

1

Media around the world

1.1


Goals: talk about entertainment media
 talk about habits
 express preferences

Core language:

VOCABULARY Habits and preferences
 GRAMMAR Talking about the present
 PRONUNCIATION Common pairs of words 1

Entertainment and you

LISTENING

- 1  Focus learners' attention on the TV logos to introduce the topic of TV. Learners read the questions. Check they understand the types of programme listed. Learners then discuss the questions in pairs. Feedback as a class.

Optional language presentation



Brainstorm more words and expressions around the subject of TV and radio. For example, you could extend the list of programme types, writing words on the board as learners call them out, e.g. *documentaries, soap operas, gardening programmes*. Draw attention to the appropriate collocations for different types of programme, e.g. *reality shows, gardening programmes*, etc. This extra language will all be useful to learners during the lesson.

- 2 a *Listening for main idea.* Learners look at the photos and logos and guess which of the TV channels the people watch (nationality and age are obvious clues). Then play recording 1.1. Feed back as a class. Don't comment on their answers at this stage, as this will pre-empt the listening.

- 1 Yasir watches Al Dawri & Al Kass Sport channel.
 2 Aiko watches Fuji Television Network.
 3 Carmen watches CincoShop.
 4 Juan watches MTV Latinoamerica.
 5 Aiko watches BBC World News.

- b *Listening for detail.* Learners read through the questions and think about possible answers. Then they listen again to answer the questions.

- 1 Yasir 2 Aiko 3 Juan 4 Juan 5 Aiko 6 Carmen
 7 Yasir

- 3  /  *Speaking: Personalisation.* Find out if learners have the same opinions as their partner(s), and compare ideas as a class.

Alternative for multilingual classes

Pair or group learners with people from different parts of the world. In feedback, ask what learners found out about TV and radio in other parts of the world. This may lead to a class discussion about cultural differences.

Note: 'Quiet' learners

If you have a number of reticent or under-confident learners, it's helpful to let them discuss their opinions in pairs or small groups. Monitor while learners are talking in order to spot people who find it difficult to express themselves in front of others. Rather than putting them with chatty confident learners who will dominate the conversation, group them with similar learners to give them time to build confidence in expressing their ideas. Once they are more comfortable talking in groups, they will probably be happier to contribute to class discussions, but this may take some time.

VOCABULARY Habits and preferences

- 4 *Focus on expressions.* Learners look at the three sets of expressions. Ask if they can answer question 1 before looking for the expressions in the script. Learners then find the expressions in the conversations and answer the questions. Go through the answers as a class and check that learners understand:
- that *I'll* is used to talk about current habits, not the future
 - what a noun, an *-ing* form and an infinitive are.

1 1 b 2 c 3 a

2a I **hardly ever** watch TV.

I **tend to** record the shows I like and watch them later.

I **tend to** listen to the radio a lot.

If there's something good on, I **ll** watch it on the Al Kass Sport Channel.

2b I **used to** look forward to it all day on Mondays.

3 + **noun:** I'm a big fan of, I'm really into, I prefer ... to ..., I'm not a big fan of, I'm not keen on, I find ... really ..., I can't stand

+ **-ing form:** as above

+ **infinitive:** I tend to, I hardly ever, I'll, I used to, I'd rather

Language note: prefer, rather

Make sure learners understand how to use the expression *I'd rather* by asking how it could continue (*I'd rather watch documentaries ... than reality shows*). Contrast this with *I prefer radio to TV*. Check this by putting a few contrasting items on the board and asking learners to state their preferences using the two forms, e.g. *football/baseball on TV; sport on TV/radio; films on TV/in the cinema*, etc.


Optional extra

For question 3, make three lists on the board for a–c. Elicit examples from 1–3 for each list, e.g.

| + noun | + -ing form | + infinitive |
|--|---|--|
| I'm a big fan of all sports. | I can't stand watching the ads. | I tend to record the shows I like. |

WRITING AND SPEAKING

- 5 a *Writing: Personalisation.* To give learners some ideas, write a sentence about yourself on the board, e.g. *I can't stand watching reality TV shows*. Ask what learners like watching on TV and find out who likes listening to the radio. Learners write five sentences using the expressions from 4. As they do this, go round and check, and give help if necessary.

- b**  *Speaking: Personalisation.* Learners focus on the two questions and talk together about their sentences. In feedback, find out if learners like the same programmes, and ask a few people to tell you something about their partner's habits and preferences.

Anything good on TV?

LISTENING


- 1 a** *Pre-listening discussion.* Learners discuss the questions. Find out what some learners do if they don't want to watch the same programmes as other people they live with.
- b** *Listening for detail.* Focus learners on the three questions, then play recording 1.2. Learners answer the questions and compare their ideas in pairs. Check if they need to hear the recording again. Before you check the answers, ask what they think Paul and Rebecca's relationship is.

- 1 Rebecca wants to read her book.
 2 Paul wants to watch TV.
 3 Paul wants to watch a film at eight o'clock. Rebecca is going out with her friend, Carole.

GRAMMAR Talking about the present

- 2** *Focus on meaning and form.* Make sure learners know that the sentences are from the conversation they have just listened to. Learners complete 1–3. Remind learners that:
- with present simple, we make questions and negatives with *do* (or *does*) + infinitive.
 - present progressive is formed with *am / is / are* + *-ing*; we make questions by changing the word order; we make negatives by adding *not* (or *-n't*).
 - present perfect is formed with *have / has* + past participle; we make questions by changing the word order; we make negatives by adding *not* (or *-n't*).

1 C 2 B 3 A

- 3 a**  *Practice.* Learners complete the questions using the verbs in brackets.
- b** Play recording 1.3 so learners can listen to check their answers.

- 1 Do; prefer 2 Are; reading 3 Have; read 4 Are; following 5 Do; like 6 Have; heard 7 Have; seen

Then learners write three more questions of their own using each of the present tenses. Go round and check while they are writing and help as necessary.

Note: Grammar practice

You could do the grammar practice on R-5 at this point.



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

PRONUNCIATION Common pairs of words 1

- 4 a** *Focus on connected speech.* Draw learners' attention to the red words and play recording 1.4, one sentence at a time. Learners repeat the red words after hearing each sentence. Then they practise saying the complete question.
- b** Learners practise on their own. Make sure they don't answer the questions yet.


Optional extra

Write the red words on the board and, after playing each sentence, write the phonemic script for each word pair:

1 /dju:/ 2 /əju:/ 3 /həvju:/ 4 /wədʒu:/ 5 /kənju:/

Explain where learners can find the phonemic script in their coursebooks and in bilingual dictionaries. This is a good moment to find out if learners have vocabulary notebooks and to encourage them to write down new language from the lessons, including any words they find difficult to pronounce.

SPEAKING

- 5 a**  *Speaking: Personalisation.* Learners ask and answer the questions from 3a, including their own questions from 3b. Go round while they are talking and make a note of good and problematic language for a feedback session after 5b or at the beginning of the next lesson.
- b** *Round-up.* Ask a few learners to tell the class something interesting they found out about their partner(s).

1.2

Goals: talk about information media
 evaluate ideas
 make recommendations

Core language:

GRAMMAR Talking about facts and information
 VOCABULARY Evaluating and recommending

Fact or fiction?

READING

- 1 a** Discuss the sources for getting information as a class. Extend the list if possible.
- b** Find out how learners feel about the different sources.

Alternative

Books closed. Build up a list of information sources on the board. Then find out which ones learners trust and why.

Alternative: 'Authentic texts' option

If you can get up-to-date examples of some of the information sources in the list, bring them into class. Pass them round and ask learners what sort of information you can find in them and which ones (or similar texts) they read. Ask them if they trust all/some/any of the information they read in the sources and to explain why they do or don't trust it.

- 2** *Reading for main idea.* Learners read the first sentence of the text and say what they know about Wikipedia. Learners match the summaries to the paragraphs.

a 2 b 3 c 4 d 1

- 3 **Reading for detail.** Learners read the questions and find the answers in the article. Check as a class, and encourage learners to explain their opinions in 4.

- 1 *Mike Scott's fan checked his page regularly and changed facts back if he noticed changes. He did this because he wrote the original page and was a big fan.*
 2 *Terry Millstone thinks Wikipedia is quite dangerous because anyone can change or add facts, e.g. to a political rival's online biography.*
 3 *Stephen Glass made up facts in 27 of the 41 articles he wrote for The New Republic magazine.*
 4 *Learners' own answers*
 5 *The writer is not sure what we should believe, but feels that the Internet may not be a good place to get reliable facts (para. 2, line 2; para. 3, line 1; whole of para. 4). However, he also mentions that printed materials may not be reliable sources either (para. 3).*

GRAMMAR Talking about facts and information

- 4 **Guessing meaning from context.** Do an example with the class. In feedback, check pronunciation.

- 1 *reliable* 2 *inaccurate* 3 *accurate* 4 *scandals*
 5 *a fake* 6 *made up* 7 *trust (verb)* 8 *trust (noun)*

SPEAKING

- 5 a **Preparation.** Learners read the questions and ask you about any words they are unsure about. They then complete the questions and prepare their answers.

- 1 *inaccurate* 2 *a fake* 3 *trust* 4 *scandals*
 5 *reliable; accurate* 6 *made ... up*

- b **Speaking: Personalisation.** While learners discuss their answers together, walk round and monitor their use of the new language.

Round-up. Ask a learner from each group to tell the class something interesting they found out, and feed back on any good or problematic language use from their discussions.

It's a good way to ...

VOCABULARY Evaluating and recommending

- 1 **Focus on expressions.** Ask what you can use the adjectives for (e.g. to give opinions, advice, recommendations). Check understanding of *popular*. Learners complete the sentences with the adjectives from the article.

*Is it a good place to get reliable facts?
 Wikipedia has become a popular way to do research.
 There's never been a worse time to get accurate information.
 Is it a better idea to trust what we read in magazines, newspapers and books?*

Optional extra

Brainstorm more adjectives that go with the expressions, e.g. *awful, great, sensible, fantastic.*

Language note: Frequency

Place, way, time and *idea* are extremely frequent words (all in the top 300 words in English), with *time* coming in at 90 and *way* at 118. Enabling learners to use these words will help them express their opinions about many different topics because the words themselves are extremely transferable.

- 2 Do this quickly with the whole class.

1 *really* 2 *Before a/an: quite After a/an: really*

Alternative for stronger groups: Closed books

Write the sentence on the board, but gap *really* and *quite*. Ask learners which word goes where, and which is stronger.

- 3 a / Remind learners of the functions (recommending, evaluating) and ask for another example for the first one. Then learners write their sentences. Walk round and help as necessary.
 b Get several examples from strong learners and write them on the board. Ask the class to decide whether to add *quite* or *really* to the sentences and to decide where it goes in the sentences. Learners then choose some sentences of their own and do the same.
 c / Learners discuss their ideas.



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

SPEAKING

- 4 a **Preparation.** Learners choose one of the things from the list, e.g. websites. Ask for a recommendation, then find out if other people agree. Learners choose four or five things to recommend for their chosen topic and to prepare their ideas. Walk round and offer help as necessary.
 b **Speaking: Personalisation.** Learners make their recommendations and respond to each other's ideas.
Round-up. Find out if anyone disagreed with the recommendations different people made and why.

1.3 Target activity

Goals: express preferences
 evaluate ideas
 describe a book or TV show

Core language:

TASK VOCABULARY Describing books and TV shows
 1.1 VOCABULARY Habits and preferences
 1.1 GRAMMAR Talking about the present
 1.2 VOCABULARY Evaluating and recommending

Describe a book or a TV show


TASK LISTENING

Explaining objectives


Explain to learners that the Target activities in the Coursebook give them an opportunity to recycle all the language that they've learned so far in the unit but to use it in a new, practical way (you can point out the goals to show them what they are going to do). Explain that they will do a longer speaking task at the end of the lesson, but first they will listen to somebody doing a similar task and focus on some new useful language to help them when they do the task later.

- 1 a *Pre-listening discussion.* Focus learners on the pictures of books and TV shows. In pairs, learners guess what they're about. Ask a few learners for their ideas, but don't say whether they're right or not, as they will listen to check their own ideas in b.
- b *Listening for main idea.* Learners read the two questions, then play recording 1.5.

2 *Carmen didn't like A Hundred Years of Solitude because she found it boring. She didn't finish the book. Aiko enjoyed The West Wing because it's very entertaining, but found it a bit difficult to understand. Rebecca really enjoyed Born on a Blue Day because it's an interesting book about an interesting person. Yasir liked Chef Ramzi because the meals he's tried making have been good.*

- 2  *Speaking: Personalisation.* Learners discuss their own opinions of the books and shows. Encourage them to give reasons for their opinions.

TASK VOCABULARY Describing books and TV shows


- 3 a  *Focus on expressions.* Look at the example with the class, then tell learners to complete the sentences in pairs. Play recording 1.6 for them to check their answers.

1 *It's by someone called Gabriel García Márquez.*
 2 *It's quite a well-known book.*
 3 *It's about this family who have all these problems.*
 4 *People say it's amazing.*
 5 *I found it boring.*
 6 *It's based on Márquez's own life.*
 7 *It has Martin Sheen in it.*
 8 *It looks at his life.*
 9 *It's a really interesting book.*
 10 *Basically, it shows you how to cook great meals.*

- b Do this as a class. Contextualise the expressions by asking which book or programme each one was about, and if it can be used to talk about the other one or not. While you are doing this, check learners know how to say *well-known* and *basically*, and let them practise saying the expressions.


1 a TV show: 7, 10
 2 a book: 1
 3 both: 2, 3, 4, 5, 6, 8, 9

Alternative for weaker groups

 If learners need more support with the new language, tell them to choose a well-known book or TV show and to write three or four sentences about it with the language in 3a but *not* to write the name of the show or book. Then they change partners, listen to each other's sentences and guess what book or TV show their partner is talking about.

TASK

- 4 *Preparation.* Tell learners to choose a book or TV show they know well and have strong opinions about (they don't have to be positive opinions). This activity will work better if they don't choose something everyone knows about already, so there is a genuine information gap in 5. Learners shouldn't write sentences, but encourage them to make notes about content and think about what language from the unit they need in order to express their ideas.

- 5  *Speaking.* Learners say as much as they can about their book or programme and ask each other more questions. When everyone in the group has finished speaking, learners should choose the one they would most like to read or watch.
- 6 *Round-up.* Find out the favourites from each group. Give learners time to write down ideas they're interested in.

Optional extra

Ask one person from each group to write down everyone's recommended books and TV shows as they're read out. Let them check names and spelling with their groups at the end. Then ask for a volunteer from each group (the same or a different person) to produce a tidy version of the list at home to make a class poster of recommended things to see and read.

1 Explore


Across cultures: Intercultural experiences

Goals: raise awareness of cultural differences
 talk about experiences of adapting to different cultures

Core language:

VOCABULARY Changes

LISTENING

- 1  Learners read the questions and take a few minutes to think about and note down experiences they've had and differences that they have noticed in different places. Help learners with ideas if necessary. Depending on where learners have been, you could ask about differences in concrete things like greetings, clothing, hospitality, traffic and transport, and food. For help with question 1, you could ask, e.g. *Was there anything you didn't understand? Did anything go wrong? How did you / other people deal with it?* Then learners talk together.

Round-up. Ask a few learners for the most interesting experiences from their groups, and find out how many learners have had similar experiences.

- 2 *Listening for main idea.* Ask learners where Federico is from and where they think he is in the picture. Ask why they think he was in Egypt for a year. Focus on the questions, then play recording 1.7. Learners discuss the answers in pairs, then feed back as a class.

During the day, Federico appreciated the hospitality, but he didn't feel comfortable. At the end of the day, he felt awful when he realised he'd upset Manu.

- 3 *Listening for detail.* Play recording 1.7 again, then learners discuss the questions in pairs. Play all or part of the recording again if necessary. Then check as a class.

- 1 Federico went out with his colleagues and their families.
- 2 They spoke English.
- 3 They had a picnic together, and Manu offered Federico some of his lunch.
- 4 Federico wasn't used to spending so much time with a group of people.
- 5 Manu felt they'd done something to upset Federico.
- 6 Possible answer: They both had different cultural expectations.

Alternative for stronger groups

Tell learners to read the questions in pairs and try to answer them as far as they can before you play the recording again. They listen to check their answers.

Intercultural note

In the listening task, Federico feels uncomfortable spending the whole day with his Egyptian colleagues; he needs to spend some time alone in order to relax. Manu, on the other hand, is upset that Federico wished to spend time alone; he feels that his hospitality has been rejected. We see that there has been a cultural misunderstanding. Ask your learners to think about which person, Federico or Manu, they empathise with to a greater degree, and about how they would feel and what they would do if they were in the same situation. Ask them whether they think that it is culture or personality (or something else) which influences how people behave in these kinds of social situations.

Some commentators on culture, such as Gert Hofstede *et al.* (2002), believe that cultures around the world can be described as broadly 'individualist' or 'collectivist'. In collectivist societies, people tend to spend more of their time in large groups of family, friends, neighbours or colleagues, as Manu, in the task, is accustomed to doing. Federico, living in Buenos Aires, is used to a life in which independence and freedom to do as you please are more important than responsibilities towards groups such as family or neighbours. It is interesting to note, however, that Federico's individualist character may be more connected with being from the city than with being from Argentina. You could present these ideas to your learners, asking them if they think these labels, 'individualist' and 'collectivist', are useful ones for describing cultural difference and whether they serve to explain the misunderstanding between Manu and Federico. A more detailed description of this and other cultural dimensions can be found in *Exploring Culture*, by Gert J. Hofstede, Paul B. Pedersen, Geert Hofstede (Intercultural Press, 2002).

- 4 *Listening for main idea.* Ask learners to predict how Federico might feel six months later and what cultural difference he might talk about. Then play recording 1.8. Give learners a minute to talk through their ideas with a partner, then feed back as a class.

Get learners' reactions to Federico's feelings about his experience and also their opinions about his hosts' actions and responses. Find out how they think he changed. This will lead into the vocabulary.

He says that Egyptians are very hospitable and welcoming and spend a lot of time in big groups. But Federico comes from a big city in Argentina and wasn't used to spending so much time with other people, in groups, so he didn't feel comfortable at first, although he got used to this after some time.

VOCABULARY Changes

- 5 *Focus on expressions.* Learners read and categorise the sentences from the listening.

1 C 2 A 3 B

- 6 a *Writing: Personalisation.* If possible, write a sentence on the board about a change relating to you or someone you know using an expression in 5. Then learners write sentences. Go round and help as necessary.
- b *Speaking.* Learners discuss their ideas. In feedback, find out who has had similar experiences.

SPEAKING

- 7 a *Preparation.* Make sure learners understand what is meant by *personal space*, *hospitality*, *work-life balance*, *sense of humour*, and the difference between *employer* and *employee*. Give them a few moments to think about the three questions on their own. Encourage them to think of examples from their experience and to take notes if they want to.
- b *Discussion: Personalisation.* Learners discuss their ideas. Monitor use of the new language and other useful vocabulary for discussing cultural experiences.
- Round-up.* Ask a few learners for their ideas on the three points. See if other learners agree, and why or why not. Put examples of useful and incorrect language on the board from learners' discussions and go through it with the class.

Alternative for multilingual classes

Group learners carefully for the final discussion activity. Try to put learners together who come from different parts of the world (see *Intercultural note* on this page for ideas) in order to raise awareness of their cultural similarities and differences. Walk round and monitor their discussions, keeping an eye on how they handle their differences. Finding out about learners' attitudes at this stage will help inform how you approach subsequent *Across cultures* sections.

Explore writing

Goal: write a book review for a website

Core language:

Adverb and adjective collocations
which clauses (non-defining)

- 1 *Pre-reading discussion.* Discuss the question as a class. Find out how many learners read travel books and reviews, what for and where (e.g. online or in newspapers and magazines).
- 2 Focus learners on the picture of the travel book. In pairs or as a class, learners predict information about the book.
- 3 a *Reading for main idea.* Learners read to find out whether it confirms their predictions in 2.
- b *Reading for detail.* Check learners understand how to interpret a five-star rating system by asking, e.g. *What do five stars mean? What about one star?* Then tell them to check R-1 for the number of stars in each review. Ask why the first reviewer liked the book (*it's written by travellers for travellers and is*

very inspiring), and what the second reviewer was unhappy about (*it included inaccurate information*). Draw attention to the photo of Tashkent and find out if anyone has been there or knows anything about it.

L A Seadan: 5 stars
Aliya Bakaev: 3 stars

Option for stronger groups

The reviews are rich in descriptive language and expressions for describing the book and personal responses to it. Focus on some of the language which learners could find helpful when writing their own reviews, e.g.

adjectives: *colourful, easy to read, disappointed*
 verb phrases: *captures the mood, fascinates, browsed through it, get some inspiration from.*

Option for weaker groups

There are a lot of useful sentence frames in the reviews that learners can use to create their own reviews with minimal changes, e.g. *This is a/an ... book; If you are interested in ..., then this book is definitely (not) for you; It ..., which means that ...; It is written by ...; It's really ...; After reading it, ...; It contains ...; This book isn't ..., but it is ...*. You could go through the reviews with the class either on an OHT or projected onto the board, highlighting the transferable expressions. Learners can come back to this when they write their reviews.

- 4 Learners read the reviews for the adjectives which go with the adverbs. Make sure learners understand *stunning*. Model the collocations so learners can practise saying them with the correct word stress and intonation.

absolutely amazing / stunning
especially clever / helpful
completely different / wrong
really easy to read / nice

Language note


Point out that *amazing* and *stunning* are 'extreme' adjectives, i.e. they already mean *very ...*, so we can't use *very* with them, but that *very* could go with all the other adjectives except for *wrong* and that *really* can go with all of them, except for *wrong*.

- 5 Do question 1 with the class. Ask learners to read the second review again and call out the *which* clauses as they find them. Write them on the board and check understanding of *refreshing*. Learners categorise the clauses as a or b.

- 1 a *Expression 2 adds extra information.*
 b *Expressions 1 and 3 say what the writer feels or thinks.*
 2 a *which means that you see a completely different part of the world every time you turn a page*
 b *which is very unusual in my experience*
 3 *You put the comma (,) before which.*

Language note

The highlighted expressions are non-defining relative clauses, which are very frequent in reviews of this type, both for adding extra (non-essential) information and for adding comments about the writer's personal response, e.g. *which is refreshing*. Comment clauses are actually the most frequent of all spoken relative clauses. There is a further focus on comment clauses in Explore Speaking on p20.

- 6 a *Writing sentences: Practice.* Learners choose one or two books to write sentences about. Encourage them to use two adverb–adjective collocations from 4 and two *which* clauses, to practise the target language.
 b  *Speaking.* Learners read their partner's sentences or read out their sentences to each other and talk about the recommended books. In feedback, find out how many learners would like to read each other's books.
 7 a *Writing.* Learners choose a book to review (it can be the same as the one above or a different one). Tell them to take about five minutes to plan their reviews and make notes about both positive and negative things to say. Remind them to use the language from 4 and 5, as well as using any additional language from the reviews that they focused on with you. Then learners write their reviews. Tell them other learners are going to read their reviews to encourage them to write legibly and accurately.
 b *Reading and reacting.* Learners read each other's reviews in groups, or you could put reviews up around the walls and learners walk round and read them.
Round-up. Ask a number of learners which book they would most like to read. If possible, take a class vote on the most popular book reviewed.

Alternative: Book prize

Find out if learners are aware of any book prizes or awards in their countries and what they know about them. Then tell them they are going to judge each other's books from the reviews and decide on how many stars they deserve. Give a time limit of five minutes or so, then call out each book in turn and find out how many learners have given it five stars. The winning book is the one that most learners give five stars to.

You can devise your own 'prize' for the winning reviewer.



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

1 Look again

Review

GRAMMAR Talking about the present

- 1 a Focus learners on the board game and ask them how they think it is played. Elicit an example question from the class, then learners continue to complete the questions in pairs. As they do this, go round and help as necessary.

- 2 *Have you seen any good films recently?*
 3 *Are you studying anything at the moment?*
 4 *What do you usually do on Friday nights?*
 6 *Have you changed anything in your life this year?*
 8 *What are you doing at work or college at the moment?*
 10 *Are you learning anything new at the moment?*

- b Learners read the instructions. Make sure every group has a coin, then learners agree which side is one space and which is two. Encourage learners to ask follow-up questions when they land on a square. Check they've understood the instructions. Walk round while learners are playing the game and help with any

problems. Stop the game when at least one learner from each group has reached the FINISH.

Round-up. Ask someone from each group to tell you something new they found out about another person. Deal with any common language problems that learners had while they were playing the game.

VOCABULARY Habits and preferences

- 2 a *Preparation: Find someone who.* Elicit a question for item 1, i.e. *What games did you use to play as a child?* Check understanding by asking a different learner to form a question for item 2. Go round while learners are writing their questions and help if necessary.

Option for weaker groups

Go through the questions one by one, eliciting them from different learners and writing them on the board. Tell learners to choose one of the questions to ask everyone (or until you stop the activity). Learners can report back on their question in groups or to the class (i.e. how many learners played the same games as them, and what other kinds of game people played).

- b *Speaking: Asking and answering.* Point out that the objective is different in different questions, and ask which questions are finding out if people share the same habits (1, 2, 6) and which are finding out if people have different habits (3, 4, 5). Encourage learners to find out more information by asking follow-up questions. Put a time limit on the activity, or stop after learners have talked to four or five people. Feed back any problems in the use of the target language at the end.

Extension

SPELLING AND SOUNDS /f/

- 3 a Explain that this section focuses on the connections between how words sound and how they are spelled. Ask how /f/ can be spelt in English, giving a few examples from the list. Then play recording 1.9 or say the words yourself while learners underline the letters that make a /f/ sound. Give learners a chance to practise saying the words.

official different afford off stuff
film often after
yourself surf
telephone pharmacy photograph
laugh cough enough

Optional extra

Find out how individuals feel about their English spelling; this will help show you who might need extra support with these sections and how to group learners for the activities. Point out the interactive phonemic chart with audio on the Self-study DVD-ROM, which learners can use to practise pronunciation of particular sounds that they find difficult.

- b The words are grouped in order to help guide learners to notice the spelling patterns which are highlighted. Point this out if necessary. In feedback, build up more examples on the board and encourage learners to add to their lists.


- 1 *film, often, after, yourself, surf*
 2 *official, different, afford, off, stuff*
 3 *laugh, cough, enough*
 4 *telephone, pharmacy, photograph*

- c Encourage learners to choose a range of spelling patterns and to choose words which they find more challenging to test their partner. When they have both written down their partner's words, let them check their spelling together.

Optional extra: Learner training

If you haven't already done this, ask learners where and how they record new language. Encourage them to keep a vocabulary notebook and to add to it in each lesson. Point out that a spelling section for words they have particular problems with will help them learn those words. You can encourage this by suggesting a five-minute warmer at the beginning of lessons or at the end of each unit in which learners use their notebooks to test each other or construct quizzes around the language they've covered in previous lessons. You can keep a vocabulary box in the class to supplement this, or as a substitute for notebooks if not all learners have them in class.

NOTICE and

- 4 a  Learners read the sentences and categorise the expressions with *and*. Find out if any of the expressions are familiar to learners and if there are similar expressions in their language(s).

Expressions in sentences 1, 3 and 4 add emphasis.
Expressions in sentences 2 and 5 are verb + and + verb.

- b *Writing sentences.* Learners complete the sentences, then discuss their ideas with a partner. Ask a few learners to tell the class their and their partner's ideas for one sentence.

Self-assessment

To help focus learners on the self-assessment, go through each goal and ask for a few examples of the language they have learned, prompting as necessary. Then ask learners to circle the numbers on each line. Walk round and see how learners feel about their progress. Try to encourage anyone who is feeling under-confident at this stage and point out the opportunities for extra practice given under the self-assessment box. This is a good moment to go through all these options with the class, explaining where they can find things and how to use them.

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 Media board game

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1B Evaluating and recommending

| Topic area | I would like to know ... | Evaluations and recommendations from my classmates | My opinions |
|------------------------------------|---|--|--|
| EXAMPLE Improving my English | good websites I can use to practice listening | Martha: www.bbclearningenglish.com is a great place to get listening practice. Yes! Watching DVDs is a better way to improve. | Martha's idea is the best one I heard. |
| Places to visit in my capital city | | | |
| A gift to buy for | | | |
| Things to do this weekend | | | |
| Cheap places to buy clothes | | | |
| Other | | | |

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1C Which film? 2: Questions

A Which film/films ...
 1 was disliked by the critic?
 2 is a sequel to the first?

1C Which film? 1: Reviews

1 An absolutely perfect film for movie addicts.
China Paradise, which was the winner of the 1959 Oscar for Best Foreign Film, is a romance, and a beautiful movie to sit at.
 The plot is about a romance between a boy and girl, but also about the boy's love for movies. Young Kichiro is growing up in a fishing village and finds that he can escape his boring life through movies, so he develops a really beautiful relationship with his friend, the projectionist and film fanatic.
 When Sei grows up, he becomes the projectionist and also turns his attention to Elena, the daughter of a wealthy banker. The story is told through flashback, and we learn that Sei never really had a chance with Elena.
China Paradise is full of absolutely stunning scenes. It's simply one of the most romantic films ever made, and the acting is especially terrific. (1)

2 If you enjoy a depressing film, this is the one for you!
Babel is an ambitious film which tells four stories set in different countries. This slow movie is completely boring most of the time and occasionally mildly interesting. None of the stories feels truly realistic. To try to make it more realistic, the director instructs his cinematographer to move the camera around as much as possible. (2)

3 A simple story told simply.
Marjane is a beautifully filmed drama based on Marjane Satrapi's autobiographical novel about a girl growing up in Iran. It is moving and funny at the same time. It received a prize at the Cannes Film Festival and was nominated for an Oscar.
 Marjane is a rebellious girl who has problems with teachers and the police before her parents decide to send her to be educated abroad. Despite finding love and friendship in Vienna, she longs to return to the country she loves.
 The film closely follows the black-and-white style of the novel, and some parts are impressively made. For example, the bombing scenes are absolutely terrifying, thanks to some excellent sound design.
 Marjane is a lovely character that we care about, and the script is extremely powerful. There's also a lot of humour in the film, which comes from Marjane's naughtily nature.
 Overall, *Marjane* is an emotional, brilliantly written and excellent drama that you have to see. There'll be some laughter, a few tears and then you'll rush out to buy the movie. (3)

4 You've never seen an action film like this!
China is a really fast-paced film. It's so good that you'll wonder when you've ever felt so excited in a cinema. It's the most intense of the series, and we never seen. There are four genuinely realistic fight scenes. (4)

5 Another really interesting point is that the film sees men and women as equal, with Michelle Yeoh and Zhang Ziyi playing main roles. (5)

6 *Crouching Tiger, Hidden Dragon* was nominated for six Academy Awards and won four, as well as many other awards.
 For people who love Hollywood action films, here is the film that you have been waiting for.

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1A Media board game

Activity type: Speaking and listening – Board game – Groups

Aim: To practise talking about the media

Language: Talking about the present / Habits and preferences – Use at any point from 1.1.

Preparation: Make one copy of the worksheet for every group of three to four learners (enlarge to A3 size if possible). You will need counters and dice.

Time: 30–40 minutes

1B Evaluating and recommending

Activity type: Speaking and writing – Whole-class mingle – Individuals/Pairs

Aim: To give recommendations and evaluate ideas/advice

Language: Evaluating and recommending – Use at any point from 1.2.

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

Time: 20–30 minutes

1C Which film?

Activity type: Reading, speaking and writing – Reading comprehension, Vocabulary deduction, Writing a film review – Pairs/Individuals

Aim: To practise using language for talking and writing about films

Language: Adverb + adjective, Relative clauses, Film vocabulary – Use at any point from Explore writing.

Preparation: Make one copy of each worksheet for every pair of learners. Cut each worksheet to make four film reviews from Worksheet 1 and two activities from Worksheet 2 ...

Time: 40–45 minutes

Unit 1 Self-study Pack

In the Workbook

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

- **Vocabulary:** Habits and preferences; Talking about facts and information; Evaluating and recommending; Describing books and TV shows
- **Grammar:** Talking about the present
- **My English:** Learning English through the media
- **Explore reading:** Description of a TV series
- **Interview:** Different ways of life – Inmaculada and Alex

On the DVD-ROM

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

- **Vocabulary and grammar:** Extra practice activities
- **Pronunciation:** Common pairs of words
- **Explore speaking:** What's it about?
- **Explore listening:** A film podcast
- **Video:** Different ways of life