

# 1 People in your life

## 1.1

**Goals:** introduce people  
say who people are

**Core language:**

VOCABULARY People you know  
 PRONUNCIATION Syllables  
 GRAMMAR Possessive 's  
*be present: am, is, are*

## My favourite photo

### VOCABULARY Family

- Display the photo on a board. Discuss it as a class and guess who the people are. Demonstrate the task by using the model language in the exercise. Say:  
*I think Ahmed is Nadia's brother. Do you agree?*  
*I think Saif is Nadia's son. Do you agree?*  
*Who is Mariam?*  
*Is Amira Nadia's grandmother?*

### Optional extension

Draw learners' attention to the number of syllables in each word. Say *father* and clap your hands on each syllable *fa – ther*. Stress the first syllable. Ask learners to repeat. Learners count the syllables in each word. Check the answers as a class and drill the stress pattern in each word. To emphasise the stressed syllables tap on the desk or clap your hands.

*hus – band son bro – ther*  
*grand – fa – ther grand – mo – ther*  
*mo – ther wife daugh – ter sis – ter*

- Learners listen to recording 1.7 and complete the sentences. Learners work in pairs and compare their answers.  
 Play recording 1.7, pausing after each conversation to check the answers.

*1 father 2 daughter 3 husband 4 sister 5 son*

### PRONUNCIATION Syllables

- Write the words *wife* and *brother* on the board, and say them aloud to show the meaning of the word *syllable*. Ask learners which words in 1 have one syllable and which have two syllables. Build them up in two lists on the board.
- If necessary, play recording 1.8 to check, and help learners to practise saying the words.



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

### SPEAKING

- Learners work in pairs to make as many sentences about Nadia's family as they can.

## Nice to meet you

### VOCABULARY Introductions

- Ask learners to scan the conversation and find out the names of the people in the photo (Answer: James, Ryan and Alexander). Remind them that names always start with a capital letter.  
 Learners work in pairs and guess the missing words. Play recording 1.9. Learners check their predictions.

*1 how 2 brother 3 name 4 call 5 Nice*

- Learners work in groups of three and practise saying the conversation. Learners can replace the names in the conversation with their own names.

### Option: Weaker classes

In weaker classes, play the recording one more time and pause after each turn. Learners repeat after the recording. Encourage learners to repeat the intonation as they hear it in the recording.

- To emphasise the key expressions, introduce yourself to a few learners by saying *Hi, how are you? I'm ...*. Ask learners to introduce themselves to their partners.  
 Ask a few learners *Sorry, what's your name again?* and make them answer using the sentences from the conversation (*It's ..., but you can call me ...*).  
 Learners change their groups and cover the conversation. Then they practise saying the conversation using their real names and relationships. Learners demonstrate the conversation in front of the class.

### GRAMMAR *am, is, are*

- Introduce the target language by saying:  
*I am (name). I am a teacher. She / He is my student. We are students.*  
 Stress the verb *be* and write on the board *am, is, are*. Ask learners to make their own sentences using the verbs on the board. Elicit example sentences from the class. Write three examples on the board. Ask learners to make negative sentences, e.g. *I'm not a student. She / He isn't my sister / brother. We are not brothers.*

### Language note

Learners may have problems understanding contractions such as *you're, he's, she's, I'm, isn't* and *aren't*. Write them on the board and elicit what they mean, i.e. *isn't = is not, aren't = are not*, etc.

**Note**

Try to do this using very simple language. You could ask questions to help, e.g. *Do you think the money is good? Is it a lot of work?*

Adjectives for describing jobs are introduced in 4, so avoid going into too much detail at this point.

Discuss the answers together. If necessary, write the forms on the board.

1 I'm	3 He's	5 They're	7 isn't
2 You're	4 We're	6 I'm not	8 aren't

Check learners know that:

- *they're, isn't* etc. are written as a single word.
- the apostrophe shows where a letter is left out.

As you go through each section, play recording 1.10 to check pronunciation (or say the sentences yourself), and get learners to practise saying them. Focus on anything learners find difficult (e.g. /wɪə/, /ðeə/, /ɪznt/, /ɑːnt/).

- 5 'be' questions. Learners complete questions 1–3.

1 Are	2 Is	3 Are
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Play recording 1.11 to check, and point out to learners that the intonation goes up at the ends of these questions. Learners practise saying the questions.

**Note: Grammar practice**

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

**SPEAKING**

- 6 Write five names of your friends and family members on the board. Read the three example questions in 6b and ask learners to ask you questions like this about the people on the board.

- a Learners write five names of their family members and friends.
- b Learners exchange their lists with a partner. Working alone, they write five questions about the people on their partner's list. As they do this, monitor and check the grammar in their questions. Remind the learners to use capital letters and question marks.

- 7 Learners ask about the people in their partner's list. Ask a few learners to tell you about their partner's family and friends (e.g. *She has a sister. Her name is Amira.*).

**1.2**

**Goal:** talk about present and past jobs

**Core language:**

VOCABULARY Talking about jobs  
GRAMMAR be past: was, were

**What was your first job?****READING**

- 1 To introduce the topic, look at the pictures and ask learners what the jobs are.

A a cook	B an office manager	C a shop assistant
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To check understanding, ask learners what the people do:

- a *journalist* writes for a newspaper or magazine.
- a *manager* works in an office.
- a *shop assistant* works in a shop, sells things.
- a *cook* cooks food (in a restaurant or hotel).

Point out that *cook* can be a noun or a verb:

- He's a *cook*.
- He *cooks* food.

A head cook is called a *chef*.

- 2 a *Prediction.* Ask a few learners which job they think was Rob's first, best and worst. See if all the class agree, and ask them briefly to say why.
- b Ask learners to look quickly at the text and find out which were Rob's best and worst jobs.

First job: <i>shop assistant</i>
Best job: <i>journalist</i>
Worst job: <i>cook</i>

- 3 Reading for detail. Learners read the text and decide what order the jobs were in.

2d cook	3e marketing assistant
4a office manager	5c journalist

**VOCABULARY Talking about jobs**

- 4 a Opposite adjectives. Learners match the adjectives.

2 interesting / boring
3 well paid / badly paid
4 different every day / the same every day
5 great / terrible

- b Present any new items (use gestures to do this, or give simple examples). Play recording 1.12 as a model and get learners to say the words. Focus on the reduced vowels in /dɪfɪkəlt/, /dɪfrənt/, /ɪntrestɪŋ/ and /terɪbəl/.
- 5 Speaking. Look at p145, and check that learners know what all the jobs are.

Learners choose five jobs, and use the adjectives from 4a to say what they think about them. Together, they agree on an order, from best to worst.

*Round-up.* Ask pairs or groups to say what order they put their jobs in and why.

**When I was fifteen ...****GRAMMAR be past: was, were**

- 1 Positive, negative and question forms, and short answers. Learners complete the sentences and questions.

He was an office manager.	They were at home.
She wasn't at the shop.	They weren't in the office.
Was it interesting?	Were they at school?
Yes it was.	No they weren't.

Point out that:

- we use *was* and *wasn't* for singular (*I, he, she, it*) and *were* and *weren't* for plural (*we, they*).
- but we always say *you were*, whether it is singular or plural.

Play recording **1.13** to check answers and pronunciation (or say the sentences yourself), and get learners to practise saying them. Focus on the pronunciation of /wɒzənt/ and /wɜːnt/.

- 2 / Learners complete the sentences.

2 was 3 was 4 were 5 was 6 weren't 7 wasn't 8 wasn't

**Note: Grammar practice**

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

- 3 Learners fill in the gaps with *was* or *were*. Check the answers as a class.

**Optional extension**

Learners work in pairs and take turns asking and answering the questions in **3**. In younger classes where learners don't have a lot of work experience, encourage them to make up their answers.

1 was 2 were 3 were 4 Was 5 Was 6 was  
7 were 8 Were

**WRITING**

- 4 a Learners work in A/B pairs. Students A read about their best job on p122 and Students B read about their worst job on p127. Encourage learners to check the meaning of any unknown words in a dictionary. Go round and check understanding of the job descriptions.
- b Learners use questions in **3** and ask each other about their jobs. Make sure learners don't see each other's texts.

**Option: Stronger classes**

In stronger classes, learners take notes while they listen to their partner's answers.

- c Learners write a short paragraph about their partner's job. Monitor and help with vocabulary and *was/were* structures.
- d Learners exchange their drafts and check if the information about their jobs is correct. Learners correct each other's drafts and check spelling and punctuation. If necessary, write a checklist on the board, i.e.

*Do all the sentences start with capital letters?*

*Do all the sentences end with full stops?*

*Are all the words spelled correctly?*

**Optional extension**

Learners correct any punctuation or spelling mistakes and write the final draft of their paragraph.



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

**1.3 Target activity: Talk about someone you know well**

**Goals:** say who people are  
 talk about present and past jobs  
 say how you know people

**Core language:**

VOCABULARY How you know people  
 1.1 VOCABULARY People  
 1.2 GRAMMAR *be* past: *was, were*

**LISTENING**

- 1 a *Listening for main idea.* Play the first part of recording **1.14** (Michel) and ask learners how he knows Roberto. (*Answer:* They were colleagues.)
- b Then play the second part of **1.14** (Donna) and ask how she knows Adiba. (*Answer:* They were best friends and neighbours.)
- 2 a *Listening for detail.* Look at each profile in turn and see if learners can complete the information.

**Roberto:** 1 Brazilian 2 colleagues 3 good friends  
4 teacher

**Adiba:** 5 Kuwaiti 7 media 8 television

Present any new words or phrases, e.g.

– *shipping company* (= a company that owns ships)

– *presenter* (person who speaks on TV; give an example of a well-known TV presenter)

- b Play recording **1.14** again to check.

**Alternative: Read the profiles, then listen**

- 1 Read through the two profiles. Ask what we know about each person, e.g.
- *What's his name?* (Roberto)
  - *Where is he from?* (Brazil)
  - *How old is he?* (55) ... and so on.
- 2 Play recording **1.14**. Ask how the people know each other, and check the information in the profiles.

**VOCABULARY How you know people**

- 3 a Either go through the exercise with the whole class, or let learners work through it in pairs and write sentences. As you go through the answers, build up these phrases on the board:

*We were ...*

*We were at ... together*

*We were in the same ...*

*He/She was my ...*

2 university 3 office 4 neighbours 5 teacher

- b Play recording **1.15** to check pronunciation.



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

**Alternative: Presentation with books closed**

Write the phrases above (*We were ...*, etc.) on the board. Ask learners to suggest words and phrases to go in the gaps, and add them on the board. Then open books and do exercise **3a**.

**TASK**

- 4 *Preparation for the task.* To show what to do, write the name of someone you know on the board, and tell the class about them. As you do this, write a few brief notes on the board, e.g.

*Peter – Australia – 35  
 at university – students  
 doctor – friends*

From the notes, ask learners to tell you what you said.

- a Learners choose a person they know (it can be a friend, a colleague, a neighbour, a wife/husband ...). They write brief notes like the ones on the board. Go round and check, and give help with any unknown words.

**Option: Stronger classes**

Learners might want to use past simple verbs, e.g. *I met her ...; We lived ...; He worked ...*. You could present these as set phrases, and write them on the board.

- b Learners use their notes from 4a and write a short paragraph about their friend. Monitor and help with grammar and vocabulary. Encourage learners to use a dictionary to search for new words.

Learners work in small groups and read their paragraphs to the group. Learners correct the paragraphs as a group. Monitor and remind them to check the capital letters and punctuation.

Learners correct their errors and write a final draft.

**1 Explore****Keyword: OK**

**Goals:** understand how *OK* is used to express a range of meanings  
 use *OK* appropriately

**Core language:**

*OK* = I understand / *OK* = all right / good  
*OK* = no problem / *OK* = yes, you can

- 1 *Picture presentation of 'OK'.* Look at the pictures in turn, and establish what they show:

*A a receptionist (in a hotel, at a reception desk) and a guest  
 B two people in a café (one is giving a mobile phone to the other)  
 C a student arriving at her classroom  
 D two people shaking hands*

- a Learners match them with the conversations.

**1B 2C 3A 4D**

- b Ask learners what *OK* means in each conversation.

**1 = yes, you can  
 2 = no problem  
 3 = I understand  
 4 = all right / good**

- c Learners practise in using '*OK*'. Learners practise the conversations. As they do this, go round and check.

- 2 a Learners work together to think of appropriate responses to sentences 1–6 using *OK*.

*Possible answers:*

**1** *It was OK, thanks. What about you?* **2** *Yes, OK.*  
**3** *He's OK.* **4** *That's OK. It's Malik.* **5** *1–4–3. OK.*  
**6** *Yes, OK.*

- b Learners compare ideas with another pair to see if they have the same answers. Ask the questions round the class, and get learners to answer using *OK*.

**Optional improvised dialogues**

Divide the class into pairs. Give each pair an instruction, e.g.  
 – *You want to use B's car.*  
 – *Ask B's phone number.*  
 – *Ask B's address.*  
 – *You weren't at B's party. Say sorry.*  
 – *Ask B for money.*

Together, pairs develop a conversation. They could write it down, or just practise it. They should use *OK* in their replies. Each pair acts out their dialogue in front of the class. The other learners say what's happening (i.e. what your instruction was).

**Across cultures: Greetings**

**Goal:** make learners aware of different forms of greeting in different cultures

**Core language:**

Forms of greeting: *bow, kiss, exchange cards, hug, shake hands, say hello/hi*  
 Present simple + usually

**Cultural note**

In most Arabic-speaking countries, it's socially unacceptable for men and women to shake hands or touch in any way; even if they are colleagues or friends. In some countries in the Middle East and North Africa, it would be socially unacceptable for strangers of different sexes to exchange hellos or interact. It's advisable to avoid the issue of different sexes greeting each other.

- 1 Learners work in pairs and match the pictures with the words. Encourage learners to use a dictionary.

Display the pictures on a board and go over the answers as a class. Check understanding and the pronunciation of the new words: *bow* /baʊ/, *kiss* /kɪs/, *exchange cards* /ɪks'tʃeɪndʒ kɑ:dz/, *hug* /hʌg/, *shake hands* /ʃeɪk hændz/, *say hello*.

**Alternative**

To check understanding, ask learners to close their books. Mime the key vocabulary and make learners guess the words. In stronger classes, write the target words on slips of paper and ask learners to mime the meaning for the class. Other learners guess the words. If it is not appropriate, skip the word *kiss*. Learners should understand the meaning from the picture in the book.

- 2 a Ask learners *Where do you think Seung-wan comes from?* (Answer: South Korea). Ask questions to activate the background knowledge:

*How do two male friends greet each other in South Korea?*

*How do two female friends greet each other in South Korea?*

*How do males and females greet each other in South Korea?*



Play recording **1.16**. Learners listen and write their answers. Learners compare their answers with a partner. Go round and check the answers.

*Two male friends: shake hands, say hello*

*Two female friends: hug*

*Male and female friends: say hello*

- b** Learners work in pairs and use their background knowledge to answer the questions. Monitor and help with target vocabulary if necessary.

Write the word *cheek* on the board. Point to different parts on your face and ask learners *Is this a cheek?*

Play recording **1.17**. Learners listen and complete their answers. Check the answers as a class.

*Two male friends: shake hands, kiss on each cheek, say 'as-salaam'alaykum' ('peace be upon you')*

*Two female friends: shake hands*

*Good female friends: kiss on each cheek*

- 3** To show the task, tell the students about greeting customs in your country. Use the model language from the recordings **1.16** and **1.17**.

Learners work in small groups and take turns telling each other what people do in each situation. Monitor and encourage learners to speak in complete sentences. Help with vocabulary if necessary.

Go over the situations as a class. Write any incidental vocabulary on the board.

## Explore Speaking

**Goals:** ask people to repeat  
ask questions to check information

### Core language:

Asking for repetition: *Sorry, can you say that again? What's ... again?*

Checking information: *Sorry, which ...? Sorry, how much? Sorry, where?*

- 1** *Listening*. Look at the photo and establish who and where the people are (Karima and Maria Teresa / Maite; in a college restaurant).

- a** Ask learners to cover the script on the right of the page. Then play recording **1.18**, and ask what the two people don't understand.  
**b** Learners read the script to check.

**1** *Maite doesn't understand Karima's name ('Sorry, can you say that again?')*

**2** *Karima doesn't understand Maite's name and job ('What's your name again?' / 'Sorry, what's that again?')*

- 2** *Noticing task*. Look at the script with the learners. Ask them which questions ask someone to repeat (= say again), and which are to check information (= Is that X or Y?). If necessary, give examples to show what this means.

**To repeat:** *Sorry, can you say that again? ... what's your name again? Sorry, what's that again?*

**To check:** *Karima? Is that ...?*

- 3** *Checking using Wh- words*. Write an example on the board to show how we can use a word like *Who?*

*When? Where?* to check:

– *Peter's on the phone.*

– *Sorry, who?*

/ Learners match the sentences and questions.

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

For further practice, you could say other sentences of your own, and get learners to respond with a question.

- 4 a** *Conversation practice*. Learners complete the conversations.

**2 who 3 where 4 Is that**

- b** Learners practise the conversations. If possible, ask them to try to improvise each conversation without looking at the script.

- 5** *Writing and speaking*. To show what to do, say a few sentences yourself, and ask learners to respond with a checking question.

- a** Learners write five sentences. As they do this, go round and check.

- b** In turn, learners say their sentences and their partner responds with a checking question.

### Alternative: Mingling activity

Learners move freely around the class. They say their sentences to two or three other learners, and respond to what other learners say with a checking question.

## 1 Look again

### Review

#### GRAMMAR *be* past and present

- 1 a** / Learners complete the profile. Then go through it together or ask one learner to read it aloud.

**2 is ('s) 3 was 4 were 5 are ('re) 6 am ('m) 7 isn't 8 is ('s)**

- b** Learners write a similar profile. This can be about a real person they know, or they can invent the details. As they do this, go round and check.

- c** To introduce this part, take a strong learner's profile, and read it out. Ask the class to suggest possible questions they might ask.

Learners swap profiles. They read their partner's profile and ask further questions.

### Alternative: Whole-class activity


Ask learners in turn to read out their profile to the whole class. Other learners ask questions. Then ask the class if they think the information is real or invented.

#### VOCABULARY *People and jobs*

- 2 a** Learners work together to decide which words are about family and which are about work. They write 'F' or 'W' beside the words.

You could write the words in two lists on the board.

**Family:** brother, sister, wife, husband, father, son, mother, daughter  
**Work:** colleague, architect, lawyer, boss, office manager, teacher, marketing assistant, accountant



- b** Learners write the name of a friend or someone in their family.
- c**  Learners work in pairs to ask questions about the people their partner has written down, e.g. *Who is Alex? What's his job?*
- d** Learners write two sentences about their partner's person.

## Extension

### SPELLING AND SOUNDS Vowels and consonants

- 3 a** Look at the alphabet with the whole class, and establish that:
- *a, e, i, o, u* are *vowels*.
  - the others are *consonants*.
- b** Learners add vowels to the words. Then go through them together and write them on the board.

**2** shop assistant   **3** different   **4** daughter  
**5** neighbours   **6** journalist

- c** Learners listen and check. Practise saying the words, using recording **1.19** as a model if necessary.
- d**  /  Learners find six more words in Unit 1 and write them on a piece of paper with the vowels missing.
- e** They pass their paper to another learner (or another pair), who completes the words with the vowels.



#### Alternative: Whole-class activity

In turn, learners come to the front of the class and write their words on the board with the vowels missing. The other learners say what letters should go in the gaps.

### NOTICE *really, very, not very*

- 4 a** *Whole class.* Look at the three sentences with the learners. You could ask one learner to read each sentence aloud. Learners then work in pairs to remember which job each sentence refers to.

**1** a shop assistant in a bakery  
**2** a cook in a fast-food restaurant  
**3** a marketing assistant

- b** If necessary, learners can look at the interview on p12 again to check.
- c**  /  Learners choose three jobs from the Vocabulary reference on p145, and write sentences about them using *very, really* or *not very*.
- d** In turn, learners read out their sentences. Other learners guess the jobs.

### 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 Syllable snap**

How are you?	What's your name?	daughter	Hello.
teacher	Goodbye.	Where are you from?	My name's Anna.
colleague	English	I can't swim.	Hi, I'm Tim.
girlfriend	postcode	boss	wife
He's from Japan.	What's your address?	student	husband
phone	friend	We're from Spain.	I speak French.
website	brother	email address	This is my son.
She's American.	My surname is Smith.	Can you speak English?	How do you spell that?

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**1B Who am I?**

BE

- My first job ...
- My idea of a great job ...
- A great holiday for me as a child ...
- My idea of a boring job ...
- My best friends in school ...
- Some things I really like to eat ...
- My first words this morning ...
- My best present as a child ...
- Two places I want to visit ...
- My worst job ...

BE

- My first job ...
- My idea of a great job ...
- A great holiday for me as a child ...
- My idea of a boring job ...
- My best friends in school ...
- Some things I really like to eat ...
- My first words this morning ...
- My best present as a child ...
- Two places I want to visit ...
- My worst job ...

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**1C Genograms**

**KEY**

Female Male Fa = family Fr = friend W = work O = other

**Example**

... Tahera ...  
 ... colleague ...  
 ... fr ...

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### 1A Syllable snap

**Activity type:** Pronunciation – Card game – Pairs

**Aim:** To practise identifying the number of syllables in words and short phrases

**Language:** Syllables – Use at any point from 1.1.

**Preparation:** Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted lines to make a set of 32 cards.

**Time:** 15–20 minutes

### 1B Who am I?

**Activity type:** Writing, reading and grammar – Guessing game – Individuals / Pairs

**Aim:** To practise using *is*, *are*, *was* and *were* to talk about yourself

**Language:** *be* past: *was*, *were* – Use at any point from p13.

**Preparation:** Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted line.

**Time:** 20–30 minutes

### 1C Genograms

**Activity type:** Speaking and vocabulary – Interview and presentation – Pairs / Whole class

**Aim:** To practise talking about people and relationships

**Language:** How you know people – Use at any point from the Target activity, p14.

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

**Time:** 25–30 minutes

## Unit 1 Self-study Pack

### In the Workbook

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

- **Vocabulary:** People you know; Talking about jobs
- **Grammar:** *be* present: *am*, *is*, *are*; *be* past and present
- **My English:** Halima from Egypt
- **Explore writing:** Email of introduction
- **DVD-ROM Extra:** Learning languages – Luis, Justyna, Monica, Hitin, Nilgun, Amanda and Martina

### On the DVD-ROM

Unit 1 of the *English Unlimited 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 and Grammar:** Extra practice activities
- **Pronunciation:** Syllables; Possessive 's
- **Explore speaking:** Showing you're listening
- **Listening:** Ways of greeting
- **Animated video:** Introductions
- **DVD-ROM Extra:** Learning languages

# 2 Away from home

## 2.1

**Goals:** make and respond to requests  
 make and respond to offers

**Core language:**

VOCABULARY Offers and requests  
 GRAMMAR *a, an, some*  
 PRONUNCIATION Word stress 1

## I miss my friends

### LISTENING

- 1 a *Reading and listening.* Look at the pictures and ask what they show.

A snow B sun C food D rabbits

- b Look at the quotes and check that learners know where Canada, Sudan, Switzerland and Syria are. Give learners time to read the quotes. Ask: *What are they talking about?* (Answer: They say what they miss when they're away from home.) Use this to teach the verb *miss* and the phrase *away from home*. Ask learners to guess which words go in the gaps.

Carly: *snow* Khalid: *food* Karam: *sun*  
 Angharad: *rabbits*

- c Play recording 1.20 to check.
- 2 *Reading.* Give learners time to read the email, or read it aloud. Discuss the questions and establish that:
- Carly is in Japan.
  - Scott is in Canada. He's going to visit Carly in Japan.

- 3 a *Listening.* Read through the items and check that learners know what *boots* and *rucksack* mean (draw pictures or show through gestures).

Play recording 1.21. Learners listen and tick the things they talk about.

*newspapers, magazines, boots, a winter coat, a rucksack*

- b Ask which things Scott is happy to bring, and what he's not happy to bring and why not.

**Happy:** *newspapers, (magazines), a rucksack*  
**Not happy:** *boots (you can buy them in Japan), winter coat (it's heavy, his suitcase is full)*

## Would you like ...?

### VOCABULARY Offers and requests

#### Optional presentation with books closed

- Write on the board:  
 – \_\_\_\_\_ *some magazines?*  
 Ask learners what goes in the gap (Answer: *Would you like*). Point out that we use this to *offer things*.
- Ask learners how they might reply to the offer, and add these phrases on the board:  
 – *Yes, please.* – *No, thanks.*  
 Add any other phrases that learners suggest (e.g. *Thank you very much. That's very nice of you.*).
- Offer a few things to learners round the class and get them to respond, e.g. *Would you like a drink? Would you like a dictionary?*
- Write on the board:  
 – \_\_\_\_\_ *use your old rucksack? \_\_\_\_\_ bring my winter coat?*  
 Ask learners what goes in the gaps (Answer: *Can I, Could I; Can you, Could you*). Point out that we use this to *ask for things* (these are requests).
- Ask learners how they might reply, and add these phrases on the board:  
 – *Yes, of course. OK. No, sorry.*  
 – *Yes, no problem. All right. No, I'm afraid not.*
- Make a few requests round the class and get learners to respond, e.g. *Can you give me some money? Can I use your dictionary? Can I use your car?*

- 1 To demonstrate the task say the offers and requests from the boxes and ask learners to answer by using the target language in the answer boxes. Focus on the stress patterns in offers and requests, e.g.

- *Would you like anything from home?*
- *Would you like some magazines?*
- *Can I use your old rucksack?*
- *Could you bring my winter coat?*

Drill the stress patterns as a class.


Check understanding of:

*magazine* a type of thin book with articles and photographs

*rucksack* a backpack; a type of a bag that you carry on your back

*newspaper* a paper printed every day with news

*winter coat* a type of clothing that you put over other clothes to keep you warm; you wear it usually in cold countries in winter

 Learners practise conversations in pairs. Monitor and give feedback on the sentence stress and the pronunciation of the key vocabulary. Ask learners to present their conversations to the class.

### GRAMMAR *a, an, some*



- 2 Display the pictures on the board and ask learners to add *a, an* or *some*. Play recording 1.22 to check the answers. Drill the pronunciation of the words as a class. Focus on the reduced vowel sound schwa /ə/ in *an* /ən/, *a* /ə/ and *some* /səm/.



1 an 2 some 3 a 4 a 5 some

**Language note**


We use *a* if the word begins with a consonant sound (e.g. *cup, glass*), and *an* if the word begins with a vowel sound (*apple, orange*). Learners may not be familiar with the English terminology of vowel and consonant. Introduce it before exercise 3. Write *vowel* and *consonant* on the board and write examples next to them. Then give example sounds and ask the learners to decide whether they are vowels or consonants.

- 3  /  Learners complete the grammar rules in pairs and then compare their answers with another pair. Check understanding of the grammar rules by saying example nouns and making students repeat them with *a, an* or *some*, e.g.

*hand – a hand**pens – some pens**chair – a chair**eye – an eye**bags – some bags**orange – an orange**some* = 2, 3, 4, ...We use an before a vowel soundWe use a before a consonant sound**NOTE: Grammar practice**

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

**PRONUNCIATION Word stress 1**

- 4 a  Learners count the syllables and mark the stress in the words in 2. Learners compare their answers with another pair.
- b Play recording 1.22. Learners listen and check their answers. Check the number of syllables in each word by clapping hands. Drill the word stress in the target words as a class.

*app-le* (2) *mag-a-zines* (3) *sand-wich* (2)*news – pa – per* (3) *or-an-ges* (3)**SPEAKING**

- 5 a Look at the first situation together. Ask learners to suggest things that A might want. If you like, build up a list of ideas on the board.

To demonstrate the pair work, have a conversation with one learner, taking the part of B. Then have a conversation with another learner, taking the part of A.


- b  Learners have conversations.

Look at the second situation and follow the same procedure.

**Optional extras****1 Individual preparation for stronger classes**

Read through both situations. Then give learners a letter, A and B.

Working alone, A learners prepare for Situation 1, and make a list of things they want. B learners do the same for Situation 2.

 They have the two conversations.

**2 Extension: New pairs**

After the pair-work phase, learners form new pairs and repeat the conversations with their new partner. This is a good way to help develop fluency.

**2.2**

**Goals:** say what your interests are  
say what you want to do



**Core language:**

GRAMMAR Present simple: positive sentences  
VOCABULARY Interests and wants

**New friends****READING**

- 1 *Reading for main idea.* Look at the website name 'Smallworld.com' (or write it on the board, with books closed). Ask learners what they think this website might be about, and who it might be for. Give learners time to read the introduction. Then discuss questions 1–3.

1 *It's for people who want to travel.*2 *It's free to join.*3 *It's for people who want to make new friends.*

- 2 a Ask learners *What are the names of the girls in the photographs?* (Answer: Melek and Fiona). *Reading for detail.* Read the instruction, and check that learners know what *have in common* means (= are the same, like the same things, do the same things).
-  Give learners time to read the two profiles and find out what the people have in common.
- b  When they have finished, learners form pairs and see if they found the same things. *Possible answers:*

– *They're both female.*– *They both speak English.*– *Fiona comes from Ireland; Melek would like to go there.*– *They're both interested in music and Cuba.***I speak English and French****GRAMMAR Present simple: positive sentences**

- 1 Learners complete the sentences.

3 come 4 comes 5 live 6 lives 7 have 8 has

Point out that:

– after *he, she, it*, we add *-s* to the verb.– after *he, she, it*, *have* becomes *has*.

- 2 *Practice of present simple.* Learners complete the email. Learners who finish early could check answers together.

2 has 3 visit 4 have 5 enjoy 6 know 7 love 8 live  
 9 comes 10 says

**Note: Grammar practice**

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

- 3 *Writing sentences.* To show what to do, write two or three sentences about yourself or your family on the board (using *have, live, speak* or *stay*). Ask learners if they think the sentences are true or false.
- a Learners write three true and two false sentences. As they do this, go round and check.
- b In turn, learners read out their sentences. Other learners guess which are true and which are false.

**Alternative: Pairs or groups**

Learners sit in pairs or small groups to read out their sentences. As a round-up, ask a few learners to read out their sentences to the whole class.

**VOCABULARY Interests and wants**

**Optional presentation with books closed**

To show the meaning of *interested in*, give an example about yourself, e.g. *I'm interested in football. I watch it on TV, I go to football matches, I read about it.* (= I like it, I think it's interesting).

Then give an example of something you *want to do*, e.g. *I don't speak Spanish, but I want to learn it.*

Then give an example of something you'd *like to do*, e.g. *I'd like to go to Mexico.* (= maybe I'll never go there, but I think it would be nice).

Write the expressions on the board:

*I'm interested in ... I want to ... I'd like to ... (= I would like to)*

- 4 a Look at the sentences about Melek and Fiona. Learners cover the profiles and write M or F beside the items, saying each sentence as they do so.
- b Discuss the answers together. Get learners to give full sentences, e.g. *Melek is interested in music.* Then look together at the profiles to check.

**Interested in:**

*movies: M; cooking: F; football: M; music: M, F*

**Would like to go to:**

*China: F; Cuba: M, F; Ireland: M; the USA: F*

**Wants to:**

*get a good job: F; learn Chinese: F; meet friends: M;*

*practise her English: M*



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

**WRITING**

- 5 To introduce the activity, look at the profiles with the class, and tell them a few things you might say yourself.
- Give learners time to think of things they are interested in, and things they want to do or would like to do. They could write a few notes at this stage, and also ask you about any words they don't know.
- Learners write a profile, using Melek's and Fiona's profiles as a model.

**Alternative: Homework**

You could also ask learners to write the profiles as homework, and do exercise 3 in the following lesson.

**2.3 Target activity: Take care of a guest**

**Goals:** make and respond to requests  
 make and respond to offers  
 say what your interests are  
 say what you want to do

**Core language:**

VOCABULARY Taking care of a guest  
 2.1 VOCABULARY Offers and requests  
 2.2 VOCABULARY Interests and wants

**READING AND LISTENING**

- 1 *Reading.* Look at the picture and ask if learners know where it is (*Answer: Istanbul*).

Learners read the email and find answers to the questions.

1 Erkan: *Istanbul*, Akira: *Tokyo*, Koji: *Tokyo*  
 2 Erkan and Akira: *They were colleagues in Istanbul ('I miss everyone in the office')*  
 Koji and Akira: *They are colleagues in Tokyo ('One of my colleagues, Koji ...')*

Ask what the email is about.

*Koji is going to Istanbul next month. Akira asks if Erkan can meet him and show him the city.*

- 2 *Listening for main idea.* Play recording 1.24. Learners listen and tick the items Erkan asks about.

*a drink, food, things to do, places to go*

**VOCABULARY Taking care of a guest**

- 3 a Learners match the questions and answers.

1 e 2 b 3 a 4 d 5 c

- b Play recording 1.25 to check.

Learners cover the page. Write these expressions on the board:

*- I want ...*

*- I'd like to ...*

*- I'm interested in ...*

Ask learners to make them into questions, and add them on the board:

*- Do you want ...?*

*- Would you like to ...?*

*- Are you interested in ...?*



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

**TASK**

- 4 a *Preparation for the task.* Establish the situation, and ask learners to suggest things they might say. Elicit ideas that would fit the town where you are, or where learners come from (e.g. including local sights, typical activities in your town or area). You could build up a list of ideas on the board.