

TEACHER'S BOOK

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		discuss how you use your time	write an opinion essay; use linkers
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	The Happiness Formula: watch a BBC programme about happiness	do a class survey	write your top tips for how to be happy
		talk about inventions	
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LISTENING/DVD		SPEAKING	WRITING
		discuss different ages and generations	
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	listen to a phone-in about life's milestones	discuss the right age for different things	
	Horizon: How to Live to 101: watch a BBC programme about living longer	hold a debate	write a forum comment
		talk about TV programmes	
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	listen to people talking about recent news stories	express strong reactions	
	The Funny Side of the News: watch a BBC programme about live news	retell a news story	write a short news article
		talk about a difficult decision you've made	
	listen to an experiment about fairness	talk about values and behaviour	write an informal article; use linkers of purpose
		deal with awkward situations	
	The Human Animal: watch a BBC documentary about body language	give advice on how to behave in your culture	write about behaviour in your culture
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	listen to people talk about getting tricked	speculate about scams	write a 'how to' leaflet; learn to avoid repetition
	listen to someone report an incident	talk about emergency situations	
	Horizon: How to Survive a Sea Disaster: watch a BBC programme about a sea rescue	agree priorities	write a story about a lucky escape
	listen to people talk about films	talk about a film you never get bored with	write a film review
ons		talk about popular culture and arts experiences	
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LEAD-IN

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

PARTS OF SPEECH

1A Before Ss look at the questionnaire, ask them to discuss with a partner how they learn languages. Refer Ss to the questionnaire and ask them to answer the questions with a partner. In class feedback, elicit the reasons for Ss' choices.

B Look at the example together and then set the task as individual work. Check the answers as a class.

Answers: a) 8 b) 14 c) 7 d) 10 e) 12 f) 2 g) 3 h) 11 i) 1 j) 9 k) 6 l) 5 m) 13 n) 4

VERB PATTERNS

2A This could be done as an individual exercise or as a competitive pair race. Check the answers as a class.

Answers:

- 1 I can't stand *working* with music on.
- 2 I learnt *to drive* last year.
- 3 I *want the teacher to correct* everything I say.
- 4 I'd rather ~~to~~ eat out than at home.
- 5 I'd like *to travel* abroad this year.
- 6 I enjoy *being* alone.
- 7 I like it when the teacher tells *me/us* to repeat words.
- 8 I'd better ~~to~~ spend more time studying or I'll never make progress in English.

B Look at the example together and then set the task as individual work. Check the answers as a class.

Answers: 1 verb + gerund 1 and 6 2 verb + infinitive 4 and 8
3 verb + infinitive with *to* 2 and 5 4 verb + object + infinitive with *to* 3 and 7

C Ask Ss to discuss which statements are true for them and to change any that are not true. Elicit an example of a change to each one from the class.

PRONUNCIATION

3A Draw Ss' attention to the table and ask them to read the pairs of words in the table out loud. In pairs, ask Ss to complete the table with words from the box.

B Play the recording and check the answers with Ss. Play the recording again and ask Ss to repeat.

Answers: 1 minutes, system 2 extremely, reach 3 completely, future 4 guarantee, absolutely
5 public, thorough 6 push, took

C Ask Ss to discuss the question in pairs and then elicit some suggestions.

Suggested answer: If Ss know phonemic symbols and use a dictionary, they'll know how to pronounce a word without having to hear it.

COLLOCATIONS

4A Do the first one as an example with the class. You could do this by asking Ss to vote on the one they think does not collocate with the verb. Set the rest of the task as individual work. Check the answers as a class.

Answers: do a problem; make the housework; take a noise; have care; give fun

B Put Ss into pairs. They take it in turns to say a noun or noun phrase and respond with the verb that collocates with it.

OVERVIEW

1.1 TIME FOR A CHAT

- SPEAKING** | have interesting conversations
LISTENING | understand informal conversations
VOCABULARY | personality
GRAMMAR | direct and indirect questions
PRONUNCIATION | sentence stress
WRITING | write an advice forum message; learn to edit for accuracy

1.2 TRY SOMETHING NEW

- VOCABULARY** | feelings
PRONUNCIATION | word stress
READING | read a web article about trying something new
GRAMMAR | present perfect
PRONUNCIATION | connected speech
SPEAKING | talk about new experiences
VOCABULARY PLUS | word building: nouns

1.3 I'D LIKE TO ENQUIRE

- VOCABULARY** | adverts
FUNCTION | polite enquiries
PRONUNCIATION | polite intonation
LEARN TO | manage enquiries
SPEAKING | make phone enquiries

1.4 GREAT EXPERIENCES DVD

- DVD** | watch a BBC documentary about adventures
speakout | a recommendation
writeback | a forum entry

1.5 LOOKBACK

Communicative revision activities

INTERVIEWS

What makes a good flatmate?

This video looks at the topic of house or flatsharing and examines the question of what makes a good flatmate. Use this video at the start or end of Unit 1 or set it as homework.

TIME FOR A CHAT

Introduction

Ss practise finding out about people using direct and indirect questions and personality vocabulary. They also practise listening to people socialising and role-play socialising.

SUPPLEMENTARY MATERIALS

Resource bank: p147 and p149

Warm up

This activity leads into the topic and gives Ss a chance (especially if this is a new class) to get to know each other. It also gives you an opportunity to assess Ss' language skills, especially the use of the present perfect, which is covered in Lesson 1.2. Write *New Things* on the board and elicit examples of times that people start something new in their lives, e.g. a school, a job, a course, a hobby, a relationship, life in a new town, etc. Write these on the board and put Ss into small groups to discuss which of these they have done, giving specific examples. Their aim is to find out how many of the 'New Things' all the people in their group have experienced. One person from each group feeds back to the class.

Teaching tip

It is often a good idea, when asking Ss to speak about personal experience, to give an example of your own first, e.g. for the above activity talk about something new you have started. This should encourage Ss to speak about themselves and demonstrate how much detail you expect them to give when they are speaking.

SPEAKING

1A Ask Ss when they last met someone new. Choose one or two Ss and elicit examples of who they met and the things they discussed. Ask Ss to work in pairs and to write down three things they often talk about when meeting new people. In feedback, choose two or three Ss to tell the class about the things they discussed.

B Give Ss a minute or two to read the text and then ask them to answer the first question before going on to discuss the other two questions with a partner.

Answer:

- 1** The conversations are about unusual topics, you speak to a number of different partners and you can eat mixed mezé at the same time.

LISTENING

2A Play the first conversation and ask Ss to identify the topic discussed from the opening text. Check the answer and then repeat the same process with the second conversation. Check the answer again, before asking Ss to discuss in pairs the things they remember from each conversation.

Answers:

Conversation 1:

What three questions would you ask a potential flatmate?

Conversation 2:

Which three adjectives might people use to describe you?

Unit 1 Recording 1

Conversation 1

M = Man W = Woman

M: What would you say?

W: Erm, for me, an important question is 'Do you keep yourself to yourself, or do you tend to be around a lot?'

M: Hmm. What are you trying to find out?

W: I suppose I'm looking for a balance, because the last thing you want is a person who comes in and goes straight up to their room and you never see them again till the morning. You know, antisocial. I'm quite sociable, you know, I like having friends around. I suppose I'm a people person.

M: Yeah.

W: ... but on the other hand, you don't want a flatmate who's always there, so you never get any privacy. And especially in the morning. I'm not a morning person – I can't stand people who are all bright and cheerful first thing. You know, when I haven't woken up yet. So yeah, I'd like someone who is quite sociable but not too sociable.

M: Mm, yeah, I agree. I suppose another question is about housework and cleaning.

W: Yes, something like 'Who cleans the place where you live now?'

M: How would you answer that question?

W: Who cleans my flat now? I do.

M: Yeah, me too.

W: And I'd also ask: 'Are you tidy?'

M: What answer do you want the person to give?

W: I'd want the answer to be 'Oh yes, extremely.' I don't know. I'd hate to live with someone who was really untidy all the time, that never did the washing up, someone that left their stuff just lying all over the place. Someone who doesn't do their fair share of the housework. No, that would just drive me crazy. I suppose I'm quite tidy myself.

M: Yeah, yeah. Um and what about money?

W: Yeah it can be a big problem. I had a flatmate once and she used to say 'I know I have to pay the electricity bill but can I pay it next week?' She promised to pay and then never did. Really unreliable.

M: Oh yeah. It doesn't matter how nice people are if they've got money problems. You need to know they can afford the rent.

W: But I wouldn't ask 'Could you tell me how much you earn?' I think I'd say the rent and the bills have to be paid in advance, so I'd ask 'Can you pay three months in advance?' and see what they say.

Conversation 2

M = Man W = Woman

M: Ooh that's really difficult to answer ... I would like to think: 'handsome', 'witty', 'cool.'

W: Well at least you're witty. You're quick and you make me laugh, and you're good with words.

M: No, but I don't think they'd describe me like that. I dunno. Let me think. Erm. I suppose they'd say I'm good at coming up with new ideas ... yes ... So I think people would describe me as quite creative.

W: And the second one?

M: Erm ... well, people know I like doing new things, things that are out of the ordinary.

W: Such as?

M: Oh well, like last week I was by the sea with some friends and it was a lovely warm evening. And we decided to go for a midnight swim. I mean, we hadn't planned to, it just seemed like a great idea at the time. I like doing new things, different things. So I suppose that means I'm adventurous ... or maybe a better word is spontaneous. Yeah, that's more like it. I get an idea and I do it, no hesitation, so I'm spontaneous. That's useful in my job, too.

W: Can I ask what you do?

M: I work for a web design company. We design websites for new businesses.

W: Mmm, sounds interesting.

M: Most of the time!

W: So that's two very positive words so far. What's your third one?

M: Well, I think people that know me would say that I'm quite messy and disorganised. You should see my desk – papers everywhere – and my bedroom! And I'm always losing things. So yes, my friends would say 'creative, spontaneous and disorganised'.

W: I'd be interested to know if you agree with them. What words do you think describe you best?

M: Now that's an interesting question. Actually, I'd like to think that I'm fair, you know, non-judgemental.

W: What do you mean by non-judgemental?

M: Well, I try not to make up my mind about people until I get to know them, so yes, non-judgemental. But I'd stick with 'spontaneous' and 'disorganised'. I think they describe me quite well. What about you?

W: Erm. Well, people say I'm fun to be with, a good laugh, if you know what I mean. Erm, I'm very practical and down-to-earth.

M: What do you do?

W: I train people in advanced computer software. But don't worry, I'm not a computer geek. I don't sit in front of my computer for hours.

B Before you play the recording again, focus Ss on the sentences and check the following vocabulary: *sociable* (someone who enjoys being with other people), *salary* (a monthly or weekly income from work) and *outdoor adventure school* (a place to learn activities such as rock climbing, sailing and canoeing).

Teaching tip

After Ss have listened to the recording, put them into pairs to compare/discuss what they understood. This helps to build their confidence before giving their answers to the class. It also helps you, if they are struggling with the answers, to decide whether you need to play the recording again.

Answers:

- 1 F She would like someone who's quite sociable (not antisocial) but not too sociable (gives you privacy). A balance.
- 2 F She's not a morning person.
- 3 T
- 4 F She wouldn't ask a flatmate about their salary.
- 5 T
- 6 F He likes doing unplanned things.
- 7 F He works for a web design company.
- 8 T He agrees with the adjectives although he prefers 'non-judgemental' to 'creative'.

C Check the following vocabulary: *antisocial* (not good with other people) and *non-judgemental* (open-minded and not quick to judge). Ask Ss to discuss just the first question. Elicit answers from the class before moving on to the second question. Give Ss a few minutes to discuss the second question in pairs.

Answers:

Conversation 1:

antisocial: She gives the example of someone who goes straight up to their room when they come home and stays there.

tidy: She gives the example of someone who isn't tidy: they never do the washing-up, leave their stuff lying around and don't do their fair share of the housework.

reliable with money: She gives the example of someone who never pays the electricity bill on time – keeps promising to pay it but never does.

Conversation 2

creative: People say he's good at coming up with new ideas.

adventurous: He gives the example of going for a midnight swim with friends without planning it in advance.

non-judgemental: He says he tries not to make up his mind about people until he gets to know them.

Teaching tip

Weaker Ss might not be able to give you many ideas when you try to elicit examples from them. If this is the case, play the audio again or refer Ss to the audio script on p164 to build their confidence.

VOCABULARY PERSONALITY

3A Ask Ss some questions to check their understanding of the words and phrases in the box. For example, ask Ss: *Which two describe funny people? (witty and a good laugh) Which one is the opposite of 'a people person'? (keep yourself to yourself)* Give Ss a few minutes to complete the gaps and check the answers together.

Answers: 1 keep yourself to yourself 2 a people person
3 a morning person 4 witty 5 spontaneous 6 a good laugh
7 down-to-earth 8 a computer geek

B Ss may want to work alone on this for a few minutes before discussing their answers in pairs. In feedback, elicit an example person for each word or phrase in the box.

▶ **VOCABULARYBANK** p148 Personality adjectives

Let Ss check the personality adjectives in their dictionaries if they have difficulty in matching the words in Ex 1A. In feedback, elicit the main stress in each adjective. Elicit from the group which adjectives they think the photos in Ex 1B represent.

Answers:

A 1 sympathetic 2 cautious 3 naive 4 genuine
5 outgoing 6 mean 7 flexible 8 eccentric
9 trustworthy 10 moody
B A eccentric/outgoing B sympathetic C moody

GRAMMAR DIRECT AND INDIRECT QUESTIONS

4A Before completing the questions Ss could read the extracts quickly and see which conversation from Ex 2A they come from. They then complete the questions and check with the recording.

Answers: 1 Who cleans 2 how much you 3 as 4 what you do
5 if you 6 do you mean

B Ss work on the exercise alone, then discuss their answers in pairs. At this level you may have Ss in the class who are fluent but not very accurate and weaker at analysing language. If so, pair them with **stronger Ss** who can help them. In feedback, ask Ss how they know if a question is indirect (there is an 'introductory phrase' before the actual question). Before moving on to Ex 4C, you could elicit more information from the class about why we use indirect questions and how they are different from the direct form.

Answers: a) 6 b) 2, 4, 5 c) 1 d) 3

C As they work through this exercise, Ss should find an example from Ex 4A to support each rule. In feedback you could have the following indirect questions on the board to help you check the answers:

Do you mind me asking if you're in a relationship? (The question is personal – rule 1; it is also a yes/no question – rule 4.)

Could you tell me where you are staying? (The word order is not *Where are you staying?* – rule 2.)

Have you any idea how long you want to stay? (The auxiliary *do* is not used – rule 3.)

Answers: 1 personal, polite 2 the same as 3 don't use 4 isn't

5A Ss should write out the full sentences in their notebooks, as they will need them for marking the stress in Ex 6A. Monitor and check if Ss are forming the direct and indirect questions correctly but don't check answers at this point.

B Play the recording for Ss to check their answers. Ask Ss to look at the questions again and decide which one is the most personal.

Answers:

1 why you are studying English
2 how long you plan to study
3 what you do in the evenings
4 if/whether you have a full-time job
5 which countries you've visited
6 where you got that watch
7 if/whether there's a good café anywhere near here
8 if/whether you'd like to come for a coffee
Do you mind me asking ... ? is best for asking a very personal question.

6A Do the first sentence as an example on the board with the class, underlining the main stressed syllables. Play the rest of the sentences, stopping after each one if necessary to give Ss time to mark the stress.

Teaching tip

Point out to Ss that the main stressed words are always the ones that carry the message, i.e. if the other words weren't there, the message could still be understood. If Ss have difficulty hearing the stressed words and syllables, you could model the questions yourself, emphasising the stresses a little more and/or clicking your fingers or tapping your foot on the stresses.

Answers:

1 Can you tell me why you're studying English?
2 Do you have any idea how long you plan to study?
3 Can I ask what you do in the evenings?
4 Do you mind me asking if you have a full-time job?
5 I'd be interested to know which countries you've visited.
6 Could you tell me where you got that watch?
7 Do you know if there's a good café anywhere near here?
8 I was wondering if you'd like to come for a coffee.

B Play the sentences again for Ss to focus on the stress. You could also drill the sentences, either after the recording or from your own model. Even at this level, Ss still need help with word order and natural stress in oral work.

7A Ss choose three questions and write two of their own. You might need to provide some prompts to help Ss generate their own questions. Topics could include: hobbies, interests, personal life, studies, work, etc.

B Ss can work on this in pairs and practise saying the questions with the appropriate stress before they work with other Ss.

C Before doing this stage you could elicit a range of the new questions from Ss and add them to the board. Check the grammar and drill for pronunciation. If Ss wish, they could substitute one or two of their questions for the ones you have added to the board. Give Ss time to ask and answer the questions in pairs or small groups.

Teaching tip

While Ss are asking each other their questions, monitor and make notes of examples of good language use and problem areas (particularly with the word order and intonation in indirect questions). You can then write the examples on the board for Ss to look at and correct or make a handout for Ss to work on in the next lesson.

D Tell Ss to work with someone different and to exchange information about the things they learnt. After Ss have exchanged information elicit some answers from the class.

▶ LANGUAGEBANK 1.1 p128–129

Depending on how well Ss have coped with the language so far, either give them time to read the notes in class and ask you any questions, or tell them to study the notes at home. Ss can do the exercises in class if you feel they need more practice in word order. Ask **stronger Ss** to make their own conversations using the questions in Ex A. They could also act out their dialogues for the class.

Answers:

- A** 1 Where have you been?
 2 Who were you with?
 3 What was the meeting like?
 4 Do you know what time it is now?
 5 Can I ask why you didn't phone?
 6 Do you have any idea how worried I was/I've been?
- B** 1 Do you know if they accept credit cards here?
 2 Do you mind me asking how you became a model?
 3 Do you have any idea where I can get a coffee at this time?
 4 Would you mind telling me when the computer becomes available?
 5 Can I ask if you're planning to get married?
 6 I was wondering where you bought that briefcase.
- C** 1 come 2 to 3 with 4 much 5 time 6 not

SPEAKING

8A Give Ss a few minutes to look at the questions in the text on p8 again. Tell them to choose one each to discuss with a partner.

B Ss change partners and talk about new conversation topics. Elicit which conversations people discussed and a range of answers.

Alternative approach

You could tell Ss to discuss as many of the questions from the text as possible. Tell Ss they can only ask each question to one person and they only have 30 seconds to discuss each question.

C If you have time, you could make this slightly competitive by asking Ss to briefly present their idea for a conversation evening. Each pair has to attract as many people to their night as possible. Ss then vote on the night they would most like to attend.

WRITING AN ADVICE FORUM MESSAGE; LEARN TO EDIT FOR ACCURACY

9A Set this task as pairwork discussion and then elicit answers. During feedback discuss question 1 by writing a scale of 1 to 10 on the board and asking Ss to rank the importance of English for them. Then discuss the other questions as a class.

B Ask Ss if they have ever given or asked for advice on an online forum. Ask Ss to read the messages and to discuss the questions with a partner. Elicit reactions to the suggestion. Elicit genres of videos and ask for a show of hands for the most popular genre.

C To help Ss do this task, you could write some alternative expressions showing these features on the board, e.g. *I understand how you feel ...*; *Something that I found useful ...*; *Hope this is useful*; *Best of luck*. Check the answers as a class and check Ss know which features they correspond to.

Answers:

- 1 *I know exactly how you feel ...*
 2 *I know a really great idea which has really helped me ...* and the whole of the second paragraph
 3 No examples in the messages
 4 *Hope that helps. Good luck!*

10A Point out to Ss that the advice contains errors (indicated by the blue teacher's correction code) but that they do not need to worry about these yet. Ask Ss to read the advice and to identify the features from Ex 9C used here.

Answers: 2, 4

B Before Ss read the advice again, direct them to the correction code and elicit an example of a mistake for each category, e.g. *opportunities* [sp], *We was* [v], *can't* [p], *I exactly know* [wo], etc. Ss correct the mistakes in the advice. Also, ask Ss about the advantages of using a correction code (it forces them to think about the mistake).

Answers: 1 do some research 2 on the internet
 3 you can find 4 aren't 5 practice (Br E spelling)
 6 meeting new people very much 7 good luck (for the future)

11A Ask Ss to read Miki's forum question and to identify the context. Give Ss 10–15 mins to write a reply to either Miki or Rafael's post.

B Ask Ss to swap their replies and to first identify the features their partner has used from Ex 9C. They then identify and mark three mistakes in their partner's post. They should also tell their partner things they like about the advice when handing it back.

Watch out!

When asking Ss to mark mistakes in a **monolingual class**, many will often not spot mistakes, as they are common ones to speakers of the same language. If you know typical mistakes your Ss might make with this task, elicit five very typical mistakes and tell Ss to see if their partner has made any of them.

C After Ss have checked their own posts again, ask Ss to exchange their posts with other Ss and to choose their favourites.

D Put the posts on the wall: one wall for advice for Miki and one for advice for Rafael. Tell Ss to read the posts to the person they didn't give advice to and decide which is most useful.

Optional extra activity

Take in Ss' posts. Choose one mistake from each post and create a worksheet using the correction code. In the following lesson, use this as a correction activity or play it as a competitive game.

speakout TIP

Ss check their posts using the techniques described. Many of the speakout tips throughout the course would also make ideal homework tasks.

Homework ideas

- Ss research opportunities for socialising in English online and in their hometown and report their findings to the class in the next lesson.
- Ex 11:** write to the person you didn't choose.
- Language bank:** 1.1 Ex A–C, p129
- Vocabulary bank:** p148
- Workbook:** Ex 1–5, p4–5

A QUIET REVOLUTION

Introduction

Ss watch an extract from the BBC News called *A quiet revolution*. Ss then learn and practise how to give a joint presentation and write notes for a presentation.

SUPPLEMENTARY MATERIALS

Ex 1A: Write some stereotypical/traditional gender roles onto individual pieces of paper. Prepare enough for one set per group.

Warm up

Write *men's roles* on one half of the board and *women's roles* on the other half of the board. Give Ss a couple of ideas, e.g. *housework* and *childcare*, and ask which role they would associate these with. Put Ss into pairs to brainstorm what they see as men's roles or women's roles. Conduct a brief feedback, so Ss can see how many ideas the class have generated.

DVD PREVIEW

1A In pairs, Ss discuss traditional gender roles in their country. If you did the Warm up, ask Ss to discuss which of these roles are changing or have changed in recent years. Elicit ideas from the class. Draw Ss' attention to the pictures on the page. Ask Ss how many men they think behave like this in their country.

B Give Ss a minute or two to read the statements and tick the ones they agree with. After Ss have compared their answers in pairs, hold a vote on how many agree and how many disagree with each statement.

Optional extra activity

Extend the topic by asking Ss to work individually and write one or two sentences on the topics of the sentences in Ex 1B, i.e. men's and women's roles; their values regarding roles; who should take care of children. In pairs, Ss compare their views.

2 Ask Ss to look at the title and elicit what they think the programme might be about. Ask Ss to read the programme information and check their predictions. Finally, Ss list possible reasons for the change and then compare them in pairs. Elicit ideas as a class.

Answers:

- The quiet revolution is that some British men are reducing their work hours, with some going part-time.
- Suggested answers: to reduce stress; to spend more time with the family; to pursue a hobby or another interest; to help their partner (i.e. the man helping the woman) in her work/career

DVD VIEW

3A Write the ideas from Ex 2 and any additional ideas from Ss on the board before playing the DVD. Play the DVD for Ss to check how many were mentioned.

Answers: Answers will depend on what Ss listed in Ex 2. The ideas mentioned in the clip are: to spend more time with the family, to help his wife's career, to pursue an interest (writing), to slow the pace of life, to recharge, to have more time for himself, to make money, to keep from getting bored.

DVD 2 A quiet revolution

ES = Emma Simpson RSi = Rob Sinclair RSt = Richard Steele
BB = Bernard Brody

- ES:** Meet three men, with three different personal stories on why they pushed to work part-time.
Rob Sinclair is an accountant from Sutton Coldfield. With two young boys he and his wife realised something had to give.
- RSi:** Just proving to be a big challenge for us to keep both our careers progressing as they had been, whilst also making sure we didn't disrupt the home life, and make sure we actually spend time with the boys.
- ES:** Sound familiar? But it was *Rob* who cut his hours.
- RSi:** It seemed to make sense for me to take the lead in moving down to working part-time, to give me time, more time with the boys, let my wife concentrate on her corporate career, and let me do some more time with my writing as well.
- ES:** He has to make do with less money, but for Rob life's now on a more even keel. That's what Richard Steele had in mind when he went part-time.
- RSt:** I'd been working very hard for ten years. There was never a time to stop. The emails, with Blackberries, and then tablets and mobile phones meant that there was no sort of barrier to when work finished.
- ES:** But his pace of life has changed. Richard now works for a food business in Kent, with Fridays off.
- RSt:** It's a sort of transition really, from a very busy week to recharging and having time for me, and to build up again so that I can spend quality time with the family at the weekend.
- ES:** Rob and Richard are part of what feels like a quiet revolution. It's women of course who do the vast majority of part-time work. But more and more men are now choosing to do less than a full week.
There are nearly a million of them, a figure that's almost trebled in the last twenty years. But most of this growth is down to older men, like Bernard Brody. He could have retired two years ago and put his feet up, instead he's choosing to stay busy. Why are you working part-time at the age of 67?
- BB:** A: Money. Well not 'A: money' but that helps a heck of a lot.
B: Boredom. I can't sit around doing nothing.
- ES:** And he doesn't intend stopping any time soon. How to find the right work-life balance in today's demanding world. It's never easy but these men are breaking the mould. Emma Simpson, BBC News.

B Elicit a description of Rob, Richard and Bernard so that Ss are clear who is who before attempting this task. Ss could mark names next to any they remember before watching the DVD again. Check the answers as a class.

Answers:

- to make money 3
- to get back lost energy 2
- to help his partner's career 1
- to have more time for himself 2
- to avoid getting bored 3
- to spend more time with his family 1, 2

C Give Ss time to read the sentences and to choose an option before playing the DVD again. When checking their answers, elicit what Ss understand by each expression.

Answers: 1 give 2 lead 3 do, keel 4 up 5 mould

D Give Ss a few minutes to match the phrases to the meanings. As an extension you could ask Ss to discuss some additional questions, e.g. *When was the last time you felt like something had to give? When was the last time you had to take the lead? Have you ever made a decision that meant you had to make do with less money?*

Answers: a) on a more even keel b) make do with less (money)
c) break the mould d) put your feet up e) something has to give
f) take the lead (in doing something)

E Once Ss have discussed the questions, elicit some ideas. Find out from Ss whether they think these changes are positive or negative.

spekout a joint presentation

4A Give Ss a few minutes to discuss the pros and cons of traditional gender roles and tell them to think of reasons for their ideas.

B Tell Ss they are going to listen to two people giving a presentation on the pros and cons of traditional gender roles. They can tick the topics that the speaker mentions from their list.

Answers: Answers will depend on what Ss listed in Ex 4A. The ideas the two people mention are:

pros – roles clearly defined, no confusion about who does what; woman can manage family life because she has time to do so; more contact between mother and children; men are better at tasks considered traditionally 'male', and women at tasks traditionally considered 'female'

cons – too little contact between father and child; woman might in fact be better at traditionally 'male' tasks, and vice-versa; woman may want a career for herself, and traditional roles restrict this

Unit 2 Recording 9

D = Denise J = James

D: Our presentation is about the pros and cons of traditional roles in a family. I'll talk about the pros, and James will talk about the cons. Then you can decide.

J: First, to make it clear what we mean by traditional roles, we're thinking of the man as breadwinner, as the one who earns the money to support the family, while the woman stays at home and takes care of the children. At home, generally speaking the woman does the housework – the cooking, cleaning, etc. – while the man might do home repairs and take care of the car. Denise?

D: So, on the positive side, the roles are very clearly defined – both the man and woman know who does what, so there's less confusion and fewer conflicts about that. If there are children, there's less pressure on family life, in that if the woman doesn't work, she has time to manage things such as birthdays, paying bills, taking children to and from the various activities that children do. Also, there's more contact between the mother and children, and that's bound to be good for the health of the whole family. And in reality, a lot of men *are* better at doing heavier or more mechanical work, such as car repairs. And let's face it, many women *do* notice more than men things like how clean or tidy a room is, so they're the best person to take care of this. Over to you, James.

J: Thanks Denise. So, on the negative side, if the man is always the one who works, there can be too little contact between father and child, and that can't be good for the family. Also, in some couples the woman *will* be good at tasks traditionally done by the man, and vice-versa. For instance, if the man is a better cook than the woman, or is happier staying at home with the children, while the woman is better at fixing the car and mowing the lawn, then it would be silly for the one who is less good at the task to be the one to do it. Finally, and perhaps most importantly, a lot of women will of course want to work and develop a career, both for their own satisfaction and independence, and also to be a role model for their children.

D: Those are just some of the pros and cons. Over to you now to decide which are stronger, the pros or the cons.

C Focus Ss on the key phrases and give them time to read them through. Set the task for the listening and point out that where there are options in the phrases (e.g. *On the [positive/negative] side ...*), they need to underline the option(s) they hear.

Answers: Our presentation is about ...; First, to make it clear what we mean by [traditional roles] ...; Generally speaking [the woman does the housework]; On the [positive/negative] side ...; That's bound to be [good/bad] for ...; Finally, and perhaps most importantly ...

5A Allow Ss time to choose a topic. Where necessary, help Ss with ideas for their talk.

Alternative approach

An option here is to first do the writeback section on how to make notes for a presentation. This will allow Ss to make more effective notes for their presentation in this part of the speakout section.

B Before Ss prepare their talk in detail, spend some time brainstorming good features of a presentation, e.g. maintain eye contact, move around but only a little, organise your presentation into sections, make use of pauses, stress and intonation to engage your audience, clear voice projection, etc. Circulate and help as Ss practise their presentations. You could suggest that Ss aim to include at least five of the key phrases.

C After each presentation, encourage the class to ask the presenters one or two questions. Finally, hold a vote on the stronger argument in each case.

writeback notes for a presentation

6A Tell Ss to read the three possible presentation topics and to discuss with a partner which one sounds most interesting. Ask Ss to read the notes and to match them to one of the topics. Finally, hold a vote on which side of the argument is stronger.

Answers: The topic is gender-blind hiring. Ss can decide for themselves which argument is stronger.

B Tell Ss to write the first item in the pro column out as a full sentence. Elicit which words they had to add in order to make it a full sentence. Ask Ss to look at the other sentences in pairs and to identify which types of words are left out.

Answers:

The writer makes the notes short by:

- omitting subjects and *there is/are* (*There are no problems ...*, *It may change ...*, *There would be resistance ...*)
- using abbreviations (*re = about/concerning*; e.g. = *for example*)
- using slashes instead of linkers (*men/women*, *people/cultures*)
- omitting articles (*the best person chosen for the job*; *casting a female role in a film*)
- omitting the verb *be* (*best person is chosen for job*)

C Ss work alone to write their notes on one of the topics. Circulate and help as required, prompting Ss to keep their notes as brief as possible.

D Ss exchange their notes with a partner and first look at which argument is stronger. Next Ss cross out words they do not think are necessary. Elicit why making notes is generally a good technique as opposed to writing ideas out in full. (Generally, presentations written out in full tend to be read out loud. This can have a negative impact on intonation, stress, eye contact, voice projection and speed.)

Homework ideas

Ex 6C: Ss prepare a presentation using the notes they made.

B You could start by telling Ss to close their books and writing all the things that are mentioned in 1–8 on the board, i.e. *weather, the music business, the seasons, the economy, the environment, the holiday industry, education, equality*. Put Ss into pairs to discuss how these things have changed and what impact this has had on people. Ss then open their books and match the sentence halves.

Answers: 1 e) 2 g) 3 b) 4 h) 5 f) 6 c) 7 d) 8 a)

C Give Ss a few minutes to discuss the phrases in pairs and then ask them to match them to a category.

Answers:

- 1 react to change: *adapt to* + noun; *adjust to* + noun
- 2 make a positive change: *have a positive effect on* + noun/pronoun; *enabled* + noun/pronoun + infinitive with *to*
- 3 make a negative change: *have devastating effects on* + noun/pronoun; *cause/do harm to* + noun/pronoun; *cause damage to* + noun
- 4 make a big change: *revolutionise* + noun; *transform* + noun

D Put pairs of Ss together into groups of four or six. Ask Ss to decide on their own opinion individually before discussing them together.

GRAMMAR ARTICLES

4A Tell Ss to cover the article at the top of the page before they start this exercise. You could do number 1 as an example with the class, then put Ss into pairs to help each other complete the rest. For **stronger classes**, once Ss have checked their answers with the text, tell them to discuss why the answer is *a(n)*, *the* or *(-)* in each case.

Answers: 1 a, the 2 -, -, the 3 The, -, - 4 the, the, the, a

Alternative approach

For **weaker classes**, or Ss who don't have an article system in their own language, omit Ex 4A. It may be too challenging if Ss are unsure of the rules of usage. Instead, give Ss the complete sentences on a handout, or write/display them on the board. Ask Ss to underline all the examples of articles in the sentences and, in pairs, discuss why each one is used. Then move on to Ex 4B.

B Complete the first rule as an example with the class and ask Ss for examples of the rule from the sentences in Ex 4A. Ss work on the rest of the rules alone or in pairs, finding examples for each one.

Answers: 1 a/an; a lawsuit, a key part (not the only key/important part of family life) 2 the; the fast food chain (mentioned before – McDonald's), The World Health Organization (unique) 3 -; reality television (uncountable), British men (plural), women (plural) 4 -; America 5 the; the late 1880s, the USA 6 the; the modern car, the wealthy

▶ LANGUAGEBANK 5.1 p136–137

The rules for using articles are presented in tabular form, which provide a concise record and may help visually oriented learners to clarify the differences. NB If your Ss still feel overwhelmed by the number of rules, tell them to ask themselves: 'Is it something new/something general/something we already know?' You could set Ex A for homework or for extra practice in class if Ss have had trouble with Ex 4.

Answers:

A 1 – 2 the 3 the 4 the 5 a 6 a 7 a 8 the 9 – 10 – 11 – 12 the 13 a 14 the 15 the 16 the 17 – 18 – 19 the (Normally with 'cinema' we use 'the'. It's possible here to use 'a' if we don't know which cinema is meant.) 20 the

5A Demonstrate the two different ways of pronouncing *the*, then put Ss into pairs and tell them to take turns to read the sentences aloud to each other and listen for the pronunciation of *the*. In the meantime, write the sentences on the board so that you can ask Ss to come out and circle/underline *the* in feedback. Play the recording and check the answers with the class. Ss could also repeat after the recording.

Answers:

- 1 The interesting thing is that many of the people who hate it are the ones who watch it.
 - 2 The automobile has done less well since the economic crisis.
 - 3 Those who voted for the car mentioned the harm it does to the environment as the biggest problem.
- We tend to use /ðə/ before consonants and /ði:/ before vowels.

B This task models how *the* is linked to words beginning with a vowel. Before playing the recording, you could ask Ss to predict which sound is used. Play the recording and check the answer.

Answer: /j/

6A Start by writing the title *Bicycle chosen as best invention* on the board and ask Ss to predict why people chose it. Ss read the text quickly (without worrying about the missing articles at this stage) to see if their predictions were correct. Then discuss briefly with the class what they found surprising in the text and whether they think the results would be the same in their countries.

B Ss then complete the gaps and compare answers in pairs before feedback with the class. Vocabulary to check: *innovation, harness* and *trail behind*.

Answers: 1 The 2 a 3 – 4 an 5 the 6 an 7 the 8 the 9 the 10 – 11 the 12 an

SPEAKING

7A Tell Ss they must choose one from each pair of items. They should not be allowed to choose both or neither. Setting the task in this way should generate more discussion. Hold a class vote on each pair and elicit some reasons in each case.

B This task requires Ss to consider perspectives other than their own, as Pair 2 is always going to have to disagree with Pair 1. Clarify with Ss that in this task they have to make counter arguments, whether they agree with them or not. If necessary, demonstrate with a group of four Ss, before Ss work in groups.

VOCABULARY PLUS COMPOUND NOUNS

8A Focus Ss on the pictures and give them a minute or two to discuss what each invention is for and which were the least successful.

B Ss read and complete the entries alone, then compare answers with a partner. Ss should not worry about the exact meaning of the words in bold at this stage.

Answers: 1 jet pack 2 wrist radio 3 bottle top 4 ring pull

C Ss match the definitions alone or in pairs. They could use monolingual dictionaries to check their answers.

Answers: 1 trade-off 2 outlook 3 breakdown 4 breakthrough 5 drawback, downside 6 outcome

9A Before Ss try to complete the gaps you could direct them back to the compound nouns in bold in Ex 8B and ask them how compound nouns are made. Then give Ss a few minutes to complete the information alone or with a partner.

Answers:

- 1 breakthrough/outlook/drawback/breakdown/outcome/downside
- 2 trade-off
- 3 breakthrough/trade-off/drawback/breakdown
- 4 outlook/outcome

B Emphasise that Ss only need to write the compound noun, not the complete sentence. They may need to listen again to check which part is stressed. Elicit where the stress usually falls (the first word in a compound noun is usually stressed).

Unit 5 Recording 3

- 1 There's been a breakthrough.
- 2 It's a trade-off between cost and safety.
- 3 The long-term outlook is very good.
- 4 The downside is I get paid less.
- 5 There's only one drawback.
- 6 There's been a breakdown in communications.
- 7 What was the outcome of the meeting?

C Direct Ss to the encyclopedia entries in Ex 8B and point out that each one is about two sentences long and contains at least two of the compound nouns they've studied. Put Ss into pairs to discuss and write their entries. Circulate and help as required.

D The entries could be stuck on the walls and Ss walk round guessing the inventions. In this way they see all the entries that the class has written.

▷ **VOCABULARY BANK** p152 Compound adjectives

Ex 1A and B move Ss on from looking at compound nouns to compound adjectives. Ss complete the exercises individually then compare the answers in pairs. In feedback, explain that whilst many compound adjectives are hyphenated, some have become single words, e.g. *waterproof*, *handheld*, and that this is something that tends to happen over time. However, in many cases, both the hyphenated and unhyphenated version of a compound adjective can be considered correct.

Answers:

- A** 1 c) 2 i) 3 j) 4 a) 5 d) 6 e) 7 g) 8 f) 9 h) 10 b)
B A energy-efficient light bulb
 B hand-held/handheld GPS
 C water-proof/waterproof watch
 D pocket-sized camcorder
 E eco-friendly detergent
 F solar-powered torch

Homework ideas

- Ss find a short, fairly simple text (e.g. on the internet) describing an important invention and blank out ten or more articles. They bring the gapped text to the next lesson for their partner to complete.
- Ss write two paragraphs: one about what they consider to be the best invention and one about the worst invention of all time. They should aim to include at least two of the vocabulary items related to change and two compound nouns or adjectives.
- Ss do Ex 2A on Advertising on p152 (Vocabulary bank) in preparation for the next lesson, which is about advertising.
- **Language bank:** 5.1 Ex A, p137
- **Vocabulary bank:** p152
- **Workbook:** Ex 1–5, p32–33

CONSUMER CRAZY**Introduction**

Ss practise listening and speaking about advertising using conditionals and related vocabulary. They also learn to make written comparisons and write a report.

SUPPLEMENTARY MATERIALS

Resource bank: p168 and p170

Warm up: bring in a variety of advertisements from glossy magazines.

Ex 1B: prepare A4-sized copies of the five questions in the questionnaire (see *Alternative approach*).

Warm up

Bring in a variety of magazine adverts.

Either: Put Ss into pairs or small groups and give each pair/group an advert to discuss: they should decide whether it's effective and why/why not, then share their ideas with the rest of the class in feedback.

Or: Display the adverts on the walls and ask Ss, working with a partner, to walk round discussing which advert they like best/least and why. Conduct feedback and see if there is a clear winner/loser.

LISTENING

1A Write the title of the questionnaire on the board and check that Ss understand *IQ* (intelligence quotient, or level). Tell Ss to discuss the questions in pairs and elicit some answers.

B Ask Ss to complete the questionnaire individually before comparing with a partner. Discuss Ss' ideas but do not reveal the answers at this point.

Alternative approach

To encourage more discussion during this activity, copy the questions (and question numbers) onto pieces of A4 paper or card. Tell Ss to write the numbers 1–5 in their notebooks so they can keep a record of their answers.

Either: Put Ss into five groups and give them one question each to discuss and make notes on, then on a signal from you they pass their question to the group on their right. This continues until they've answered all five questions.

Or: Display the questions on the board and Ss discuss them in pairs, making notes on their answers.

C Ss listen and confirm or change the notes they made in Ex 1B.

Answers:

- 1 at least a thousand each
- 2 above
- 3 a) blue b) green c) red d) yellow and orange
- 4 twenty-five percent
- 5 Monday and Tuesday between eleven and one o'clock

Unit 5 Recording 4

I = Interviewer J = Jake

- I:** Jake, you've been in advertising for what – thirty-five years? How have things changed over that time?
J: Well, there have been huge changes in *where* and *how* we advertise, but many of the basic principles of marketing are the same, for example, how consumers choose brands.
I: Can you give me an example?
J: Yes, let's imagine a coffee shop in a town centre somewhere,