

5 A change of plan

5.1



Goals: discuss plans and arrangements
make offers and promises

Core language:

VOCABULARY	<i>be supposed to, be meant to</i>
GRAMMAR	Future forms
PRONUNCIATION	Common pairs of words 2

A helping hand

LISTENING

- 1 a  /  *Pre-listening discussion.* Focus learners on the list of situations and check understanding of *locked yourself out* and *broken down*. Learners discuss the situations in pairs or groups.
- b Ask one or two learners for their stories and a few others about what they would do in the situations.
- 2 *Listening for main idea.* Ask the class what they think has happened in the picture. Ask how he might get into his house and elicit *ladder* and *inside*. Allow learners to read the questions, then play recording 1.44. Stop after each conversation, so learners can discuss the questions with a partner. Play the conversations again if necessary. Check all the answers. Draw attention to *runs out*, *goes dead* and *dying* for talking about mobiles.

- 1 *Rob's mum is visiting him.*
2 *He's locked himself out of the house, and his car keys and wallet are inside.*
3 *Jon's car is at the garage.*
4 *Amy offers to drive to the station to pick her up.*
5 *Rob's going to find a ladder so he can climb in an upstairs window.*
6 *Rob's mobile dies / the battery runs out.*

- 3 a *Listening for detail.* Learners read the sentences about Rob's situation and tick or correct them. Then play recording 1.44 again so they can check their answers.

- 1 ✓
2 ✓
3 *He hasn't lost his car keys, they're in the house.*
4 *Jon's car is in the garage, not Rob's.*
5 ✓
6 *Amy had arranged a bike ride, not Rob.*
7 *There is a window open upstairs.*
8 *Rob isn't supposed to be at work, but Jon is.*

- b *Prediction.* Get some ideas from the class about how Rob will get back into his house.
- c Play recording 1.45 so learners can check their ideas and round off the listening.

Optional extra: Prepositions

Write out these prepositional expressions from the first part of recording 1.44, with the underlined prepositions gapped, and ask learners to fill the gaps:


*locked myself out
at the train station
in the house
on her mobile
arriving in five minutes
go to the station
at home*

Then play recording 1.44 again to check. Point out that *at* and *to* are pronounced as weak forms and help learners notice the schwa sounds and linking in the recording, e.g. *up at the train station* /pət/. Learners could say different parts of the script in pairs to practise the schwa sound and improve fluency.

VOCABULARY *be supposed to, be meant to*

- 4 Learners match beginnings and ends of sentences from the script. Draw attention to the use of *but* to explain why the plan didn't or isn't going to happen.

1 c 2 b 3 a

- 5  Draw learners' attention to the example. Then learners continue individually and write two further sentences of their own.




You could use photocopiable activity 5A on the Teacher's DVD-ROM at this point.

Sorting out arrangements

GRAMMAR Future forms

- 1 *Focus on meaning and form.* Learners read the three sentences from the conversations (1–3) and the three descriptions of use (a–c). Learners match them in pairs. Then check as a class and give learners a chance to say the sentences to practise the contraction *I'll*, and the weak form in *I'm going to* /tə/ *find*. Elicit the negative and question forms from the class.

1 b 2 c 3 a

- 2 a  *Practice.* Learners read the conversation and circle the correct forms. Don't go through the answers, as this will pre-empt b.

1 *I'll make* 2 *I'm going to go* 3 *I'll come* 4 *I'll go*
5 *are we going to* 6 *we're going* 7 *we're going*
8 *are we going to* 9 *I'll look*

- b Learners discuss their answers together. Find out if there were any differences of opinion, then play recording 1.46 to check. Go through any problems with the class.

Note: Grammar practice

You could do the grammar practice on p138 at this point.



You could use photocopiable activity 5B on the Teacher's DVD-ROM at this point.

PRONUNCIATION Common pairs of words 2

- 3 a *Books closed.* Learners write the six sentences they hear. Play recording 1.47 or say the sentences, giving learners time to write each one before playing the next one.

- 1 *What are we going to see?*
- 2 *Do you want to do anything later?*
- 3 *I have to buy some food.*
- 4 *I need a few things at the shops.*
- 5 *We're going to the theatre.*
- 6 *I'll look for the theatre programme.*

- b Let learners compare their ideas with a partner before checking their sentences.
- c Point out that there are pairs of words in each sentence that are often found together and are not always easy to distinguish because they are linked when we say them. Play recording 1.47 again or say each pair of words one at a time so learners can repeat them. Then learners practise saying them in the sentences.

SPEAKING

- 4 a *Preparation.* Explain to learners that they are going to have conversations about a problem in groups of three. They choose one of the situations together which they will prepare in **b** and perform in **5a**. Assign roles A, B and C to learners in each group.
- b Focus learners on the flow chart of the conversation and give them a few minutes to prepare what they want to say. Remind them to use the vocabulary and grammar from the unit.
- 5 a *Role play.* Learners have their conversation. Monitor while learners are talking and check for any problems with the target language. You could go through any important problems with the class before learners do **b**.
- b Learners change roles and choose a new problem. Then they have another conversation.
- Round-up.* Find out what sort of solutions learners found to their problems.

5.2

Goals: talk about something that went wrong
talk about changes of plan

Core language:

VOCABULARY *no chance, no way*
GRAMMAR Future in the past

Fate?

LISTENING

- 1 a *Listening for main idea.* Focus learners on the situations and talk about what they involve (fate and chance). This will set the context for the listening and provide a model for learners' discussions below. Learners read the summaries of the two people's views, then listen to recording 1.48 and circle the correct words.

- 1 *happen* 2 *can* 3 *believes* 4 *like*

- b *Pre-reading discussion.* Learners discuss the question in pairs or groups. Get some feedback from the class.

Language note: Agreeing

In this authentic text, both Munizha and Pierre signal agreement in ways that are not often taught: *I'm exactly the same* and *Oh yes, absolutely*. You could ask learners to listen again and notice how they agree with each other. Give them an opportunity to practise saying the expressions, particularly focusing on the stress and intonation in *absolutely*.

READING

- 2 *Jigsaw reading.* Learners read the introduction. Ask what the stories are about. Then divide learners into As and Bs to read their story and answer the questions.

Hans's story

- 1 *He met Chin Mae when she came to Bonn in Germany about 30 years before.*
- 2 *Chin Mae had to go back to her home in Korea for family reasons and they lost touch.*
- 3 *He wrote a letter to her and sent it to her parents' address.*
- 4 *Hans was woken by the phone ringing. It was Chin Mae.*
- 5 *Her parents forgot to give it to her. It fell behind a bookcase and remained there for over 20 years.*
- 6 *They got married.*

Maggie's story

- 1 *Maggie was planning to have a big party to celebrate her 25th birthday, with dinner and dancing.*
- 2 *There was a power cut.*
- 3 *There was a storm with rain and thunder.*
- 4 *He told her that the hall was struck by lightning which destroyed the roof.*
- 5 *She was upset because it ruined her party.*
- 6 *She found it funny.*
- 7 *She spent the evening talking to a man. They got on really well and he asked her out on a date. Later, they got married.*

Alternative for weaker groups

Learners work in A/A and B/B pairs to answer the questions together and to prepare telling their story. In **3b**, they can join a B/B pair to tell their stories, but the previous support may make this unnecessary.

- 3 a / *Preparation.* Learners use the questions to prepare telling the story to a partner. Point out that the questions give learners the key points in each story. Let learners refer to the story if they need to check details. Walk round and help while they are preparing.
- b *Round-up.* Working in A/B pairs, learners take turns to tell each other their stories. Monitor while they're talking and note any problems that impede communication. Get learners' opinions on the stories, and ask if there are any similarities between them.

Option: Sequencing expressions in narratives

After learners have done **3b**, write these expressions from Hans's story on the board in random order:

I first ...

... in the end ...

Some years later,

It was three months ago ...



Just recently,

... this year,


I've just ...


Keep learners in the same pairs and ask them to think about what order the expressions occurred in Hans's story. (Learners can try to remember what each expression referred to, which will help them with the order.) Then tell them to read the text quickly and underline the expressions to check their ideas. Point out that using expressions like these can help readers or listeners to follow stories.

VOCABULARY *no chance, no way*

- 4  /  Learners match the expressions to the meanings. They can do this in pairs or individually before comparing with a partner. Check as a class.

1 b 2 b 3 c 4 a 5 d

- 5 a  *Writing sentences.* Learners choose two of these topics or their own idea. They talk about the topic and work out how they can use expressions from **4**. Walk round and help with ideas and language as necessary.

- b  Learners swap partners and discuss the ideas they talked about in **a**.

Round-up. Ask different learners for a sentence about each of the topics. Encourage the class to respond where possible.

What went wrong?

GRAMMAR Future in the past

- 1 a *Focus on meaning.* Learners read the sentences from Maggie's story. Answer the questions as a class.

1 *past plans*

2 *were going to have; was supposed to be*


- b *Focus on form.* Elicit the verb form that follows *were going to* and *was supposed to* (infinitive). Then learners check Hans's story for another example of each form which suggests an event didn't happen, *were going to* and *was supposed to*.

were going to: We were going to get married.

was supposed to: She was only supposed to be in Germany for two weeks. I'm so glad my letter ended up where it was supposed to be.

Language note: Past progressive

These two uses of the past progressive reflect two common uses of the present progressive: **1** describing an activity (*she was helping her mother*) and **2** describing a plan (*We were going to get married: future in the past*).

- 2 a  *Practice: Writing.* Ask who Maggie is and how she met her husband. Then focus learners on the story situation and pictures and ask them what her plans were by eliciting the end of the sentence in the prompt (e.g. *While he was at work I was going to ... make him a cake.*). Walk round and help as necessary.


- b Play recording **1.49** so learners can find out what went wrong. Ask if anyone came up with a different storyline.


- 3 *Writing.* Learners discuss possible endings for the story and write their versions. Walk round and help while they are writing. Then play recording **1.50**. Get learners' response to the ending.

Note: Grammar practice



You could do the grammar practice on p139 at this point.

SPEAKING

- 4 a  *Preparation.* Ask if anyone in the class has had a similar experience to Maggie's. Tell learners to think of their own stories about plans which have changed. Draw attention to the prompts, but make sure learners know they can choose their own ideas. Encourage learners to use the questions to help prepare their stories. Walk round and help with ideas or language while they're preparing.

- b  *Storytelling.* Learners tell their stories in groups. If anyone couldn't think of a story, tell them to wait until the end to see if other learners' stories remind them of an experience of their own.

5.3 Target activity

Goals: discuss plans and arrangements 
talk about changes of plan 
catch up with old friends' news

Core language:

TASK VOCABULARY *Catching up*

5.1 VOCABULARY *be supposed to, be meant to*

5.1 GRAMMAR *Future forms*

5.2 GRAMMAR *Future in the past*

Attend a reunion

TASK LISTENING

- 1 *Pre-listening discussion.* Focus learners on the picture and see if they can guess what kind of party it is. Then learners read the introduction to the email. Find out if anyone in the class has been to a reunion party like this. Discuss the questions in pairs or as a class.

- 2 *Listening for main idea.* Check learners remember when Carolina and Iqbal were at university (ten years ago) and ask them to guess what they might talk about (e.g. work, families, memories about what they were going to do). Play recording **1.51**, then learners discuss the question in pairs.

Iqbal loves his life in Kuala Lumpur. Carolina is a bit bored at the moment.

TASK VOCABULARY Catching up

- 3 a *Listening for detail.* Focus learners on the sentences from the conversation. Then play recording 1.51 again. Learners can write *C* or *I* after each sentence.

1 Iqbal 2 Carolina 3 Iqbal 4 Carolina 5 Carolina
6 Iqbal 7 Iqbal

Alternative

Learners predict the answers for 3a before listening. Then play recording 1.51 to check.

- b Do a few examples on the board. Then learners choose a word from each expression as a prompt. In groups, learners use their words to remember the expressions. Remind learners to record new words and expressions in their vocabulary notebooks.

TASK

- 4 a *Preparation: Ideas.* Talk through the situation with the class and point out the role cards. Assign roles, then learners complete their role cards.
- b *Preparation: Language.* Give learners time to plan what they want to say. Walk round and help as necessary.
- 5 Learners have their conversations in groups. Point out that they will have to remember what their partners told them for the next activity. Monitor while learners are talking and take a note of any useful language and common mistakes for a feedback session.
- 6 Learners tell their new groups about the people they had conversations with in 5.

5 Explore

Across cultures: Saying no

Goals: raise awareness of cultural similarities and differences
talk about how people say no politely in different cultures

Core language

VOCABULARY Saying no politely

LISTENING

- 1 a *Listening for main idea.* Look at the pictures with the class and ask learners to predict what type of misunderstandings they might be about. Then play recording 1.52 so learners can answer the question.

Mark is talking about a work situation. Victor is talking about friends.

- b *Listening for detail.* Learners read through the questions. Then play recording 1.52 again. Stop after Mark's story, so learners can compare their ideas. Go through the questions or let learners check their ideas in the script on p151. Check understanding of *business deal* and *offended*.

Mark

- 1 He was working in Paris, France.
- 2 He had to go to Japan to discuss a business deal.
- 3 He thought the Japanese had accepted the deal.
- 4 They sent an email the next day apologising for not accepting the deal.

Victor

- 1 Victor is from Brazil, but he lives in Boston, USA.
- 2 Sarah is an American woman who married José Carlos, a friend of Victor's.
- 3 He told them he would love to come to their wedding, and Sarah thought that meant he would definitely come. So she was upset when, a couple of weeks before the wedding, he said he couldn't come.
- 4 He has learned to be more careful about saying no to Americans, to be more direct.

- 2 *Response.* Give learners a moment to discuss the reasons briefly, then talk as a class.

The misunderstandings arose from the different attitudes of the people involved towards saying no. According to the speakers, both the Japanese and the Brazilians in the stories were not comfortable saying no directly. Mark suggests this is not the case for the French and English, and Victor suggests the same about the Americans.

Optional extra

Elicit more verb collocations with *business deal*, e.g. *discuss, sign, negotiate, agree on, accept, reject + a business deal*. You could also point out that another more colloquial (American) expression is *to shake on it* (to agree a deal by shaking hands). The fact that the men smiled and shook hands could have added to Mark's confusion.

VOCABULARY Saying no politely

- 3 a Learners categorise the extracts. Check understanding and pronunciation of *actually* /'æktʃəli/ and *unfortunately* /ʌn'fɔ:tʃənətli/ (learners should remember this from Unit 4). Ask which expressions are more formal (A and F) and why (they're written and in a work context). Model the expressions for the class, drawing learners' attention to the intonation.

1 F 2 D, E 3 A 4 B 5 C

- b / Learners compare the ways of saying no with expressions in their own language(s). In feedback, find out about similar expressions in learners' language(s).

Language note: Softeners

All the expressions soften a rejection, written or spoken. It would be useful to compare this aspect with learners' languages, for instance, whether other languages use the polite convention (Yes, *but no*) as in English.

- 4 a Focus learners on the situations and check understanding of *acquaintance* and *suitable*. Do the first one together as an example, then learners continue on their own.

1 D, E
2 B, D
3 F
4 D, E
5 C
6 B, E, (D)

- b Learners have conversations for the situations, taking turns to start each new conversation. Remind learners that the expressions are polite ('soft') ways of saying no.
- c / Learners discuss what they would really do if these situations came up. Broaden this into a class discussion if learners have a lot to say.

SPEAKING

- 5 a *Preparation.* Give an example of your own to demonstrate the activity. Then give learners time to think of a situation and to prepare how to describe it. Walk round and help as necessary.
- b *Discussion.* Learners discuss their situations in groups. Encourage them to respond to each other's stories, and to say whether they would do the same thing or something different.
- Round-up.* Ask a few learners to explain their situations to the class and find out what other learners would do and why.

Explore writing

Goals: make offers and promises in emails or letters
refer back in emails or letters

Core language:

Offers and promises to do something
Referring to previous topics of conversation

- 1 Learners focus on the photo and context, then read the questions, before reading the emails between Maya and Kyoko, and the email from Melissa. They discuss the questions in pairs. If learners draw attention to the fact that the order of the emails would be reversed in real life, you can point out that authenticity has been suspended here in favour of clarity!

- 1 *Maya promises to talk to a friend about schools and get back to Kyoko. She doesn't get back to Kyoko, but she does ask her friend to contact Kyoko directly with information.*
- 2 *Kyoko is going to stay with Maya in her spare room.*
- 3 *Kyoko offers to bring Maya something from Tokyo.*
- 4 *Melissa is a friend of Maya's who teaches at Addison's Language Centre in Dublin. She recommends a different school, Westbrook's, for Business English.*

Language note: Register

The emails between the friends use an informal style in which words are dropped (e.g. *Great to hear ...; Haven't heard ...*), greetings are shortened (*Thanks, Maya*), words and names are abbreviated (*info, K*) and punctuation is relaxed (note the dashes). In contrast, Melissa's email is slightly more formal because she doesn't know Kyoko.

- 2 *Focus on expressions.* Learners do the matching, then check as a class.
- 1 a 2 c 3 d 4 b 5 b 6 d 7 a 8 b 9 a
- 3 a *Writing.* Tell learners to write 'real' requests for someone in the class. Walk round while learners are writing and help as necessary.
- b Learners respond to the requests with language from 2.

- c Learners read the responses and discuss their exchanges together. In feedback, ask a few learners to read out some requests and responses in pairs.
- 4 a *Preparation.* Learners work together to generate ideas for their email exchanges. Walk round and help with ideas if necessary.
- b Learners use their ideas to write an email to a new partner. Monitor while learners are writing and check their use of the new expressions. When they're ready, pairs exchange emails and read and reply to their partner's email. Pairs read and exchange again, giving explanations for what has or hasn't happened.
- 5 Learners exchange all their emails with another pair. They read the email 'chain' and answer the questions.
- Round-up.* Find out from a few learners what other pairs offered, if they did it, and if not, what excuses they gave.



You could use photocopiable activity 5C on the Teacher's DVD-ROM at this point.

5 Look again

Review

VOCABULARY *be supposed to, be meant to*

- 1 a Do the first sentence together on the board as an example. Learners continue individually before comparing with a partner. Check as a class.

Possible answers

- 1 *I'm meant to be going to work now, but my car won't start.*
- 2 *I'm supposed to be doing my homework at the moment, but I'm too tired.*
- 3 *I'm supposed to be seeing a friend later on, but I'm not feeling well.*
- 4 *I'm meant to be having a meeting now, but my boss is late.*
- 5 *I'm supposed to be getting the bus home, but I have to work late.*

- b / Elicit a few alternative endings from the class. Learners brainstorm ideas in pairs.

GRAMMAR Future in the past

- 2 a Learners order the words to make sentences. Answer the question as a class. You could elicit some reasons why the party and holiday didn't happen.



- 1 *I was going to have a big birthday party when I was 21.*
- 2 *I was supposed to be going on holiday last summer.*
- 3 *My friends were coming to visit me in Italy two years ago. / My friends in Italy were coming to visit me two years ago.*
(1 and 2 suggest something didn't happen.)

- b *Preparation.* Give learners time to think of some ideas and to work out how to express their ideas. Walk round and help with language or ideas.
- c / *Speaking: Personalisation.* Learners tell each other about their failed plans and how they felt about it.
- Round-up.* Find out about a few learners' experiences and how they felt.

CAN YOU REMEMBER? Unit 4 – Accidents and injuries

- 3 a Elicit possible collocations for *drop (something)* and point out that most of the verbs go with more than one option. Learners continue to match up the collocations in pairs.

drop something
cut your finger / your head
slip over, slip on something
bang your head
trip over, trip on something
fall over
break something / your finger


- b  Elicit some examples from the class for the first one and write a sentence on the board, e.g. *If you're running for the bus, you might trip over something.* This sentence frame will help learners to discuss possible injuries while doing the activities in the list.
- c  Pairs work together to compare their ideas.
- Round-up.* Get some examples from different learners in the class.

Extension


SPELLING AND SOUNDS /r/

- 4 a Say the words or play recording 1.53. Learners listen and underline the /r/ sounds.

wrong, wrote, wrap, promises, garage, ride, right, research, worry, borrow, arriving, correct

- b  Learners should do this individually, then check with a partner.

1 *promises, garage, ride, right, research*
2 *wrong, wrote, wrap*
3 *worry, borrow, arriving, correct*

- c  *Spellcheck.* Learners choose ten words from a and b, then dictate the words to a partner. They change roles, then check all the spellings together. Remind learners to write down any words they find difficult in their vocabulary notebooks.



NOTICE *this* in stories

- 5 a Look at the example sentences with the class and explain the use of *this* in informal stories. In feedback, encourage learners to practise saying the sentences with *this*. This will help them with b.

1 *There was this incredible bolt of lightning.*
2 *My friends and I were preparing everything when suddenly we heard this huge crash.*
3 *I was walking down the road when I saw this man robbing a bank.*
4 *I've just bought this great new computer game.*

Alternative

Books closed. Write the example sentences on the board and ask what *this* could be replaced by (*a/an*). Then dictate the sentences using *a* or *an*, e.g. *There was an incredible bolt of lightning.* In pairs, learners decide where to use *this* to replace the articles.

- b *Preparation.* Give learners time to think of a story and to work out how to use *this* in their stories. Walk round and help as necessary.
- c  /  *Storytelling.* Learners tell their stories in pairs or groups. Monitor for appropriate use of *this*.

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 5 Extra activities on the Teacher's DVD-ROM

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

5A I'm supposed to be ...

Set 1

	She's supposed to be starting her new job today, but ...	I'm meant to be having an early night tonight, but ...	I'm meant to be picking the children up from school in an hour, but ...
	We're supposed to be having a test next lesson, but ...	I'm supposed to be looking for a new flat, but ...	He's meant to be travelling around South America at the moment, but ...

Set 2

... we've had a huge argument!	I'm supposed to be having in my homework this morning, but ...	... my printer is broken.	We're meant to be having a meeting this afternoon, but ...	... it's been cancelled because everyone's too busy.	We're supposed to be having a lesson this morning, but ...
... the teachers are on strike again.	They're meant to be getting married in England next week, but ...	... the weather is so bad they might not get a flight.	I'm meant to be feeding my neighbour's cat while she's on holiday, but ...	... I've lost the keys to her house.	I'm supposed to be going to the gym this morning, but ...
... I just haven't got the energy.	He's supposed to be helping me with the homework, but ...	... he's playing computer games.	I'm supposed to be going to her birthday party, but ...	... I won't know any of the other people there.	He's meant to be giving a presentation to the whole class, but ...
... I think he's too shy.	We're meant to be going for a walk to the next village, but I forgot to bring my walking boots.	I'm supposed to be starting my diet this week, but I've been invited to two dinner parties.	We're meant to be going on holiday together, but ...

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5A I'm supposed to be ...

Activity type: Vocabulary – Dominoes – Pairs

Aim: To practise vocabulary used for changing plans


Language: *be supposed to, be meant to* – Use at any point from 5.1.

Preparation: Make one copy of the worksheet for every pair. Cut Set 2 to make a set of 12 dominoes. Do not cut up Set 1 until Stage 3 of the activity.


Time: 20 minutes

5B Find someone who ...


A plan



An arrangement



A decision/offer/promise



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5B Find someone who ...

Activity type: Grammar – Group mingle – Individuals/Groups

Aim: To practise future forms

Language: Future forms – Use at any point from 5.1.

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

Time: 30 minutes

5C Email jumble 3

Blank emails

5C Email jumble 2

Ramon's emails

5C Email jumble 1

Marianna's emails

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5C Email jumble

Activity type: Reading, writing and vocabulary – Ordering activity – Pairs

Aim: To practise making offers and referring back in emails

Language: *I'll get back to you; As far as ... is concerned, ...; I'll ask ... about it; ... as promised; About ...; You were going to ...; Did you manage to ...?; I'll remind ...* – Use at any point from Explore writing.

Preparation: Make one copy of the three worksheets for every pair of learners.

Time: 30 minutes

Unit 5 Self-study Pack

In the Workbook

Unit 5 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:** *be supposed to, be meant to; no chance, no way; Catching up; Saying no politely*
- **Grammar:** Future forms; Future in the past
- **My English:** English words in other languages
- **Explore reading:** Web page: Planning a party
- **Interview:** Reunions – Fabiola and Leo

On the DVD-ROM

Unit 5 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:** *Oh*
- **Explore listening:** Rescheduling
- **Video:** Reunions