

14 In the news

14.1

Goals: understand news stories
react to the news

Core language:

VOCABULARY Understanding news stories
Reacting to the news
PRONUNCIATION Groups of words and linking


Local news

LISTENING


- 1 Focus learners on the picture and ask what the woman's job is (*news reader or news presenter*). You could ask learners if they've heard any news today and how (*TV, radio, the Internet or in a newspaper*). Draw attention to the list of news stories, then allow learners to discuss what they find interesting in pairs or talk about this with the class.
- 2 a *Predicting from headlines.* Talk about the picture of the fire with the class, e.g. what type of fire it is, where it might be, etc. Find out who regularly listens to the news on the radio and if they listen to local or national radio stations. Then play recording 3.29. Learners listen carefully to the radio headlines to identify the topic of each story. Don't check the answers, but give learners time to compare ideas with a partner.
b *Listening for main ideas.* Play recording 3.30. Learners listen to the complete stories to check their predictions from a.

See audio scripts on page 162.

VOCABULARY Understanding news stories

- 3  Before answering the questions, learners read all the questions in small groups and help each other with the meanings of any new words and expressions. Encourage them to use dictionaries if there is an item nobody knows. Walk round and help as necessary. Then learners try to answer the questions, sharing any details that they can remember from the first listening. When everyone is ready, play recording 3.30 again. Give them a moment to compare answers with their group, before checking as a class.

- 1 *residents of the town of Tolga in North Queensland, Australia*
28 firefighters
to stay away from the area
- 2 *two police officers*
assault (attacking the officers)
ten offences
- 3 *a law to ban the clearing of trees*
a special permit
the LNP party, green groups (WWF)
- 4 *about 4,000*
The number of Australians over the age of 100 will rise from 4,000 to 25,000 by 2050.
- 5 *It was run over by a car.*
a wildlife carer (Lana Allcroft)

- 4 Encourage learners to make a page in their vocabulary notebooks for news stories, leaving space to add new entries and new categories.  Learners categorise the words and expressions. Go through them with the class, checking pronunciation as you go.

People: residents, firefighters, police, motorists, population change
Emergencies: evacuated from their homes, firefighters, injured, rescued
Crime: at the scene, police, involved in the incident, arrest ... for, offences ... charged with
Politics: law ... introduced, oppose

- 5 *Round-up.* Talk about the stories with the class, and find out what kind of stories are on learners' local news.

What's interesting is ...

LISTENING

- 1 *Listening for main idea.* Explain that Abby and Joe are talking about two of the news stories from the radio news. Allow learners to read the two questions, then play recording 3.31. They compare ideas with a partner, then feed back as a class.

They talk about the two officers who were attacked by a boy's parents. They also talk about the fire near Tolga. Abby hadn't heard the story about the officers, but they had both heard about the fire.


- 2 *Listening to understand attitudes.* Learners read through the questions with a partner, thinking about possible answers. Then play recording 3.31 again. They compare ideas, then check as a class.

- 1 *his son's birthday party*
- 2 *the parents' attitude and actions*
- 3 *how the fire started*
- 4 *that it's a grass fire, not a forest fire*
- 5 *that no one gets hurt in the fire*

VOCABULARY Reacting to the news

- 3 a Ask the class what they remember about Luke Price (the teenager who assaulted police officers in Townsville). Point out that some items are possible more than once, but learners should try to remember the contexts from the conversation. Learners complete the sentences in pairs or individually before comparing with a partner. Learners will have an opportunity to focus on the pronunciation of the expressions a bit later.

- 1 *funny* 2 *important* 3 *interesting* 4 *makes*
5 *worries* 6 *bothers*

- b  Learners discuss the context for the six extracts. Then check as a class.

- 1, 2, 5: *the fire* 3, 6: *Luke Price* 4: *Joe's son's party*

- c Do this with the class and elicit more examples of sentences using *funny* and *bothers* with these

meanings from learners, e.g. *She's a bit funny* or *She was being a bit funny last night* and *Does the radio bother you?*

funny = strange / something that makes you laugh
bother = irritate/worry

- d **Vocabulary expansion.** Brainstorm more verbs and adjectives in the expressions with the class and list them in two columns on the board. Remind learners to record them in their notebooks.

Optional extra: Competition

Add an element of competition by putting learners in small teams to brainstorm more verbs and adjectives together. See which team can make the longest list.

- 4 a / **Writing.** Remind learners about the other three news stories in the Australian news report. Elicit a sentence about one of them using an expression from 3a. Learners continue writing sentences together about the stories. Let them know they can refer to the scripts to jog their memories if they want.
- b / **Discussion.** Monitor while learners discuss the stories, and check how they use the new language so you can feed back on this later. Find out if learners shared similar opinions on the stories.

Class discussion

Develop one or more of the topics which learners are most interested in into a class discussion, e.g. *Should there be laws about tree clearing? How do people feel about living to 100? Should crocodiles be kept in captivity?*

PRONUNCIATION Groups of words and linking

- 5 a Play recording 3.32 or say the sentence to demonstrate the word groups and linking within each group. Learners practise saying the sentence. Ask the class why it is important for news readers to use word groups rather than stringing all the words in a sentence together (*the divisions/pauses make what they are saying clearer, which helps listeners understand what they are saying*).
- b Let learners do this in pairs and walk round to see how well they manage, offering help if anyone is stuck. Remind them to say the sentences out loud to each other to help them decide on the answers.

- 2 *What's i mportant // is no one gets hurt.*
3 *What's i nteresting // is the officers // were going to a rrest the boy ...*
4 *The thing that makes me a ngrny // is that normal kids // can't have parties a ny more.*
5 *The thing that worries me // is how i t started.*
6 *The thing that bothers me // is the parents' a ttitude, // not the boy!*

- c Direct learners to the script on p162, then play recording 3.33 so they can check their answers. Point out that words are not linked *across* word groups, even if a word ends in a consonant and the next word begins with a vowel, e.g. *'s // it's*. Also remind learners that word groups are not fixed, but reflect the speaker's meaning and emphasis in each case.

SPEAKING

- 6 **Preparation.** Allow learners to discuss their own news stories, but point out that they don't have to be current, just memorable or interesting for them. Make sure they take notes to prompt them for the next stage, but tell them not to write sentences. Walk round and help as necessary with ideas or vocabulary.
- 7 **Discussion.** Monitor while learners talk about their news stories and take a note of any errors which impede communication for a feedback session.
Round-up. Ask a few people to tell the class briefly about the most interesting stories they talked about.

Following the news outside the classroom

Discuss how learners can access the news in English on the Internet outside the classroom (e.g. BBC World Service has links to current international news or past news on podcasts, or learners can listen to more Australian news on www.abc.net.au). Tell them to find a news broadcast and to listen to one or several news items that interest them as many times as they want and to select eight or ten vocabulary items to look up and record. In the next class, learners can explain their news stories to a group and teach each other the most useful vocabulary items from the stories. This can be done regularly, e.g. once a week on a Monday morning, for example, if you and your learners find this useful and interesting.

14.2

Goal: tell someone about a news story

Core language:

GRAMMAR Passives
VOCABULARY Talking about news stories

Fair play?

READING

- 1 Discuss the first question with the class, encouraging learners to give reasons for their ideas. Then focus them on the picture and dictionary entry and let them discuss the second question in pairs. Feed back as a class.
- 2 a **Pre-reading discussion.** Learners discuss the statements based on the article, and decide whether they're true or false. Don't go through the answers, as this will pre-empt b.
- b Learners read the article to check their ideas. Give them an opportunity to compare ideas with a partner before checking as a class.

1 true 2 true 3 false 4 true 5 false

Option for weaker groups

Project the text onto a screen or use an OHT and ask learners to come up and underline the relevant parts of the text for each statement.

- 3 **Reading for detail.** Learners read the article again and answer the questions. Check as a class.

- 1 *Alain Such tested positive for drugs and so was suspended (dropped) from the Ingotel cycling team. In the 1904 Olympics, Thomas Hicks was given two injections of strychnine during the marathon. He won the race, but collapsed soon after finishing.*
- 2 • *It might become possible to identify 'athletic genes' in young people.*
 • *The World Anti-Doping Agency is taking genetic engineering in sport seriously, which probably means they think it could become a serious problem.*
 • *Drug testing in sport is becoming more and more frequent.*
 • *The main question regarding fairness is whether an advantage is available to everyone.*

- 4 *Class discussion.* This is a good topic for a class discussion. Encourage quieter learners to contribute, as well as the more vocal people in the class.

GRAMMAR Passives

- 5 a Focus learners on the pairs of sentences and elicit the answers from the class. Point out that the passive is commonly used in the news, and is more common in written than spoken English.

*The B sentences are used in the article.
The As are active; Bs are passive.*

- b *Focus on use.* Do this with the class. Point out that in English, you usually put the person or thing you want to talk about (the topic) at the beginning of a sentence. New information (the comment) comes after the topic. Show how the writer chooses the passive here to keep Alain Such or genetics as the topic of the sentence.

a Alain Such b genetics

- 6 *Focus on form.* Allow learners do this in pairs, then check as a class, eliciting the form for each verb tense onto the board.

It is thought, he was given, Alain Such was suspended, Money could be invested

- 7 Learners read the sentences and discuss whether the verbs are passive or active. Point out that they are all in the past simple, then learners complete the sentences together. Check as a class.

*1 were killed 2 won 3 was robbed 4 was freed
5 deserved 6 were stolen 7 were separated*

Note: Grammar practice

You could do the grammar practice on p145 at this point.



You could use photocopiable activity 14A on the Teacher's DVD-ROM at this point.

Talking about news stories

LISTENING

- 1 *Listening for main idea.* Read the questions, then play recording 3.34 so learners can identify which story from 7 in the previous section they are talking about and the connection between the two stories they mention. Play recording 3.34 again if learners

are unsure about the topics, then learners share any information they can remember about the articles.

- 1 7 (Sisters who were separated at birth.)
2 The other article was about identical twins separated at birth and about how similar they often are.

VOCABULARY Talking about news stories

- 2 Learners complete the sentences from the script. Direct them to the script to check their answers.

1 c 2 f 3 d 4 a 5 g 6 b 7 e

SPEAKING

- 3 *Preparation.* Give learners plenty of time to read their articles, identify the main ideas and plan what they want to say about it. Walk round and help as necessary while they're preparing.
- 4 a *Talking about news stories.* Monitor while learners are talking and help out if there are any problems that impede communication. In feedback, find out if learners agree with each other.
- b *Round-up.* Talk about this with the class and encourage as many learners to participate in the discussion as you can.

14.3 Target activity

Goals: react to the news
tell someone about a news story
evaluate options and choose one

Core language:

TASK VOCABULARY	Evaluating and selecting
14.1 VOCABULARY	Understanding news stories
14.1 VOCABULARY	Reacting to the news
14.2 GRAMMAR	Passives
14.2 VOCABULARY	Talking about news stories

Choose a story for a news programme

TASK READING AND LISTENING

- 1 Learners read the advert, then discuss the question with the class. Ask if anyone would be interested in going to the focus group and why / why not.

They want people to share their views about what makes a good TV news programme to help with ideas for their new programme, The World This Week.

- 2 Focus learners on the pictures and ask what they think the stories might be about. Then they read the summaries and answer the question with a partner. Feed back as a class, getting learners' reactions to both stories.

- 3 a *Listening for main idea.* Play recording 3.35 and give learners a moment to discuss the answer before checking as a class.

They don't agree. Melek likes the crime story. Nathan likes the Guitar Hero story. Rita's not sure about either story.

- b *Listening for detail.* Play recording 3.35 again so learners can listen for what the people find most interesting about both stories. Encourage them to take brief notes as they listen to prompt their memories. Feed back as a class.

A *That they copied the idea from the plot of a TV show.*
B *How Guitar Hero can help reduce obesity.*

TASK VOCABULARY Evaluating and selecting

- 4 a *Focus on expressions.* Learners read the extracts and decide together which story the people are referring to. Direct learners to the script to check their own answers.

1 A 2 A 3 B 4 A 5 B 6 B 7 B

- b *Vocabulary expansion.* Look at the example with the class, then learners continue to substitute the underlined words. In feedback, check understanding of all the expressions.

2 *understand* 3 *seems reasonable* 4 *sure*
5 *choose* 6 *entertaining* 7 *possible*

- c Make sure learners cover the expressions in a and use the new words to help them remember the expressions. Remind them to think about their intonation and to practise ‘how’ they say the expressions, not just the words.

TASK

- 5 *Preparation.* Put learners in groups, then direct them to the appropriate pages for their stories. Walk round and help while they prepare to explain their stories.

Alternative for weaker groups

Put learners into groups of As, Bs and Cs. Each group should read their story together and help each other with unknown vocabulary (they can use a dictionary or ask you if necessary). Then they prepare to explain their stories using language from the lesson. Give them time to practise together before moving on to 6.

- 6 *Talking about news stories.* Learners remain in their groups (A+B+C) from 5. Point out that learners have to choose a story for the programme as the objective of their discussions. Monitor while learners are talking and help if there is a breakdown in communication.
- 7 *Round-up.* Learners change groups and compare their outcomes. In feedback, find out which stories groups chose and why.

14 Explore

Keyword: see

Goal: use see to express a range of meanings

Core language:

Meanings of see
Patterns with see: *see someone do something; see + if; see + wh- word*
Expressions with see

Meanings of see

- 1 Learners read the sentences from previous units, then do the matching. Check as a class.

1 C 2 B 3 A 4 D

- 2 Focus learners on the picture and ask what they think the man is doing. Elicit or teach *putting flat-pack furniture together*. Elicit a question for the first item (*Did you see the news last night?*) and write it on the board. Go through the remaining items quickly with the class, eliciting questions from different learners. Remind learners that the objective is to find someone in the class who has done or does these things by asking different people in the class. Point out that when someone says yes, learners should ask follow-up questions to find out more information. Tell them to take a note of the people who say yes so they can report back to the class at the end.

Learners mill round the class asking and answering the questions. In feedback, go through the questions quickly, finding out who said yes to each one.

- 3 a Talk about this with the class, encouraging learners to express their opinions and to refer to specific adverts or types of adverts if they can. Point out the different forms of the word and check pronunciation of each one: *ad, advert, advertisement*.
- b *Listening for main idea.* Read the questions together, then play recording 3.36. Learners compare ideas with a partner. Play the recording again if necessary, then check as a class.

Richard likes them because they're funny and you can find out about new things, like products for the house. Meninda doesn't like them because she doesn't see the point of them, often doesn't know what they're for and you can miss your programme because you're watching or talking about the ads.

Patterns with see

- 4 a Learners read the sentences and do the matching in pairs. Go through each one with the class, highlighting the patterns on the board. Suggest learners make an entry in their notebooks for *see* as for other similar verbs like *have, get*, etc., and remind them to take a note of the different patterns, leaving space for new entries they may come across later.

A c B b C a

- b *Discussion.* Monitor while learners are talking and help if they have problems with the use of *see*.

Expressions with see

- 5 a Learners read the sentences and match them to one of the meanings in 1. In feedback, check understanding of the expressions and make sure learners have a chance to practise saying them.

A (understand)

- b *Preparation.* Walk round and help as necessary while learners are preparing their ideas.
- c / *Discussion.* Learners talk about the statements together. In feedback, find out if they agreed with each other, and develop one or more of the points in a class discussion if you have time.



You could use photocopiable activity 14B on the Teacher's DVD-ROM at this point.

Explore speaking

Goals: participate in a discussion
interrupt politely

Core language:

Expressions for managing a conversation, e.g. interrupting, changing topic, returning to a topic

- 1 *Pre-listening discussion.* Ask learners what they think is happening in the picture and how they think the woman feels. Then talk about the question with the class.
- 2 a *Listening for main idea.* Focus learners on the picture, caption and question, then ask some questions to check they understand the context for the listening, e.g. *Who is Celia? Who is Abby? What are Abby and her friends trying to do?* Then play recording 3.37. Learners compare ideas with a partner, then check as a class.

They arrange to have a surprise party for Celia because she's leaving. They agree to contact a DJ, Carlos, and mention The Meeting Point as a possible venue.

- b *Listening for detail.* Ask the class if they only discuss Celia's party in the conversation (*they don't*). Draw attention to the list of topics and remind learners to take a note of important details while they listen. Then play recording 3.37 again. Let them compare with a partner before they do c.
- c Learners check their own ideas by reading the script. Only go through this with the class if they have any problems.
- 3 Learners categorise the highlighted expressions. In feedback, make sure learners have enough time to record the expressions in their notebooks.

1 *interrupt:* 1, 4, 8
2 *change a topic:* 2, 3, 7
3 *return to the main topic:* 5, 6, 9, 10

Alternative with books closed

Project the conversation onto a screen or the board, or use an OHP. Give the class the first function (interrupting) and get learners to work in pairs to identify the expressions in the conversation. Check as a class, then do functions 2–3 in the same way.

- 4 *Practice.* Make sure learners read all the follow-up conversations between the friends before completing any gaps. Check as a class.

1 *by the way* 2 *Anyway* 3 *by the way* 4 *While we're on the subject* 5 *can I just say something?*

- 5 a Groups choose from the list of types of party.
- b *Preparation.* If you think learners might need some more ideas for their interruptions, put this list on the board:
- *the football results*
 - *what's on TV tonight*
 - *a good restaurant to take a friend to*
- Walk round and help while learners are preparing and help as necessary.
- c *Conversation.* Encourage learners to suggest all their ideas, but remind them that they have to agree on the best option as a group. Monitor during their conversations and take a note of any problems individuals have using the strategies so that you can feed back to them at the end of their conversations.
- 6 *Round-up.* Find out what parties the different groups have organised and get some feedback from learners about which idea they like the best.

Note: Interrupting

For some cultures, it is very rude to interrupt other people, e.g. for the Japanese. Be sensitive to this during the lesson and show learners how they can use intonation to interrupt more or less politely. When learners have finished, put this question on the board and give them an opportunity to evaluate their conversations at the end: *How did you feel about: interrupting other people? being interrupted by other people?* Then talk about this with the class.

14 Look again

Review

GRAMMAR Passives

- 1 a Learners order the words individually before comparing with a partner.

1 *My home was built in the 1970s.*
2 *My watch was given to me by my wife.*
3 *My shoes are made of plastic.*
4 *My dad was born in 1939.*
5 *Letters have been completely replaced by email.*
6 *Computers have been used in my school since 2000.*

Alternative for stronger groups

Add an element of competition by making this a race and telling learners to raise their hand when they're finished. In feedback, remind learners about the weak form of *be* in *are*, *was* and *were*.

- b *Writing.* Elicit a different sentence from the class to demonstrate the next stage, then learners continue writing true sentences. Learners talk about their sentences together.

VOCABULARY Understanding news stories

- 2 a Learners complete the news stories together. Check as a class.

1 evacuated 2 passed 3 motorists 4 arrested
5 firefighters; scene

- b *Writing.* Walk round and help as necessary while learners are writing.
- c Learners change partners and listen to each other. *Round-up.* Find out which sentences were true.

CAN YOU REMEMBER? Unit 13 – Acts of kindness

- 3 a Learners choose the correct words then compare with a partner. Check as a class.

1 to 2 for 3 for 4 of 5 with 6 with

- b *Asking and answering.* Monitor while learners talk together and check how confident they are with the verbs and prepositions. Give feedback on any common problems at the end.

Extension

SPELLING AND SOUNDS /aɪ/

- 4 a Say a few words with the different patterns, e.g. *fine*, *ice*, *why* and *sight*, and elicit the spelling patterns for the /aɪ/ sound from the class. Then learners complete the words in each list. Play recording 3.38 so they can check their ideas, or go through this yourself with the class.

1 crime, decide, time, outside
2 idea, icy, Irish, island
3 by, cry, fry, July
4 flight, fight, light, bright

- b Learners work together to work out the spelling patterns for /aɪ/.

1 i 2 i 3 igh 4 y

- c *Spellcheck.* Play recording 3.39 while learners write down the words they hear. They can check their own spellings in script 3.39 on p163. Remind learners to record any words that they find difficult to spell correctly.

NOTICE Common passive expressions in the news

- 5 a Point out that these are all common expressions in news stories using the passive form. Learners choose the correct option individually, then compare with a partner. Check as a class.

1 investigated 2 charged 3 arrested 4 involved
5 given

- b Give learners time to think of some recent crime stories, and to prepare to talk about them. If you have internet access or anyone has a newspaper with them, learners could scan the news briefly for ideas.

- c *Speaking.* Learners work with different partners to talk about their crime stories. *Round-up.* Ask learners to tell the class any interesting stories they heard from their group.

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.



You could use photocopiable activity 14C on the Teacher's DVD-ROM at this point.

Unit 14 Extra activities on the Teacher's DVD-ROM

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

14A Run for your wife!

Run for your wife

There were pirates, Father Christmases, giant chickens and bears, but all (1) _____ to look a little ordinary by Rachel Pitt and Gary Keates, who took a half-mile detour to be married during the London Marathon.

Wearing a Lycra morning suit and wedding dress which (2) _____ specially (3) _____ for them, the couple ran down the aisle to become the first couple (4) _____ in a Christian ceremony during the annual festival of sport, charity and fun. They exchanged their vows at 3.15, and Mr Keates, a fireman, still had enough strength left to carry his bride over the finish line, where well-wishers threw confetti and offered glasses of champagne, at 4.50.

'It's been the best day of my life, but I'll never do it again,' said the new Mrs Keates, who threw her bouquet to the crowd when she finished the race.

Nell McAndrew, the model, who was the first celebrity over the line, with a time of 3 hours 10 minutes and 20 seconds, (4) _____ by former glamour model Katie Price, Peter Andre, celebrity chef Gordon Ramsay and Keith Duffy of Irish band Boyzone.

The more serious side of the annual festival of eccentricity and effort (6) _____ by Kenyan Sammy Wanjiru in the men's race, with a course record time of 2 hours 5 minutes 10 seconds, beating Ethiopian Tsegay Kebede by ten seconds. Irina Mikitenko of Germany beat British runner Mara Yamauchi, who gave the best performance of her career as she claimed second place in the women's race.

Another course record was set by Paul Simons from Edgeware in London, who was the fastest Father Christmas, with a time of 2 hours 55 minutes, and the race (6) _____ to raise record sums for the many charities supported by the runners.

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14A Run for your wife!

Activity type: Reading and writing – Completing a text / Retelling a story – Pairs/Groups

Aim: To raise awareness of when the passive is used; to react to news stories

Language: Passives – Use at any point from 14.2.

Preparation: Make one copy of the worksheet for each pair or group.

Time: 30 minutes

14B I see what you did there ...

I've seen the never of point going to

I regularly see weigh myself to if

I the doctor once see year a

I see can that's why not

And this I saw report

I a jogger fell over saw park in the

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14B I see what you did there ...

Activity type: Reading, listening and speaking – Dictogloss with jumbled phrases – Groups

Aim: To encourage learners to internalise *see* chunks

Language: Meanings of *see* – Use at any point from Explore keyword *see*, p115.

Preparation: Make one copy of the worksheet for every three or four learners. Cut up each worksheet to make a set of six anagram strips. Do not cut up the individual words.

Alternative preparation: Make one copy of the worksheet for every three or four learners and do not cut up the anagram strips.

Time: 15–20 minutes

14C Review quiz

14C Review quiz continued

14C Review quiz

14C Review quiz continued

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14C Review quiz

Activity type: Reading, speaking and writing – Competitive quiz – Pairs/Groups

Aim: To encourage learners to look back over the Coursebook and review what they have learned

Language: Various from Units 8–14

Preparation: Make one copy of Quiz A and Quiz B for each pair or group of learners.

Time: 30–40 minutes

Unit 14 Self-study Pack

In the Workbook

Unit 14 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 two whole pages of listening and speaking tasks to use with the Documentary video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Understanding news stories; Reacting to the news; Talking about news stories; Evaluating and selecting
- **Grammar:** Passives
- **Time out:** Quiz: Newspaper trivia
- **Explore writing:** Letter to a newspaper
- **Documentary:** The runner

On the DVD-ROM

Unit 14 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:** Groups of words and linking
- **Explore speaking:** Adjective synonyms
- **Explore listening:** A radio talk show
- **Video:** Documentary – The runner