

1 Play

1.1

Goals: describe cultural events
discuss what to do in your free time

Core language:

VOCABULARY Talking about cultural events
Deciding what to do

A big event

READING

Optional lead-in

Display the photos from the reading text on the board. Learners describe what they see. Write any incidental vocabulary on the board and explain the meaning using the photos or synonyms. Check understanding of new vocabulary from the text and write it on the board, e.g.
event /ɪ'vent/: something important or special that happens
festival /'festɪvəl/: a special event or celebration
to plan /plæn/: to prepare or organize something
to receive /rɪ'si:v/: to get
to take place /teɪk pleɪs/: happen
racing /'reɪsɪŋ/: a type of competition which involves cars or animals, e.g. car racing, camel/horse racing
incredible /ɪn'kredɪbəl/: extremely good, amazing
traditional /trə'dɪʃənəl/: related to the way things were done in the past
tools /tu:lz/: things that we use with our hands to make other things
craftsman /'krɑ:fmən/: a person who is skilled in doing something
literature /'lɪtərətʃə/: written works of art

- 1 Ask learners to use the title and the photos to predict the topic of the reading (*Answer: The Janadriyah Heritage and Cultural Festival*). Ask learners to predict what people can see and do at this festival. Learners can use the photos to make predictions. Learners then discuss the questions in pairs. Discuss the questions as a class at the end.
- 2 *Scanning.* Display the text on the board. To introduce scanning skills, ask learners to search the text for 1 or 2. As a class, underline the relevant section of the text (*Answer: one or two camel races every day*). Learners read the text and underline the numbers with the relevant information in the text. Go over the answers as a class and underline them in the text on the board.

2 1 or 2 camel races every day
2 weeks is current length of festival
5 days was original planned length
19 kilometre race begins festival
45 kilometres outside of capital Riyadh
2,000 camels take part in race
20,000–30,000 people watch every race
1,000,000 visitors over the festival

VOCABULARY Events

- 3 Learners complete the sentences with the information from the text. Then they check their answers with a partner.

3 1 two weeks
2 over a million
3 February or March
4 Riyadh

- 4 a / Learners make the lists in pairs and then compare their answers with another pair. Go over the answers as a class and write the four lists on the board.
- b As a class, discuss what else people can do at events and festivals. Elicit ideas for each list on the board. Learners add one more idea to their lists and then share it with the class.

WRITING

Optional lead-in

To facilitate the writing task, learners brainstorm ideas in small groups. Learners choose an event from the list in 5 and prepare a mind-map with information about this event. A member from each group explains their mind-map to the class.

- 5 As a class, ask learners about events in the categories listed in 5. Elicit details and write any incidental vocabulary on the board.
 Learners prepare mind-maps or make notes about their event. Learners tell their partner about the event. Go round and help with vocabulary if necessary.

Option: Weaker classes

To help with brainstorming and making mind-maps, draw an outline of a mind-map on the board and discuss it with the class. The mind-map should include the name of the event in the centre and branches labelled: *where?*, *when?*, *who?*, *how often?*, *can see?*, *can go to?*, *can listen to?* and *can visit?*.

Learners write their paragraphs. Go round and help with grammar if necessary.

Learners work in small groups and correct each other's paragraphs. If necessary, review the rules of capitalisation and punctuation. Remind learners to check the spelling of difficult words in a dictionary.

In smaller classes, learners read their paragraph to the class. In bigger classes, learners correct their drafts and submit final drafts as homework.

Do you want to go?

LISTENING

- 1 Play recording 1.4. Learners answer the questions. Check the answers as a class. In weaker classes, learners check the answers in the listening script.

1 camel racing, poetry reading
2 camel racing

VOCABULARY Discussing what to do

- 2 Play recording 1.4 again. Learners match the suggestions and responses. Drill the intonation in

the example sentences as a class. If necessary, play the recording one more time and pause after each suggestion. Learners listen and repeat the sentence intonation after the recording.

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

- 3 Learners practise saying the suggestions and responses in pairs. Go round and correct any pronunciation errors.

SPEAKING

- 4 a Learners make notes about the activities at the Janadriyah Festival. Remind them to review the reading text on p10.
- They choose two things which they find interesting and two things which they don't find so interesting.
- b To demonstrate the task, ask learners about different activities at the festival, e.g. *What do you think about listening to traditional music?*, *Do you want to go to a lecture about Arab culture?*, and *Maybe we could visit shops and see craftsmen working?*, etc. Make sure learners answer using the expressions from 2.
- Learners discuss things that they would like to do at the festival.
- 5 Group members tell the class about which activities they decided to do. As a class, discuss which activities were the most popular and why.



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 Olympic 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 Three.
3 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 questions.

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.

GRAMMAR Present simple, past simple, present progressive

- 4 *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*.

- 5 *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*).

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

2 did, choose 3 do, start 4 did, practise
5 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?*
- Books closed.* Learners ask and answer the questions from 6a.

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.

1 football
2 It was a dangerous sport and he thought he had a chance to be a champion.
3 age 12
4 90mph
5 He is a motivational speaker.

SPEAKING AND WRITING

- 7 a *'Jigsaw' reading activity.* Look at the photos. Ask learners what they can guess about the people (e.g. Sarah Attar runs).
- b Learners form A/B pairs. As read about Sarah on p122, Bs read about Ali on p128.

- c Learners tell each other about the two people.
- d Learners write five sentences about their favourite sportsperson using the ideas about Sarah and Ali to help them.

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

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



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

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

 Learners work in pairs and complete the table with the stress marking.

Play recording 1.5 to check. Get learners to repeat any difficult items.

SPEAKING

- 3  /  *Discussion: personalisation.* Learners discuss the two 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 or 2. 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: Describe an interest

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

Core language:

VOCABULARY	describing interests
1.2 VOCABULARY	Sport and exercise
1.2 GRAMMAR	Present simple, past simple, present progressive

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 1.6 and ask where Joshua likes riding his motorbike.

In the countryside, on empty roads.

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

1 *His father had a motorbike; his best friend had a motorbike.*
2 *He wrote a book about someone who rode a motorbike; he wanted to learn something new.*
3 *He saved up money for them; it was harder than he expected; he passed his test a few months ago.*
4 *He feels free; he can go wherever he wants; he can smell trees, flowers, rain.*

Alternative: Pair work

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

- b Play recording 1.6 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.*

VOCABULARY Describing 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 *Writing.* Learners write about their interests using expressions from 4. Go round and help with grammar and vocabulary if necessary.
-  Learners exchange their drafts with a partner and correct each other's mistakes. Remind them to check the spelling of any difficult words in a dictionary.
- 6  *Speaking.* Learners work in small groups and tell each other about their particular interests. Remind them to ask each other questions to find out more information.

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 best friend 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 need ...* 3 ... *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 Luke (*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, Thomas, Alex. 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 Luke and Marc (they say, e.g. *Dear ...*, *Regards ...*, *Best wishes ...*, *Would you mind ...*, *Would you like to ...*)

Less formal:
– emails between Luke and Alex (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>Alex (i.e. just the name)</i>
Endings:	
<i>Regards, Luke Clarke</i>	<i>Luke</i>
<i>Best wishes, Marc</i>	<i>Take care, A :-)</i>
<i>Love, Alex</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.

1 Look again

Review


VOCABULARY Events, sports and exercise

- 1 a  Learners make two lists, one for events 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 1.7. 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.

- 1 *What / do / you / like / doing in the evening?*
 2 – *Can / you / ride / a motorbike?*
 3 *Where / did / you / go / to school?*
 4 – *Are / you / reading / anything interesting at the moment?*

- 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.

Extension

SPELLING AND SOUNDS or, wor-

- 3 a Play recording 1.8, 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 1.9, or say the words yourself. Learners listen and write them.

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

- 4 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	incredible	2	lovely	3	amazing
4	fascinating	5	terrifying	6	terrible

Language note

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

It was a *very* bad film.

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

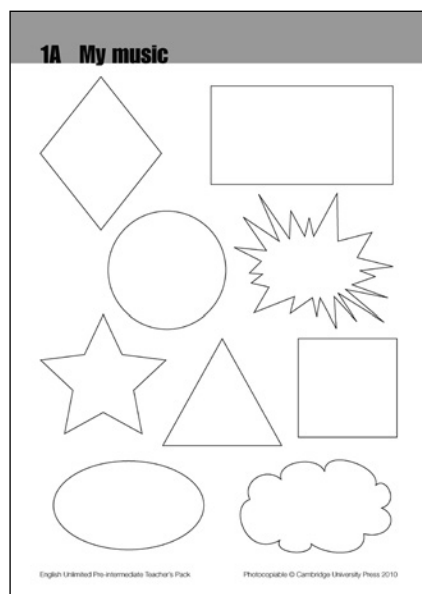
- b Learners choose two or three things from the list. They should think of specific examples, e.g. a particular film they saw recently, a particular TV programme they know about. They write adjectives to describe each item.
- c In turn, learners talk about the things in their list. Ask other learners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

Self-assessment

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

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

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



1A My music

Activity type: Listening / Speaking – Interviews – Pairs

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

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

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

Time: 20–30 minutes



1B Dangerous pursuits?

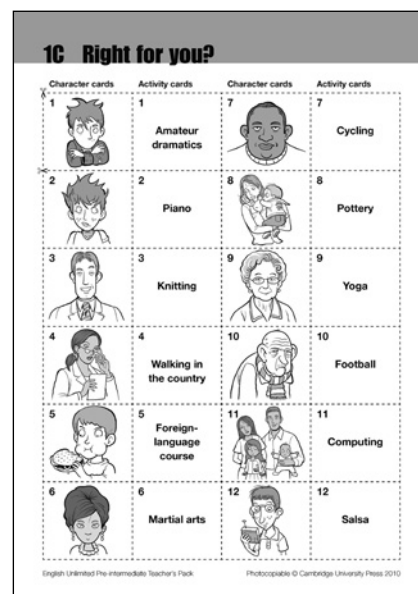
Activity type: Speaking – Matching game – Pairs / Small groups

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

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

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

Time: 20–30 minutes



1C Right for you?

Activity type: Speaking – Matching – Whole class

Aim: To talk about interests and leisure activities / hobbies

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

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

Time: 20–25 minutes

Unit 1 Self-study Pack

In the Workbook

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

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

On the DVD-ROM

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

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

2 Work and studies

2.1

Goals: talk about personal experience
talk about your studies



Core language:

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

Lifelong learning

LISTENING

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

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



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

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

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

- 3 *Listening for main idea*. Play recording 1.10, pausing after the interview with each person. Learners answer the questions.

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

- 4 a  /  Learners answer the questions.

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

- b Discuss the answers together, and play recording 1.10 again, pausing from time to time for learners to check.


VOCABULARY Studying

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

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



Note

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

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

Alternatives

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

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

2 exams 3 a degree 4 colleges 5 degrees 6 courses

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



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

Language note: Qualifications

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

WRITING AND SPEAKING

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

- 8  /  *Personalisation*. Learners tell each other about their studies, based on their sentences in 7. They ask each other questions to find out more information.

Round-up. Ask a few learners what they found out from their partner.



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

I've done ...

GRAMMAR Present perfect 1 – for experience

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

1 b 2 a

Establish that:

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

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


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

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

Check that learners know how to form the present perfect:

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

Pronunciation practice. Play recording 1.11. Learners practise saying the sentences.

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

2 *been* 3 *studied* 4 *had* 5 *done* 6 *written*


Point out that with:

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

Note: Grammar practice

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



PRONUNCIATION Sentence stress

- 4 a *Focus on sentence stress.* Play recording 1.12, or model the questions yourself. Learners practise repeating them. Pay attention to:
- the stressed syllables
 - the way the unstressed words and syllables are said more quickly and reduced (/həv/, /bɪn/).
- b  *Noticing task.* Learners look at the other questions in 3 and mark the stressed words. Practise saying the questions. Play recording 1.13. Learners listen and compare with a partner.

SPEAKING

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

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

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

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

2.2

Goals: talk about personal experience
talk about your work


Core language:

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

A great place to work?

SPEAKING

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

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

Alternative: Group work

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

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

READING

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

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

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

Alternative: Reading in pairs

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

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

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

VOCABULARY Working conditions

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

2 c 3 b 4 a 5 d 6 e

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

Language note

Pay is the general word for the money you earn (the money the company pays you).
You can also talk about *wages* (usually for manual work) and *salary* (for professional work).

- 5 Learners complete the sentences with the words from 4. Go over the answers as a class and check the pronunciation of the new words.

2 atmosphere 3 flexible working hours 4 pay
5 free health care

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

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

1 Khalid: 2011; Lauren101: three months ago.
2 Yes.
3 a since b for

Alternative: Books-closed activity

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

Establish that:

- we use the present perfect + *for/since* to talk about something that started in the past and is still going on (Khalid and Lauren are still at CSP; they still work there).
- we use *for* with a period of time (*for a week, for six months*).
- we use *since* to say when something started (*since 2011, since Monday*).

Optional practice: *for/since*

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

She's been at CSP

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

Monday	five years	an hour
1st May	October	five minutes
2 weeks	2 o'clock	2007


- 2a *Writing: personalisation.* Learners write sentences on a piece of paper. Show them what to do by saying a few sentences about yourself or writing them on the board. As they write, go round and check.

- b Collect the papers, and read them out in turn. Learners guess who wrote them.

Note: Grammar practice

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

SPEAKING

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

Alternative: Whole-class activity

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



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

2.3 Target activity: Have an interview

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

Core language:

VOCABULARY	Presenting yourself
2.1 GRAMMAR	Present perfect 1 – for experience
2.2 GRAMMAR	Present perfect 2 – with <i>for</i> and <i>since</i>

LISTENING

- 1 To introduce the topic, ask learners what a job agency is (= a company that will help you find a job). Read the advert, and ask what kind of job you can find with them (*Answer:* Any kind of job: permanent, temporary, part-time, full-time, your dream job).

Ask questions 1–3 round the class. Try to get answers and ideas from different learners.

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

Listening for main points. Play recording 1.14.

Learners listen and number the topics in order.

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

- 3 *Listening for detail.* Read the sentences and ask if they are *true* or *false*.