

13 Looking back

13.1

Goals: talk about mistakes
criticise past actions
suggest alternatives

Core language:

VOCABULARY Events in business
GRAMMAR *should have, could have*
PRONUNCIATION Common pairs of words 3

Big mistake

READING

- 1** *Prediction.* Focus learners on the book cover showing Gerald Ratner. Elicit ideas from the class about what type of book it might be and what it's about. Check understanding of the literal meaning of *rise and fall*.
- 2** *Reading for main idea.* Learners read the article and discuss their ideas with a partner. Check as a class.

The *rise and fall* refers to the fact that he built up the family business into a global success, but then caused the business to fail by making a joke about how cheap some of the products were. The *rise again* refers to his current attempt to become successful again, this time with an online jewellery business, Gerald Online.

Alternative for weaker groups

If your learners need more support with the article, put this list of key events from the story on the board and ask learners to order them with a partner, then read to check.

- He started a health club. (6)
- He lost his job at Ratners. (4)
- He wrote a book. (8)
- He started working in his father's business. (1)
- He made a joke in a speech at a business event. (3)
- He started an online jewellery business. (7)
- He lost all his money. (5)
- Ratners became very successful under his leadership. (2)

Alternative for stronger groups

Reading for detail. Write these figures on the board and ask learners to scan the article to find out what they refer to.

1996 28 48 60 1991 16 27,000 6 1

To raise the level of challenge, you could do this as a race, i.e. the first pair to find all the answers raises a hand.

- | | |
|--------|---|
| 1996 | He set up a health club in 1996. |
| 28 | He cycles 28 miles a day. |
| 48 | He offered to resign within 48 hours of the speech. |
| 60 | He was 60 at the time of the article. |
| 1991 | He made the joke in a speech in 1991. |
| 16 | The age he was when he started working in his father's business |
| 27,000 | The number of people employed by Ratners when he ran it |
| 6 | The number of employees at Gerald Online |
| 1 | In his speech, Ratner said you could buy a pair of earrings for less than £1. |

- 3** *Discussion.* Discuss the question with the class, finding out what learners think of Ratner's story and what it reveals about him as a person.

VOCABULARY Events in business

- 4 a** Make sure learners cover the article and read the sentences before they start writing. Walk round and monitor while they are working, offering help as necessary. Check pronunciation of *resign* /rɪ'zain/ and *bankrupt* /'bæŋkrʌpt/, which learners may find difficult due to the consonant clusters.

a failed b went bankrupt c took over d runs
e resign f set up g built up h fired

- b** Encourage learners to order the sentences without looking back at the article. Check answers as a class by asking pairs to read out a sentence at a time in the correct order.

c, g, a, e, h, b, f, d

SPEAKING

- 5** Discussion. Give learners a few moments to think about the questions and then discuss them in pairs or with the class.

He shouldn't have ...

LISTENING

- 1 a** *Listening for main idea.* Focus learners on the picture of Debbie and Steve and explain that they will hear them talking about Ratner's story. Allow them to read the questions first, then play recording 3.23. Feed back as a class.

- 1 Steve feels a bit sorry for Ratner. Debbie is critical of him.
- 2 They talk about the person who runs Barclaycard, who said he and his family don't use credit cards because they're too expensive.

- b** Class discussion. Find out who learners agree with and why. Ask if learners know any similar stories about businesspeople in their countries.

GRAMMAR *should have, could have*

- 2 a** Elicit the modals used in the conversation from the class. Don't focus on the form yet, but come back to this after b.

1 should 2 shouldn't 3 could

- b** *Focus on meaning and use.* Give learners time to read the questions and think individually or with a partner. Then talk about the meaning and use with the class. Finally, focus on the form, reminding learners of the present form: *should/could* + infinitive to contrast with this past form: *should/could* + *have* + past participle. Model the sentences briefly for learners, but more time will be spent on pronunciation at a later stage.

1 the past
2 a should have, shouldn't have b could have

- 3 a Learners read the speech bubbles and discuss what happened. Briefly check everyone understands the situations before moving on.
- b *Writing*. Walk round and offer help as necessary while learners write their sentences. When they're ready, learners can discuss their sentences with a partner to see if their ideas are similar or different. Feed back as a class.

Possible answers

Derek: *He should have tried to make friends with people. He shouldn't have left so quickly. He could have given it a bit more time.*

Alija: *She should have checked the weather forecast. She shouldn't have taken beach clothes. She could have taken warm clothes as well.*

Kareem: *He should have practised his presentation. He could have asked for help.*

Ian: *He shouldn't have bought cheap DVDs from the market. He should have bought them in a shop. He could have asked the stallholder to play the DVDs to check them.*

- c *Discussion*. Learners discuss their opinions of each of the four situations.

Note: Grammar practice

You could do the grammar practice on p144 at this point.



You could use photocopiable activity 13A on the Teacher's DVD-ROM at this point.

PRONUNCIATION Common pairs of words 3

- 4 a Play recording 3.24 or say the sentences yourself, focusing on the weak forms and contractions. Give learners plenty of time to practise saying the sentences and to get their mouths round these forms.
- b Learners practise saying their sentences from 3b to themselves and then to a partner.

SPEAKING

- 5 a *Preparation*. If possible, tell the learners your own story to give them a model and some ideas. Give them time to think of their own ideas and to plan how to tell their stories. Point out the framework to help learners prepare. Walk round and help as necessary.
- b / *Storytelling*. Monitor while learners are telling their stories and take a note of good and incorrect uses of the modals for a feedback session later.
- Round-up*. Ask several learners what their partner should or could have done differently.

13.2

Goals: talk about acts of kindness and bravery
speculate about the past

Core language:

VOCABULARY Acts of kindness and bravery
GRAMMAR Unreal conditionals: past

A good deed

READING

- 1 a *Pre-reading discussion*. Introduce the topic by asking learners if they think they're brave or not and to say why. Read through the questions together, then learners discuss them in pairs.
- b Go through each question, asking different learners what they would do and inviting a response from others in the class.
- 2 *Reading for main idea*. Focus learners on the questions, then they read the three news stories. In feedback, check understanding of *make it into (work)*, *impressed by the good deed*, *wealthy widow* and *grateful*.
- 3 Make sure learners cover the stories before discussing the statements about the stories with a partner. They read again to check their ideas.
- 4 *Speaking*. Learners give their opinions about the people in all three stories based on their actions. Find out if they agree with each other in feedback.

Story 2 is about acts of kindness. Stories 1 and 3 are about acts of bravery.

1 true 2 false 3 false 4 true 5 false 6 true

VOCABULARY Acts of kindness and bravery

- 5 a Learners can complete the sentences individually before comparing with a partner. Don't check the answers yet, as this will pre-empt b.
- b Learners check their own answers by scanning the text for the correct information.

2 risked 3 saved 4 left 5 thank 6 thinking
7 helped 8 doing

SPEAKING

- 6 a Remind learners to cover 5a. Do the first one with the class, then learners continue together. Let them check their own answers against 5a. Then they ask and answer the questions.
- b *Round-up*. Find out about some of the brave or kind acts people have performed, and decide together who is the kindest person and who is the bravest person in the class.


1 for 2 with 3 of 4 for 5 from 6 by 7 from

I wouldn't have ...

GRAMMAR Unreal conditionals: past

- 1 Focus learners on the example sentences from the stories and do question 1 as a class. If anyone is struggling with the meaning, focus on the sentence about Rosa Flores. Ask *Did she have a family?* (no) and *Did she leave all her money to the village?* (yes), which should illustrate that the *if* sentences are imaginary. Write the pattern on the board and elicit the form from the class. You could ask the class to find another example of an unreal past conditional in the third story (*If Mr Parker hadn't got involved, then I'm sure the man would have robbed the bank*). Model the sentences for the class, and point out that it is pronounced in a similar way to *should've* and *could've*. Focus on the negative form (*wouldn't have left*), pointing out that we often say *wouldn't've* and give learners an opportunity to practise saying all the sentences.

- 1 *imaginary, about the past*
2 *if + had + past participle, would + have + past participle*

- 2 a  *Listening*. Demonstrate the activity by playing the recording of the first situation, talking about it with the class and eliciting a sentence using the prompt. Then play recording 3.25, one situation at a time; learners continue in pairs, writing a sentence for each one.


- Possible answers*
1 *If he hadn't crashed into the car in front, he wouldn't have met his wife.*
2 *If she'd studied harder at university, she would have got a good degree. If she'd got a good degree, it would have been easier for her to study law.*
3 *If he hadn't seen the Mexican film, he probably wouldn't have become interested in Mexico. / he probably wouldn't have moved to Mexico.*
4 *She wouldn't have become a journalist if her English teacher hadn't encouraged her at school.*
5 *She wouldn't have gone to that hotel or resort if she'd talked to her colleague first.*
6 *If he'd known more about cars, he probably wouldn't have bought that car.*

Optional extra: Word groups

Learners have had several opportunities to practise saying past modals (*should've*, *would've*, etc.) and have practised putting them in longer *if* sentences in 1. Before learners talk about their sentences from the listening, it's a good idea to spend more time focusing on the pronunciation of these unreal conditionals. In previous lessons, learners have practised breaking speech into word groups, and the pausing will help learners produce these long sentences intelligibly. Ask them to say the sentences and decide where the groups of words begin and end. Remind them to link words within word groups. Then they practise saying their sentences. Walk round and help as necessary. This will help them with 2b.

Possible answers

- 1 *If he hadn't crashed // into the car in front, // he wouldn't have met his wife.*
2 *If she'd studied harder at university, // she would have got a good degree.*
If she'd got a good degree, // it would have been easier for her // to study law.
3 *If he hadn't seen the Mexican film, // he probably wouldn't have become interested // in Mexico. / he probably wouldn't have moved // to Mexico.*
4 *She wouldn't have become a journalist // if her English teacher hadn't encouraged her // at school.*
5 *She wouldn't have gone to that hotel or resort // if she'd talked to her colleague // first.*
6 *If he'd known more about cars, // he probably wouldn't have bought that car.*

- b  *Speaking*. Learners talk about their sentences with a new partner. In feedback, find out if learners had the same or different ideas by asking several learners to say their sentences, and asking the rest of the class to respond.





Note: Grammar practice

You could do the grammar practice on p144 at this point.



You could use photocopiable activity 13B on the Teacher's DVD-ROM at this point.

SPEAKING

- 3 a  *Preparation*. Demonstrate the activity by drawing a timeline for important events in your life on the board, then explaining it to the class. Elicit questions from learners by writing *If you hadn't ..., what would you have done?* on the board, then encouraging them to ask you questions about what you should or could have done differently. Then give learners time to draw their timelines and think about which events and decisions to put on it. Explain that if they don't want to talk about something, it is best not to put it on their timelines.
- b  *Speaking*. Learners explain their timelines to each other.
- 4 a  *Writing*. Remind learners of the questions they asked you (point out the question frame on the board) and tell them to prepare about three similar questions about their partner's timeline. Walk round while they're writing and help as necessary.
- b  *Personalisation*. Monitor while learners ask and answer their questions and take a note of their use of real conditionals for a feedback session later.
- Round-up*. Ask several learners what their partners feel they should have or could have done differently in their lives.

13.3 Target activity

Goals: criticise past actions ♻️

Core language:

TASK VOCABULARY Evaluating past actions
13.1 GRAMMAR *should have, could have*
13.2 GRAMMAR Unreal conditionals: past

Discuss what went wrong

TASK LISTENING

- a** Focus learners briefly on the picture of the couple driving. Then learners discuss the questions together or talk about them with the class.
 - Ask the class what the problem is for Debbie and Steve and how they might be feeling (probably stressed or cross). Then elicit some ideas of what they might be saying to each other. This will introduce the listening.
- Listening for main idea.* Learners read the questions, then play recording 3.26. They compare answers together, then check as a class.

- a map and a Greek phrase book*
- He's going to ask for directions in a garage.*

TASK VOCABULARY Evaluating past actions

- a** *Listening for detail.* Play recording 3.26 again and tell learners to listen for these sentences and find out what Debbie and Steve are talking about in each one. They compare with a partner, then check their own ideas in the script. In feedback, give them an opportunity to practise saying the expressions.

- to turn left at the roundabout*
- that they'd get lost*
- their map*
- their map*
- the phrase book*

Alternative for stronger groups

Allow learners to discuss each sentence first with a partner, then play recording 3.26 so they can check their ideas.

- Vocabulary expansion.* Brainstorm words or expressions to replace *better*, e.g. *helpful, sensible, a good idea*.

TASK

- a** 👤👤👤 Draw attention to the list of options for weekend breaks and make sure each group chooses a situation.
 - Look at the examples with the class and ask which weekend break each one might apply to. Each group can appoint a scribe to write down the ideas suggested by the group. Walk round and help with ideas if necessary.
 - Preparation.* Learners prepare things to say, using the language from 3a. Walk round and help learners formulate or re-formulate their ideas.
- 👤👤 You can place learners back to back for their phone calls, to make their conversations more realistic. Encourage learners to exaggerate their feelings in their voices and to extend the conversations as long as possible. Monitor and take a note of any problems that impede communication.

Optional extra: Extending conversations

Add an element of competition to encourage learners to extend their conversations. Give them a start time and challenge them to have the longest conversation in the class.

- Round-up.* Give learners a moment to think of their own stories about things that have gone wrong when they've been away. Then talk about this as a class.

13 Explore

Across cultures: Rules and risk

Goals: raise awareness about different attitudes to rules and risk
talk about laws and attitudes to the law in different cultures

Core language:

VOCABULARY *make, let, be allowed to, be supposed to*

LISTENING

- If your learners are from the same country, talk about this together, but if you have a multicultural class, give learners an opportunity to talk in pairs or small groups first, then feed back as a class.
- Listening for main idea.* Focus learners on the picture and check understanding of *risk*. Read the question, then play recording 3.27.

They talk about smoking in public and briefly about breaking speed limits.

- a** *Listening for detail.* The listening is quite long, so use the extracts in the Coursebook to provide support for learners. Make sure they read through all the sentences and pre-teach the following vocabulary: *loose manner* (= not strict, relaxed), *make a big fuss* (= complain), *interpreted* (= understood), *passer-by* (= someone who walks past), *bending the rules* (= changing them a bit) and *chaotic* (= disorganised or random). Give learners an opportunity to think about who says each statement first, before you play recording 3.27 again.

1 Patrizia 2 Jon 3 Jon 4 Patrizia 5 Jon 6 Patrizia
7 Jon 8 Patrizia 9 Patrizia 10 Patrizia

- Learners talk in pairs, then check as a class.

Italy

- 👤👤👤 *Discussion.* Tell learners to focus on each sentence and compare their attitudes to Patrizia and Jon's. In feedback, find similarities and differences either between learners' countries and Britain or Italy, or among learners' own countries.

VOCABULARY *make, let, be allowed to, be supposed to*

- Focus on expressions.* Give learners a moment to think about the meaning of the four expressions with a partner before going through this with the class. Highlight the form on the board: *let/make you + infinitive* and *be supposed/allowed to + infinitive*.

Model the latter forms in sentences of your own, e.g. *You're allowed to use dictionaries* and *You're supposed to speak English*, and point out the weak form of *to* and the linking in *supposed to* /sə'pəʊzɪtu:/, giving learners time to practise saying the forms.

1 a 2 c 3 b 4 c

SPEAKING

- 6 a Give learners time to think of some ideas on their own, then put them in small groups to share ideas. Monitor and listen for their use of the target language, offering help to individuals as necessary, and pointing out any common problems in feedback at the end.
- b *Intercultural discussion.* Walk round while learners are talking and listen for any interesting points you can ask learners to repeat to the class in feedback.

Monocultural groups

If your learners are all from one country, ask them to discuss the questions and check if they agree on the answers (which they may not!). Then ask them to think about any other countries or cultures they know and think about if the laws and attitudes are different there.



You could use photocopiable activity 13C on the Teacher's DVD-ROM at this point.

Explore writing

Goals: write a summary of information from different sources
write an email giving information

- 1 *Class discussion.* Brainstorm ideas as a class for question 1, then find out who in the class has organised a trip or been on a trip organised by someone else and ask them about how well their trips were organised.
- 2 Focus learners on the picture and caption and ask some questions to make sure learners understand the situation, e.g. *Who is Barbara? What about Zoë? Who's organising the trip? Where's Zoë travelling from/to?* Then draw attention to the different sources of information Barbara has researched for Zoë's trip and point out Barbara's notes on each one. Learners then do the task in pairs. In feedback, project the different sources of information onto the board or a screen and ask different learners to come up and circle the important information, while the rest of the class reacts by agreeing or disagreeing.
- 3 a *Reading for detail.* Learners read the first half of Barbara's email and locate the relevant information individually, then compare their ideas with a partner. Check as a class, referring to the texts on the board if possible.

*The following information should be underlined in 2: timetable: Toronto, Warsaw, 13:00 and 12:30. hotel information: Hotel Bronislaw, a beautiful quiet location, The journey by car from the airport takes 15 minutes, Meeting room, flip chart and pens, data projector, internet access
Barbara's notes: 2:00*

- b Give learners time to have a go at this individually, before comparing their ideas with a partner. Walk round and help as necessary before checking with the class.

I've booked a table at Wierzynek Restaurant for dinner at 7:30pm. We're meeting Stefan Daszkiewicz and Ela Górska there. It's right in the centre of Kraków's Old Town with tables overlooking the Market Square. The food is exquisite/traditional – it's one of the best restaurants in Kraków.

Note: Goal

The goal here is for learners to practise collating information from a range of different sources so they are not expected to paraphrase or summarise the information at this level. However, if stronger learners use paraphrases, such as synonyms, or summarise information while retaining the key information, then give them praise for going beyond the task.

- 4 *Preparation.* Ask if learners ever go away for the weekend to celebrate things like birthdays and find out where they usually go. Then focus on the current scenario and direct learners to the appropriate information on p132. Walk round and check learners are circling appropriate information to tell their friends.
- 5 / *Writing.* Learners can discuss and plan their emails with a partner before writing their own emails. Walk round and help as necessary.

Note: Drafting emails

Give learners time to improve and correct their emails and to write a final version, either in the class or for homework. If they do this at home, they can finalise their emails and send them to you to check.

- 6 *Round-up.* Learners exchange emails with different partners and talk about the plans together. Get learners' responses to the trip.

13 Look again

Review

VOCABULARY Events in business; Acts of kindness and bravery

- 1 a / Learners do the matching in pairs, or individually before comparing with a partner. Check quickly by calling out verbs and eliciting the multi-word verbs or by telling learners to cover the particles and test each other in open pairs.

risk (your life) by, set up, thank for, do favours for, build up, take over, rescue from, help with, resign from

- b Learners complete the sentences with appropriate expressions. Remind them that they need to put the verbs in the correct form.

1 does favours for 2 resigned from 3 risk; by
4 helping; with 5 set up

- c Learners make the sentences true for them, then talk about their ideas with a partner.

GRAMMAR Unreal conditionals: past

- 2 a Focus learners on the example situations and check understanding of the expressions. Give them time to think of a situation.
- b *Preparation.* Learners plan how to express their ideas, using the framework provided. Walk round and help as necessary.
- c *Speaking.* Monitor while learners are talking and check how and if they use unreal conditionals to express their ideas. In feedback, ask several learners to summarise their partner's situations and to say what they would have done in their place.

CAN YOU REMEMBER? Unit 12 – Polite requests and questions

- 3 a *Writing.* Elicit an indirect question from the class as an example, e.g. *Could I ask you what kind of music you like listening to?* Then learners continue in pairs. Walk round while they are writing and help as necessary.
- b *Survey.* Learners mill round the class asking their questions and answering other learners' questions about music.

Round-up. Find out who shares the same musical tastes in the class and what those tastes are.

SPELLING AND SOUNDS /əv/

- 4 a Play recording 3.28 for learners; point out that the same sound is represented by two different letter combinations.
- b Learners do this in pairs first, then check as a class.

1 ow 2 ou 3 ow 4 ow

- c Learners can complete the words individually, then check with a partner. Let them look in a dictionary to check their answers.

1 about 2 row 3 council 4 mouth 5 round
6 doubt 7 brown 8 clown

- d *Spellcheck.* Learners choose ten words from the section and test each other. Remind them to record any words they find difficult to spell in their notebooks.

NOTICE Expressions with make

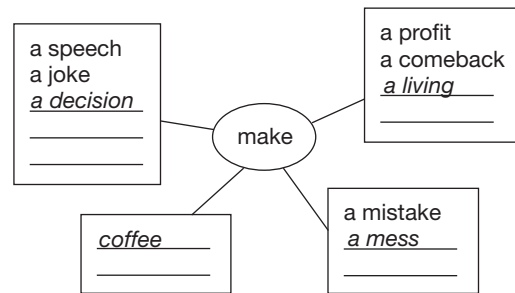
- 5 a Ask learners what they remember about Gerald Ratner. Then they complete the sentences from the article and check their own answers.

1 speech 2 joke 3 comeback 4 profit 5 mistake

- b *Vocabulary expansion.* Learners brainstorm more expressions with *make* in pairs, then call out their ideas for you to put on the board. Alternatively, you could draw a spidergram on the board like the one below and call different learners up to decide where to put the different collocations. Remind learners to record new expressions in their notebooks.

Recording high-frequency verbs

Suggest that learners make a page for *make* and pages for other very high-frequency similar verbs such as *do*, *have*, *get* and *go*. Suggest useful ways of recording these verbs and their collocations, e.g.



Tell learners to leave enough space to add more collocations at a later date, as they come across more uses of the verbs and to group the different uses in ways that make sense to them (which may be different from the groupings shown above).

- c *Writing.* Walk round and help while learners write questions using expressions they have chosen.
- Asking and answering.* Learners can ask their questions in pairs or small groups or mill around the class asking different people.
- Round-up.* Ask several learners what they found out about other people in the class.

Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind learners about the extra practice opportunities under the box, and ask where they can find things.

Unit 13 Extra activities on the Teacher's DVD-ROM

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

13A Choices, choices

- Duncan Jones was a student. He was doing languages at university and playing in a rock band in his spare time. His tutor invited him to his office and told him that he could get a first-class degree, but he would have to work harder. He decided to continue with his band.
- Duncan graduated – he didn't get quite as good a degree as he might have, but he still did well. His girlfriend was doing a PhD and didn't have much money. He needed to think about what to do with his future. He decided to move to London and continue with his band.
- Life was difficult in London; he'd split up with his girlfriend and was living alone. His band was doing quite well and playing in pubs, but not making much money – but getting a job would not give him the freedom to continue with his music. Duncan decided to claim unemployment benefit and continue with the band.
- The band was offered a recording contract. There was no money, but the chance to make records. At about this time, Duncan was offered a job writing for a music magazine. He decided to take the recording contract.
- The band made a couple of records. It got good reviews and played around the country and sometimes in Europe. The records never really sold, and the band didn't make any more. After a while, the band split up and Duncan was asked to join another local group. He decided to join.
- The new group was not doing well. They were about to split up when they were offered a job playing on a tour with a more successful group. Duncan's ex-girlfriend got in touch – she'd finished her PhD and found a job. She thought Duncan should do a Master's and find a proper job. Duncan decided to go on tour with his group.
- With the money he made from the group, Duncan bought a flat in London and put the rest in the bank. He went back to the person who had offered him work for a music magazine and arranged to do some research for him. Now he works part time and plays music as a hobby.

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13B What if ...

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13C Social attitudes?

Survey shows changes in British attitudes
The British Social Attitudes survey has been conducted every year for more than 20 years. The results this year suggest that British people are becoming more socially liberal, but more politically conservative ...

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
The family					
1 A couple with children is supposed to be married.					
2 Parents should let children take risks and make their own mistakes.					
3 Parents should not be allowed to smack their children.					
4 Parents should be responsible for their children's behaviour. If a child breaks the law, the parents should make sure they are punished.					
5 Parents should be allowed to take their children out of school and educate them at home.					
Money					
1 The bosses of big businesses shouldn't be allowed to make such high salaries.					
2 High taxes will make businesses move to other countries.					
3 Most unemployed people could find a job if they really wanted.					
4 People shouldn't be allowed to go into debt.					
5 Governments are supposed to help the poor get more benefits, even if it means higher taxes.					
Crime					
1 People who break the law should go to prison for longer.					
2 You should be allowed to attack a burglar in your home without fear of punishment.					
3 Schools are supposed to teach young people to respect authority.					
4 Prisons should let criminals go free early for good behaviour.					
5 The police should be allowed to exercise more power.					
Society					
1 Businesses are supposed to treat everyone equally, but often they don't.					
2 It is harder to be successful if you belong to an ethnic minority.					
3 Employers should let parents organise their work to fit with their families.					
4 Men and women should be paid the same.					
5 Life is better for most people than it was 30 years ago.					

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13A Choices, choices

Activity type: Reading and speaking – Dilemmas discussion – Groups / Whole class

Aim: To discuss the wisdom of choices that someone has made

Language: *should/shouldn't have / could/couldn't have* – Use at any point from 13.1.

Preparation: Make one copy of the worksheet for every three or four learners. Cut up each worksheet to make a set of seven story sections.

Time: 20–30 minutes

13B What if ...

Activity type: Speaking and grammar / Language game / Groups

Aim: To practise unreal conditionals: past in conversational contexts

Language: Unreal conditionals: past – Use at any point from 13.2.

Preparation: Make one copy of the worksheet for every five or six learners. Cut up the worksheet to make a set of ten cards.

Time: 15–20 minutes

13C Social attitudes?

Activity type: Speaking – Questionnaire/discussion – Pairs/ Groups

Aim: To practise talking about rules and obligations in society

Language: *make, let, be allowed to, be supposed to, should* – Use at any point from Across cultures, p107.

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

Time: 20 minutes

Unit 13 Self-study Pack

In the Workbook

Unit 13 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:** Events in business; Acts of kindness and bravery; Evaluating past actions; *make, let, be allowed to, be supposed to*
- **Grammar:** *should have, could have*; Unreal conditionals: past
- **My English:** Communicating in English
- **Explore reading:** Yoko Ono
- **Interview:** We all make mistakes – Nishadi and Bắc Trần

On the DVD-ROM

Unit 13 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:** Disagreeing politely
- **Explore listening:** Business news
- **Video:** We all make mistakes