

4 About you

Unit goal: say how you spend your time

4.1

Goals: say how you spend your time

talk about things you often do
 say what you like and don't like

Core language:

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

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

Verbs and nouns

VOCABULARY Activity verbs

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

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

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

Alternative

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

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

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

- 2 a Learners match the words and the pictures.

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

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

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

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

Language note

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

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

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

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

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

Learners test each other.

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

GRAMMAR I don't (like) ...

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

– *I like* → *I don't like*

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

Alternative: Presentation with books closed

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

I'm a learner. → *I'm not a learner.*

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

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

Show how we can make this shorter:

I don't like football.

Then open books and read the sentences.

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

André:

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

Emma:

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

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

WRITING

- 2** To demonstrate, write *I like cats*. on the board. Ask a few learners if this sentence is true for them. If a learner says *Yes*, write *Yes* on the board. If a learner says *No*, ask him / her to make the sentence negative (*I don't like cats*). Write this on the board.

Learners write *Yes* or a negative form beside each sentence.

Round-up. Go through the items and ask a few learners what they wrote.

LISTENING and SPEAKING

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

1 don't 2 me too 3 me neither



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

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

Language note

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

- b** Do some quick practice round the class. Say positive or negative sentences from **1** and **2** (or add other examples of your own). Learners respond with a sentence or with *Me too* or *Me neither*.

 /  Learners take it in turns to say sentences from **2**. The other learner responds as in the examples.

Classroom language: Noun, verb, adjective

Goal: to identify nouns, verbs and adjectives



Core language:

noun, verb, adjective

- 1** Read the words and learners say which are nouns, verbs and adjectives. If necessary, show what adjectives are by giving a few examples:

- *It's a good book.*
- *This book is very good.*

**1 noun 2 adjective 3 noun 4 verb 5 adjective
 6 adjective 7 verb 8 verb 9 noun 10 noun**

- 2**  /  Learners look at p23 and find one word of each type. They tell you the words they found. Write them on the board in three lists.

4.2

Goals: say how you spend your time

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

Core language:

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

Food

VOCABULARY Food

- 1 a** *Food vocabulary.* Look at the pictures and establish what food they show. Play recording **1.65** to check.

Practise saying the words. Focus especially on the pronunciation of *fruit, vegetables* and *bread*.

Quickly check the words round the class by asking learners: *What do you have at home? Do you have meat? Do you have salad?*


Option: Stronger classes

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

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

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

- c** *Speaking.* To demonstrate the game, start to draw one of the kinds of food on the board. See how quickly learners can say what it is.

 Learners take it in turns to draw a kind of food. Their partner guesses what it is.

VOCABULARY often, sometimes ...

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

↑ *every day*
often
sometimes
 ↓ *never*

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

– *I eat meat on Monday, Tuesday, Wednesday, Thursday ... = every day*





– *I eat meat on Monday, then maybe on Friday, then maybe again on Wednesday ... = sometimes*

(Show *never* with hand gestures.)

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

Language note

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

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

Alternative: Large classes

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

Drinks

VOCABULARY Drinks

- 1 a** Look at the picture and ask learners to say what the drinks are.

Point out the difference between *coffee* /'kɒfi/ (a drink) and a *café* /'kæfeɪ/ (a place). Focus on the pronunciation of *juice* /dʒu:s/.

- b** *Listening.* Play the three conversations in recording **1.68** to check.

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

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

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

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


Note

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

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

- *I'll have a coffee, please.*
- *Can I have an orange juice, please?*
- *I'll just have water, please.*

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


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

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


Alternative

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

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

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


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

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

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

Restaurants

READING

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

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

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

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

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

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

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

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

- c Practice.** Learners make sentences about each restaurant, e.g.
- *The Bella Roma is an Italian restaurant.*
 - *They have Italian food: pizzas, pasta and fish.*
 - *It's a small restaurant and it's not too expensive.*

If possible, they should try to do this without looking at the guide.

Optional extra

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

WRITING

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

Sounds and spelling: e, ee, ea

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

Core language:

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

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

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

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

4.3

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

Core language:

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

Do you ...?

GRAMMAR Do you ...?

- 1 a Listening.** Look at the picture and ask where the people are (In a café). Point out that the bubbles are *answers* to questions. You could ask learners what they think each conversation is about.

Play recording **1.73**, pausing after each conversation. Ask learners what the questions are. Write them on the board.

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

Show how we add *Do you ...* to make questions:
I watch football. → *Do you watch football?*

Pronunciation. Read the examples in the box and practise saying the questions. Focus on the pronunciation of *Do you live ...?* /dju liv/.

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

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

Optional extra

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

Learners ask and answer the questions.

SPEAKING

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

Alternative

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


Target activity: Say how you spend your time

Goal: say how you spend your time


Core language:

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

TASK READING

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

TASK

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



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

Keyword go

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

Core language:

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

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

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

Language note

We say:
 – go to a café, a restaurant, a bar, a club
 – go to the cinema.
 – go to school, university, college, church, bed (no article).

Option: Stronger classes

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

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

Alternative: Mingling activity

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

4.4 Explore writing

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

Core language:
and, but

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

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

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

A and **B** but

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

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



Alternative: Classes with a different writing system

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

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

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

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

 /  Learners write sentences. Go round and check.

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

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

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

Note

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

Across cultures: Tea

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

Core language:

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

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

A Britain B Japan C Turkey

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

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

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

Look again

VOCABULARY

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

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

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

Learners find other groups and write them down.

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

- b Learners write sentences. Possible answers:

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

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

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

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

CAN YOU REMEMBER? Unit 3

- 4 a Discuss what words could be used.

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

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

GRAMMAR

Present simple. Read through the table.

Alternative: Presentation with books closed

Write on the board:
 – *I like coffee.*
 Then write the negative and question forms with gaps:
 – *I _____ coffee.*
 – _____ you _____ coffee?
 Learners complete the gaps.

- 5 Learners correct the mistakes.

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

Frequency. Read through the table.

Alternative: Presentation with books closed

Write on the board: *I eat fish.*
 Write these expressions on the board in a box:
every day often never sometimes
 Learners add expressions to *I eat fish* to make true sentences.

- 6 Learners write the sentences in the correct order.

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



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











Self-assessment

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

Unit 4 Extra activities on the Teacher's toolkit

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

4A Free time

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

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4A Free time

Activity type:

Speaking – Find someone who – Whole group

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

Language: Say how you spend your time – Coursebook p35

Preparation:

Make one copy of the worksheet for each learner.

Time: 15–20 minutes

4B Odd one out

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

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4B Odd one out

Activity type:

Speaking – Odd one out – Pairs / Groups of four

Aim: To review nouns, verbs and adjectives

Language: Review of vocabulary – Coursebook, Unit 4

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

Time: 20–25 minutes

Unit 4 Self-study Pack

In the Workbook

Unit 4 of the *English Unlimited Starter Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills, and a whole page of tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

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

On the DVD-ROM

Unit 4 of the *English Unlimited Starter Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

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