

1 Play

1.1


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

Core language:

VOCABULARY Talking about music
 Deciding what to do

Local music

LISTENING

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

Optional language presentation

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

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

Read through the questions, then play recording 1.4. Learners answer the questions.

1 both 2 steel drums, piano

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

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

Optional extra

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


VOCABULARY Talking about music

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

Alternative with books closed

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

- b Ask what types of music are most popular where learners live at the moment. (If you feel that this was covered adequately in 1, you could leave this stage out.)

- 5  *Focus on expressions.* Learners complete the sentences by matching the sentence halves.

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

Make sure learners understand these words and expressions:


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

Language note: Skills

With skills that we can learn (e.g. reading, playing an instrument, riding a bicycle), we use these expressions:
 – *I know how to* (*play the piano*)
 – *I don't know how to* (*play the piano*)
 – *I learned how to* (*play the piano*)

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

SPEAKING

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

Music around the world

READING AND LISTENING

- 1 *Reading for main idea.* Look at the programme and establish what it is for (= a world music festival in Adelaide, Australia). Teach the words *perform*, *performer* and *performance*.
 Ask learners to imagine they are going to the festival. In pairs, they read the programme and decide which performers seem interesting.
 As a quick check, ask where each performer is from and what kind of music they play. As you do this, focus on new vocabulary, e.g. *sounds of the planet*, *in the sunshine*, *originate from*, *unique*, *harp*, *leading musicians*, *takes in*.
 Briefly ask who the class think seems most interesting, but don't go into too much detail, as they will discuss this in 6.
- 2 *Listening for main idea.* Play recording 1.5. Learners answer the questions.

They talk about: *Cesaria Evora, Mista Savona, The Terem Quartet*.
 They both want to see: *Cesaria Evora, The Terem Quartet*.

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

VOCABULARY Deciding what to do

3 a / *Focus on expressions.* Learners complete the sentences.

b Go through the answers, then play recording 1.5 again to check.

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

Draw attention to these expressions:

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

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

SPEAKING

5 a *Preparation for discussion.* Learners choose two performers they want to see, and two they don't.

b *Discussion.* Learners decide who to see, who will book the tickets and where to meet. Encourage them to use the expressions they have practised.

6 *Round-up.* One learner from each group reports back on what they decided. Find out which performers are the most and least popular.



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

1.2

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

Core language:

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

An unusual athlete

READING

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

2 *Reading for main points.* Learners read the interview and answer the questions.

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

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

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

Possible answers:

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

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

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

GRAMMAR Present simple, past simple, present progressive

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

2 in 1988 3 at the moment

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

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

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

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

Remind learners that:

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

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

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

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

c *Books closed.* Learners ask and answer the questions from 7a.

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

Note: Grammar practice

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

SPEAKING

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

Physical activities

VOCABULARY Sport and exercise

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

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

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

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

Language note

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

– *I ran 30 kilometres yesterday.*

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

Notice also the difference between:

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

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

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

PRONUNCIATION Word stress

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

<i>Oo</i> ¹	<i>Ooo</i> ²	<i>oOo</i> ³
hockey	volleyball	aerobics
running		karate
skiing		
swimming		
tennis		
yoga		

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

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

SPEAKING

- 3 / *Discussion: Personalisation.* Learners discuss the three questions. To make this more focused, ask learners to write down one sporting or leisure activity they do, one activity they watch, and one they did when they were younger. Then they sit in groups and talk about the activities they wrote down.

Round-up. Ask one learner from each group to tell you a few interesting things about the others.

Alternative: Mingling activity

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



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

1.3 Target activity: Talk about an interest

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

Core language:

TASK VOCABULARY Talking about interests

1.2 VOCABULARY Sport and exercise

1.2 GRAMMAR Present simple, past simple, present progressive

TASK LISTENING

- 1 *Pre-listening discussion.* Look at the topics and check that learners know what they mean.

Learners mark the things that they are interested in, and then talk to each other to find out who is interested in what. Ask a few follow-up questions, e.g. *What kind of art do you like? Who is your favourite painter?* Don't spend too much time on this, as learners will talk about a particular interest they have later on.

- 2 *Listening for main idea.* Play recording 1.7 and ask where Li likes riding her motorbike.

In the countryside, on empty roads.

- 3 a *Listening for detail.* Ask the questions, and see how much learners can remember.

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

Alternative: Pair work

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

- b Play recording 1.7 again to check.

Focus on key expressions, e.g. *ride a bike, sit on the back, learn a new skill, save up money, harder than I expected, pass a (driving) test.*

TASK VOCABULARY Talking about interests

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

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



Focus on:

- *I really got into ... (= I became interested in ...)*
- *The great thing about it is ... (= It's good because ...)*

You also could give other examples of this pattern:

- The nice thing about it is ...*
- The difficult thing about it is ...*
- The interesting thing about it is ...*

TASK

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

Alternative: 'Getting to know you' activity

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



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

1 Explore

Keyword: so

Goal: use common expressions with *so*


Core language:

so to express result
so in the expressions: *I hope so; I think so; I guess so; I suppose so*

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


Learners add *so* to the sentences.

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

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

Language note: so

I think so, I don't think so (= I'm not sure)
I hope so (= I want this to happen)
I suppose so (= yes, probably)
 We often use *so* to agree (reluctantly), e.g.
Can I borrow your car? – Yes, I suppose so.
I guess so can mean the same as *I think so* or *I suppose so.*

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

2 c 3 a 4 d


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

Across cultures: Culture shock

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

Core language:

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

- 1 a *Pre-reading discussion. Books closed.* Write 'culture shock' on the board. Ask if learners know what it is (= the 'shock' we often feel when we go to a new country, where things are different from our own culture). Give an example if necessary.
- Learners now open their books, but ask them to cover the article about culture shock.
-  Learners match the sentence halves to make three sentences. Then discuss this together and see if learners all agree.

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

1 c 2 a 3 b

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

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

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

Explore writing

Goal: write messages of request and invitation to different people



Core language:

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

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

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

1 To introduce the topic, learners look at the photo and discuss what is wrong with Cameron (*He's feeling ill; He's got a cold or flu.*).

2 a  /  *Reading for main idea.* Learners read the emails and answer the questions.

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

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

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

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

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

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

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

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

Point out that:

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

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

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

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

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

Requests

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

Invitations

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

Language note: Formal requests

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

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

Optional practice

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



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

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

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

Alternative: Pair work

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



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

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

1 Look again

Review


VOCABULARY Music, sports and exercise

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

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

Game option

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

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

GRAMMAR Question patterns

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

Alternative

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

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

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

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

Alternative: Mingling activity


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

CAN YOU REMEMBER? Intro unit – Needs, wants

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

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

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

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



Extension

SPELLING AND SOUNDS or, wor-

- 4 a Play recording 1.9, or say the words yourself. Learners repeat. Check that they say the /ɔ:/ and /ɜ:/ sounds correctly.
- b Ask learners which group each word goes in and practise saying them.
- /ɔ:/ morning, orchestra
 /ɜ:/ forget, visitor
 /ɜ:/ word, world
- c Play recording 1.10, or say the words yourself. Learners listen and write them.
- d Learners check the words in the script on p144. Alternatively, ask them to spell the words, and write them on the board.

NOTICE Extreme adjectives

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

 /  Learners find the other words.

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

Language note

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

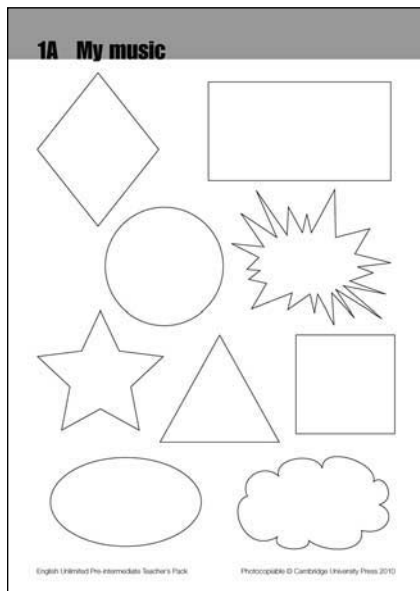
- b Learners choose two or three things from the list. They should think of specific examples, e.g. a particular film they saw recently, a particular TV programme they know about. They write adjectives to describe each item.
- c In turn, learners talk about the things in their list. Ask other learners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

Self-assessment

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

Unit 1 Extra activities on the Teacher's DVD-ROM

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



1A My music

Activity type: Listening / Speaking – Interviews – Pairs

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

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

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

Time: 20–30 minutes



1B Dangerous pursuits?

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

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

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

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

Time: 20–30 minutes



1C Right for you?

Activity type: Speaking – Matching – Whole class

Aim: To talk about interests and leisure activities / hobbies

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

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

Time: 20–25 minutes

Unit 1 Self-study Pack

In the Workbook

Unit 1 of the *English Unlimited Pre-intermediate Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to authentic spoken English.

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

On the DVD-ROM

Unit 1 of the *English Unlimited Pre-intermediate Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the *Workbook*.

- **Vocabulary, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Auxiliary verbs – stressed or unstressed?
- **Explore listening:** A recorded telephone message
- **Listening:** Buying tickets for a concert
- **DVD-ROM Extra:** Quality time