

9.1

Goals: describe problems in the home
discuss solutions

Core language:

VOCABULARY Problems in the home
 Discussing problems and solutions

Power cut

READING

- 1 a Focus on the two pictures and ask learners to talk about them in pairs. In feedback, listen for learners' knowledge of vocabulary describing the situations, such as *power cut*, *flooded*, etc.
- b *Reading for main idea.* Learners read the stories to check their ideas. Find out how many learners predicted the situations correctly. Check understanding of *midwife*, *torch*, *candles*, *storm*, *blown off*, *blown down*. If learners ask about the target language, you can elicit from the class or explain that you will deal with this in the next section.
- 2 a Tell learners to cover the stories and to see what they can remember about the four things listed for each story.

Kurt's story

- 1 *his son: He was born at home. His name's Kurt, too.*
2 *the heating: It went off in the house during the birth.*
3 *candles: Kurt (father) lit candles around the room so they could see.*
4 *the lights: They came back on just after his son was born.*

Phillip's story

- 1 *a storm: There was a big storm in the middle of the night.*
2 *roof: It blew off. In the morning, there was a big hole in it.*
3 *water: Some pipes burst and there was water everywhere in the house.*
4 *outside the house: A tree blew down in the garden. It was a complete mess.*

Alternative: Conversational strategies

It will be useful to listen to learners' coping strategies while they are doing this task. Listen to see if they ask for clarification, clarify things they've said or check understanding while they are trying to remember the details of the text and if they paraphrase unknown vocabulary (for instance, using some of the expressions from the previous Explore speaking on p68). If you think they need extra help with these conversational strategies, write useful exponents on the board when learners have finished and check they record them in their vocabulary notebooks. For example, *What exactly do you mean by ...?, I meant to say ..., Do you mean ...?, It's a sort of ..., It's sort of like a*

- b *Reading for detail.* Learners read the stories again to check their ideas. Get learners' responses to the stories as a class, finding out how they think both people felt after the events.

VOCABULARY Problems in the home

- 3 a Focus learners on the pictures of problems in the home. They match the pictures with the descriptions of the problems. Remind them to check their ideas by looking back at the items that are contextualised in the stories above.

1 D 2 F 3 G 4 H 5 B 6 C 7 E 8 A

- b Learners work through the sentences together. Point out that in some sentences, it can be both. Model the sentences with the contractions and give learners the opportunity to repeat them until they feel confident saying them.

's = has in sentences 2 and 3
's = is in sentences 1, 4, 6 and 8.
It could be either in sentence 7.

- c Learners talk about this in pairs or you could have a class discussion. Learners may be keen to tell their own anecdotes, but ask them to wait until 4 when they will have a chance to listen to each other's stories.
- d Learners can use the pictures and expressions to jog their memories.

Kurt's story: There was a power cut
Phillip's story: There was a power cut; some pipes burst and the upstairs was flooded.

- e Give learners time to talk about the situations and complete the sentences together. They may come up with different answers, which is fine.

Possible answers

- 2 *We had to use candles all evening because there was a power cut.*
3 *We'll have to call a plumber because the pipe's burst.*
4 *Don't go in the kitchen because it's flooded.*
5 *We can't get out of the front room because the door's stuck.*
6 *You won't be able to open that window because the handle's come off.*
7 *That torch won't work because the batteries are flat.*
8 *There's no hot water because there's a power cut.*



You could use photocopiable activity 9A on the Teacher's DVD-ROM at this point.

SPEAKING

- 4 Learners discuss the questions. In feedback, find out who is good at solving problems like these. Ask one or two confident learners to tell their own stories to the class if they'd like to.

What shall we do?

LISTENING

- 1 a *Listening for main idea.* Draw attention to the picture and ask the class to predict what problems Lidia and Ben might have. Then play recording 2.29 so learners can check their predictions and answer the question.

The room with the washing machine has flooded, and Ben doesn't have a clean shirt. Lidia's parents are arriving soon.

- b *Listening for detail.* Give learners time to read the questions and talk about them with a partner before playing recording 2.29 again. Learners check in pairs before checking as a class.

a They might go out for lunch.
b They turn the water off at the mains and decide to call a plumber.
c Lidia suggests Ben buys another shirt.

VOCABULARY Discussing problems and solutions

- 2 Focus learners on the highlighted expressions from Lidia and Ben's conversation. Learners categorise the expressions in pairs. Model the sentences, focusing on the linking in *What are we going to do about ... ?*, *give it a try* and *have a go*. Give learners an opportunity to repeat all the sentences, and to practise the contractions in *I'll/We'll (have to)*. This will help with fluency in the next activity.

1 c 2 a 3 b

SPEAKING

- 3 a Give learners time to think about the situations and prepare what they are going to say. Walk round and help as necessary.

Alternative for weaker groups

Let learners plan in A/A and B/B pairs before changing partners and having their conversations.

- b Learners choose a situation and talk about it together using the expressions in 2. Monitor learners' conversations and take a note of any problems that impede communication. Feed back on these before learners have their next conversation.
- c Learners choose another situation and have a second conversation. Let them change partners if they wish.
- 4 *Round-up.* Put pairs together to compare their solutions, before getting some feedback from the class. Ask different learners what they did in the three situations. You could ask the class to decide who thought of the best solutions to each problem.

9.2

Goals: talk about decision-making
discuss solutions
discuss the consequences of decisions

Core language:

VOCABULARY Decision-making
GRAMMAR Real and unreal conditionals
PRONUNCIATION Groups of words 2

Decision-making

READING

- 1 a Ask learners to think about how easy or difficult they find it to make decisions in relation to the different contexts listed. Tell them to think of some examples of decisions they've had to make, and why the decisions were easy or difficult.
- b / Learners can compare their ideas in pairs or small groups before you discuss this with the class. Find out what kind of decisions learners find hardest to make.
- 2 Focus learners on the two questions before they read the introduction to the article. They can answer the question in pairs. Check as a class.

The technique helps people make better decisions by changing how they think. It also shows people how to solve problems by thinking in a number of different ways.

- 3 *Reading for main idea.* Draw learners' attention to the six hats and the summaries a–f. Learners read the descriptions and do the matching. They can compare answers with a partner before you check with the class.

a yellow hat b black hat c green hat d red hat
e blue hat f white hat

Alternative for weaker groups

Some learners may find the topic of the article rather abstract and subsequently difficult to understand. One way to make the topic simpler for learners is to ask them to predict the matching of a–f with the six hats. Which colour hat is likely to represent someone who thinks positively, negatively, creatively, etc.? This will probably reflect learners' different cultural attitudes, but whatever answers they come up with, the prediction will give them time to interact with the topic and text and thoroughly process the task before they read the text in detail to check their ideas.

- 4 / Learners discuss the ideas in the article in pairs or groups. Ask a few learners which hat best represents the way they make decisions and why. In feedback, find out how many learners think they use one hat most of the time, or different hats for different kinds of decisions. You could also ask if they would like to 'try on' a hat which represents a thinking approach they wouldn't normally use.

VOCABULARY Decision-making

- 5 *Focus on collocations.* Learners cover the article and think about which verbs go with the nouns and noun phrases in 1–9. When they're ready, let them check their own ideas and point out that the items are in the same order they appear in the introduction and in the main body of the article.

1 make decisions 2 solve problems 3 trust your intuition
4 listen to your heart 5 look at the facts
6 come up with a new plan 7 brainstorm ideas
8 develop solutions 9 hold a meeting

Optional extra: Games to improve fluency

There are a number of ways to practise collocations like these in active, fun ways. For both these activities, write the verbs up on the board randomly and write the nouns / noun phrases separately but also randomly. For weaker classes, you can put verbs on one side and nouns on the other to make matching easier.

- 1 With a young class, make a ball out of a few sheets of newspaper. Tell the class that whoever throws the ball should say a verb from the board (e.g. *solve*) and that whoever catches the ball should say the complete collocation (*solve problems*). The catcher then says a verb and throws the ball to another learner. You can start the ball rolling by saying a verb and throwing the ball to a confident learner.
- 2 A less physical version is to point to a verb on the board and elicit the collocation from learners. Go through all the collocations in this way, returning randomly to ones learners have already called out. Start rubbing the verbs out when learners call out the collocations, leaving only the nouns on the board. You can take this as far as you and your class want. It is possible to finish with an empty board, pointing to the space where the nouns were written with learners remembering the collocation from the position on the board. You can also use this activity to focus on linking in the collocations, e.g. *look_at*, *come_up*, *brainstorm_ideas*, *hold_a* and weak forms in *the, to* and *a*.

SPEAKING

- 6 a Look through the stages of the activity with the class. Demonstrate it by explaining a situation of your own to the class. Assign roles to a few learners and talk about your decision with them. Tell them what you have decided to do at the end. Then tell learners to do the same in groups, first giving learners time to think about a decision they have to make. Walk round and help with ideas as necessary. Groups can vary in size, as learners can take on more than one 'Thinking Hat' role. Alternatively, not all Thinking Hats have to be covered in a group discussion. Monitor learners while they are talking and take a note of any errors that impede communication.
 - b Have a class discussion about how effective the Thinking Hats technique was.

Problems and solutions

LISTENING

- 1 *Listening for main idea.* Focus learners on the picture and ask them to predict answers to the questions. Then play recording 2.30. Let learners compare ideas with a partner before you check with the class.

Their business is a café. They're discussing its success and how to cover and manage all the business they're getting.

- 2 a *Listening for detail.* Give learners time to read the questions and think about the answers with a partner before you play recording 2.30 again. Then go through the answers with the class.

1 Simon 2 Yelena 3 Lidia 4 Yelena 5 Simon 6 Lidia

- b You could discuss this with the whole class. Encourage learners to give reasons for their ideas.

GRAMMAR Real and unreal conditionals

- 3 a *Focus on meaning.* Focus learners on the five extracts from the conversation. In pairs, they match the extracts with the two categories. Check as a class, talking through any problems learners have with the meanings.

1 a, e 2 b, c, d

- b *Focus on form.* Learners complete the patterns in pairs first before you elicit and write the form for both structures on the board.

1 if + present simple, will/won't + infinitive
2 if + past simple, would/wouldn't + infinitive

- c *Focus on use.* Make sure learners understand *consequence* (= the result of a particular action). They discuss the two sentences in pairs.

Sentence d is a suggestion (unreal conditional, because Yelena doesn't think the suggestion is practicable). Sentence e is a negative consequence (real conditional, setting out what would happen).

Note: Grammar practice

You could do the grammar practice on p140 at this point.



You could use photocopiable activity 9B on the Teacher's DVD-ROM at this point.

PRONUNCIATION Groups of words 2

- 4 a Write the example sentence on the board with the // and ask for a confident volunteer to say the sentence or play recording 2.31. Ask learners what the double lines show, and why we use groups of words when we speak.
 - b Tell learners to say the sentences out loud to each other and to decide together where the sentences divide into groups. Point out that there is not one correct answer (i.e. that speakers make choices about how they speak depending on what they want to express), but that some divisions are certainly more likely than others. Walk round and help any learners who are struggling by saying the sentences for them. Then play recording 2.32 so they can check their answers. Give learners time to practise saying the sentences after you or the recording, or on their own if they are confident.

b But it's too expensive. // And if we did that, // it would take a lot longer to serve people outside.
c Hm, // that's a problem for me. // I mean, // if I didn't have three children, // I'd do it, // no problem.
d This is just an idea, // but if we employed another person, // we wouldn't have to do so many hours.
e That's not a bad idea. // But if we employ another person, // we'll take home less money.
There may be additional groups in the final parts of the sentences, e.g. it would take a lot longer // to serve people outside.


SPEAKING

- 5 a *Preparation.* Look at the table of ideas with the class and brainstorm some more positive and negative consequences of having your own business. Then elicit some conditional sentences from different learners.




Point out that what is realistic and possible for one person may be impossible for another, so try to get a range of examples from the class to illustrate the possibilities. Learners then continue preparing their ideas individually. Walk round and help as necessary.

Alternative for weaker groups

Learners prepare in A/A and B/B pairs so they have more support in the planning stage. They then swap pairs for the next stage of the activity (5b). If you think your class needs help with the suggestions, brainstorm more ideas with the class and write them on the board.

- b  *Discussion.* Monitor while learners talk about their suggestions and the consequences together. Take a note of good and incorrect language for a feedback session later. In feedback, find out if learners agreed about the possible consequences of their decisions.

9.3 Target activity


Goals: describe problems in the home 
 discuss solutions 
 discuss the consequences of decisions 
 negotiate

Core language:

TASK VOCABULARY Negotiating
 9.1 VOCABULARY Discussing problems and solutions
 9.2 VOCABULARY Decision-making
 9.2 GRAMMAR Real and unreal conditionals

Reach a compromise

TASK LISTENING

- 1 Focus learners on the dictionary entry and check understanding and pronunciation of *compromise* /'kɒmpromaɪz/. Give an example of situations where you (personally) have to compromise, then talk about learners' situations.
- 2  *Pre-listening discussion.* Use the questions to introduce the topic of friends living together (in house or flat shares). Learners discuss possible disagreements in pairs. In feedback, find out how many learners have experience of flat shares or if anyone shares a flat or house at the moment and if they have to compromise in any of these areas.
- 3 a *Listening for main idea.* Focus on the picture and ask the class for ideas about what is happening in it. Play recording 2.33 and ask learners to label the picture with the correct names. Learners check in pairs before you go through the answers as a class.

Luis is in the kitchen. Nasser is on the sofa listening to the radio. Brad is in the armchair trying to read.

- b *Listening for detail.* Learners discuss the three questions in pairs. Then play recording 2.33 again so they can check their answers. In feedback, find out how different learners would feel about living with Luis, Nasser or Brad (or, if this is culturally inappropriate, with people similar to them).

- 1 They discuss the washing-up, the shower and noise.
- 2 They agree to do their own washing-up. Brad agrees to use the bathroom later when the others have left the house. Nasser agrees to listen to the radio quietly only in the kitchen with the door shut.
- 3 Learners' own answers


TASK VOCABULARY Negotiating

- 4 a *Focus on expressions.* Look at the three pairs of sentences with the class. Do the first sentence with the class (they're talking about making a rota for the washing-up). Then learners continue in pairs. Don't check the answers, as this will pre-empt b.
- b *Listening to check.* Play recording 2.33 again so learners can listen to check. Draw learners' attention to the intonation and the word groups which tend to be particularly pronounced when we're negotiating, e.g. *But if I agree to do that // could you please do something for me?*

- 1/2 making a rota for the washing-up
- 3 listening to the radio
- 4 the washing-up and using the bathroom
- 5 using the bathroom
- 6 the washing-up



- c *Focus on meaning.* Learners categorise the expressions in pairs, then check as the class.

1 C 2 A 3 B

- 5  *Practice.* Learners work in pairs to complete the sentences with suitable expressions.

- 1 That way
- 2 How about if
- 3 Or we could just
- 4 but if I
- 5 that would mean

TASK

- 6 a  *Preparation.* Direct learners to the role cards and walk round and help while they're preparing their roles. Remind them that they can check language, e.g. conditionals, in previous pages in the unit.
- b  *Role play.* Monitor while learners are having their conversations and take a note of their use of conditionals and other negotiating language. When they've finished their conversations, feed back on the language.

Round-up. Find out if different groups reached different compromises. You could decide as a class on the best solutions to the problems.



You could use photocopiable activity 9C on the Teacher's DVD-ROM at this point.

9 Explore

Across cultures: Dealing with conflict

Goals: raise awareness of cultural differences in dealing with conflict
talk about different attitudes to conflict

Core language:

VOCABULARY Dealing with conflict

SPEAKING

- 1 Focus on the pictures at the bottom of the page and ask learners what they think is going on. This may elicit responses such as *They're arguing / having an argument / having a fight*. Find out if they think the people are very angry and know each other or not, and where they think they might be from. This may give you an insight into learners' opinions on dealing with conflict at the outset of the lesson. Learners then discuss the questions in pairs or groups. Get feedback from several different learners. If you are not from the same country as your learners, be prepared to talk about how you deal with conflict where you are from, particularly if you are teaching a monocultural class.

LISTENING

- 2 a *Listening for main idea.* Draw attention to the picture and information about Çigdem (pronounced /'tʃɪ:dem/). Let learners read the topic summaries, then play recording 2.34. They compare with a partner, then go through the answers as a class.
1 c 2 b 3 a 4 d
- b *Listening for detail.* Learners look at the options for questions 1–4 and decide which they think is correct in each case. Then play recording 2.34 again, while learners listen to check their ideas. Let them discuss answers briefly together again before checking as a class.
1 a 2 b 3 b 4 a
- c Give learners a moment to discuss their ideas in pairs before talking about this with the class. If learners start discussing their own situations, ask them to wait, as they will have an opportunity to talk more about their own cultures later in the lesson. If you have learners from Turkey, however, it is important to ask them if they agree or disagree with Çigdem's opinions and why.
She says that in England, people do a lot of talking behind the scenes. They are embarrassed if you ask them about a problem directly. In Turkey, they are less inhibited and have more arguments, because everything is out in the open, in both work and family situations.

VOCABULARY Dealing with conflict

- 3 a *Focus on verb + noun collocations.* Do the first one with the class, then learners continue in pairs.

1 English families 2 her father 3 Turkish people
4 her father 5 English families
6 Çigdem and her mother 7 Çigdem and her clients

- b Learners practise remembering the collocations. See *Games to improve fluency* on p83 for alternative ways to practise collocations.

SPEAKING

- 4 *Discussion.* Walk round while learners discuss the questions in groups. Take a note of interesting ideas learners express in their discussions and at the end, ask them to explain their ideas to the class. Encourage other learners to respond and find out if most people share similar views and if their cultures have broadly similar or different attitudes to dealing with conflict.

Explore writing

Goals: write a web posting explaining an argument
organise ideas 2

Core language:

Expressions for linking ideas and for contrasting ideas

- 1 *Introducing the topic.* Find out what learners think happens mostly in their countries and get their views on the advantages and disadvantages of buying or renting homes.
- 2 *Reading for main idea.* Focus learners on the picture and the text type before they read and answer the questions in pairs. Check as a class.
**1 His rent will be doubled and he can't afford to pay it, so he will have to move out.
2 Ian doesn't sympathise because Tomas has had a low rent and one home for 20 years. Amie does sympathise because Tomas has been a good tenant and looked after landlord's flat.**
- 3 Discuss the different positions held by the three people and find out who learners agree with and why.
- 4 a Learners can try to complete the expressions with a partner before checking against the text.

1 also 2 but also 3 nor 4 and 5 but that 6 or 7 but at the same time

Alternative for weaker groups

Learners can search through the postings and complete the expressions. Although they are copying from the text, they will still be noticing and processing the language.

- b *Practice.* Walk round and help while learners complete the sentences with their own ideas. Then they compare with a partner.
- 5 *Preparation.* Direct learners to the posting at the end of the book. They discuss their opinions with a group, then plan their own response individually before writing a comment. Walk round and help with language while learners are writing.
- 6 a *Responding.* Learners exchange comments. They should read three or four and choose one to respond to.

Classroom management: Peer response

Learners can work in groups, reading all the comments in their group and choosing one to respond to. Alternatively, learners can put their postings around the classroom walls. They walk round and read as many as possible, finally choosing one to reply to.

- b** 👤 Learners give their replies to the writer of the original comment they chose. If possible, both writers should have time to talk about their comments together.
- Round-up.* Find out if any learners strongly disagreed with each other's opinions and why.

9 Look again

Review

GRAMMAR Real and unreal conditionals

- 1 a** 👤 Do the first one with the class, then learners continue in pairs.

- 1 *If I had enough money ...*
- 2 *If there's a good film on tonight, ...*
- 3 *If there was a good pool nearby, ...*
- 4 *If I really needed to learn a language, ...*
- 5 *If I have some time later, ...*
- 6 *If I could have any car I wanted ...*

Alternative for weaker pairs

Tell pairs to divide the sentences between them, then compare their ideas for all the sentences.

- b** 👤 *Writing sentences.* Walk round while learners complete the sentences and check to see if anyone is still having problems forming real and unreal conditional sentences. Give learners a chance to compare their ideas and in feedback, find out if there were any unusual ideas in the class.

VOCABULARY Problems in the home

- 2 a** 👤 Learners replace the underlined expressions with the expressions in the box.

- 2 flat 3 flooded 4 not working 5 has burst
- 6 come off 7 is stuck

Alternative: Game

Learners close their books. Put them in small teams and explain that you will read out sentences about domestic problems and solutions. The teams should discuss how they can replace a word or words in the sentence with alternative expressions that they have learned in the unit. The first team to answer correctly wins a point.

- b** *Speaking.* Learners discuss what to do in situations 1–7. Monitor while learners are having their conversations, and check to see how and if learners are using the target language.

CAN YOU REMEMBER? Unit 8 – Modals of deduction and speculation

- 3 a** 👤 Learners complete the conversations in pairs. Check as a class.

- 1 might/could 2 must 3 can't 4 must

- b** 👤 Draw learners' attention to the three underlined expressions in **a** and the example. Then learners continue individually. Walk round and help with ideas as necessary.
- c** 👤 *Speaking.* Learners work in pairs using their sentences from **b**. Go round the class and ask different pairs to 'perform' their mini-conversations for the class.

Extension

SPELLING AND SOUNDS /ɜː/

- 4 a** Model *world* for the class and write the IPA symbol on the board. Then continue saying the other words while learners underline the letters, or play recording **2.35**. Give learners time to practise saying the words to themselves.

world, burst, birth, working, emergency, dirty, learn, alternative, earn, first, urgent

Language note: Variation

Many English speakers around the world pronounce the *r* in *or*, *ur*, *er* and *ir*. It is important to point this out, particularly if you don't personally pronounce it. You can write the symbol /ɜː/.

- b** Learners can do this individually before comparing with a partner.

- 1 *burst, birth, emergency, dirty, alternative, first, world, working*
- 2 *learn, earn, urgent*

- c** *Spellcheck.* Learners do this individually before comparing with a partner, then checking their answers.

- 1 *furniture* 2 *thirteen* 3 *heard* 4 *earth* 5 *purpose*
- 6 *rehearse* 7 *confirm* 8 *determined* 9 *urban*

Alternative for stronger groups

Dictate the words to the class, then let them compare in small groups before they check their answers in a dictionary.

NOTICE *on, off*

- 5 a** Remind learners that they have seen these sentences earlier in the unit. They complete the sentences in pairs.

- 1 *off* 2 *on* 3 *off* 4 *off* 5 *on* 6 *on*

- b** Learners check their own answers in the texts and scripts on the pages shown.
- c** Learners complete the sentences individually using verbs from **a** before comparing with a partner.

- 1 *try* 2 *come* 3 *come* 4 *went* 5 *having*

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 9 Extra activities on the Teacher's DVD-ROM

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

9A In every dream home ...

Holiday rental
Beautiful cottage in the English countryside. Suitable for up to five. All modern conveniences. £500.00 plus.
email: holidaycottages@daveslets.co.uk

Dear Dave,
We arrived at the cottage yesterday. Some things were broken when we got here, but last night more things went wrong ...

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9A In every dream home ...

Activity type: Speaking, writing and reading – Writing an email – Pairs

Aim: To practise describing problems around the house and suggesting solutions

Language: Problems in the home – Use at any point from 9.1.

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

Time: 20 minutes

9B But what if ...?

Train to run a marathon
Go to study in another country for six months
Leave your job to find a better one
Buy a motorbike
Go to live in your own flat
Have a go at parachute jumping
Start your own business
Become vegetarian
Join an online dating agency
Ask your boss for more money

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9B But what if ...?

Activity type: Speaking – Pyramid discussion or group intensive discussion – Pairs / Whole class

Aim: To discuss problems and solutions in a variety of contexts

Language: Real and unreal conditionals – Use at any point from 9.2.

Preparation: Make one copy of the worksheet for each pair. Cut up each worksheet to make a set of ten Challenge cards.

Time: 20–30 minutes

9C The art of compromise

A Learners
You are in the same English class as C – you think reading and writing are really boring, you want to do more speaking and conversation.

B Learners
You are in the same English class as A – you think it's important for your future that you learn to read and write well and correctly.

C Learners
You are in the same English class as A – you think it's important for your future that you learn to read and write well and correctly.

A Neighbours
You live next door to C. He/She is very noisy, especially at night, and your children can't sleep.

B Neighbours
You live next door to A. He/She has children that scream all the time and kick footballs into your garden.

C Neighbours
You live next door to A. He/She has children that scream all the time and kick footballs into your garden.

A Businesses (Bosses)
Your company needs to be more efficient, and new technology means you don't need as many workers. You will need to get rid of some of your workforce to save money.

B Businesses
Your company has not been doing well lately. They say they need to save money and want to get rid of some workers, but it will be very difficult for them to find new jobs.

C Businesses (Workers)
Your company has not been doing well lately. They say they need to save money and want to get rid of some workers, but it will be very difficult for them to find new jobs.

A Partners
You are C's husband/wife. You have to spend every holiday visiting his/her parents. You'd like to go somewhere different.

B Partners
You are A's husband/wife. He/She never helps with your children, and you have a sick father you need to look after, too. You never get a break!

C Partners
You are A's husband/wife. He/She never helps with your children, and you have a sick father you need to look after, too. You never get a break!

A Children
You are C's older brother/sister. You can never do what you want because he/she has to come too.

B Children
You are A's younger brother/sister. He/She has lots more money and freedom than you, but is horrible to you when you're together.

C Children
You are A's younger brother/sister. He/She has lots more money and freedom than you, but is horrible to you when you're together.

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9C The art of compromise

Activity type: Speaking – Small-group role play – Groups

Aim: To practise negotiation and compromise language

Language: Negotiating and discussing solutions – Use at any point from 9.3 (Target activity).

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

Time: 20–30 minutes

Unit 9 Self-study Pack

In the Workbook

Unit 9 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:** Problems in the home; Discussing problems and solutions; Decision-making; Negotiating; Dealing with conflict
- **Grammar:** Real and unreal conditionals
- **My English:** Reiner from Germany
- **Explore reading:** Lateral thinking
- **Documentary:** The hairdressing entrepreneurs

On the DVD-ROM

Unit 9 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
- **Explore speaking:** *I suppose ...*
- **Explore listening:** An angry caller
- **Video:** Documentary – The hairdressing entrepreneurs