



speakout

2ND
EDITION

Intermediate Plus Teacher's Book

with Resource and Assessment Disc

Steve Longworth • Kate Leigh • Tamanique King



TEACHER'S BOOK

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LISTENING/DVD

SPEAKING

WRITING

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you save	listen to a conversation about special objects	describe everyday objects	
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elder		discuss an article	write a product description
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STUDENTS' BOOK CONTENTS

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LISTENING/DVD

SPEAKING

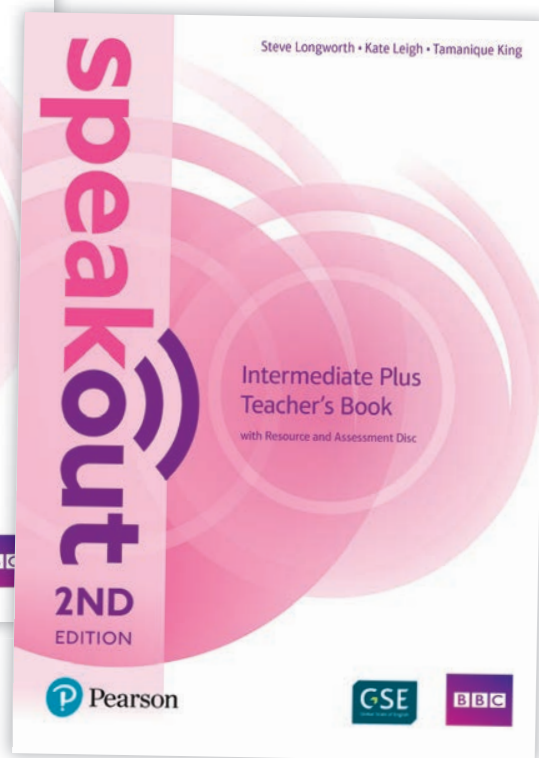
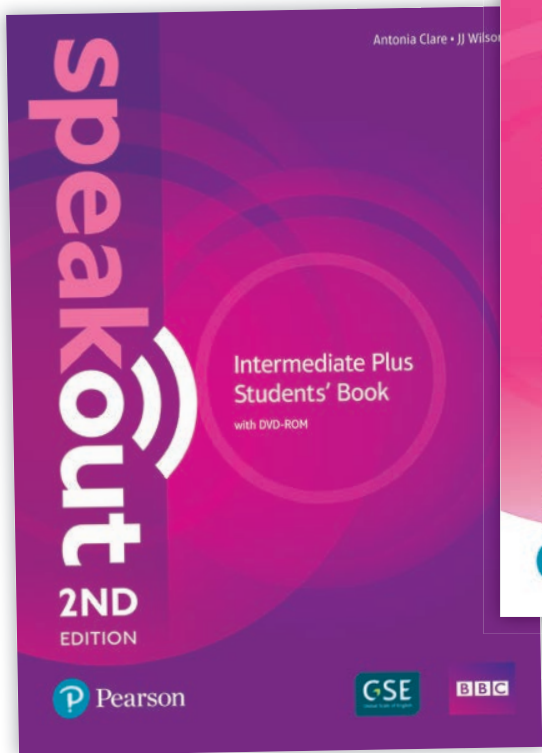
WRITING

		describe a travel destination	write a book review
	listen to people discussing their dream island	discuss your idea of utopia	
	listen to a conversation about policies	discuss different policies	
	 Caribbean with Simon Reeve: watch a BBC programme about Haiti	talk about stereotypes	write a story

		discuss good and bad behaviour	
	listen to a news story	discuss a news story	write a thank you message
n the	listen to a conversation about the rules for a happy life	decide on the rules for a happy life	
	watch people talking about helping others	a group discussion	write a short essay

		discuss art and creativity	
	listen to someone talking about their musical tastes	talk about music	write an essay
	listen to a conversation about life hacks	tell someone about a skill	
	 Graffiti artists of Taiwan: watch a BBC news report about Taiwanese street artists	talk about a cultural experience	write a review

		tell an anecdote	write an anecdote
	listen to a radio programme about big data	discuss big data and future predictions	
	listen to people discussing the origins of some idioms	discuss some idioms	
	watch people talking about information and knowledge	a group discussion about information and knowledge	write a response to a proposal



Welcome to *Speakout Second Edition Intermediate Plus*. Together with *Speakout Second Edition Advanced Plus*, it makes *Speakout Second Edition* a comprehensive 8-level series.

The process of learning a language is not linear. Learners inevitably go through periods when their language develops rapidly and other periods when they feel stuck. Two stages at which learners often experience a plateau are at *Intermediate* and *Advanced*. The new *Plus* levels offer learners an opportunity to both consolidate their previous knowledge and to learn new grammar and vocabulary.

Speakout Second Edition Intermediate Plus is designed for learners who may feel stuck at *Intermediate* level and who need further practice to help them move off the 'Intermediate plateau'. The syllabus revisits key language areas that are known to be problematic for learners at this level. It also goes into greater depth than a traditional *Intermediate* syllabus, looking at nuances of meaning and usage. *Speakout Second Edition Intermediate Plus* also covers completely new language points that sometimes 'slip between the cracks' of *Intermediate* and *Upper Intermediate* syllabi. These include grammar, vocabulary and functional language. Finally, there is a strong focus on developing learners' skills to ensure that students are truly ready for *Upper Intermediate* texts and tasks.

Speakout Second Edition Intermediate Plus includes all the features that have made *Speakout Second Edition* such a popular and successful series worldwide.

- **Video** – Every unit includes motivating video material with engaging excerpts from BBC programmes as well as authentic street interviews filmed on location in London.
- **Authentic texts and language** – We've included a broad range of authentic material that reflects the types of texts learners read and listen to outside the classroom. Listening texts feature a variety of international accents and include excerpts from BBC podcasts and radio programmes.
- **Language and pronunciation** – There is a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation with plenty of form- and meaning- based practice.
- **Speaking** – Most English language learners cite speaking as a key area for development. *Speakout Second Edition* provides an extensive range of motivating speaking activities which allow learners to gain confidence in expressing themselves on topics that interest them and to experiment with new language.
- **Writing** – We've included an overt and systematic focus on advanced sub-skills of writing, including synthesising information from different media, choosing an appropriate style and editing a text.
- **Dramatic images and clear design** – Great images motivate learners and provide excellent prompts for language activities. For these reasons, we've selected dramatic images to introduce each unit. Design also impacts on learning, and the clear, clean layout ensures that all levels of the series are easy to navigate.
- **Supplementary material** – For those who want more practice in specific areas, *Speakout Extra* provides a bank of additional exercises that can be accessed via the *Speakout* website. *Speakout Extra* includes grammar, vocabulary, pronunciation and skills practice as well as worksheets for further exploiting the video material.

We really appreciate the feedback you've given us in developing *Speakout Second Edition* and hope you find *Intermediate Plus* as stimulating and user-friendly as the other levels in the series.



From left to right: Steve Oakes, Antonia Clare, JJ Wilson and Frances Eales

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK WITH DVD-ROM

- Eight units with 72 to 96 hours of teaching material
- Comprehensive *Language bank* with detailed explanations and extra practice
- *Vocabulary bank* to expand vocabulary
- Audio material for use in class
- DVD content (BBC clips and street interviews)
- Audio and video scripts

CLASS AUDIO CDs

- Audio material for use in class



1.1 COFFEE DRINKER?

VOCABULARY
LIFESTYLE

1 Read questions 1-4. What do the phrases in bold mean?

1. You go to an **early bird** if you go to bed late and wake up late!
2. Do you **stick to a routine** every day or do you **change your routine**?
3. Do you **lead an active lifestyle** or a **sedentary lifestyle**?
4. Do you know anyone who has an **alternative lifestyle**? What type of things do they do?
5. Do you enjoy travelling? Would you like to live a **nomadic lifestyle**?
6. What kind of work do you do? Do you **work long hours**?

2 Work in pairs. Discuss four questions from Exercise 1A to get your partner.

READING

2A Work in pairs. Discuss the questions.

- 1 According to the Economist, up to a billion people start their day with either tea or coffee. An coffee and/ or tea an important part of your lifestyle?
- 2 Have you drunk any today? Will you drink any tomorrow?
- 3 Read the article about coffee. What information is new to you?
- 4 Read the article again and answer the questions.
 - 1 Who were Khalid and Babu Budan and what did they do in the history of coffee?
 - 2 What are the benefits of coffee?
 - 3 What is the most popular coffee drink?
- 5 Work in groups. Discuss the questions.
 - 1 Which facts in the article did you find surprising? Why?
 - 2 Do you think coffee is a type of medicine? Why/Why not?
 - 3 Which is more popular in your country: coffee or tea?

THE WORLD'S FAVOURITE DRUG: ten things you didn't know about coffee

For millions of us, coffee is a big part of our lifestyle. Early birds crave it. People who work long hours need it. And those who have active lifestyles drink it to give them energy. But how much do you know about it?

- 1 Coffee was discovered in Ethiopia in the ninth century AD. The story goes like this: a goatherd named Kaldi noticed that his goats became energetic when they ate the mysterious berries on the mountains. He took some of the berries to the village and had them turned into a drink.
- 2 In 1616, a Dutch coffee trader named Nicolaus, from the Dutch East India Company, brought coffee beans to Europe.
- 3 An alternative story says that coffee was prohibited from leaving Yemen, but a seventeenth-century traveller named Baba Budan smuggled seven coffee beans to India, where he had them planted and harvested by local people. It's said now that all of the world's coffee originates from those seven beans.
- 4 The word coffee comes from the Arabic qahwah al-bun (wine of the bean). It was shortened to qahwa, which became the Turkish kahve, which became coffee.
- 5 The world's first coffee house opened in Constantinople, now called Istanbul, in 1475.
- 6 There are two types of coffee: arabica and robusta. Arabica is smoother, more popular and is used in most specialty coffees. Robusta is cheaper and contains more caffeine. It's also grown in tougher conditions.
- 7 The world's two oldest recorded coffee drinkers were the Phoenicians. The oldest coffee was found in the ruins of the Phoenician city of Tyre. The world's two oldest recorded coffee drinkers are the Phoenicians. The oldest coffee was found in the ruins of the Phoenician city of Tyre.
- 8 Coffee is the world's second most popular drink, after tea. 500 billion cups are drunk every year. It's also the second most commonly traded commodity, after oil. The biggest coffee drinkers are Scandinavians. On average, people from Finland, Norway and Sweden drink two cups per person per day.
- 9 In the seventeenth century, a French doctor suggested that his patients mix milk into their coffee. Coffee had never before been drunk with milk, and this is the origin of latte au lait. In recent times, coffee has been shown to have various health benefits: it can act as an anti-depressant, help burn fat and may protect people from Alzheimer's, Parkinson's and dementia.
- 10 Brazil, which is responsible for a third of the world's coffee, is the leading coffee producer, followed by Vietnam, Colombia and Indonesia.



GRAMMAR
THE PASSIVE, CAUSATIVE HAVE

3A Read sentences 1-4 and answer questions a)-b).

- 1 Coffee was discovered in Ethiopia.
- 2 Coffee has been shown to have health benefits.
- 3 Coffee had never before been drunk with milk.
- 4 Budan had the beans planted and harvested by local people.

a) Three of these sentences don't say who did the action because it's not the main focus. Which sentence is the exception?

b) Underline the verb forms in each sentence.

4 Underline the correct alternatives to complete the rules.

EXERCISE 1

- 1 Use the passive to emphasise the actions of what happens to people or things.
- 2 The person who does the action is unimportant, obvious or known/unknown.
- 3 Form the passive with subject + to be + present/ past participle.

EXERCISE 2

1 Read sentences 1-4. Are statements a)-d) below true (T) or false (F)?

- 1 We had our coffee-maker repaired.
- 2 I had my hair done.
- 3 He had his windows cleaned.
- 4 She had her windows broken.

a) The causative have uses have + object + past participle.

b) Use the causative have to say when we arrange for somebody to do something for us.

c) We can also use it to talk about a bad experience or an action done by someone unknown or unnamed.

EXERCISE 3

1 Work in pairs. Find more examples of the passive and the causative have in the article.

2 page 104 LANGUAGE BANK

4 Read questions 1-4. Which words are stressed in this sentence? Listen and check.

- 1 She had her nails done.
- 2 I had my watch stolen.
- 3 He has his house cleaned.
- 4 We're having our roof fixed.
- 5 She's had her car broken into.

5 Complete the second sentence so that it means the same as the first, using the word in bold. Use between three and five words, including the word in bold.

- 1 Someone fixed our washing machine yesterday. had
We _____ yesterday.
- 2 They gave me a prize for the best essay given. _____ for the best essay.
- 3 Someone will tell them to stick to their routine. be
They _____ to stick to their routine.
- 4 They have shown the working long hours causes stress. been
Working long hours _____ to cause stress.
- 5 The doctor checked my hearing yesterday. had
I _____ yesterday.
- 6 People know Hongkongans for their nomadic lifestyle. are
Hongkongans _____ their nomadic lifestyle.
- 7 No one had told Lucy about the party. been
Lucy _____ about the party.
- 8 I remember meeting her while she was away. had
I _____ into while she was away.

SPEAKING

6 Work in pairs. Choose four of these questions to ask your partner. Ask follow-up questions to find out more information.

When was the last time you:

- were given a gift?
- had something repaired?
- were taken somewhere beautiful?
- had your hair done?
- were taught how to do something?
- were photographed?
- had your opinions questioned?
- had a special meal cooked for you?

WORKBOOK

- Additional grammar, vocabulary and pronunciation exercises to complement material in the Students' Book
- Additional functional language practice exercises
- Additional reading, listening and writing practice
- Regular review sections
- With- and without-key versions

WORKBOOK AUDIO

- Audio material to practise listening, pronunciation and functional language
- Visit www.english.com/portal to download the audio

VOCABULARY
LIFESTYLE

1 Complete the article with the words in the box.

nomadic active early alternative long sedentary

The wind in my hair

I wasn't one of those children who had always dreamt of being a pilot. I thought I would be more like my parents. They live in an isolated cottage in the countryside, they grow their own vegetables and they don't have a car or a TV. I guess you could say that they have a(n) _____ lifestyle.

So I think they (and I) were quite surprised when I was down to the idea of flying. So here I am, heading a _____ weekend as a long-haul pilot as I move from place to place, never sleeping in the same bed for more than a couple of days while I'm working. It's strange though, my job is really a(n) _____ occupation and I need to do the same as the passengers and get out of my seat occasionally to wander up and down the aircraft and avoid my High-Check Laminex. I do take care to be more _____ and go to the toilet gets or for a swim in the sea if I'm near the coast, but it's sometimes difficult as the _____ here we fly mean that I really just want to get to bed. On my days off, I'm (deliberately) _____ bed and get out on my bike as the sun rises to feel the wind in my hair – something that never happens on the plane!

2A Underline the stressed syllables in the words in bold.

- 1 They led a **nomadic** life.
- 2 Computer programming is a **sedentary** profession.
- 3 My **working** day is very **active**.
- 4 I like to **stick to a routine**.
- 5 She's got an **alternative** lifestyle.
- 6 He was always an **early bird**.

3 Listen and check. Then listen again and repeat.

LISTENING

3A Listen to four people talking about events that brought about important changes in their lives. Match speakers 1-4 with events a)-d).

- 1 Martha a) an accident
- 2 Daniel b) retirement
- 3 Jenny c) a holiday
- 4 Jack d) a meeting

3B Listen again and answer the questions.

- 1 What was Martha's previous job?
- 2 What does Martha do now?
- 3 Who made Daniel cry?
- 4 What two things has Daniel done to improve his lifestyle?
- 5 What two activities has Jack done recently?
- 6 What two things does Jenny do to deal with her problems?
- 7 What two things does Jenny do to occupy her time?
- 8 What was Jack's previous job?
- 9 What two activities has Jack done recently?

3C Read extracts 1-4 from the recording. Match the words/phrases in bold with definitions a)-d).

- 1 I just broke down.
- 2 I collapsed emotionally.
- 3 I just broke down.
- 4 I collapsed emotionally.
- 5 It's been tough getting used to the change.
- 6 I've had a moment to spare.
- 7 I'm able to live life to the full.

a) had
b) free
c) notice
d) surprise

4 Listen and check. Then listen again and repeat.

GRAMMAR
THE PASSIVE, CAUSATIVE HAVE

4 Rewrite the sentences in the passive.

- 1 Someone showed her the way to the station. She was shown the way to the station.
- 2 Something hit him on his leg. He was hit on the leg.
- 3 People are doing a lot of work.
- 4 Scientists have discovered the cure.
- 5 People make the blankets by hand.
- 6 They don't allow dogs in the hotel.

5 Complete the blog with the correct form of the verbs in the box and the words in brackets. Use the causative have.

cut install make remove paint replace

A big project

The new house was a disaster when my sister and her husband first moved in. There was a lot of renovation needed and they couldn't do it by themselves, so they got some experts in to help them. First, they _____ the windows with PVC models because the wooden ones were broken. Afterwards, they _____ the walls in pastel colours to make the rooms lighter. They threw away the old curtains and _____ (new ones) in the little shop on the corner. They are lovely! As for the bathroom, they _____ the years of dirt by a special cleaning company and discovered that the tiles were pale green. Then they _____ a new walk-in shower, which is great. Finally, they called a gardener and _____ (the grass). It looks much better now.

6 Find and correct the mistakes in the sentences. Two sentences are correct.

- 1 A letter has being sent to the head teacher.
- 2 My sister had her hair cut really short.
- 3 The photos had been take from an old album.
- 4 Has been told about the crime yet?
- 5 Harvey was vote the best employee of the year.
- 6 Did you have your nails done in the new drug?
- 7 The neighbours had a urge wall putting up around the garden.
- 8 The children are been helped by a special tutor this week.

VOCABULARY PLUS
MULTI-WORD VERBS

7 Underline the correct alternatives to complete the sentences.

- 1 I need to lose weight, so I'm trying very hard to keep myself from toasting sweet things.
- 2 The head teacher is resting next week. She's handing over her deputy.
- 3 Do you think we can put on/off the meeting till Tuesday? I'm away till then.
- 4 We'll have to look forward to the type of course you could study in the future.
- 5 I don't want to take off/put on any more work. I'm overwhelmed already.
- 6 Her earnings were handed over/down to the oldest daughter in the family.
- 7 His son takes after/him in looks and temperament.
- 8 She had put off/put up with his bad behaviour for years, but finally she left him.
- 9 This year's been hard. I'm so looking forward to the holidays.
- 10 What do you do to keep on top with the news: watch TV or use the internet?

8 Complete the sentences with the correct form of multi-word verbs from Exercise 7A.

- 1 If you live in a student residence, you'll have to _____ a lot of noise.
- 2 Fashion changes so quickly it's difficult to _____ the latest trends.
- 3 My niece starts work in the family business next year so I'll _____ the office administration to her.
- 4 Do you think your daughter will _____ her grandfather and become a doctor as well?
- 5 My new puppy loves about I can't find him _____ him _____ chewing any food.
- 6 I had to _____ my dentist's appointment three times because of urgent meetings at work.
- 7 Thank you very much for your help and I'm _____ moving the order next week.
- 8 Do you realise you'll have to _____ a lot more responsibility if you become head of department?

MYENGLISHLAB

Learning Management System that provides:

- Interactive Workbook with instant feedback
- Extra practice in grammar, vocabulary and skills
- Unit and achievement tests
- Mid- and end of course tests
- Street interviews and interactive exercises

MyEnglishLab

8.1 Technology

Exercise 4A

Listen to four people talking about technology. Match speakers 1-4 with statements a)-d).

1 Emma 2 Philip 3 Isla 4 Denis

a) Technology doesn't improve learning in the classroom.
b) Technology is damaging our planet.
c) Technology gives disabled people a chance to live a normal life.
d) Technology enables people to live and work almost anywhere they want.

Close

OVERVIEW

- 1.1 COFFEE DRINKER?**
- VOCABULARY** | describe
- READING** | read an article about coffee
- GRAMMAR** | the passive, causative form
- PRONUNCIATION** | sentence stress
- SPRINGING** | talk about your life story
- WRITING** | a paragraph about lifestyle
- VOCABULARY PLUS** | multi-word verbs
- 1.2 LIFE IS BUSY**
- VOCABULARY** | verb + preposition
- LISTENING** | listen to a radio programme about busy lives
- GRAMMAR** | present tense, simple vs continuous, split verbs
- PRONUNCIATION** | connected speech, linking
- SPRINGING** | complete a questionnaire
- WRITING** | an article, learn to use persuasive language
- 1.3 WHAT WOULD YOU TAKE?**
- VOCABULARY** | everyday objects
- FUNCTION** | describing everyday objects
- LEARN TO** | respond to suggestions
- PRONUNCIATION** | stress patterns, responses
- SPRINGING** | describe everyday objects
- 1.4 FAIR USE OTHER + DVD**
- SPRINGING** | explain the lifestyle you prefer
- WRITING** | a pros and cons essay
- 1.5 LOOKBACK**

COFFEE DRINKER?

Introduction
This lesson introduces the passive and causative form in the context of talking about lifestyle. They also learn and practice multi-word verbs and collocations about lifestyle and write a paragraph about their own lifestyle.

Supplementary materials
Resource bank 2.1.7 1.1
1.1.1 Vocabulary bank bring monolingual dictionaries to the class
1.1.2 prepare two of the sentences so they are true for you

Warm-up
Start the lesson by writing the topic heading 'Lifestyle!' on the board. Then write three sentences and give your lifestyle. Use two and one false, e.g. I like to get up early on weekdays. I don't enjoy going to school. Let's do the same for you. Ask them to write about their own and then discuss it in pairs.

1.1 COFFEE DRINKER?
Give examples of you can't when asking. So to share some personal experience can provide a good model. So, ask them how much coffee you expect them to give. It also helps to build a rapport with it by allowing them to learn a bit about you.

Vocabulary
1A Ask the students to exercise related to the topic of 'Lifestyle'. Give 5-10 minutes to go through the expressions in bold and discuss which ones they know or can guess the meaning of. Check understanding with the class by asking concept questions, e.g. if you're an early bird what time do you get up in the morning? What time do you go to bed? Be prepared to give further explanations in multiple-choice questions.

Suggested answers:
1 I usually drink someone who regularly gets up early by choice
2 I like to exercise so I go to the gym three times a week
3 I usually prefer a life of routine and order
4 I like to get up early every day
5 I usually prefer a life of routine and order
6 I usually prefer a life of routine and order
7 I usually prefer a life of routine and order
8 I usually prefer a life of routine and order

B Sit work in pairs and choose four of the questions to ask your partner. You can use the questions to discuss the examples of good use of language to show after the activity.

Alternative approach
To give the Ss more opportunities to ask the questions, you could do this as a matching activity. Sit, stand and ask, and last four more Ss their questions.

Teaching tip
Very feedback and connection on grammar activities according to the areas of the activity. Accuracy is the aim, then it is important to connect language to the topic. When fluency in the main aim, connection about the topic is the focus and after the activity.

CHANGE, CHANGE & MORE CHANGE Grammar: passive; causative form

1 Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.

Card 1
A: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.
B: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.

Card 2
A: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.
B: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.

Card 3
A: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.
B: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.

Card 4
A: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.
B: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.

Card 5
A: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.
B: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.

Card 6
A: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.
B: 1. Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative form.

TEACHER'S BOOK WITH RESOURCE AND ASSESSMENT DISC

- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation, using video, etc.
- Photocopiable grammar, vocabulary, and functional language worksheets for every unit
- Class audio and video scripts
- Videos, worksheets and scripts
- Unit and achievement tests
- Mid- and end of course tests
- Test audio, audio scripts and answer keys

1.1 COFFEE DRINKER?

VOCABULARY
LIFESTYLE
1A Read sentences 1-4. What do the phrases in bold mean?
1 I'm an early bird or do you go to bed early?
2 Do you like to exercise every day?
3 Do you like to get up early or do you like to go to bed late?
4 Do you like to get up early or do you like to go to bed late?
5 Do you like to get up early or do you like to go to bed late?
6 Do you like to get up early or do you like to go to bed late?
B Sit work in pairs and choose four of the questions to ask your partner. You can use the questions to discuss the examples of good use of language to show after the activity.

READING
2A Sit work in pairs. Discuss the questions.
1 How often do you drink coffee?
2 Do you like to drink coffee?
3 Do you like to drink coffee?
4 Do you like to drink coffee?
2B Read the article again and answer the questions.
1 Who were David and Julia? Do you know them?
2 What was the benefit of coffee?
3 How did coffee come to America?
4 Which year in America did you first drink coffee?
5 Do you think coffee is a type of medicine? Why or why not?
6 Which is more popular in your country coffee or tea?

GRAMMAR
THE PASSIVE; CAUSATIVE FORM
1A Read sentences 1-4 and answer questions 1-4.
1 Coffee was discovered in Ethiopia.
2 Coffee has been shown to have health benefits.
3 Coffee had never before been drunk with milk.
4 Susan had the beans planted and harvested by local people.
1B Complete the second sentence so that it means the same as the first, using the word in bold. Use between three and five words, including the word in bold.
1 I had my hair cut.
2 She gave a prize for the best essay given.
3 The teacher let them to speak in their mother language.
4 They have known that working long hours means it has been.
5 Working long hours ... to cause stress.
6 The doctor checked my hearing yesterday.
1C Complete the second sentence so that it means the same as the first, using the word in bold. Use between three and five words, including the word in bold.
1 I had my hair cut.
2 She gave a prize for the best essay given.
3 The teacher let them to speak in their mother language.
4 They have known that working long hours means it has been.
5 Working long hours ... to cause stress.
6 The doctor checked my hearing yesterday.

ACTIVETECH

Software for classroom use to help teachers get the most out of the course:

- Integrated audio and video content
- Answer-reveal feature
- Large extra resources section
- Grammar and vocabulary review games
- Videos and worksheets
- Assessment package containing all the course tests
- A host of useful classroom tools

1.3 Describing everyday objects
1 Match the everyday objects in the box with the descriptions 1-6.
Consolidation
1 Choose the correct answer (a, b) or (c) to complete the conversation.
A: Hi, Michael. I ... your flat last night.
B: Yes, I know it ... had trouble with the washing.
A: Of course. The flat always seems nice when it's green by mistake.
B: Yes, and the guy who did it ... for missing it!
A: Anyway, Henry's work?
B: Great, actually. ... a new job in the marketing to my office soon.
A: That's great news. I ... really good at marketing.
B: ... lots of great ideas planned!
A: Thanks, but about you? Don't you have a holiday planned?
B: Yes, Sam and I ... the US for a couple of weeks.
A: Would you get anything you need?
B: I think so, I thought about taking my laptop but Sam says it's ... but he's taking it to his holiday.
A: Yeah, you've got your mobile anyway. Do you have an adapter?
B: ... essential.
A: I know ... stuff when I go away, like a plug.
B: Right, really have to go ... search for lunch in Chicago. Say hi to Sarah from me!
A: Okay. Say hi to Sarah from me!

WEBSITE AND SPEAKOUT EXTRA

- Information about the course
- Sample materials
- Placement test
- Teaching tips and ideas
- Free downloadable worksheets provide additional grammar, vocabulary, pronunciation and skills practice (Speakout Extra)
- Extra video-exploitation activities to help learners get the most out of the course (Speakout Extra)

Speakout Extra and other teacher's resources available at:
www.english.com/portal

Speakout Second Edition Intermediate Plus Students' Book is clearly designed and easy to use. Each unit follows the same pattern with an introductory page, two main input lessons covering grammar, vocabulary, pronunciation and skills work, a functional lesson and a skills-consolidation lesson based on a clip from a BBC programme or a street interview. The unit culminates with a page of *Lookback* exercises and there is a detailed *Language bank*, *Vocabulary bank* and *Communication bank* at the back of the book.

- 1 Striking images provoke interest in the topic
- 2 Language focus and outcomes clearly stated at the start of each lesson
- 3 BBC clips and street interviews provide 'models' of authentic language
- 4 Grammar presented in context with clear explanations and plenty of practice
- 5 Learners referred to *Language bank* at the back of the book for further practice
- 6 Key vocabulary introduced and practised in context
- 7 Vocabulary *Plus* sections focus on word-building skills and other useful areas such as collocation, affixation, multi-word verbs, etc.
- 8 Special pronunciation sections in each lesson
- 9 Focus on reading and/or listening in every spread
- 10 Writing sections focus on different genres and sub-skills
- 11 Useful learning tips included in each unit
- 12 Speaking activities encourage learners to personalise language



1



COFFEE DRINKER? p8



LIFE IS BUSY p11



WHAT WOULD YOU TAKE? p14



FAIR ISLE p16

2

SPEAKING I.1 Talk about your lifestyle I.2 Do a quiz I.3 Describe everyday objects I.4 Explain the lifestyle you prefer


LISTENING I.2 Listen to a BBC radio programme about busy-ness I.3 Listen to a conversation about special objects I.4 Watch a BBC documentary about Britain's most remote inhabited island

READING I.1 Read an article about coffee I.3 Read a blog post called What would you save in a fire?

WRITING I.2 Write an article I.4 Write a pros and cons essay

1.1 COFFEE DRINKER?

e the passive; causative have
s sentence stress
v lifestyle; multi-word verbs



8

4 A s **SENTENCE STRESS: causative have**
Which word is stressed in this sentence? Listen and check.
She had her nails done.

B s **SENTENCE STRESS** Which words are stressed in sentences 1–4? Listen and check. Then listen and repeat.

- 1 I had my watch stolen.
- 2 He has his house cleaned.
- 3 We're having our roof fixed.
- 4 She's had her car broken into.

5 Complete the second sentence so that it means the same as the first, using the word in bold. Use between three and five words, including the word in bold.

- 1 Someone fixed our washing machine yesterday. **had**
We _____ yesterday.
- 2 They gave me a prize for the best essay. **given**
I _____ for the best essay.
- 3 Someone will tell them to stick to their routine. **be**
They _____ to stick to their routine.
- 4 They have shown that working long hours causes stress. **been**
Working long hours _____ to cause stress.
- 5 The doctor checked my hearing yesterday. **had**
I _____ yesterday.
- 6 People know Mongolians for their nomadic lifestyle. **are**
Mongolians _____ their nomadic lifestyle.
- 7 No one had told Lucy about the party. **been**
Lucy _____ about the party.
- 8 Someone broke into their house while they were away. **had**
They _____ into while they were away.

6 VOCABULARY
LIFESTYLE

1 A Read questions 1–6. What do the phrases in bold mean?

- 1 Are you an **early bird** or do you go to bed late and wake up late?
- 2 Do you **stick to a routine** every day or does your routine change?
- 3 Do you lead an **active lifestyle** or a **sedentary lifestyle**?
- 4 Do you know anyone who has an **alternative lifestyle**? What type of things do they do?
- 5 Do you enjoy travelling? Would you like to live a **nomadic lifestyle**?
- 6 What kind of work do you do? Do you **work long hours**?

B Work in pairs. Choose four questions from Exercise 1A to ask your partner.

9 READING

2 A Work in pairs. Discuss the questions.

- 1 According to *The Economist*, up to a billion people start their day with either tea or coffee. Are coffee and/or tea an important part of your lifestyle?
- 2 Have you drunk any today? Will you drink any (more) today?

B Read the article about coffee. What information is new to you?

C Read the article again and answer the questions.

- 1 Who were Khalid and Baba Budan and what part did they play in the history of coffee?
- 2 What 'firsts' and 'seconds' did you learn about?
- 3 What are the benefits of coffee?

D Work in groups. Discuss the questions.

- 1 Which facts in the article did you find surprising? Why?
- 2 Do you think coffee is a type of medicine? Why/Why not?
- 3 Which is more popular in your country: coffee or tea?

4 GRAMMAR
THE PASSIVE; CAUSATIVE HAVE

3 A Read sentences 1–4 and answer questions a)–b).

- 1 Coffee was discovered in Ethiopia.
- 2 Coffee has been shown to have health benefits.
- 3 Coffee had never before been drunk with milk.
- 4 Budan had the beans planted and harvested by local people.

a) Three of these sentences don't say who did the action because it's not the main focus. Which sentence is the exception?

b) Underline the verb forms in each sentence.

B Underline the correct alternatives to complete the rules.

1 Use the passive to emphasise the actions of/ what happens to people or things.

2 The person who does the action is unimportant, obvious or known/unknown.

3 Form the passive with subject + to be + present/past participle.

C Read sentences 1–4. Are statements a)–c) below true (T) or false (F)?

- 1 We had our coffee-maker repaired.
- 2 I had my hair done.
- 3 He had his wallet stolen.
- 4 She had her windows broken.

a) The causative *have* uses *have* + object + past participle.

b) Use the causative *have* to say when we arrange for somebody to do something for us.

c) We can also use it to talk about a bad experience or an action done by someone unknown or unnamed.

D Work in pairs. Find more examples of the passive and the causative *have* in the article.

▷ page 104 **LANGUAGEBANK**

12 SPEAKING

6 Work in pairs. Choose four of these questions to ask your partner. Ask follow-up questions to find out more information.

When was the last time you:

- were given a gift?
- had something repaired?
- were taken somewhere beautiful?
- had your hair done?
- were taught how to do something?
- were photographed?
- had your opinions questioned?
- had a special meal cooked for you?



A 'I take after my parents in that I like working outside. We live on a farm that has been handed down from generation to generation in my family, so there are always things to do. When I was twenty, I started running the farm. Nowadays I work at least ten hours a day. I'm looking forward to retiring one day but that won't be for another few years!' (Jake)



B 'I took over the family's law business ten years ago. When my mother handed over responsibility to me, I didn't realise how much work it was. I spend most of my days in the office trying to keep up with our cases. I probably sit at my desk for twelve hours a day and drink about six cups of coffee! I'm looking into employing another lawyer to ease some of the pressure.' (Suki)



C 'I used to work in the city but I couldn't put up with the noise and the people. I was always dreaming about escaping. Eventually, I couldn't put it off any longer. I saved some money, left my job, and bought a camper van. I now travel all the time and make a living by doing odd jobs. I believe nothing should keep you from chasing your dreams, and I'm living my dream.' (Meredith)

7 VOCABULARY PLUS
MULTI-WORD VERBS

7 A Read the texts above. Match them with the lifestyles: sedentary, active, nomadic. Which lifestyle would you prefer?

B Find ten multi-word verbs in the texts in Exercise 7A. Match them with definitions 1–10.

- take** 1. _____ start being responsible for a job that someone else was doing before you
- 2. _____ be similar to your father, mother, etc., because you have a similar character or appearance
- hand** 3. _____ give control or responsibility of something, e.g. a company, to someone
- 4. _____ give something to someone, especially to a younger person, so that they continue a tradition
- put** 5. _____ delay doing something until later
- 6. _____ accept an unpleasant situation without complaining
- 7. _____ find out about something so that you can take action
- look** 8. _____ be excited about something that is going to happen
- 9. _____ prevent someone from doing something
- keep** 10. _____ understand all the most recent facts about something

C Read sentences 1–2 about multi-word verbs and complete examples a) and b).

- 1 Multi-word verbs are idiomatic. You cannot usually guess the meaning from the words.
 - 2 A multi-word verb has two or three words. The first word is a verb. The second (and third) word is a preposition.
- a) verb + preposition; example: take _____
b) Multi-word verb with three words; example: look _____

▶ page 120 VOCABULARY BANK

12 SPEAKING

8 A Complete the sentences so they are true for you.

- 1 In my family, I take after/don't take after ...
- 2 Something I always/never put off doing is ...
- 3 For my work/studies, I have to/don't have to keep up with ...
- 4 One thing that has been/hasn't been handed down in my family is ...
- 5 Something I will/won't keep on doing for the rest of my life is ...
- 6 I always look forward to ...
- 7 I can't put up with ...

11 SPEAKOUT TIP

When you learn new words and phrases, always write example sentences. It's a good idea to write **personalised** sentences; this means the sentences are about you. You have a better chance of remembering the new language if you personalise it.

B Work in pairs. Discuss your sentences from Exercise 8A. Explain your answers.

WRITING

9 Write a paragraph about your lifestyle, similar to the texts in Exercise 7A. Use at least three of the multi-word verbs from Exercise 7B or other multi-word verbs you know.

6 VOCABULARY
VERB + PREPOSITION

1 A Work in pairs and discuss. Is your life very busy? Can you give examples?

B Read what three people say about their workload. Do any of the comments describe how you feel?

Jodi: I feel completely **overwhelmed** by the amount of work I'm expected to do. I spend my life **racing around** trying to **keep up with** everything. There just aren't enough hours in the day.

Victor: My problem is I **have no control over** my workload. My boss forces me to **take on** too much and then I **struggle with** finding time to do it all.

Alejandra: I try not to **let my work pile up** too much. I prioritise my tasks and make sure that I **take time out** from work and **make time for** other things that are also important to me.

C Match the phrases in bold in the comments with definitions 1–9.

- 1 take responsibility for _____
- 2 find time to do something or be with someone even when you're busy _____
- 3 do something at the necessary speed _____
- 4 allow something to increase _____
- 5 how you feel when something is too much or too difficult so you are unable to do it _____
- 6 have trouble managing or achieving something _____
- 7 go fast/do lots of different tasks quickly _____
- 8 not have the power to direct or manage something _____
- 9 stop what you are doing in order to do something else for a while _____

D Complete the sentences so they are true for you. Then work in pairs and compare your ideas.

- 1 I sometimes feel overwhelmed by ...
- 2 I have a tendency to take on ...
- 3 During the week I often race around ...
- 4 I try to make time for ...
- 5 One thing I have no control over is ...

9 LISTENING

2 A Read about a BBC radio programme. What problem does it focus on?

Busy-ness is NOT a competition

Oliver Burkeman

In the modern workplace, when a workmate asks you how you are, the response is almost always, 'Busy! I'm so busy!' It sounds like a complaint, but are we actually proud of the fact that we have so much to do?

Despite all the new time-saving technology we have, we seem to be busier than ever. Perhaps we are just addicted to being busy. Oliver Burkeman has been exploring why we all feel so busy nowadays.



B **1.3** Listen to the radio programme and answer the questions.

- 1 How has 'the post-holiday ritual' changed in recent years? What happened before? What happens now?
- 2 According to the programme, why do we all proclaim to be so busy?

C Listen again. Are the statements true (T) or false (F), according to the programme? Correct the false statements.

- 1 We are now more likely to say we're busy than in the past.
- 2 Busy has become a brand. It makes us feel important and essential to the world.
- 3 If you're not busy, you are seen as someone who is not delivering or potentially someone that's incompetent.
- 4 Status comes from our reputation – the stuff that we can share on Facebook to show people what we're doing.
- 5 People began comparing their sixty-hour weeks, and 'busy' was equated with progress and success.

D Work in groups. Discuss the questions.

- 1 Do you think how busy someone is really defines their social status? Why/Why not?
- 2 Is busy-ness a problem nowadays? Why/Why not? If it is, how can society deal with it?

4 GRAMMAR
PRESENT TENSES: SIMPLE VS CONTINUOUS, STATIVE VERBS

3 A Read the sentences. Why is the simple/continuous form used in each case?

- 1 She's studying really hard for her exams at the moment.
- 2 I often work late at night just to try and keep up with everything.
- 3 I want people to think I'm busy.
- 4 I'm always racing around trying to keep up with everything.
- 5 We're rushing around more crazily than ever.
- 6 New technology saves us time, but we're still busier than before.
- 7 Are you taking any work with you on your holiday?

B Match sentences 1–7 in Exercise 3A with uses a)–g).

- PRESENT SIMPLE**
- a) for habits/everyday actions
I get up at 5.00 a.m. every morning.
- b) for facts/things that are always true
Coffee is addictive.
- c) for states or feelings (with stative verbs, e.g. like, love, think, want, be, know)
He doesn't like his job.
- PRESENT CONTINUOUS**
- d) for actions happening now or around now
They're both working too hard.
- e) to describe a situation that is in the process of changing
The economic situation is improving.
- f) after words like always, forever, and constantly, to describe repeated actions (that may be annoying)
She's always complaining.
- g) to describe a planned future action
He's starting a new job next week.

C Look at the stative verbs in the box and choose the correct alternative to complete the rule.

- agree understand remember depend consist realise suppose need matter prefer forget believe

Stative verbs are/are not usually used in the continuous form.

▶ page 104 LANGUAGE BANK

4 A Find and correct one or two mistakes in the sentences. When are both the simple and continuous forms possible?

- 1 I'm really being busy at the moment, so I'm trying to get up at 5 a.m. to give me more time to get things done.
- 2 I try not to work in the evenings or at weekends. I'm preferring to get most of my work done during normal office hours.
- 3 My brother is always look at his phone while I try to have a conversation with him.
- 4 Sometimes I'm not realising how long I spend on the computer. I'm going on there to check some information and before I know it, two hours has disappeared.
- 5 I'm not really agreeing with blaming social media for making us busy. I'm thinking the problem is related to work.
- 6 When I go out to dinner with my husband, he's always check his phone for emails. I'm finding it really rude.

B **1.4** Listen and check your answers.

C Change three of the sentences in Exercise 4A so they are true for you. Then work in pairs and compare your ideas.
I'm not busy at the moment because my boss is away. I'm really enjoying it because I don't have to get to work so early.

5 A **1.5** **CONNECTED SPEECH: linking** Listen and notice how the words are linked together in fast speech.

- 1 final consonant + initial vowel: get up – I'm trying to get up.
- 2 two of the same consonants: not to work – I try not to work in the evenings.

B **1.6** Listen and write the sentences. Then mark the linking.

C Listen and check. Then listen again and repeat.

12 SPEAKING

6 A Work in pairs. Make questions with the prompts.

Are you too busy?

- 1 you / work / something important to you / at the moment?
- 2 on average / hours / you / sleep / night?
- 3 you / find / difficult / say 'no' / work / even / you / be / busy?
- 4 how often / you / see / friends?
- 5 how many emails / be / your inbox / moment?
- 6 you / feel / stressed / lat / time?
- 7 you / plan / holiday / for the near future?
- 8 you / have / hobby / pursue / regularly?
- 9 you / ever / take / day off / do nothing?
- 10 how often / you / come home late / from school or work?

B Add two more questions to the quiz in Exercise 6A.

C Work in groups. Ask and answer the questions in the quiz. Who do you think is too busy?

Seven reasons why being bored is good for you

As society gets busier and busier, we find that even when we're alone, we are constantly stimulated by smartphones and trying to keep up with social media. Have we forgotten the importance of being bored? We think of boredom as something negative, to be avoided, but boredom might actually be good for us. Here are some reasons why.

- 1 Creativity:** Boredom leads to creativity. You get ideas from being bored. It's only when you're bored that your mind has the time and the space to develop its own creative stimulation.
- 2 Problem-solving:** Our subconscious mind is usually better at solving problems than our conscious mind. This is because it is less regulated by rules and protocol. But you tend to only listen to your subconscious mind once your conscious mind has a moment to settle.
- 3 Self-reflection:** Being bored encourages you to think about your current state, in a way that racing around being occupied and engaged does not. Self-reflection can be a catalyst for making changes to our jobs and lifestyle.
- 4 Selflessness:** According to a study, boredom can inspire people to be altruistic, empathetic and engage in selfless tasks such as giving to charity, volunteering or donating blood.
- 5 Slow down:** When we're feeling bored, it's easy to turn on your mobile phone or tablet for entertainment. Yet favouring this virtual world means we stop noticing the real world that surrounds us. Looking at the natural environment helps our minds to slow down and enjoy life.
- 6 Breaking the cycle:** Research shows we get a dopamine hit each time we experience something new. In our fast-paced and constantly changing world, we have become accustomed to experiencing this hit all the time. By embracing boredom we can break this cycle and start to enjoy the simple pleasures in life again.
- 7 Taking time out:** We live in a world of 24/7 connectivity. This keeps our minds constantly active. There is no downtime. Being bored allows us to take time out from the constant buzz of activity. It allows us to enter a more relaxed state and stop the roller coaster feeling that a many of us struggle with. Is that really such a bad thing?

Paint a picture



help others



relax



E Find another example for each of these persuasive devices in the article.

persuasive device	examples
using the personal pronouns I, you and we	We find ... we are constantly stimulated by smartphones ...
referring to research/statistics/figures	According to a study, ...
using declarative sentences	Boredom leads to creativity.
using rhetorical questions	Have we forgotten the importance of being bored?

8 A Work in groups. Plan your own listicle. Follow steps 1–5.

- 1 Decide on a suitable topic. Think of it in terms of numbers (e.g. seven ways to leave your job). Apparently, odd numbers are more popular.
- 2 Gather ideas about the topic. It doesn't matter if you have too many ideas – you can cut down later.
- 3 Choose a title.
- 4 Choose a style. Do you want it to be funny, informative, chatty or serious? Are you giving advice? Is it formal or informal?
- 5 Make some notes for each point in your listicle.
- B** Write your listicle (250–300 words). Add some pictures to help illustrate your ideas.

1.3 WHAT WOULD YOU TAKE?

- describing everyday objects
- stress patterns: responses
- everyday objects

1.3

What would you save in a fire?

If your house was burning, what would you take with you? Apart from the obvious, loved ones and pets, what five possessions would you choose? Our choices reflect who we are as people – our interests, background and priorities. And they are often a conflict between what is practical, what is valuable and what is sentimental. It's a way of asking, 'What are the most important things in life?'
So what five things would you take?

1
Name: Enzo Andrade
Age: 21
Location: Recife, Brazil
Occupation: journalist

- **laptop and charger**
- **letters** from my parents and girlfriend
- **notebook and pen** – this has all my latest ideas
- my **wallet**
- my **harmonica**



2
Name: Marie Peeters
Age: 72
Location: Antwerp, Belgium
Occupation: retired

- **old family photos**
- a **penknife** with a **bottle opener** which my father gave me
- **watch** – my late husband's
- my **camera**
- my **car key**



3
Name: Patti Harrison
Age: 19
Location: Nice, France
Occupation: student

- my **phone**
- my **skateboard**
- **baseball cap**, a gift from a friend
- **silver rings** bought on my travels
- **sunglasses**



following 563 32

3 LEARN TO

RESPOND TO SUGGESTIONS

5 A Listen again and complete the phrases for responding to suggestions.

- Agreeing**
- 1 Yeah, absolutely. I've got that, _____.
 - 2 Definitely, I _____.
 - 3 I was thinking the same _____.
- Disagreeing/Questioning**
- 4 Why have you chosen _____?
 - 5 I don't think that would be my first _____.
 - 6 Oh I'm not _____ about that.
 - 7 That's _____ essential though, is it?
 - 8 Are you joking?/You're _____!
- Giving your opinion**
- 9 That's quite practical/That sounds _____.
 - 10 I'd _____ a penknife is pretty important.

B **STRESS PATTERNS: responses** Listen to the phrases from Exercise 5A. Underline the stressed words/syllables.

C Listen again and repeat. Copy the stress patterns.

6 A Underline the correct alternatives to complete the conversations.

- 1 **A:** I would take this plastic necklace. It's a bit *impractical/essential*, but I like the colours.
B: Really? I don't *think/sure* that would be my first choice.
 - 2 **A:** I would take this old wooden box. You *can/need* use it to put things in.
B: I'm not *know/sure* about that.
 - 3 **A:** Chocolate! It's *good/fair/a* energy.
B: I was thinking the same *choice/thing*.
 - 4 **A:** How about the television? You need it to *watch/watching* the football.
B: Are you *joking?* That's definitely not *heavy/essential*.
- B** Work in pairs. Practise the conversations in Exercise 6A.

SPEAKING

7 A Make a list of ten things you would take with you if you had to flee your home.

B Work in pairs and compare your lists. Tell your partner about the items you have chosen. Try to agree on a new list of only ten items.

C Try to agree on a final list of ten items as a class. Describe your items to the class and make a case for including them on the final agreed list.

1 VOCABULARY

EVERYDAY OBJECTS

- 1 A** Work in pairs. Read the texts. Can you find all the items from the lists in the photos?
- B** What do the lists tell you about the people? Are there any items you definitely would/wouldn't take from these lists?
- page 120 **VOCABULARY BANK**

2 FUNCTION

DESCRIBING EVERYDAY OBJECTS

2 A Listen to two people discussing the question, 'What would you take with you if your house was burning?' Tick the items they mention.

coffee pot	penknife	blanket	guitar	passport
phone	watch	torch	charger	laptop
hard drive	necklace	silver ring	cooking pot	

B Listen again. Do the speakers agree or disagree about the items they discuss?

3 A Match 1–7 with a)–g) to make sentences for describing objects.

- 1 That's/That's definitely not
- 2 You can
- 3 It's a bit
- 4 You need it
- 5 (It's) made of
- 6 It's (no) good for
- 7 It

- a) use it to get online/wear it ...
- b) to prove who you are.
- c) telling the time.
- d) essential/vital/indispensable.
- e) s' really special/has sentimental value.
- f) wool/metal/plastic/leather.
- g) impractical/heavy/pointless.

B Listen again and check your answers.

page 104 **LANGUAGE BANK**

4 A Complete the sentences with the words in the box.

sentimental	use	play	indispensable	no
heavy	can	that's	made	need

- 1 A phone is _____. You _____ it to keep in touch with people.
- 2 The necklace my grandmother gave me is _____ of gold. It's not worth very much money but it has _____ value.
- 3 This suitcase is enormous. It's a bit _____ but you can _____ it to carry all your things.
- 4 This coffee pot has a hole in it. It's _____ good for serving coffee, but you _____ use it to put flowers in.
- 5 Bring your guitar. _____ essential. You can _____ music and we'll sing.

B Choose three items from the photos and write sentences about them using the phrases in Exercise 4A. Do not say what the item is. Then work in pairs and read your sentences to your partner. Can he/she guess the items?

- A:** *It's made of leather and paper. You can use it to write in.*
B: *A notebook?*
A: *Yes.*

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1.4 FAIR ISLE

BBC 1.4

DVD PREVIEW

1 A Look at the fact file about a place called Fair Isle. Work in pairs and discuss. How is this place different to where you live?

FACT FILE: FAIR ISLE

LOCATION TYPE: island
COUNTRY: Scotland
AREA: 297 square miles
ECONOMY: fishing, agriculture, wool clothes production
OTHER FEATURES: bird observatory
INFRASTRUCTURE: one primary school (older children go to boarding school off the island), one shop, one bar/restaurant at bird observatory, road connecting inhabited areas, one nurse (no doctor)
CLIMATE: cool summers, mild winters
THINGS TO DO: walking, birdwatching, Fair Isle Museum

B Read about the programme. What might be good/bad about the lifestyle on Fair Isle?

Fair Isle

Fair Isle is a BBC documentary that looks at life on Britain's most remote inhabited island. To live on Fair Isle, you have to apply and be selected. It's a very tough lifestyle, with lots of outdoor work, but as the inhabitants mention, the island has its beauty and living there can be rewarding. The programme follows a couple, Shaun and Rachel, who are new arrivals on the island. Will they be able to adapt their lifestyle to the challenges of Fair Isle?



DVD VIEW

2 Watch the programme. According to the people interviewed, what factors make it hard to live on Fair Isle?

- 3 A** What do we learn about the following?
- 1 electricity on the island
 - 2 'every able-bodied adult'
 - 3 Shaun and Rachel's lives before they moved (jobs and relationship)
 - 4 the history of Fair Isle
 - 5 the population of the island
 - 6 the location of Fair Isle

B Work in pairs and compare your answers.

4 A Work in pairs. What do you think the phrases in bold mean? What are the phrases used to talk about in the programme?

- 1 You can be **cut off** for days.
- 2 Every ... adult **holds down several jobs**.
- 3 The population is at a **critical point**.
- 4 It **cost them their life savings**.
- 5 The island needs people like them to **put down roots**.
- 6 There are no **half-measures**. If you decide to leave, you can't just come back.
- 7 We've had our **ups and downs**.

B Watch again to check.

5 What type of person do you think chooses to live on Fair Isle? What personal qualities do they need?

6 speakout explain the lifestyle you prefer

6 A Listen to a woman talking about two different lifestyles she's experienced. What did she like about these lifestyles?

B Listen again. Tick the key phrases you hear.

KEY PHRASES

I loved the fast pace of life.
I got burned out.
I started living the quiet life.
It's important to slow down.
It's hard to say which kind of lifestyle I prefer.
I missed the buzz of my work.
I also felt a bit isolated.
In an ideal world, you'd do both.
I much prefer city life.

7 A Work in pairs. Discuss the questions.

nightlife	nature	noise	quiet	artificial light	crowds
open space	loneliness	friends	public transport	cinemas and theatres	good views
pollution	natural food				

- 1 Which of the ideas in the box above do you associate with cities (C) and which with smaller communities (S)? Which could be both?
- 2 Which are important to your lifestyle?
- 3 What else can you add to this list?

B You are going to discuss which lifestyle you prefer: living in a big city or living in a small community. Think about your answer and make notes.

C Work in groups. Tell each other which lifestyle you prefer and why.

8 writeback a pros and cons essay

8 A Read the first paragraph of a 'pros and cons' essay about lifestyle. What is the purpose of this first paragraph?

City life or the quiet life?

It's an age-old question. Where do we put down roots: in a big, noisy city or a quiet, calm refuge? In 1845, the writer Henry David Thoreau embraced what would now be called an alternative lifestyle. Overwhelmed by restlessness and unable to put up with society, he went and lived alone in the woods for two years, two months and two days. He then wrote a famous book about his experiences. While he found happiness in solitude, other people need the bright lights and the company of crowds to feel alive.

So, what are the benefits of city life? ...

B Think about your answers in Exercise 7. What are the pros and cons of city life compared to life in smaller communities? Complete the essay in Exercise 8A.

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Speakout Second Edition Intermediate Plus Students' Book places particular emphasis on listening and speaking skills. Each unit has a functional lesson which develops useful communication skills as well as a motivating DVD spread which is designed to revise key language and act as a springboard for further speaking and writing tasks.

Each unit culminates with a *Lookback* page that provides a review of key language covered in the unit. There is a detailed *Language bank*, *Vocabulary bank* and *Communication bank* at the back of the book for further practice and consolidation.

- 1 Reading and vocabulary exercises are a motivating lead-in to the lesson
- 2 Focus on useful functional areas such as describing everyday objects, judging and evaluating ideas, resolving conflict, etc.
- 3 Learn to sections develop listening and speaking skills
- 4 Learners read about the DVD clip in preparation for viewing
- 5 Different viewing tasks help learners understand and appreciate the DVD clip
- 6 *Speakout* tasks consolidate language and build learners' confidence
- 7 Key phrases give learners the language they need to perform the task
- 8 *Writeback* tasks provide further communicative practice
- 9 'Models' are provided to help learners perform the task
- 10 *Lookback* exercises are an enjoyable 'test' of language covered in unit
- 11 *Language bank* provides detailed explanations and further practice
- 12 *Vocabulary bank* focuses on word-building and useful areas such as collocation, affixation and multi-word verbs.

LANGUAGE BANK

11 GRAMMAR

1.1 the passive; causative have

the passive
Form the passive with be + past participle.

	active	passive
present simple	Someone cleans the room every day.	The room is cleaned every day.
present continuous	They are checking his documents.	His documents are being checked.
past simple	The team gave the coach a present.	The coach was given a present by the team.
present perfect	No one has told us about a delay.	We haven't been told about a delay.
will	Someone will explain the rules to you.	The rules will be explained to you.
modals	No one can help her right now.	She can't be helped right now.

Use the passive:
• to talk about what happens to people/things.
Sarah was taken to the zoo.

- when you don't know who does the action or their identity is not important.
The painting was stolen.
Those cars are made in Japan.
- when the identity of the doer of the action is obvious.
He was taken to prison. (The action was done by a judge.)
- to sound more formal.
The topic was discussed at the forum.
Jackets must be worn at all times.

causative have
Form the causative have with have + object + past participle.

- Use the causative have:
- to say when you arrange for somebody to do something for you.
I had my hair done. (Somebody did my hair; not me.)
We had our house painted. (Somebody else painted the house.)
 - to talk about a bad experience that was caused by someone unknown or unnamed.
I had my watch stolen.
He had his house broken into.

1.2 present tenses

present simple

- + He works for a company that makes microchips.
- He doesn't enjoy his job.
- ? Does she know what she wants to do?

Use the present simple:

- to talk about habits and everyday actions.
We usually have lunch at about 1 p.m.
- for facts/things that are always true.
Stress is one of the main causes of insomnia.
- for states or feelings (state verbs: like, love, think, want, be, know, etc.).
Italians love cooking and eating good food.

present continuous

- + We're working on a new system.
- They're not helping us.
- ? Are you starting your course next month?

Use the present continuous:

- for actions happening now or around now.
We're trying to fix the problem at the moment.
The battery's not charging.

- to describe a situation that is in the process of changing.
People in Bangladesh are eating more fish than they did twenty years ago.
- after words like *always, forever and constantly*, to describe repeated actions (that may be annoying).
Our neighbours are constantly playing loud music.
- to describe a planned future action.
We're leaving the country in August.

Note: As a rule, we don't usually use state verbs in the continuous form. The following are some common state verbs.

love	understand	seem	realise
hate	imagine	possess	suppose
want	mean	contain	need
prefer	see	include	matter
believe	hear	agree	prefer
know	sound	depend	forget
remember	appear	consist	

However, there are exceptions to this. Sometimes people use the continuous form to focus specifically on the verb as an action.
I'm loving this!
I'm seeing Adrian this afternoon.

1.3 describing everyday objects

That's (definitely) not essential/vital/indispensable. You (can) use it to get online/cut ...	It's a bit impractical/heavy/pointless. You need it to prove who you are. It's made of wool/metal/plastic/leather.	It's (no) good for telling the time. It's really special. It has sentimental value.
You (can) wear it.		

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1.5 (LOOKBACK)

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LIFESTYLE

1 A Rearrange the letters in bold to complete the sentences.

- 1 I have an **lctvae** lifestyle. I run every day, cycle to work and go climbing every weekend.
- 2 People say I'm an **ayrel dbrl** because I get up at 5 a.m. every morning.
- 3 We work extremely **lgon** **hauer** – 5 a.m. to 11 p.m. isn't uncommon.
- 4 I had a **redeyntas** lifestyle. I was sitting down all day at work and I never exercised.
- 5 I do exactly the same thing every day. I like to **ksitc** to a **mloteu**.
- 6 We move to a different place every few weeks. We've always had a **moaidn** lifestyle.

B Work in pairs and discuss. Which of the lifestyles in Exercise 1A might match these jobs? Why?

athlete sales representative teacher rock musician airline stewardess

THE PASSIVE; CAUSATIVE HAVE

2 A Read the facts about tea. Are these sentences better in the active or passive? Change any you think are better in the passive.

- 1 Someone invented tea bags in America in the 1800s.
Tea bags were invented in America in the 1800s.
- 2 People first drank tea in China 4,000 years ago.
- 3 People can use tea leaves to read the future.
- 4 Someone first added milk to tea in the seventeenth century.
- 5 Tea is India's second largest industry, after tourism.
- 6 China produces more tea than any other country.

B Work in pairs and discuss your answers. Why are some sentences better in the passive?

VERB + PREPOSITION

3 A Complete the sentences with the correct form of the verbs in brackets. Use the causative have.

- 1 I'm going to _____ my hair (cut) tomorrow.
- 2 I _____ the bedroom walls (paint) last week.
- 3 I've just _____ my car (wash).
- 4 When I broke my leg, I _____ the house _____ (clean) by professionals.
- 5 I've got a strange rash on my arm, so I'm going to the doctor to _____ it _____ (check).
- 6 I need to _____ my eyes _____ (test).

B Choose two or three sentences from Exercise 3A. Change them to questions you can ask a partner.

When was the last time you had your hair cut?
C Work in pairs. Ask and answer your questions from Exercise 3B.

PRESENT TENSES

4 A Complete the text with the correct form of the verbs in brackets. Use present tenses.

"I'm a lorry driver, so I _____ (spend) a lot of time alone, listening to music while I _____ (drive) at night. I _____ (work) long hours – sometimes I _____ (drive) for nine or ten hours a day. At the moment I _____ (work) for a music company and we _____ (take) musical equipment and musicians around Europe. Life _____ (be) really busy. Sometimes we _____ (be) on the road for five or six weeks at a time, so I _____ (not have) a very good work-life balance. Next month I _____ (drive) 17,000 km around Europe. I _____ (look) forward to it."

B Write sentences to describe your work-life balance. Then work in pairs and compare your sentences.

DESCRIBING EVERYDAY OBJECTS

5 A Choose the correct alternatives to complete the sentences.

- 1 We've been overwhelmed **from/by/to** the number of applications for the job.
- 2 You should make time **in/on/for** the things you enjoy doing.
- 3 I try to be organised so that my work **doesn't pile up/in/on**.
- 4 I have a long journey to work and I really struggle **for/with/on** getting up early.
- 5 I spend my weekends racing **in/on/around**, trying to keep **up/down/on** with all the jobs that need doing at home.

B Change two or three of the sentences in Exercise 5A so they are true for you. Then work in pairs and compare your sentences.

DESCRIBING EVERYDAY OBJECTS

6 A Match the objects in the box with their definitions.

umbrella necklace bottle camera stamp

- 1 It's made of glass or plastic and you use it to keep liquids in.
- 2 It's usually made of metal and nylon. It's waterproof. You need it to keep you dry when it's raining.
- 3 It's made of metal and you use it to take photographs.
- 4 It's made of paper and you need it to send a letter. You can stick it on an envelope.
- 5 It's made of silver and you can wear it around your neck.

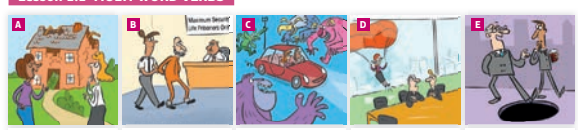
B Write a list of five things that are special to you. Then work in pairs. Describe each thing to your partner without saying what they are. Can your partner guess?

It's a made of silver and you can wear it. My grandmother gave it to me.

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VOCABULARY BANK

Lesson 1.1 MULTI-WORD VERBS



1 A Match captions 1–5 with pictures A–E.

- 1 She seemed perfect for the job, so we took her on. But she got bored and took up parachuting.
- 2 You have to hand in your valuables at the front desk. They hand them back when you leave.
- 3 We've put together a plan to raise money to rebuild the house. We can't put it off any longer.
- 4 You can't spend your whole life looking back at your mistakes. You should always look ahead.
- 5 While he was sleeping, my husband kept on talking about monsters! Then today he told me to keep to the main road!

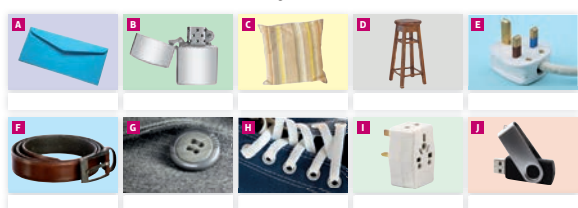
B Match the multi-word verbs in bold in Exercise 1A with definitions 1–10. Put the multi-word verbs in the infinitive.

- 1 stay on a particular path or course of action
- 2 delay something
- 3 think about something that happened in the past
- 4 return something
- 5 employ someone
- 6 start a new hobby/activity
- 7 prepare something by collecting ideas and information
- 8 continue doing something
- 9 think about/plan for the future
- 10 give something to someone in authority

Lesson 1.3 EVERYDAY OBJECTS

1 A Match words 1–10 with photos A–J.

- | | | | | |
|----------|------------|-----------|-------------|---------------|
| 1 plug | 3 envelope | 5 adapter | 7 shoelaces | 9 flash drive |
| 2 button | 4 cushion | 6 lighter | 8 belt | 10 stool |



B Complete the sentences with words from Exercise 1A.

- 1 This chair is very uncomfortable. Could you pass me that _____ please?
- 2 I want to light this candle but I need a _____.
- 3 Before you go for your run, make sure you tie your _____ tightly.
- 4 He was sitting on a _____ at the hotel bar.
- 5 I've got my laptop, but I need an _____.
- 6 You should save your presentation on a _____.
- 7 She put the letter in a pink _____.
- 8 Oh no! The _____ just fell off my jacket.
- 9 These trousers are too big for me to wear without a _____.
- 10 I think it will work if you try pushing the _____ into the socket.

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LIFESTYLES

1 VOCABULARY



LIFESTYLE

1 Complete the article with the words in the box.
nomadic active early alternative long sedentary

The wind in my hair

I wasn't one of those children who had always dreamt of being a pilot. I thought I would be more like my parents. They live in an isolated cottage in the countryside, they grow their own vegetables and they don't have a car or a TV. I guess you could say that they have a(n) _____ lifestyle.

So I think they (and I) were quite surprised when I was drawn to the idea of flying. So here I am, leading a somewhat _____ existence as a long-haul pilot as I move from place to place, never sleeping in the same bed for more than a couple of days while I'm working. It's strange though; my job is really a _____ occupation and I need to do the same as the passengers and get out of my seat occasionally to wander up and down the aircraft and stretch my legs. Once I arrive, I do take care to be more _____ and get to the hotel gym or go for a swim in the sea if I'm near the coast, but it's sometimes difficult as the _____ hours we fly mean that I really just want to get to bed. On my days off, I'm definitely a(n) _____ bird and get out on my bike as the sun rises to feel the wind in my hair – something that never happens on the plane!

2 A Underline the stressed syllables in the words in bold.

- They led a **nomadic** life.
- Computer **programming** is a **sedentary** profession.
- My working day is very **active**.
- I like to stick to a **routine**.
- She's got an **alternative** lifestyle.
- He was always an **early** bird.

B 1.1 Listen and check. Then listen again and repeat.

3 LISTENING

3 A 1.2 Listen to four people talking about events that brought about important changes in their lives. Match speakers 1–4 with events a)–d).

1 Martha	a) an accident
2 Daniel	b) retirement
3 Jenny	c) a holiday
4 Jack	d) a meeting

B Listen again and answer the questions.

- What was Martha's previous job? _____
- What does Martha do now? _____
- Who made Daniel cry? _____
- What two things has Daniel done to improve his lifestyle? _____
- What two things does Jenny do to deal with her problems? _____
- What two things does Jenny do to occupy her time? _____
- What was Jack's previous job? _____
- What two activities has Jack done recently? _____

C Read extracts 1–8 from the recording. Match the words/phrases in bold with definitions a)–h).

- What was a luxury tour in Africa turned into an **eye-opener**.
- disease caused by **lack** of clean water
- I just **broke down**.
- I still **crave** cigarettes.
- It's been **tough** getting used to the change.
- be aware** of the moment
- I never had a moment to **spare**.
- I'm able to live life to the **full**.

a) hard
b) free
c) absence
d) notice
e) a surprising discovery
f) completely
g) collapsed emotionally
h) have a strong desire for

1 GRAMMAR

THE PASSIVE; CAUSATIVE HAVE

4 Rewrite the sentences in the passive.

- Someone showed her the way to the station.
She **was shown the way to the station**.
- Something bit him on his leg.

- People are doing a lot of work.

- Scientists have discovered the cure.

- People make the blankets by hand.

- They don't allow dogs in the hotel.

5 Complete the blog with the correct form of the verbs in the box and the words in brackets. Use the causative have.

cut install make remove paint replace

Sign out search

A big project!

The new house was a disaster when my sister and her husband first moved in. There was a lot of renovation needed and they couldn't do it by themselves, so they got some experts in to help them. First, they _____ (the windows) with PVC models because the wooden ones were broken. Afterwards, they _____ (the walls) in pastel colours to make the rooms lighter. They threw away the old curtains and _____ (new ones) in the little shop on the corner. They are lovely! As for the bathroom, they _____ (the years of dirt) by a special cleaning company and discovered that the tiles were pale green. Then they _____ (a new walk-in shower), which is great. Finally, they called a gardener and _____ (the grass). It looks much better now.

6 Find and correct the mistakes in the sentences. Two sentences are correct.

- A letter has being sent to the head teacher.
- My sister had her hair cut really short.
- The photos had been take from an old album.
- Has been he told about the crime yet?
- Harvey was vote the best employee of the year.
- Did you have your nails done in the new shop?
- The neighbours had a large wall putting up around the garden.
- The children are been helped by a special tutor this week.

1 VOCABULARY PLUS

MULTI-WORD VERBS

7 A Underline the correct alternatives to complete the sentences.

- I need to lose weight, so I'm trying very hard to keep myself **from/to** eating sweet things.
- The head teacher is retiring next week. She's handing **up/over** to her deputy.
- Do you think we can put **on/off** the meeting till Tuesday? I'm away till then.
- We'll have to look **forward to/into** the type of course you could study in the future.
- I don't want to take **after/on** any more work. I'm overloaded already.
- Her earnings were handed **over/down** to the eldest daughter in the family.
- His son takes **after/on** him in looks and temperament.
- She had put **off/up** with his bad behaviour for years, but finally she left him.
- This year's been hard. I'm so looking **forward at/to** the holidays.
- What do you do to keep **on/up** with the news: watch TV or use the internet?

B Complete the sentences with the correct form of multi-word verbs from Exercise 7A.

- If you live in a student residence, you'll have to _____ a lot of noise.
- Fashion changes so quickly it's difficult to _____ the latest trends.
- My niece starts work in the family business next year, so I'll _____ the office administration to her.
- Do you think your daughter will _____ her grandfather and become a doctor as well?
- My new puppy loves shoes! I can't _____ him _____ chewing any he finds.
- I had to _____ my dentist's appointment three times because of urgent meetings at work.
- Thank you very much for your help and I'm _____ receiving the order next week.
- Do you realise you'll have to _____ a lot more responsibility if you become head of department?

WORKBOOK

Speakout Second Edition Intermediate Plus Workbook contains a wide variety of review and practice exercises and covers all of the language areas in the corresponding Students' Book unit. It also contains regular review sections to help learners consolidate what they have learned.

- Extensive practice of vocabulary and grammar covered in the Students' Book
- Additional practice of pronunciation points covered in the Students' Book
- Reading and listening texts develop learners' skills
- Writing exercises focus on useful sub-skills

Speakout Second Edition Intermediate Plus Workbook Audio is available online. Visit www.english.com/portal to download audio material to accompany the pronunciation, listening and functional practice exercises.

3 READING

6 A Read the title of the article. What do you think it means? Choose the best summary. Read and check.

- How we eat is a way of life.
- It's better for us to eat slowly.
- Modern lifestyles give us more eating choices.

B Match headings a)–d) with paragraphs 1–4.

- What the real supporters do
- It's more than just eating to live
- The Origins of Slow Food
- Recommendations for everyone

We are what we eat

It could only be in a country such as Italy, where good food and conversation at the table are such a tradition, that a movement like Slow Food started. What better way to spend your time than eating well in the company of good friends?

1 _____

The Slow Food movement was started in 1989 with the aim of encouraging an interest in food – in both eating itself and in food production. At that time it seemed that fast food was taking over Europe. Restaurant chains were opening in many countries and many people felt that these new trends in eating were changing our lifestyles in a negative way. For example, workers no longer needed long lunch breaks and everyone had to work harder and faster. People became more interested in low prices than quality.

2 _____

Slow Food recommends a lifestyle that thinks of food not only in terms of giving us energy and keeping healthy but also considers where our food comes from. It advises us to support organic agriculture and food producers who try to provide us with quality products. They promote the idea of 'good, clean and fair food' as a philosophy that goes further than eating and is reflected in the way we treat other people and appreciate the world we live in as well.

3 _____

The ways they suggest we can immediately change our lives for the better are relatively easy to act on. Buy locally grown produce, reduce your consumption of fast food and processed food and make eating a social event that you share with other people, not only your direct family. Check where your food has come from and find out if it has been produced by farmers who are treated fairly.

4 _____

It takes a lot of time to be a true Slow Food follower. They grow their own fruit and vegetables and rear their own animals to eat. They eat dishes made from basic ingredients. They also help others to develop community gardens or spend time teaching children about the value of good food and the importance of maintaining eating and cooking traditions. Would you be prepared to change your lifestyle to slow down your relationship with food?

4 WRITING

AN ARTICLE: LEARN TO USE PERSUASIVE LANGUAGE

7 A Match the tips for using persuasive language 1–3 with the extracts from an article a)–f).

- Rhetorical questions to make the reader think.
- Use personal pronouns to appeal directly to the reader.
- Convince the reader with facts and figures.

- You become more aware of ...
- Experts say ...
- What do these apps do?
- Recent studies have shown that ...
- Who doesn't want to be ...?
- You'll make new friends.

B Complete the article with phrases a)–f) in Exercise 7A.

Fit but not fanatic

1 _____ fitter and healthier? One of the latest trends that has hit the markets is to use technology to help you. Yes, I'm talking about fitness applications.

2 _____ Well, they record statistics about the walking, running or cycling you do and help you set realistic targets. You can also compare the calories you consume with the calories you burn to help you lose those extra kilos. That way _____ how you need to change your habits.

They are also easily personalised so you won't overdo the exercise when you start. They can calculate your level of fitness and create a programme for you to follow, which _____ will improve your health effectively. Even if you have a sedentary job and little time to do exercise, they will give you a realistic plan you can follow.

What's more, if you are a competitive person, there are apps that can be connected to other users, friends, family or even strangers in your area so that you can compare results, set each other challenges and find that extra motivation to improve. Maybe _____ this way too!

Using these apps is not just about short-term changes – they really can be life-changing. _____ users of these apps have quickly become used to a more active lifestyle. I have had mine for two months now, so you must excuse me – I have to run up the stairs now!

C Look at these philosophies and technologies that can help you change your lifestyle. Choose one, research information if necessary and write an article (200–250 words).

mindfulness	digital detox
feng shui	time management apps

MyEnglishLab provides a fully blended and personalised learning environment that benefits both teachers and learners. It offers:

- An interactive Workbook with instant feedback and automatic grade book
- A common error report that highlights mistakes learners are making
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves
- Unit and achievement tests
- Mid- and end of course tests
- BBC video clips, street interviews and interactive exercises

ACTIVETEACH

Speakout Second Edition Intermediate Plus ActiveTeach contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

- Answers to exercises are revealed at the touch of a button
- Audio and video content fully integrated with time-coded scripting

- Shortcuts to the relevant pages of the Language bank and Vocabulary bank make navigation easy
- Extra resources section includes editable scripts, photocopiable worksheets, tests and videos for every unit with accompanying worksheets
- Grammar and vocabulary review games
- Assessment package containing all the course tests
- Useful tools include a regular keyboard, a phonetic keyboard, a stopwatch and scoreboard.

WEBSITE

Speakout Second Edition's website provides a wealth of information to support the course including:

- Information about the course, components and authors
- Introductory videos by the authors of the course
- Sample materials and free downloadable worksheets
- Teaching tips
- Placement test
- Editable audio and video scripts
- Global Scale of English mapping documents

Visit www.english.com/portal to check out the range of material available.

SPEAKOUT EXTRA

Speakout Extra provides a bank of additional downloadable exercises that can be accessed via the companion website:

- Downloadable grammar, vocabulary, pronunciation and skills worksheets
- Additional worksheets to accompany DVD clips in the Students' Books
- Updated regularly with new material

Visit www.english.com/portal to check out the range of material available.

The collage displays five different 'Speakout Extra' worksheets:

- GRAMMAR EXTRA:** Includes exercises on the passive, present tenses, and prepositions.
- VOCABULARY EXTRA:** Features a crossword puzzle and a word search.
- PRONUNCIATION EXTRA:** Contains exercises on sentence stress and connected speech.
- DVD EXTRA:** Includes a listening exercise with photos and a writing task.
- WRITING EXTRA:** Features a writing task about an organized person and a writing tip.

The thinking behind *Speakout Second Edition*

Speakout Second Edition offers engaging topics with authentic BBC material and street interviews to really bring them to life. At the same time it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course might suggest, speaking activities are prominent, but that is not at the expense of the other core skills of reading, writing and listening, which are developed systematically throughout.

With this balanced approach to topics, language development and skills work, our aim has been to create a course book full of 'lessons that really work' in practice. Below we will briefly explain our approach in each of these areas.

TOPICS AND CONTENT

In *Speakout Second Edition* we have chosen topics that are relevant to students' lives and are global in nature. Where a topic area is covered in other ELT courses we have endeavoured to find a fresh angle on it. It is clear to us that authenticity is important to learners, and many texts come from the BBC's rich resources (audio, visual and print) as well as other real-world sources. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students while trying to keep the tone as authentic as possible. We have also attempted to match the authentic feel of a text with an authentic interaction. Every unit contains a variety of rich and authentic input material including street interviews (filmed on location in London, England) and DVD material, featuring some of the best drama, documentary and light entertainment programmes that the BBC has to offer.

GRAMMAR

Knowing how to recognise and use grammatical structures is central to our ability to communicate with each other. Although at first students can often get by with words and phrases, they increasingly need grammar to make themselves understood. Students also need to understand sentence formation when reading and listening, and to be able to produce accurate grammar in professional and exam situations. We share students' belief that learning grammar is a core feature of learning a language and believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice.

In *Speakout Second Edition* you will find:

- **Grammar in context** – We want to be sure that the grammar focus is clear and memorable for students. Grammar is almost always taken from the listening or reading texts, so that learners can see the language in action, and understand how and when it is used.
- **Focus on noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and complete rules or tables.
- **Cross-references to *Language bank*** – As well as a summary of rules within the unit, there are also cross-references to the *Language bank* at the back of the book which provides further explanation of the grammar point in focus as well as additional practice.
- **Plentiful and varied practice** – We ensure that there is plenty of practice, both form- and meaning-based, in the *Language bank* to give students confidence in manipulating the new language. Additional form-based grammar practice is also provided in the Workbook and in *Speakout Extra*. On the main input page we include personalised practice, which is designed to be genuinely communicative, and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the *Lookback* pages. Again, the focus here is on moving learners towards communicative use of the language.

VOCABULARY

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use.

There is a prominent focus on vocabulary in *Speakout Second Edition*. We include vocabulary in almost all lessons, whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a DVD clip or a listening or reading text. Where we want students to use the language actively, we encourage them to use the vocabulary to talk about their own lives or opinions. At lower levels, the *Photo bank* also extends the vocabulary taught in the lessons, using memorable photographs and graphics to support students' understanding. Vocabulary items have been selected according to their usefulness with a strong focus on the following:

- **Vocabulary 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words, often getting students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the *Vocabulary plus* sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, on the *Lookback* page, in subsequent lessons and in the *Photo bank/Vocabulary bank* at the back of the book. Additional vocabulary practice is also provided in the Workbook and in *Speakout Extra*.
- **Learner training** – One of the main focuses of the *Speakout tips* – which look at all areas of language learning – is to highlight vocabulary-learning strategies, aiming to build good study skills that will enable students to gain and retain new language.

FUNCTIONAL LANGUAGE

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (buying something in a shop or phoning to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (talking about the weekend, or responding appropriately to good news). As one learner commented to us, 'Grammar rules aren't enough – I need to know what to say.' Although it is possible to categorise 'functions' under 'lexical phrases', we believe it is useful for learners to focus on functional phrases separately from vocabulary or grammar.

The third lesson in every unit of *Speakout Second Edition* looks at one such situation, and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both a written and a spoken context. Each of these lessons also includes a *Learn to* section, which highlights and practises a useful strategy for dealing with both transactional and interactional exchanges, for example, asking for clarification, showing interest, etc. Learners will find themselves not just more confident users of the language, but also more active listeners.

SPEAKING

The dynamism of most lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for a minute or more. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity. Also, where appropriate, students need to hear a model before they speak, in order to have a realistic goal.

In *Speakout Second Edition* there is a strong focus on:

- **Communicative practice** – After introducing any new language (vocabulary, grammar or function) there are many opportunities for students to use it in a variety of activities which focus on communication as well as accuracy. These include personalised exchanges, dialogues, flow-charts and role-plays.
- **Fluency development** – Opportunities are included in every unit for students to respond spontaneously. They might be asked to respond to a series of questions, to comment on a BBC DVD clip, street interview or text, or to take part in conversations, discussions and role-plays. These activities involve a variety of interaction patterns such as pairs and groups.
- **Speaking strategies and sub-skills** – In the third lesson of each unit, students are encouraged to notice in a systematic way features which will help them improve their speaking. These include, for example, ways to manage a phone conversation, the use of mirror questions to ask for clarification, sentence starters to introduce an opinion and intonation to correct mistakes.

- **Extended speaking tasks** – In the *Speakout Second Edition* DVD lessons, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include rehearsal time, useful language and a concrete outcome.

LISTENING

For most users of English, listening is the most frequently used skill. A learner who can speak well but not understand at least as well is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening texts can act as a springboard to stimulate discussion in class.

The listening strands in *Speakout Second Edition* focus on:

- **Authentic material** – In *Speakout Second Edition*, we believe that it is motivating for all levels of learner to try to access and cope with authentic material. Each unit includes a DVD extract from a BBC documentary, drama or light entertainment programme and/or a street interview filmed on location with real people giving their opinions. At the higher levels you will also find unscripted audio texts and BBC radio extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where recordings, particularly at lower levels, are scripted, they aim to reflect the patterns of natural speech.
- **Sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. These include: listening for global meaning and more detail; scanning for specific information; becoming sensitised to possible misunderstandings; and noticing nuances of intonation and expression. We also help learners to listen actively by using strategies such as asking for repetition and paraphrasing.
- **Texts as a context for new language** – We see listening as a key mode of input and *Speakout Second Edition* includes many listening texts which contain target grammar, vocabulary or functions in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, often by using the audio scripts as a resource.
- **Texts as a model for speaking** – In the third and fourth lessons of each unit the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example, with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' speaking.

READING

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral communication skills. Nowadays, the internet has given students access to an extraordinary range of English language reading material, and the availability

of English language newspapers, books and magazines is greater than ever before. The language learner who develops skill and confidence in reading in the classroom will be more motivated to read outside the classroom. Within the classroom, reading texts can also introduce stimulating topics and act as springboards for class discussion.

The reading strands in *Speakout Second Edition* focus on:

- **Authentic texts** – As with *Speakout Second Edition* listening materials, there is an emphasis on authenticity, and this is reflected in a number of ways. Many of the reading texts in *Speakout Second Edition* are sourced from the BBC. Where texts have been adapted or graded, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read. The texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Sub-skills and strategies** – In *Speakout Second Edition* we strive to maintain authenticity in the way the readers interact with a text. We always give students a reason to read, and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and following discourse markers.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency in a language, and this is most easily achieved through reading. In *Speakout Second Edition*, reading texts often serve as valuable contexts for introducing grammar and vocabulary as well as discourse features.
- **Texts as a model for writing** – In the writing sections, as well as the *Writeback* sections in the DVD lessons, the readings serve as models for students to refer to when they are writing, in terms of overall organisation as well as style and language content.

WRITING

In recent years the growth of email and the internet has led to a shift in the nature of the writing our students need to do. Email has also led to an increased informality in written English. However, many students need to develop their formal writing for professional and exam-taking purposes. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages.

There are four strands to writing in *Speakout Second Edition* which focus on:

- **Genres** – In every unit at the six higher levels there is a section that focuses on a genre of writing, emails, for example. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We usually then ask the students to produce their own piece of writing. While there is always a written product, we also focus on the process of writing, including the relevant stages such as brainstorming, planning, and checking. At Starter and Elementary,

we focus on more basic writing skills, including basic written sentence patterns, linking, punctuation and text organisation, in some cases linking this focus to a specific genre.

- **Sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns, while strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking the students to notice the feature. We then provide an opportunity for the students to practise it.
- **Development of fluency** – At the end of every unit, following the DVD and final speaking task, we include a *Writeback* task. The idea behind these tasks is to develop fluency in their writing. While we always provide a model, the task is not tied to any particular grammatical structure. Instead the emphasis is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout Second Edition* and additional writing practice is provided in *Speakout Extra*.

PRONUNCIATION

In recent years, attitudes towards pronunciation in many English language classrooms have moved towards a focus on intelligibility: if students' spoken language is understandable, then the pronunciation is good enough. We are aware, however, that many learners and teachers place great importance on developing pronunciation that is more than 'good enough', and that systematic attention to pronunciation in a lesson, however brief, can have a significant impact on developing learners' speech.

In *Speakout Second Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items and functional language. Where relevant to the level, a grammatical or functional language focus is followed by a focus on a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it.

Each input lesson looks at a specific feature of pronunciation and the following strands are covered:

- **Sentence stress** – We help learners to identify which words are stressed in a sentence. This is particularly important for helping learners to understand rapid spoken English where the important information is highlighted by the speaker.
- **Word stress** – When dealing with new vocabulary, we emphasise the importance of using the correct word stress patterns. This helps listeners to identify the word being used and helps the speaker to use the correct vowel sounds.

TEACHING APPROACHES

- **Intonation** – We look at how intonation and the way we deliver a sentence can influence its meaning, or how the sentence is received.
- **Connected speech** – We help learners to understand rapid spoken English by looking at how the sounds change in fast speech. To encourage fluency we also help learners to produce rapid speech.
- **Individual sounds** – Sometimes specific individual sounds can cause problems for learners. We help learners to identify and produce specific sounds where they are important.

Additional pronunciation practice is provided in the Workbook and in *Speakout Extra*.

TEACHING ADVANCED LEARNERS

Advanced classes can be extremely rewarding for the teacher. The students are able to express their opinions in greater depth than at other levels, conduct extended discussions and debates, and deal with a wide variety of authentic input. Besides this, advanced students tend to be highly motivated and able to use effective learning strategies – both of which explain how they became advanced students in the first place.

At the same time, an advanced class provides a real challenge, particularly for the less experienced teacher. The students have probably studied the most important grammatical structures several times, and they may have discussed certain topics repeatedly, e.g. work, holidays, hobbies. Furthermore, because they are already so competent in the language, it can be difficult for them to see progress. Teachers of advanced classes need to be flexible and prepared to adopt a slightly different approach. At this level, traditional teacher-centred presentations of new language may be less appropriate than low-key 'noticing' activities, as advanced students can often see patterns and work out rules for themselves.

There is also the question of level. Advanced students can be anything from post-First Certificate to Proficiency level, or they may have spent extended periods in an English-speaking environment and simply wish to brush up on their English. This variety, as with all mixed-ability classes, presents a challenge in itself. In addition, many students in advanced classes possess what can be termed 'false fluency' – that is, they speak extremely fluently about a very narrow range of topics and with a number of fossilised errors. The challenge here is to broaden the students' range, have them develop linguistic self-awareness, and take them out of their comfort zone.

Another key to teaching advanced classes is getting students to interact with the language outside the classroom. This might involve cross-curricular projects or internet research or journal-keeping. All students need to extend their contact with the target language beyond the classroom, but at advanced levels it is a more achievable goal, as they are better equipped to deal with authentic English and the many opportunities offered to them through internet and Web 2.0 tools.

Here are our top tips for teaching at this level:

- Do a thorough Needs Analysis at the beginning of the course. Find out what tasks your students need to achieve in English, and then tailor your course to include these tasks. Also find out the students' strengths and weaknesses. Usually, advanced students need to focus on refining their output for very specific purposes and audiences. While we

may be unable, for reasons of time and preparation, to treat an advanced class as an ESP (English for Special Purposes) class, setting personalised homework and focusing closely on where individuals need to improve will always be beneficial.

- Help students to sustain their motivation by showing them ways to track their progress. The students can use vocabulary notebooks, journals, and language portfolios (CEF) that include essays, other written compositions, language projects, audio recordings, video podcasts, etc. A combination of these enable students to document their linguistic achievements.
- Be a resource for pointing out useful websites, podcasts, books, magazines and other sources of language input. At advanced level, students are able to interact with many authentic materials, e.g. literature, journalism and film clips.
- Work on collocations and chunks. It is usually more beneficial to teach interesting combinations of words the students already know (e.g. idioms) rather than obscure individual words. Generally, advanced students are independent enough to discover for themselves any obscure lexis that they need for their work or studies. What is harder for them to find without the teacher's help are phrases that use common words in new combinations. Help students to focus on the rich nature of natural spoken English with the video podcasts, and use this as a resource for learning new phrases.
- Encourage critical engagement, for example with reading texts. At this level, students are able to perceive nuances of tone and language that allow a deeper appreciation of a speaker's or a writer's intention. For example, they may be able to pick up on nuances such as irony, hyperbole and humour.
- Learn ways to exploit materials to the full. Advanced students tend to need less time to get through material than lower levels. They read more quickly, and have more resources to fall back on when it comes to dealing with new grammar and lexis. Teachers of advanced students need a number of extension activities in their repertoire. These might include text-reconstruction, open-ended questions, simulations, and 'treasure hunts' in which students find words or phrases belonging to specific categories, e.g. phrasal verbs. In addition, it may be beneficial if the teacher views the material as a springboard for explorations of the students' own ideas, rather than an end in itself.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

The Global Scale of English

The **Global Scale of English (GSE)** is a standardised, granular scale that measures English language proficiency. The scale is part of a wider GSE ecosystem that includes Learning Objectives or 'can do' statements that describe exactly what a learner can do at each point on the scale, teaching and learning materials in a variety of media, and low- and high-stakes tests – all aligned to the Global Scale of English. Using the Global Scale of English students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10–90, across each of the four skills: listening, reading, speaking and writing. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they've made and what they need to learn next.

The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit English.com/gse for more information about the Global Scale of English.

SPEAKOUT SECOND EDITION AND THE GSE

The authors and editorial team were informed by the GSE Learning Objectives for Adult Learners during the writing and development of *Speakout Second Edition*. Revisions to the grammar, vocabulary and skills syllabuses were influenced by these GSE Learning Objectives, and they helped to ensure that the outcomes of each lesson are clear, meaningful and relevant to learners. The spread below shows how the GSE Learning Objectives for Adult learners are reflected in the skills content of a typical lesson of *Speakout Second Edition Intermediate Plus*:

- 1 Can make simple inferences based on information given in a short article. (Reading GSE 51)
- 2 Can follow main points in TV programmes on familiar topics if delivered in clear standard speech. (Listening GSE 51)
- 3 Can understand a large part of many TV programmes on familiar topics. (Listening GSE 58)
- 4 Can extract the meaning of unknown words from context if the topic discussed is familiar. (Listening GSE 57)
- 5 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (Listening GSE 59)
- 6 Can summarise and give opinions on issues and stories and answer questions in detail. (Speaking GSE 56)
- 7 Can justify a viewpoint on a simple topic by discussing some pros and cons of various options. (Speaking GSE 57)
- 8 Can write a simple discursive essay. (Writing GSE 59)

Visit www.english.com/portal for the full list of GSE Learning Objectives for Adult Learners covered in each level of *Speakout Second Edition*.

1.4 FAIR ISLE
BBC 1.4

DVD PREVIEW

- 1 **A** Look at the fact file about a place called Fair Isle. Work in pairs and discuss. How is this place different to where you live?
- 2 **A** Watch the programme. According to the people interviewed, what factors make it hard to live on Fair Isle?
- 3 **A** What do we learn about the following?
 - 1 electricity on the island
 - 2 'every able-bodied adult'
 - 3 Shaun and Rachel's lives before they moved (jobs and relationship)
 - 4 the history of Fair Isle
 - 5 the population of the island
 - 6 the location of Fair Isle
- 4 **A** Work in pairs and compare your answers.
- 4 **A** Work in pairs. What do you think the phrases in bold mean? What are the phrases used to talk about in the programme?
 - 1 You can be **cut off** for days.
 - 2 Every ... adult **holds down several jobs**.
 - 3 The population is at a **critical point**.
 - 4 It **costs them their life savings**.
 - 5 The island needs people like them to **put down roots**.
 - 6 There are no **half-measures**. If you decide to leave, you can't just come back.
 - 7 We've had our **ups and downs**.
- 5 **A** Watch again to check.
- 5 **A** What type of person do you think chooses to live on Fair Isle? What personal qualities do they need?

FACT FILE: FAIR ISLE

LOCATION TYPE: island

COUNTRY: Scotland

AREA: 297 square miles

ECONOMY: fishing, agriculture, wool clothes production

OTHER FEATURES: bird observatory

INFRASTRUCTURE: one primary school (older children go to boarding school off the island), one shop, one bar/restaurant at bird observatory, road connecting inhabited areas, one nurse (no doctor)


CLIMATE: cool summers, mild winters

THINGS TO DO: walking, birdwatching, Fair Isle Museum

1 **B** Read about the programme. What might be good/bad about the lifestyle on Fair Isle?

1.4 Fair Isle BBC

Fair Isle is a BBC documentary that looks at life on Britain's most remote inhabited island. To live on Fair Isle, you have to apply and be selected. It's a very tough lifestyle, with lots of outdoor work, but as the inhabitants mention, the island has its beauty and living there can be rewarding. The programme follows a couple, Shaun and Rachel, who are new arrivals on the island. Will they be able to adapt their lifestyle to the challenges of Fair Isle?



5 **6 A 1.9** Listen to a woman talking about two different lifestyles she's experienced. What did she like about these lifestyles?

B Listen again. Tick the key phrases you hear.

KEY PHRASES

I loved the fast pace of life.
I got burned out.
I started living the quiet life.
It's important to slow down.
It's hard to say which kind of lifestyle I prefer.
I missed the buzz of my work.
I also felt a bit isolated.
In an ideal world, you'd do both.
I much prefer city life.

6 **7 A** Work in pairs. Discuss the questions.

nightlife nature noise quiet artificial light crowds open space loneliness friends public transport cinemas and theatres good views pollution natural food

- 1 Which of the ideas in the box above do you associate with cities (C) and which with smaller communities (S)? Which could be both?
- 2 Which are important to your lifestyle?
- 3 What else can you add to this list?

B You are going to discuss which lifestyle you prefer: living in a big city or living in a small community. Think about your answer and make notes.

C Work in groups. Tell each other which lifestyle you prefer and why.

8 **A** Read the first paragraph of a 'pros and cons' essay about lifestyle. What is the purpose of this first paragraph?

City life or the quiet life?

It's an age-old question. Where do we put down roots: in a big, noisy city or a quiet, calm refuge? In 1845, the writer Henry David Thoreau embraced what would now be called an alternative lifestyle. Overwhelmed by restlessness and unable to put up with society, he went and lived alone in the woods for two years, two months and two days. He then wrote a famous book about his experiences. While he found happiness in solitude, other people need the bright lights and the company of crowds to feel alive.

So, what are the benefits of city life? ...

B Think about your answers in Exercise 7. What are the pros and cons of city life compared to life in smaller communities? Complete the essay in Exercise 8A.

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LEAD-IN

The activities on the Lead-in page are designed to provide revision and communicative practice of lexical sets and functional language that intermediate Ss should be familiar with. Use the Lead-in page to assess your Ss' existing knowledge and revise/teach the target language.

GRAMMAR

1A Introduce yourself with a short description similar to the text. Ss read the text alone, then discuss the question in pairs. Ask pairs to share what they have in common with Sandra.

B Ss work alone to find examples of the grammar points in the text. They can then check their answers in pairs before feeding back to the class.

Answers:

the third conditional	If I'd had a choice, I would have chosen a less rainy place.
the superlative	the wettest city in the country
the passive	I was told
reported speech	My flatmate warned me it was the wettest city in the country!
the present perfect continuous	I've been living
the present perfect simple	I've been to
the past perfect	I'd never travelled
a non-defining relative clause	which is in the north of Spain

COMMON ERRORS

2 Ss work in pairs to find and correct errors in the sentences.

Answers: **1** What ~~means this~~ does this mean? **2** If I'll have time, I'll come to the party. **3** I like **to** drink coffee in the morning. / I like **drinking** coffee in the morning. **4** He stopped **to playing** football because he was too old. **5** Where **can** I ~~can~~ buy a laptop? **6** Yesterday I've visited the museum. **7** I suggested ~~her to~~ **(that) she** arrive/arrived early. **8** Where are **is** your luggages? **9** I listen **to** music every day. **10** I've known her ~~since~~ **for** ten years.

VOCABULARY

3A Ss work alone to match the underlined words with the descriptions in the box. Ss can then check their answers in pairs before feeding back to the class.

Answers: **1** -ing adjective **2** multi-word verb **3** verb phrase with preposition **4** collocation **5** suffix **6** compound noun **7** prefix **8** idiom

B Ss work in pairs to decide what the sentences mean. **Stronger Ss** should try to describe the meanings in English. **Weaker Ss** may need to translate into their L1. Elicit Ss' answers.

PRONUNCIATION

4A Ask Ss to say the two words (*bear* and *fear*) to themselves to decide if the vowel sounds are the same. Elicit that they are different, even though they are spelt the same. Ss then work with a partner and decide which of the other pairs of words have the same vowel sound.

B Play the recording for Ss to check their answers. Drill any difficult words.

Answers: Same vowel sound: 2, 3, 5, 6, 9

COLLOCATIONS

5A Refer Ss back to Ex 3 and ask what the example of a collocation was (*took a photo* = *take* + *a photo*). Elicit a definition of collocations from Ss (words often used together). Complete the first word web together as a class. Ss then work alone to complete other word webs.

Answers: have: a good time, a dream do: exercise, research make: an effort, a living go: by car, on a diet

B Ss work in pairs to say true sentences using the collocations in Ex 5A.

REGISTER

6 Look at the first sentence together. Elicit where you might read this (e.g. in a note from a friend, or similar), and if it is formal (F) or informal (I). Ss work alone to decide if the remaining sentences are formal/informal and where they might hear them.

Answers:

Formal: 2, 4, 5 (formal letter, business report) Informal: 1, 3, 6 (texts or notes)

OVERVIEW

1.1 COFFEE DRINKER?

VOCABULARY | lifestyle
READING | read an article about coffee
GRAMMAR | the passive; causative *have*
PRONUNCIATION | sentence stress
SPEAKING | talk about your lifestyle
WRITING | a paragraph about lifestyle
VOCABULARY PLUS | multi-word verbs

1.2 LIFE IS BUSY

VOCABULARY | verb + preposition
LISTENING | listen to a radio programme about busy-ness
GRAMMAR | present tenses: simple vs continuous, stative verbs
PRONUNCIATION | connected speech: linking
SPEAKING | complete a questionnaire
WRITING | an article. Learn to use persuasive language

1.3 WHAT WOULD YOU TAKE?

VOCABULARY | everyday objects
FUNCTION | describing everyday objects
LEARN TO | respond to suggestions
PRONUNCIATION | stress patterns: responses
SPEAKING | describe everyday objects

1.4 FAIR ISLE DVD

speakout | explain the lifestyle you prefer
writeback | a pros and cons essay

1.5 LOOKBACK

Communicative revision activities

COFFEE DRINKER?

Introduction

Ss revise and practise the passive and causative *have* in the context of talking about lifestyles. They also learn and practise multi-word verbs and vocabulary related to lifestyles, and write a paragraph about their own lifestyle.

SUPPLEMENTARY MATERIALS

Resource bank: 109, p110 and p111

Ex 7C & Vocabulary bank: bring monolingual dictionaries for Ss to use

Ex 8A: prepare two of the sentences so they are true for you

Warm up

Start the lesson by writing the topic heading 'Lifestyle' on the board. Then write three sentences about your own lifestyle, two true and one false, e.g. *I like to get up early on weekdays. I don't enjoy travelling. I often work late.* Tell Ss that the sentences are about you and they should ask you questions to work out which two are true and which one is false.

Teaching tip

Giving examples of your own when asking Ss to share some personal experience can provide a good model for Ss, and show how much detail you expect them to give. It also helps to build a rapport with Ss by allowing them to learn a bit about you.

VOCABULARY

1A Tell the Ss the exercise relates to the topic of 'Lifestyle'. Give Ss time to go through the expressions in bold and decide which ones they know or can guess the meaning of. Check understanding with the class by using concept questions, e.g. *If you're an early bird, what time do you get up in the morning? What time do you go to bed?* Be prepared to give further explanations or examples where necessary.

Suggested answers:

- early bird: someone who regularly gets up early by choice
- stick to a routine: do the same thing/s regularly
- active lifestyle: a life full of exercise and movement; sedentary lifestyle: a life spent mainly sitting down and not exercising the body
- alternative lifestyle: a life that does not conform to normal behaviour in society
- nomadic lifestyle: a life spent moving to different places
- work long hours: spend a lot of time working, e.g. early morning until late at night

B Ss work in pairs and choose four of the questions to ask their partner. Monitor and note errors to correct and examples of good use of language to share after the activity.

Alternative approach

To give the Ss more opportunities to ask the questions, you could do this as a mingling activity. Ss stand up and ask at least four more Ss their questions.

Teaching tip

Vary feedback and correction on speaking activities according to the aims of the activity. If accuracy is the aim, then it is important to correct language on the spot. When fluency is the main aim, correction should be delayed and focused on after the activity.

READING

Culture notes

The Economist is an English-language weekly magazine. It discusses world news, politics, business, economics and finance.

2A Focus the Ss on the picture and ask them if they know where the coffee they drink comes from. Ss discuss the questions in pairs. Elicit answers.

B Ss read the article and see what information about coffee is new to them. They can then discuss their answers in pairs before feeding back to the class.

C Ask Ss to read the questions. Check Ss understand that 'firsts' can refer to the first time for something OR the top/number 1 for something. Ss read the text again and answer the questions. They can then compare their answers in pairs before feeding back to the class.

Answers:

- 1 Khalid was a goat-herder who made a drink from coffee beans after noticing his goats becoming more energetic when they ate the beans. Baba Budan was a 17th century traveller who smuggled seven coffee beans to India.
- 2 Firsts: coffee discovered in Ethiopia in the 9th century AD; world's first coffee house opened in Constantinople (now called Istanbul) in 1475; Creme Puff was the world's oldest cat; the first time coffee was drunk with milk was when a 17th century French doctor prescribed milk and coffee for his patients; Scandinavians are the number one coffee drinkers; Brazil is the number one coffee producer.
Seconds: coffee is the world's second most popular drink, after tea; Grandpa Rex Allen was the second oldest cat; Vietnam is the world's second largest coffee producer.
- 3 It gives you energy and can act as an anti-depressant, help burn fat, and may protect people from Alzheimer's, Parkinson's and dementia.

D Ss discuss the questions in small groups. When they have finished, nominate a S from each group to share their ideas with the class.

GRAMMAR THE PASSIVE; CAUSATIVE HAVE

3A Ask Ss to look at the example sentences 1–4. Ss then answer the grammar question a) and follow the instruction in b). Check the answers with the class. Be prepared to clarify any points Ss aren't sure about. If Ss ask about the different verb form in sentence 4, tell them that they will look at this in Ex C.

Answers: a) 4 b) 1 was discovered, 2 has been shown to have, 3 had never before been drunk, 4 had the beans planted and harvested

B Ask Ss to read the three rules and choose the correct alternative. Ss can then check in pairs before feeding back to the class.

Answers: 1 what happens to 2 unknown 3 past

C Explain to the Ss that these four sentences include a different form of the passive called the causative *have*. If Ss haven't already noticed, elicit/point out that this is the form in Ex A, sentence 4. Ask Ss to read the four sentences and then decide if the three rules are true or not. Ss check in pairs. Elicit Ss' answers.

Answers: all true

D Ask Ss to read the text again and find more examples of the passive and the causative *have*. Elicit examples from the class.

Answers:

Passives: Fact 2 – the drink **was named** after the place; coffee beans **were exported**. Fact 3 – coffee **was prohibited**; it's **said** now that. Fact 4 – it **was shortened**. Fact 8 – **500 billion cups are drunk**. Fact 9 – coffee **has been shown**
Causative *have*: Fact 1 – he **had them turned** into a drink.

Alternative approach

As this is a long text which the Ss have read twice before, organise the Ss into pairs and ask A to read facts 1–6 and B to read facts 7–10. They can then share their examples with their partner, before feeding back to the class.

▶ LANGUAGEBANK 1.1 p104–105

Stronger classes could read the notes at home, depending on how confident they seem with the passive and causative *have*. Otherwise, go through the notes with Ss. Ss work alone to complete the text in A and check answers in pairs. In feedback, either project or write the answers on the board. Ss work alone to form the sentences in B. Check answers orally.

Answers:

A

1 was mixed 2 has been enjoyed 3 is believed 4 were introduced 5 has been sold 6 sent 7 was sold 8 made 9 was made 10 is made

B

- 1 She had her handbag stolen.
- 2 I have my blood checked by the doctor every month./Every month I have my blood checked by the doctor.
- 3 He's having his hair cut.
- 4 We'll have the walls painted.
- 5 He had his nose broken by his opponent.
- 6 She had a dress made for the occasion.
- 7 We had him followed by a private investigator.
- 8 They had their roof repaired.

4A Play the sentence and ask Ss to identify the stressed word. Ask why this is the stressed word (because it's the most important content word of the sentence).

Answer: nails

Unit 1 Recording 1

She had her nails done.

B Ss read the sentences and identify the stressed words. They can then check in pairs before feeding back to the class. Play the recording again and ask Ss to imitate the sentences. Repeat this until Ss feel comfortable pronouncing the sentences.

Answers: 1 watch 2 house 3 roof 4 car

Unit 1 Recording 2

- 1 I had my watch stolen.
- 2 He has his house cleaned.
- 3 We're having our roof fixed.
- 4 She's had her car broken into.

5 Ask Ss to read all the sentences and deal with any problem vocabulary. Elicit the answer to the first sentence. Ss work alone and then check in pairs. Elicit answers in whole class feedback.

Answers:

- 1 had our washing machine fixed
- 2 was given a prize
- 3 will be told
- 4 has been shown
- 5 had my hearing checked
- 6 are known for
- 7 had not been told
- 8 had their house broken

SPEAKING

6 Demonstrate the activity by asking one S to answer the first question. Ask follow up questions to elicit more information. Then organise Ss into pairs to ask and answer the questions.

VOCABULARY PLUS MULTI-WORD VERBS

7A Remind the Ss of the lifestyle vocabulary from 1A. Check *sedentary*, *active* and *nomadic* by asking concept questions, e.g. *If you have a sedentary lifestyle, do you spend most of your time sitting or moving about?* Ask Ss to look at the photographs and predict which lifestyle each person will have. Ss read the three texts to check their predictions.

Ss check their answers in pairs and discuss which lifestyle they would prefer and why. Elicit Ss' answers.

Answers: A active B sedentary C nomadic

7B Do the first verb together as an example (*take over*, text B). Ask Ss to work individually to find the remaining multi-word verbs in the texts and match them to the definitions. Ss can then check in pairs before feeding back to the class.

Answers: 1 over 2 after 3 over 4 down 5 off 6 up with 7 into 8 forward to 9 (someone) from 10 up with

7C Ss read the sentences and then complete the examples.

Answers: a) over / after b) forward to

▷ **VOCABULARY BANK** p120 Multi-word verbs

Stronger Ss can do this alone. **Weaker Ss** can do the exercises in class.

1A Focus attention on the pictures. Check *parachuting* and *valuables*. Ss match the captions to the pictures then check their answers in pairs.

B Ss match the definitions to the verbs in bold in the sentences.

C Ss work in pairs. Student As read a definition and Student Bs give the verb. Ss change roles and repeat.

Answers:

- A 1 D 2 B 3 A 4 E 5 C
 B 1 keep to 2 put off 3 look back 4 hand back 5 take on
 6 take up 7 put together 8 keep on 9 look ahead
 10 hand in

speakout TIP

Read the tip with the Ss and point out that this is what they've done in Ex 8A. Suggest that Ss use their sentences from 8A to record the multi-word verbs.

B Ss work in pairs and discuss their sentences. Remind them to explain their answers to each other. In feedback, nominate Ss to share one or two of their partner's sentences with the class.

WRITING A PARAGRAPH ABOUT LIFESTYLES

9 Ask Ss to review the lifestyle vocabulary in Ex 1A and the multi-word verbs in Exs 7B and 8A and to choose the vocabulary that is relevant to them. They should then reread the paragraphs in Ex 7. Ss can now write their paragraph. Tell Ss not to write their name. Collect in the paragraphs and redistribute them around the class. Each Ss should then read and comment on the content, organisation and language of the paragraph they were given. Ss should then find their corrected paragraph. Collect and mark the paragraphs.

Homework ideas

- **Ex 8A:** Ss choose the multi-word verbs not used in Ex 8A and write personalised sentences
- **Language bank:** 1.1 p104–105
- **Workbook:** Ex 1–7, p4–5

SPEAKING

8A Choose two of the sentences, make them true for you and write them on the board. Encourage Ss to ask you further questions about your sentences. Then give Ss five mins to complete their own true sentences. Monitor and help with vocabulary and write any useful new words/phrases on the board.

LIFE IS BUSY

Introduction

Ss revise and practise the present simple, present continuous, and stative verbs in the context of a busy life. They learn and practise verbs with prepositions and persuasive language in a written text.

SUPPLEMENTARY MATERIALS

Resource bank: p112

Ex 1D: prepare two of the sentences that are true for you

Warm up

Write the following question on the board and ask Ss to brainstorm some ideas in pairs. *What are the pros and cons of being very busy?* Elicit Ss' ideas and write any new vocabulary on the board.

VOCABULARY VERB + PREPOSITION

1A Organise the Ss into pairs to discuss the questions. Elicit some ideas from individual Ss and ask the other Ss if they feel the same.

B Ss read the paragraphs and discuss in pairs which person they identify with most and why.

C Ss read the definitions and match them.

Answers: 1 take on 2 make time for 3 keep up with 4 let (sth) pile up 5 overwhelmed by 6 struggle with 7 racing around 8 have no control over 9 take time out

D Ss write their sentences and then work in small groups to compare them. In feedback, elicit which Ss have similar sentences.

LISTENING

2A Ask Ss to read the paragraph introducing the programme to find out what the problem is. Elicit ideas from the class.

Answer: The programme focuses on the problem of people feeling too busy all the time.

B Ask Ss to read the two questions and elicit what is meant by *ritual* (e.g. *routine/fixed actions, in this case actions done after a holiday*). Ss then listen and note down their answers.

Answers:

- 1 Previously people compared their sunbaths or talked about the holiday. Nowadays people look at their phone/computer and talk about how many emails arrived while they were away.
- 2 According to the programme we claim to be busy because busy-ness is a part of our status. It makes us feel important to be busy.

Unit 1 Recording 3

M1 = Man 1 W1 = Woman 1 P = Presenter M2 = Man 2
W2 = Woman 2 W3 = Woman 3

M1: When I was young, when we came back from holiday, what did we do? We'd roll up our sleeves, we'd hold forearms together to compare how brown we were, to show how good the holiday was. If you **think** about what the post-holiday ritual is now, we come back and we look at our phones with mock horror. And we say, 'Pff ... I had nearly a thousand emails when I came back from holiday. And then the person next to you says, 'Pff ... I had two thousand.'

W1: Busy-ness is a competition. By saying the number of hours you've worked, by saying the number of emails you've done, by saying the amount of things that you do – that's your badge of honour.

P: Hello, how are you today? Actually, don't say it. I **know** what's coming. The pre-programmed response to that question used to be, 'Oh, I'm fine.' Now it's much more likely to be, 'Oh, you know,

busy.' I say it all the time and it's the truth. But if I'm honest, I also **want** you to think I'm busy. I **mean**, what kind of loser has nowhere he needs to be?

M1: Busy has become a brand. Somehow it speaks to our self-importance, it speaks to how essential we are to our world, if you like.

P: Tony Crabbe is a psychologist and the author of a book about busy-ness.

M1: And when we tell people we're busy, we persuade them with great detail about quite how busy we are because there's a need we **feel** for other people to validate our busy-ness.

P: And when everyone around you is **constantly proclaiming** their busy-ness, it's like it's contagious. David Drever is a manager at the internet payment company WorldPay, and busy-ness has been on his mind ever since he grabbed a copy of Tony's book **while racing to catch a plane**.

M2: I began to realise, albeit subconsciously, that whether you're in the lift, whether you're in the canteen, whether you're at home, whether it's my wife, every time you ask somebody, 'How are you?' 'Yeah, busy,' and it's really hard not to say it.

W2: If you're not busy, you are seen as not somebody that's delivering or potentially somebody that's lazy, so you are pre-conditioned to actually say that you're busy to showcase the fact that you're there for a reason almost.

P: That's Yasmin, who works with David. This need we **seem** to feel to demonstrate our busy-ness is so common these days you can lose sight of how strange it is. When did never having a spare moment become something to boast about?

M1: So, in the past, status was about bigger car, bigger house, bigger castle – depending on how far you go back – and these were the things that gave us status. Now, I don't think we've left those behind, but where does status really come from today? Status comes from our reputation – the stuff that we can share on Facebook – so actually it's our experiences, it's the things that we can show people that **we're doing**.

P: Stephanie Brown is a psychologist who works in Silicon Valley in the US. And as the economy's become more and more competitive there, she's watched people become ever more obsessed with demonstrating their busy-ness.

W3: People began comparing their ninety-hour weeks and 'busy' was equated with progress and success. And we are always after success and how best to exhibit that.

C Ss read the six sentences. Check that Ss understand *incompetent* (*not having the necessary skills to do something well*). Ss then listen again and decide if the sentences are true or false and try to correct the false sentences. Elicit Ss' answers.

Answers: 1 T 2 T 3 F ... seen as someone who is lazy (not stupid) 4 T 5 F ninety-hour weeks (not sixty)

D Organise the Ss into small groups to discuss the questions.

GRAMMAR PRESENT TENSES: SIMPLE VS CONTINUOUS, STATIVE VERBS

3A Ask Ss to read the sentences and then discuss the first sentence together – it's in the continuous form as it's referring to something happening now/around now. Then Ss look at the remaining sentences and discuss in pairs why they are in either the simple or continuous form.

Answers:

- 1 present continuous used for something happening around now (at the moment)
- 2 present simple used for a habit (*I often/usually/always ...*, etc.)
- 3 present simple for states (*want, like, love*, etc.)
- 4 present continuous used after words like *always/continuously*, etc. to describe a repeated action that might be annoying
- 5 present continuous for a changing situation
- 6 present simple for a fact
- 7 present continuous for a planned future action

B Ask the Ss to work alone to read the explanations and to match the sentences from Ex 3A to the correct explanation.

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

C Ss choose the correct alternative. Elicit Ss' answers.

Answer: are not

▶ LANGUAGEBANK p104–105 Present tenses

A: Ss read the text and choose the correct words from the box and then check in pairs. In feedback, write the answers on the board. B: Elicit the first answer as an example. Ss work alone to choose the correct alternative and check their answers in pairs.

Answers:

A 1 are always asking 2 have 3 think 4 spend 5 don't realise 6 get up 7 is 8 make 9 looking 10 check 11 'm rebuilding 12 paint 13 finish 14 collect 15 'm putting

B 1 she's working 2 don't remember 3 depends 4 are you staying? 5 prefers 6 I'm cutting down 7 is improving 8 we're travelling

4A Ss work individually to correct the mistakes. They can then compare their answers with a partner.

B Play the recording for Ss to check their answers.

Answers:

1 try trying
2 I'm preferring prefer
3 look looking, try am trying
4 I'm not realising don't realise, spend I'm spending, I'm going go
5 I'm not really agreeing don't really agree, I'm thinking think
6 check checking, I'm finding find

Unit 1 Recording 4

- I'm really busy at the moment, so I'm trying to get up at five a.m. to give me more time to get things done.
- I try not to work in the evenings or at weekends. I prefer to get most of my work done during normal office hours.
- My brother is always looking at his phone while I'm trying to have a conversation with him.
- Sometimes I don't realise how long I spend on the computer. I go on there to check some information, and before I know it, two hours has disappeared.
- I don't really agree with blaming social media for making us busy. I think the problem is related to work, where you're expected to work longer hours, and you're not paid enough, so both people in a relationship need to work.
- When I go out to dinner with my husband he's always checking his phone for emails. I find it really rude.

C Ss choose three of the examples to change. They can then compare their sentences in pairs before feeding back to the class.

5A Play the recording and ask Ss to listen and notice the linking.

Unit 1 Recording 5

- get up. I'm trying to get up
- not to work. It try not to work in the evenings

B Play the recording again and ask Ss to mark the linking. Ss check in pairs. Put the answers on the board.

Answers:

- I'm trying to get up at five a.m.
- I'm really busy at the moment.
- I try not to work in the evenings.
- Before I know it, two hours has disappeared.
- He's always looking at his phone

Unit 1 Recording 6

- I'm trying to get up at five a.m.
- I'm really busy at the moment.
- I try not to work in the evenings.
- Before I know it, two hours have disappeared.
- He's always looking at his phone.

C Ss listen again and repeat.

SPEAKING

6A Ss work in pairs to form questions. Remind Ss to think about whether the questions should be simple or continuous.

B In pairs, Ss add two more questions to the quiz. Monitor and help with vocabulary and grammar.

C Organise Ss into groups. Set a time limit for the activity.

WRITING AN ARTICLE; LEARN TO USE PERSUASIVE LANGUAGE

7A Ss look at the illustrations and in pairs brainstorm ideas why being bored might be good for you. Elicit ideas and write them on the board.

B Ss read the article and check if their ideas were mentioned.

Suggested answers:

Being bored might help you to think about your life and things you would like to change. Being bored might inspire you to do something creative, etc.

C Ss discuss their ideas in pairs and explain their reasons. Ask Ss for feedback on the ideas they agree with and if they have personal experience of these points.

D Tell Ss that the article is a 'listicle'. Then ask them to read the statements and decide if they are true or false. Ss can then check their answers in pairs before feeding back to the class.

Answers: 1 T 2 T 3 T 4 F 5 T

E Ss look back at the article to find other examples. Ss can then check in pairs before feeding back to the class.

Answers:

Using personal pronouns: Have we forgotten ...? We think of boredom ... (Intro)
Referring to research: Research shows we get a dopamine hit ... (6)
Using declarative sentences: Our subconscious mind is usually better at solving problems ... (2)
Using rhetorical questions: Is that really such a bad thing? (7)

8A Ss work in small groups to plan their listicle.

B Ss work individually, using their notes, to write their listicle.

Homework ideas

- **Language bank:** 1.2 Ex A–B, p105
- **Workbook:** Ex 1–7, p6–7
- **Ex 8A:** Finish the listicle

WHAT WOULD YOU TAKE?

Introduction

Ss learn and practise ways of describing everyday objects, making suggestions and responding.

SUPPLEMENTARY MATERIALS

Resource bank: p113

Warm-up: prepare a brief description of a treasured possession. You could bring the possession itself, or a photo if it's too big to bring to class

Ex 4B: choose two or three items from the photos and prepare sentences about them

Warm up

Lead in to the topic by describing a possession of yours that is very special to you. Show Ss the possession (or a photo of it). Explain to Ss why this is one of your most treasured possessions. Elicit the meaning of *treasured possession* if necessary (something that is very special, important, or valuable to you). Ask Ss to discuss in pairs what their most treasured possessions are. They can then feed back to the class.

VOCABULARY EVERYDAY OBJECTS

1A Ss read the text and the three people's lists. They then work in pairs and look at the photos to see if they can find all the items mentioned in the lists. Elicit Ss' answers.

B Ss can discuss in their pairs what they think the three lists tell them about the people who wrote them. They should then think about which of the items on the lists that they would save in a fire. Encourage Ss to justify/explain their ideas. Elicit Ss' answers.

▶ VOCABULARY BANK p120 Everyday objects

1A In pairs, Ss match the words with the pictures. Check answers.

B Ss work alone and complete the gaps with the words from Ex 1A and then check in pairs.

Stronger classes can do the exercises at home.

Answers:

1A 1 E 2 G 3 A 4 C 5 I 6 B 7 H 8 F 9 J 10 D
B 1 cushion 2 lighter 3 shoe laces 4 stool 5 adapter
 6 flash drive 7 envelope 8 button 9 belt 10 plug

FUNCTION DESCRIBING EVERYDAY OBJECTS

2A Focus Ss on the box and check they understand the vocabulary. Explain that Ss shouldn't worry if they don't understand every word, and that they will have another chance to listen in more detail in Ex 2B. Play the recording for Ss to tick the items they hear. They can then check in pairs before feeding back to the class.

Answers:

mentioned (ticked): passport, laptop, hard drive, mobile phone, blanket, coffee pot, penknife, cooking pot, guitar, silver ring, dad's watch
 not mentioned: torch, charger, necklace

Unit 1 Recording 7

W = Woman M = Man

- W:** So my first item is my passport. I think it would be top of the list, definitely. That's indispensable. I mean you need it to prove who you are.
- M:** Yeah, absolutely. I've got that too.
- W:** And then I've got my laptop and hard drive. You know, most of my important documents and photos are on there, so that's essential too.
- M:** Definitely. I agree. I've got my mobile phone. That's got everything on it, all my contacts, and photos, and you can use it to get online.
- W:** Right. So phone. Yeah, that's vital.
- M:** What have you got next?
- W:** Umm, next I've got a blanket.
- M:** A blanket? Why have you chosen that? I mean it's quite big to carry.
- W:** Well, yeah, but it's really special. It's made of really soft wool, my sister gave it to me. And I always wrap it round me when I'm feeling sad or anything, so I think that would be useful. And it would keep you warm. You can wear it.
- M:** OK, that's quite practical. A blanket. Anything else?
- W:** My coffee pot.
- M:** You're kidding.
- W:** No, I love this coffee pot. You know, it's one of those Italian ones. I bought it when I was travelling there. It makes really strong coffee.
- M:** That's not really essential though, is it? I don't think that would be my first choice.
- W:** Hmm, I take your point. I guess not.
- M:** In fact I don't even drink coffee.
- W:** Ah, well that would explain that. OK. How about a penknife? That's more useful. You can use it to cut up food, make some dinner. I'd say a penknife is pretty important.
- M:** Hmm. I was thinking the same thing. And a cooking pot.
- W:** Cooking pot? Ooh I'm not sure about that.
- M:** No, I've got this great cooking pot. It's a bit heavy, but you can cook anything in it. I always take it when we go camping, so you can always have a meal.
- W:** OK I guess that sounds useful.
- M:** And my guitar. I'd have to bring my guitar.
- W:** Oh yeah, definitely. I've got music on my phone, but yes, a guitar. That should be on the list. And also my ring.
- M:** Your ring? Tell me about it.
- W:** Well, it's a silver ring, I was given on my sixteenth birthday, so it's pretty special.
- M:** OK. Yeah, I've got my dad's watch too. It's no good for telling the time, but it has sentimental value.
- W:** Great.

B Ss listen again to answer which items the speakers did and did not agree on. Elicit Ss' answers.

Answer: They agree about all the items they mention, except the coffee pot.

3A Ss read through the expressions. Check Ss understand *indispensable*, *vital* (synonyms of *essential*) and *sentimental value* (importance because of your feelings or memories relating to the object). Point out that they need to look at the grammar to join the sentences. Do the first one together as an example. Ss can then complete the rest.

B Play recording again for Ss to check their answers. Drill the phrases for extra pronunciation practice.

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

▶ LANGUAGEBANK 1.3 p104–105 Describing objects

Point out that the phrases in Ex 3 are summarised in the Language bank for their reference. If you feel that Ss need some practice with the phrases before moving on to Ex 4A, do Ex A in class. Otherwise, Ss could do it for homework. Ss work alone and complete the gaps with the words in the box and then check in pairs. Check answers with the whole class.

Answers: 1 leather, a 2 need 3 indispensable/essential, use 4 sentimental 5 good 6 essential/indispensable

4A Refer Ss to the previous exercise and the Language Bank to help them complete the sentences. Conduct whole class feedback by asking individual Ss to read out the sentences.

Answers: 1 indispensable, need 2 made, sentimental 3 heavy, use 4 no, can 5 that's, play

B Give the Ss an example of the activity by picking two items from the photos yourself and writing sentences about them on the board. Don't write or mention the names of the objects, only give the descriptions. Ask Ss if they can guess which objects you are describing. Ss then work individually to write their own sentences. Monitor and correct where necessary. Reorganise the Ss so they are not working in the same pairs as in Ex 1 (if you did the activity as pairwork). Ss read their sentences to their partners, who try to guess which objects they are talking about.

LEARN TO RESPOND TO SUGGESTIONS

5A Before listening again, Ss look at the gaps in pairs and try to decide what kind of words will complete them. Play the recording, pausing at the first sentence, and check the answer with the whole class. Play the rest of the recording so Ss can complete the gaps. Ss can then check their answers in pairs and feed back to the class.

Answers: 1 too 2 agree 3 thing 4 that 5 choice 6 sure 7 not really 8 kidding 9 useful 10 say

B Ask Ss to write the phrases in their notebooks on alternate lines. Play the first phrase. Elicit which words/syllables are stressed and show Ss how to mark the stresses by either underlining or putting a box or dot over the word/syllable on the board. Play the rest of the recording and Ss mark the stresses. In feedback, ask individual Ss to come to the board and mark the stresses on a phrase, asking the rest of the class if they agree before confirming or correcting the answers.

Unit 1 Recording 8

- 1 Yes, absolutely. I've got that too.
- 2 Definitely, I agree
- 3 I was thinking the same thing.
- 4 Why have you chosen that?
- 5 I don't think that would be my first choice.
- 6 Ooh I'm not sure about that.
- 7 That's not really essential though, is it?
- 8 Are you joking? /You're kidding.
- 9 That's quite practical./That sounds useful.
- 10 I'd say a penknife is pretty important

C Play the recording again pausing for Ss to repeat chorally. Nominate some Ss to repeat individually for each phrase. Encourage Ss to imitate the stresses and weak syllables accurately, modelling again yourself if necessary.

6A Ss choose the correct alternatives to complete the conversations. They can then check in pairs before feeding back to the class.

Answers: 1 impractical 2 think 3 can 4 sure 5 for 6 thing 7 watch 8 essential

B Ss practise the conversations in pairs.

Optional extra activity

Ss substitute their own objects in the conversation and practise.

SPEAKING

7A Tell Ss to think of things that have real value to them – either monetary value or sentimental value. Refer back to earlier discussions on treasured possessions for examples. Ss individually write down the 10 objects they would save if they had to.

B Ss work in pairs to compare their lists and combine them into one list of 10 items. Remind Ss to use the target language from 5B and to refer to the table in the Language bank 1.3.

C Ask each pair to report back to the class and then the whole class should try to decide which 10 items are the most valuable and/or essential.

Alternative approach

Organise a pyramid discussion. This depends on the number in the class. After the first round of pairwork combine two pairs to make groups of four. The groups have to decide again on one list of 10 items. Then combine groups again into groups of eight and repeat the discussion. Continue until the whole class is discussing.

Homework ideas

- Ex 4B: write a short description of a treasured possession
- Vocabulary bank: 1.3 Exs A–B
- Language bank: 1.3 Ex A, p104–105
- Workbook: Ex 1–4, p8

FAIR ISLE

Introduction

Ss watch an extract from a BBC documentary on the way of life on Fair Isle. They listen to two contrasting lifestyles, talk about the lifestyle they would prefer and write a pros and cons essay on lifestyles.

SUPPLEMENTARY MATERIALS

Warm up: source a map showing the location of Fair Isle, either online if you can project it, or on paper

Ex 4A: bring dictionaries for Ss to use

Warm up

Refer Ss to the pictures of Fair Isle and ask them whereabouts in the world they think it might be, and why. Elicit that it is an island north of mainland Scotland. Brainstorm what Ss know about Scotland and the islands off its coast. A map would be useful at this point, to illustrate the remoteness of Fair Isle and the location of the main cities/towns in Scotland.

DVD PREVIEW

1A Ss read the Fact File. Help with any vocabulary if necessary. Then ask Ss to work in pairs to discuss how Fair Isle is different from where they live. If working with a multi-lingual class, put Ss into pairs with someone from a different country. Elicit ideas from the Ss.

B Ss read the paragraph about the programme. Elicit ideas from the class about what might be good and bad about living on Fair Isle. Write any interesting ideas on the board.

Suggested answers:

Good: it's beautiful – 'the island has its beauty and living there can be rewarding'

Bad: it's hard work living there – 'a very tough lifestyle with lots of outdoor work'

DVD VIEW

2 Ask Ss to watch and make a note of the factors that make it hard to live on Fair Isle. Ss can then discuss their answers in pairs and see whether any of their ideas from exercise 1B were mentioned. During feedback, add the answers to the board.

Answers:

Problems with power supply

There's just one small shop

Everyone has to do more than one job

You're isolated

You have to do everything: 'If we want anything doing here, we have to do it for ourselves.'

You cannot leave easily: 'If a relationship wasn't working somewhere else, you could just pack the car and go and leave.'

The winters are probably cold: 'And they're yet to face their first winter on Fair Isle.'

DVD 1 Fair Isle

N = Narrator M1 = 1st man M2 = 2nd man R = Rachel
W1 = 1st woman B = boy

N: Fair Isle – Britain's most remote, inhabited island. It's an extraordinary place to live.

M1: There are so many moments when you walk outside or you even stand in the window on a stormy day and you just say "wow!"

N: But life here is not for everyone. It can be cut off for days at any time of the year, there is no power at night, and just one small shop. Every able-bodied adult holds down several jobs just to

keep the island going. But its population is at a critical point.

M2: If we lose two or three more families, then the population crashes and that would be utter disaster for a remote place like this.

N: Once, almost 400 people lived here. Now there are 57. Two of them, Sean and Rachel, moved here just five months ago. Getting here cost them their life savings.

R: It was a leap of faith. It was a massive leap of faith, I think, on both our parts to come here together, y'know, with everything.

N: The island needs people like them to put down roots if it's going to survive.

W1: Sometimes you'll be having a day when you think what am I doing here? Usually being isolated is a punishment for things. So sometimes I question that. And then other times, I kind of feel, God, aren't we lucky. I think you're aware, as well, that there's no half-measures here. If you decide to leave, you can't just come back. That would be your place gone.

B: Fair Isle is a very small island at the top of the United Kingdom. It is halfway between these two groups of islands called the Shetland Islands and the Orkney Islands. It is three miles long and one and a half miles across, and it is Britain's most remote inhabited island. And it's our home.

N: The National Trust for Scotland bought Fair Isle in 1954. 57 people live here, running 18 crofts and all the island's essential services.

W: This is a working island. It's not a museum. It's a place where we live and if we want anything doing here, we have to do it for ourselves.

N: Sean and Rachel are both ex-military and are well-equipped to adapt to island life. Rachel is a finisher for one of the island's knitters and Sean's a much-needed crew member on the island's ferry. Sean and Rachel had been together three months when they applied to live here.

R: Since we've been here I think, you know, we've had our ups and downs. You know, we are still a very new relationship and we've only just been together a little over a year. You know, if a relationship wasn't working somewhere else, you could just pack the car and go and leave. Here I guess you have that added, you know, it's not that easy.

N: And they're yet to face their first winter on Fair Isle.

3A Ss read the questions. Check *able-bodied* (physically strong and healthy, especially when compared with someone who is disabled). Play the DVD again for Ss to make notes on the topics.

B Ss compare their answers in pairs. Check answers with the whole class. During feedback, check Ss' understanding of *crofts* (small farms).

Answers:

1 There's no electricity at night and you can be cut off for days at any time of the year.

2 Every able-bodied adult has to do several jobs.

3 Shaun and Rachel were in the military. Their relationship is new. They had been together for only three months when they applied to live on the island.

4 Once, almost 400 people lived here. The National Trust for Scotland bought Fair Isle in 1954.

5 The population is 57. They run 18 crofts and all the island's essential services.

6 It's at the top of the United Kingdom, halfway between the Shetland Islands and the Orkney Islands. It is three miles long and one and a half miles across, and it is Britain's most remote inhabited island.

4A Ss work in pairs and discuss the meaning of the phrases in bold. Allow Ss to use dictionaries if they are available. Ask Ss if they can recall what the phrases were used to talk about.

4B Ss watch the DVD again and check their answers.

Answers:

- 1 be without power/electricity (used to talk about being isolated)
- 2 does several jobs (working conditions on Fair Isle)
- 3 in an extremely difficult situation when a change must happen (the number of people on Fair Isle)
- 4 they had to spend all of their money (Sean and Rachel's decision to move to Fair Isle)
- 5 stay permanently (Sean and Rachel)
- 6 weak actions that don't achieve much (you have to be 100% committed to life on the island)
- 7 good and bad moments (Sean and Rachel's relationship)

5 Put Ss into small groups to discuss the questions. Elicit interesting ideas. Ask individual Ss if they think they could live on the island or not, and why.

speakout explain the lifestyle you prefer

6A Tell Ss they will hear a woman talking her lifestyle in two different places; a big city and a smaller place in the country. Ask them to work in pairs and brainstorm ideas they associate with life and work in the two types of places. Elicit some ideas and write any useful words/phrases on the board. Play the recording and Ss note what she liked about each lifestyle. Ss then discuss their answers in pairs before feeding back to the class.

Answers:

Living in New York – she liked the money, the fast pace of life, the 'buzz' of her work.

Living in Ecuador – she was healthier, ate better food, did more exercise, and found time to relax. She loved experiencing nature and the ocean, going for walks and looking at the stars.

Unit 1 Recording 9

I spent eight years working as a lawyer in New York. My clients were Wall Street corporations. I was dancing with the devil every day. The money was amazing and I loved the fast pace of life. But after eight years, I got burned out, so I moved to a small town on the coast of Ecuador and started living the quiet life. My new house cost less than my bicycle in New York.

I was definitely healthier when I was living in Ecuador. I ate better food, did more exercise, and found time to relax. I loved experiencing nature and the ocean, going for walks, looking at the stars.

Overall, it's hard to say which kind of lifestyle I prefer. I stayed in Ecuador for two years, but I came back because I missed the buzz of my work. I also felt a bit isolated at times, with my family and friends so far away.

In an ideal world, you'd do both: spend part of the year in big cities and part of the year putting your feet up by the sea or in the countryside, but I know that's not possible for most people.

B Ss read the key phrases from the recording. Deal with any vocabulary problems. Elicit the meanings of *pace* (the speed at which something happens or is done), *burned out* (become unable to continue working because you are tired, ill, or unable to think of any new ideas, due to working too hard for a long period), *buzz* (a lot of activity or excitement) and *ideal world* (the best or most suitable that things could possibly be). Play the recording. Ss check in pairs. Elicit which phrases were not mentioned.

Answers: She says all the Key Phrases except: 'it's important to slow down' and 'I much prefer city life'.

7A Put Ss into pairs. Ask them to look at the ideas in the box and answer the first question by categorising the ideas. They can then answer questions 2 and 3. Elicit Ss' ideas and write any new vocabulary on the board.

B Ss work alone to make notes on which lifestyle they prefer and why.

C Organise Ss into small groups to discuss their opinions. In whole class feedback, take a vote on which lifestyle option is the most popular.

writeback a pros and cons essay

8A Give Ss a few minutes to read the paragraph and then discuss the question in pairs. Elicit the answer in class feedback.

Answer: It introduces the topic and gives an example of someone who has already explored this question.

B Refer Ss to their ideas from Ex 7 and discuss what they need to do to plan their essay. Elicit the main function of the essay (to discuss the pros and cons of both city and country lifestyles). Elicit some contrasting linkers, e.g. *whereas*, *even though*, etc. Set a word limit of 250 words and give Ss 10 mins to write a draft. Ss swap with a partner who reads and makes suggestions on language and content. Monitor and help where necessary. Ss can either write a final draft in class or for homework.

Teaching tip

When asking Ss to write, make sure they always make a plan first so their writing has a clear structure and they have organised their ideas well.

Homework ideas

- **Ex 7C:** write a description of your preferred lifestyle
- **Ex 8B:** write a final draft of your pros and cons essay

LOOKBACK

Introduction

Ss revise and practise the language of Unit 1. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

LIFESTYLE

1A Ss read through all the sentences to ensure they know the vocabulary. Look at the example together. Ss rearrange the letters to complete the statements. They can then check their answers in pairs. Fast finishers could write the words up on the board.

Answers: 1 active 2 early bird 3 long hours 4 sedentary
5 stick (to a) routine 6 nomadic

B Ss work in pairs to discuss which lifestyles would suit which jobs and why. In feedback elicit any interesting ideas. Write the good and incorrect language on the board for Ss to note down or correct.

THE PASSIVE; CAUSATIVE HAVE

2A Ss work alone and decide which sentences would be better in the passive form and why. They should then rewrite any they think should be changed.

Answers:

- 2 Tea was first drunk in China 4,000 years ago.
- 3 Tea leaves can be used to read the future.
- 4 Milk was first added to tea in the 17th century.
- 5 OK
- 6 OK

B Ss check their answers in pairs and discuss why they changed some sentences. Check answers with the whole class and elicit reasons for preferring the passive.

Answers:

- 2 The main topic of the sentence is tea, not people, so the passive is better here.
- 3 The main topic is tea leaves. The identity of the people is not important, so the passive is better here.
- 4 The main topic is milk. The person is unknown, so the passive is better here.

3A Check *rash* (a lot of red spots on someone's skin, caused by an illness). Elicit the first answer as an example. Ss work alone to complete the sentences. They can then check their answers in pairs before feeding back to the class.

Answers: 1 have, cut 2 had, painted 3 had, washed
4 had, cleaned 5 have, checked 6 have, tested

B Ss should read the example question and then choose two or three of the ideas from A to create questions for their partner. Monitor and assist with any problems Ss have with forming the questions.

Suggested answers:

When was the last time you had your house painted/car washed?
Where did you last have your hair cut?
Do you like to have your car washed by others or do you do it yourself?
Have you had your eyes tested recently?

C Ask one S to ask you a question and reply. Ss then work in pairs to ask and answer their questions. In feedback, ask individual Ss to share something they found out about their partner.

PRESENT TENSES

4A Ss read through the whole text before filling in the verb forms alone, then checking in pairs. Put the answers on the board and deal with any questions/problems.

Answers: 1 spend 2 'm driving 3 work 4 drive 5 'm working
6 are taking 7 is 8 are 9 don't have 10 'm driving
11 'm looking

B Ss write sentences describing their work-life balance. Monitor and point out errors but encourage Ss to correct themselves. Ss work in pairs to read each other's sentences and to see what they have in common. In feedback, ask Ss to report back on anything interesting.

VERB + PREPOSITION

5A Ss work alone to complete the sentences. They can then check their answers in pairs before feeding back to the class.

Answers: 1 by 2 for 3 up 4 with 5 around, up 6 on

B Give Ss an example or two about yourself, e.g. sentence 3: *I'm not very organised so my work piles up a lot.* Ss change two or three sentences to make them true for them, then work in pairs to compare. In feedback, ask individual Ss to share one interesting thing they learnt about their partner.

Suggested answers:

At the moment I'm overwhelmed by all the revision I need to do for my exams.
It's important for me to try and make time for playing the guitar.

DESCRIBING OBJECTS

6A Ss work alone to match the definitions and objects, then check in pairs. Write the answers on the board.

Answers: 1 bottle 2 umbrella 3 camera 4 stamp 5 necklace

B Ss work alone to write a list of five things that are special to them. They then work in pairs and take turns to describe their things without saying what they are. Ss should try to guess what kind of objects their partner is talking about. During feedback, encourage Ss to share information about their special things.