

- 2 a *Years.* Learners say the years round the class. Alternatively, they do this in pairs.

*1914 – nineteen fourteen
2010 – two thousand and ten (twenty ten)
1492 – fourteen ninety-two
1930 – nineteen thirty
1900 – nineteen hundred
2001 – two thousand and one
1848 – eighteen forty-eight
1789 – seventeen eighty-nine*

- b Learners choose three people in their family and write the years they were born.



 Learners tell each other about the people they chose. Alternatively, do this with the whole class together.

- 3 a *Past simple verbs.* Ask learners to give the past simple forms. Write them on the board.

1 met
2 studied
3 went
4 moved
5 grew up
6 had
7 got
8 wrote

- b Learners write three sentences. As they do this, go round and check.
Learners read out their sentences. Other learners listen and ask further questions.

CAN YOU REMEMBER? Unit 9

- 4 a  /  Learners think of ways to continue the questions and sentences. Possible answers:

1 ... like to come?
2 ... call you later? / ... call you this evening?
3 ... busy? / ... at work?
4 ... going out. / ... working. / ... busy. / ... not here.

- b Learners suggest expressions to replace the ones highlighted. Either do this with the whole class, or let learners discuss it in pairs and then go through the answers together. Possible answers:

1 a party / a restaurant / the theatre
2 in a meeting / having breakfast / going to work
4 meet you for lunch / come to the meeting / go out

- 5 A learner reads the first speech bubble. The next learner reads the second speech bubble and adds a new expression. Continue round the class, with each learner repeating what the others have said and adding a new day and a new activity.

Alternative: Group work

Learners sit in groups of four or five. They play the game round their group, going round twice.
Round-up. Ask one person from each group to remember all the things their group said.

GRAMMAR

'be' past – questions. Read through the table.

Alternative: Presentation with books closed

On the board, write the sentences from the table (the left-hand column). Beside them, write the question words from the right-hand column: *When ...*, *Where ...*, *How long ...* . Ask learners to complete the questions.

Past simple – questions. Read through the table.

Alternative: Presentation with books closed

Write the sentences from the table on the board (the left-hand column). Beside them, write the question words from the right-hand column: *When ...*, *How ...*, *How long ...* . Ask learners to complete the questions.

- 6 Learners write the questions in the correct order.

1 *When were you in Japan?*
2 *Where did you meet your husband?*
3 *Did you stay at home?*
4 *When was your daughter born?*
5 *How long did you live in Argentina?*

Past time expressions. Read through the tables, and ask learners to say the sentences aloud.

Alternative: Presentation with books closed

Write the questions from the table on the board with gaps instead of the words in orange.
Ask learners to add the missing words.

- 7 Learners complete the sentences.

1 *for; in*
2 *from; to*
3 *when*
4 *until / in*

Self-assessment

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

Unit 10 Extra activities on the Teacher's toolkit

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

10A History Hear / Say

A		B		C	
HEAR	SAY	HEAR	SAY	HEAR	SAY
START	2004 Kemal Ataturk became the President of Turkey.	1325	1997 Mother Theresa / die / in Calcutta.		
Bill Gates left Microsoft.	2015 Jackie Chen started acting.	1923	Man walked on the moon.	1876	
Nelson Mandela was born.	1969 Mother Theresa died in Calcutta.	1962	Alexander Graham Bell made the first phone call.	2008	
Ben Battuta started travelling.	1918 Kim Dae-Jung got the Nobel Peace Prize.	1962	The Olympic games opened in Athens.	1987	
Paulo Coelho wrote <i>The Alchemist</i> .	1997 The Olympic Games / open / in Athens.	1918	Nelson Mandela / born.		
2000 Kim Dae-Jung / get / the Nobel Peace Prize.	2008 Bill Gates / leave / Microsoft.	1325	Ben Battuta / start / travelling.		
1962 Jackie Chen / start / acting.	1969 Man / walk / on the moon.	1923	Kemal Ataturk / become / the President of Turkey.		
1876 Alexander Graham Bell / make / the first phone call.	1987 Paulo Coelho / write / <i>The Alchemist</i> .	2015	FINISH		

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10A History Hear / Say

Activity type: Speaking and Listening – Hear / Say – Groups of three

Aim: To practise years and the past simple

Language: Years – Coursebook p78 – Vocabulary

Preparation: Make one copy of the worksheet for every three learners. Cut along the dotted lines into three separate cards.

Time: 15–20 minutes

10B All about me

Choose six. Write ...

- the place where you went to school. _____
- the place where you grew up. _____
- the place where you were born. _____
- a place you want to live. _____
- the year you got your first job. _____
- the year you met your husband or wife. _____
- the year you got married. _____
- the year you had a baby. _____
- one thing you studied at university or school. _____
- the number of years you went to university. _____
- the number of times you moved. _____
- the number of years or months you worked in your first job. _____

Write your six answers on the picture.

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10B All about me

Activity type: Speaking – Personalised guessing game – Pairs

Aim:

To practise asking and answering questions about life events

Language: Life events – Coursebook p80 – Vocabulary

Preparation:

Make one copy of the worksheet for each learner.

Time: 20–25 minutes

Unit 10 Self-study Pack

In the Workbook

Unit 10 of the *English Unlimited Starter 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 tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Nationalities, jobs; Past simple verbs; Years; Life events
- **Grammar:** Past time expressions; Questions
- **Time out:** Odd one out
- **Explore reading:** Job ads
- **DVD-ROM Extra:** Duggal's life

On the DVD-ROM

Unit 10 of the *English Unlimited Starter 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. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and Grammar:** Extra practice of Coursebook language and Keyword
- **Classroom language:** Questions
- **Sounds and spelling:** Revision
- **Explore writing:** Write when things happened
- **Video:** Duggal's life