

OUTCOMES

INTERMEDIATE B1/B2

Mike Sayer

Teacher's Book



OUTCOMES

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Split Edition B Spark platform, Instant Access	978-0-357-97859-7
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THIRD EDITION

TEACHER'S BOOK



OUTCOMES

INTERMEDIATE

Mike Sayer



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**Outcomes Intermediate Teacher's Book,
3rd Edition**

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1

First class

page 6

- Get to know people you've just met
- Share and discuss language-learning tips
- Compare study goals and needs and find a study partner

Developing conversations: Asking follow-up questions



2

Feelings

page 14

- Talk about how you feel and why
- Share stories about particular times in your life
- Talk about negative feelings and how to deal with them

Developing conversations: Response expressions

WRITING 1: Keeping in touch page 22 REVIEW 1 page 24



3

Time off

page 26

- Roleplay a conversation recommending places to visit
- Talk about public holidays and your plans for the next one
- Research and plan a one-week holiday

Developing conversations: Giving and responding to suggestions



4

Interests

page 34

- Have conversations about free-time activities
- Talk about aspects of music and why you like / don't like them
- Do a survey into people's use of local facilities and how to improve them

Developing conversations: *Are you any good?*

WRITING 2: Writing a report page 42 REVIEW 2 page 44



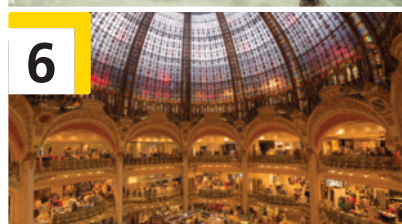
5

Working life

page 46

- Talk about jobs and what they involve
- Make and discuss work-related predictions
- Discuss rules and freedoms at work

Developing conversations: *Doing what?*



6

Buying and selling

page 54

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- Discuss how the way we shop is changing
- Practise buying / selling things and trying to get a good price

Developing conversations: Avoiding repetition

WRITING 3: Writing a review page 62 REVIEW 3 page 64



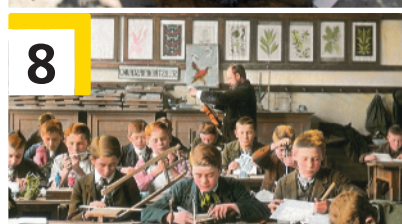
7

Eating

page 66

- Create and explain a menu in your language to someone in English
- Talk about personal and cultural habits in diet and eating
- Make plans for a food business and present it to the class

Developing conversations: Describing dishes



8

Education

page 74

- Have conversations about courses you've done / you're doing
- Share information and discuss what's effective in education
- Have a debate about educational issues

Developing conversations: Showing you understand

WRITING 4: Making requests page 82 REVIEW 4 page 84

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> • Auxiliary verbs • Present simple and present continuous 	<ul style="list-style-type: none"> • All about me • Learning languages 	<ul style="list-style-type: none"> • A blog post about amazing language learners 	<ul style="list-style-type: none"> • Two conversations in which people meet for the first time • Four extracts about language learning
<ul style="list-style-type: none"> • Linking verbs • Telling stories 	<ul style="list-style-type: none"> • Feelings • Adjectives with <i>-ed</i> and <i>-ing</i> 	<ul style="list-style-type: none"> • An article about how one man overcame his biggest fear 	<ul style="list-style-type: none"> • Two conversations about how people are feeling • Four people describe difficult situations
<ul style="list-style-type: none"> • Future plans • Present perfect simple 	<ul style="list-style-type: none"> • Places of interest • Public holidays • Choosing a holiday 	<ul style="list-style-type: none"> • An article about different public holidays in the world 	<ul style="list-style-type: none"> • A conversation between a tourist and a hotel receptionist • A podcast on travel
<ul style="list-style-type: none"> • Habit and frequency • Present perfect continuous and past simple for duration 	<ul style="list-style-type: none"> • Free-time activities • Musical tastes • Competition 	<ul style="list-style-type: none"> • Forum posts about music playlists 	<ul style="list-style-type: none"> • Three conversations about free-time activities • Two people talk about a hidden talent
<ul style="list-style-type: none"> • <i>Must</i> / <i>can't</i> comments and replies • Talking about rules 	<ul style="list-style-type: none"> • Describing jobs • Phrases with <i>be</i> and <i>get</i> • Work rules and laws 	<ul style="list-style-type: none"> • A magazine article about different jobs 	<ul style="list-style-type: none"> • Three conversations about what jobs people do • Three conversations about rules at work
<ul style="list-style-type: none"> • Comparisons • Noun phrases 	<ul style="list-style-type: none"> • Choosing new technology • Clothes and accessories • Buying and selling 	<ul style="list-style-type: none"> • A quiz about clothes shopping habits 	<ul style="list-style-type: none"> • A conversation in a mobile phone shop • Four people describe different souvenirs
<ul style="list-style-type: none"> • Generalizations and <i>tend to</i> • First conditionals 	<ul style="list-style-type: none"> • Talking about food • Diet and the food industry 	<ul style="list-style-type: none"> • An article about the use of colour in food and the food industry 	<ul style="list-style-type: none"> • A conversation between colleagues in a restaurant • A podcast about starting a food business
<ul style="list-style-type: none"> • Future time clauses • Second conditionals 	<ul style="list-style-type: none"> • Describing courses • Forming nouns • Schools and universities 	<ul style="list-style-type: none"> • An article about educational research 	<ul style="list-style-type: none"> • Two colleagues talk about a course • Four extracts about situations and issues at school / university

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Houses

page 86

- Roleplay a conversation about a friend's new home
- Talk about social and economic changes
- Roleplay a conversation between a student and a host

Developing conversations: Explaining how big a place is

10



Going out

page 94

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- Describe nights out
- Research and plan a class outing

Developing conversations: Explaining where places are

WRITING 5: Writing a formal email

page 102 **REVIEW 5** page 104

11



The natural world

page 106

- Share stories about encounters with animals
- Tell each other about different challenges
- Discuss how the profits from natural resources might best be used

Developing conversations: Helping people tell stories

12



People I know

page 114

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- Discuss the role of grandparents
- Discuss findings of studies on friendship and age

Developing conversations: *That's like ...*

WRITING 6: Writing a short story

page 122 **REVIEW 6** page 124

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page 126

- Describe a terrible journey
- Reflect on past events
- Roleplay a conversation about a travel problem

Developing conversations: *How come?*

14



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page 134

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- Discuss issues around video gaming
- Decide how useful different apps and gadgets are

Developing conversations: Sorting out problems

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page 146

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- Discuss health warnings and your response to them
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Developing conversations: Short questions with *any*

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page 154

- Have conversations about different news stories
- Discuss your views on fame, celebrities and culture
- Create and do a quiz about people in history and the news

Developing conversations: Introducing and commenting on news

WRITING 8: Writing a news story

page 162 **REVIEW 8** page 164

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> Present perfect simple and present perfect continuous Comparing now and the past 	<ul style="list-style-type: none"> Describing homes A place to live 	<ul style="list-style-type: none"> An article about housing in South Korea and the UK 	<ul style="list-style-type: none"> Two people talk about their friends' new apartment Four conversations about places to live
<ul style="list-style-type: none"> Quantifiers Future in the past 	<ul style="list-style-type: none"> Cultural events Idioms Describing events 	<ul style="list-style-type: none"> An article about nights out around the world 	<ul style="list-style-type: none"> Two friends arrange to go out Three conversations about what people did last night
<ul style="list-style-type: none"> <i>Managed to, be able to and be forced to</i> Passives 	<ul style="list-style-type: none"> Identifying animals Challenges and achievements Natural resources 	<ul style="list-style-type: none"> An article about a mountain climber 	<ul style="list-style-type: none"> Three conversations about animals A lecture about natural resources
<ul style="list-style-type: none"> Talking about memories Expressing regret using <i>wish</i> 	<ul style="list-style-type: none"> Talking about character Friendships 	<ul style="list-style-type: none"> An article about becoming a grandparent 	<ul style="list-style-type: none"> Two friends discuss what other people are like Five people talk about a shared friend
<ul style="list-style-type: none"> Third conditionals <i>Should have</i> 	<ul style="list-style-type: none"> Phrasal verbs Extreme adjectives 	<ul style="list-style-type: none"> An article about one refugee's remarkable journey 	<ul style="list-style-type: none"> Two conversations about bad journeys Four conversations about travel problems
<ul style="list-style-type: none"> Articles Infinitive with <i>to</i> or <i>-ing</i> form 	<ul style="list-style-type: none"> Computer problems Apps and gadgets 	<ul style="list-style-type: none"> An article about jobs in the gaming industry 	<ul style="list-style-type: none"> Four phone calls reporting IT issues A podcast about apps
<ul style="list-style-type: none"> Adverbs Reported speech 	<ul style="list-style-type: none"> Symptoms and treatments Word class and suffixes Accidents and injuries 	<ul style="list-style-type: none"> A blog post about parental health warnings 	<ul style="list-style-type: none"> Two patient-doctor conversations in a hospital A conversation about an accident
<ul style="list-style-type: none"> Reporting verbs Defining relative clauses 	<ul style="list-style-type: none"> News stories Important figures 	<ul style="list-style-type: none"> An article about celebrity news 	<ul style="list-style-type: none"> Five short conversations about news stories Three conversations about historic figures

Introduction to *Outcomes*

ABOUT THE AUTHORS

I'm Andrew. I've been in ELT for 30 years. As well as writing and training, I continue to teach and learn languages. I think that English language isn't an academic subject, but something practical. My experience is that, given the opportunity, anyone can engage in real conversations and express their personality and ideas from the beginning – if you get the right support. In my own teaching, I try to listen to what students are trying to say and help them express it better.

I'm Hugh. I've been teaching English as a Foreign Language since 1993, and writing books and training teachers since 2000. What matters most for me in language teaching – and learning – is the ability to communicate, to be yourself in a foreign language and to forge meaningful connections with others. I see language primarily as a tool, as a way of opening doors and enhancing your experience of the world. In both my teaching and learning, I'm interested in the language that students really need.

SERIES INTRODUCTION

Outcomes is focused on empowering learners to express themselves by developing their ability to have natural conversations in English.

To do this, we start by thinking about the kinds of speaking that we do in real life, using students' interests and the CEFR can-do statements to help inform this. We then think of a clear task for students to work towards in each lesson to mirror these goals. This may be having a social or practical conversation, telling a personal anecdote, discussing issues around a text or completing an extended 'problem-solving' task. We *then* think about what language students might need to fulfil these tasks and write the exercises to present this in the different sections in each lesson. Much of this language is also recycled through motivating reading and listening texts that reflect the world students live in.

We think that choosing language to meet the task, rather than creating a task to practise grammar helps students and teachers. Firstly, the tasks reflect students' real-life interactions better, which is more motivating. Secondly, students are better prepared to use what they're learning straight away in meaningful ways. And thirdly, you will find students tend to stretch themselves more because they are trying to express genuine things. In doing so, they find out what they need to learn next and give you the chance to teach the language.

It's not just choosing the language for the task that makes Outcomes different, it's how we present that language.

With grammar, we sometimes introduce a structure, in a simplified way, earlier than other courses. This is to enable more natural conversations. We will refocus on these structures more fully in a later unit. This means:

- the grammar syllabus is more fully in line with CEFR levels.
- 'new' grammar can be integrated in texts and tasks earlier.

- students get to see a structure in use more often *before* they tackle all its forms or difficult contrasts.
- students have the chance to reuse forms more often over time.

For vocabulary, we consistently present it in collocations, chunks and in the context of sentences to show students how it's used. And because the words we choose are carefully aligned to the CEFR levels students are trying to achieve, they are better able to both meet expectations and use the language in a natural way.

And finally, we help students understand and take part in extended conversations through the Developing Conversation sections. We teach the simple patterns and chunks of language that will enable students to keep conversations going for longer, leading to a more dynamic classroom and better learning.

WHAT'S NEW FOR STUDENTS IN OUTCOMES 3rd EDITION

It's not just the focus on students' real needs and wants that makes teachers and learners love *Outcomes*; it's our focus on good learning practices – especially the consistent focus on revision and recycling. The new edition has been widely informed in consultation with teachers from around the world and we are very appreciative of their input and advice. This edition builds on good learning practice in various ways.

Additional speaking tasks and focus on mediation

We have a new extended speaking section at the end of each unit where students engage in a range of tasks such as debates, problem-solving, creating and conducting surveys, or sharing information and experiences. In the new edition, we have also highlighted tasks that provide practice of different types of mediation skill, **aligned with the updated CEFR**. The result is that students get even more opportunities to **communicate in personalized ways**.

Clearly stated outcomes and refined language input

All lessons are driven by a communicative outcome clearly stated at the beginning of each unit. Each lesson also has three sub aims listed so students and teachers can always see how different exercises relate to the outcomes.

We have also made the learning goals more achievable by closely aligning the language taught to the lesson outcomes. *Outcomes* is already known for helping students use new language effectively by focusing on collocation and giving natural examples. In the new edition, we have more clearly highlighted target language in word boxes or with bolding. We have refined some vocabulary sets to better focus on the lesson outcome or grade language more consistently **in line with CEFR levels**. A fully revised grammar reference provides **short, clear explanations** and additional exercises. The overall effect is to ensure highly **achievable learning goals**.

Integrated pronunciation

In consultation with teachers using *Outcomes*, we have introduced a regular, **fully-integrated pronunciation** activity in each unit where students repeat target vocabulary with collocations and identify problematic sounds to work on. Students can also access extra pronunciation practice in the Online Practice on the Spark platform to work on specific sounds.

Fast speech, videos and understanding accents

In real life outside the classroom, hearing language can be difficult because people speak quickly and have different accents. To help students with this, some of the listening exercises focus on **processing fast speech more effectively**.

In the **fully updated video sections**, students also get to hear authentic unscripted language from English speakers across the globe, with exercises to help students **understand different accents** and fast speech.

Tasks for exam success

Part of the real-life outcomes for students is that they often need to take public exams such as IELTS, Key, Preliminary, etc. and many state exams have similar formats. The new edition brings the **updated writing pages** into the core units, and we systematically model and teach the kinds of texts students will have to produce in exams. It also integrates **typical exam-type reading and listening tasks** to support exam success.

My Outcomes

Evidence suggests that learning improves when students take responsibility and evaluate their own progress. The **new My Outcomes self-assessment activities** at the end of each unit get students to discuss what they have studied, as well as to reflect on how they can practise and improve.

Additional online learning tools

The revised and expanded **Online Practice on Spark** provides comprehensive unit-by-unit self-study practice of all target language and skills covered in the Student's Book, as well as new 'On the go' banks offering quick, motivating language practice that students can easily complete on their phones, wherever they are. The Online Practice also provides regular progress checks and adaptive remediation tutorials and activities that reinforce the lessons in the Student's Book.

The fully updated **Vocabulary Builder**, in the **Student's eBook on Spark**, contains all key language from the Student's Book and is organized by unit so that learners can easily refer to the words they need while they are studying. For each key word, the Vocabulary Builder includes: definitions, phonetics, collocations, example sentences and word family members. Students can use the annotation tool to add their own notes and translations.

The Online Practice and Student's eBook with Vocabulary Builder, are now easily accessible in one place via **the Spark platform**, so students can consolidate learning even more easily.

WHAT'S NEW FOR TEACHERS IN OUTCOMES 3rd EDITION

Teachers love *Outcomes* because they see the dynamic, motivated classes it creates and the real improvements in students' learning. The new edition maintains this standard while bringing extra support to deliver consistently great lessons and better monitor students' progress.

Standardized unit sequence with clear goals

Standardizing the sequence of lessons (Conversation Practice, Reading, Listening) and **bringing Writing into the core units** will help teachers and study directors organize their courses more easily. Providing **four goals for each lesson** and prioritizing the **three main communicative outcomes** at the start of each unit will also help guide teachers in how to adapt material for hybrid and online classrooms where the shorter face-to-face lessons will tend to focus on speaking practice.

Teacher development and support

The demands of the curriculum to develop students' skills in **mediation**, in **learner autonomy and cognition**, or in **taking exams**, can present new challenges for some teachers. As well as providing straightforward structured tasks in these areas in the Student's Book, the *Outcomes* Teacher's Book provides a wealth of additional information and ideas on how to train students in these areas.

The Teacher's Book also has a convenient **teacher development section**, focused on practical advice on everything from organizing pairs and groups to giving feedback to students. Newer teachers may find it useful to read this section in one go and/or build their skills throughout the course with the in-unit references embedded at relevant points.

Additional photocopiable tasks

Teachers can adapt classes and give extra practice with **simple, effective photocopiable tasks** in the Teacher's Book. As well as fully updating the existing worksheets, we have added an additional communicative fluency task for each unit.

Integrated digital tools for lesson preparation, teaching and assessment

The new **Spark platform** brings together digital tools that support every stage of teaching and learning.

For reliable placement, the **National Geographic Learning Online Placement Test on Spark** provides student alignment to the CEFR, recommends placement within the *Outcomes* programme and delivers a skills-specific report for each test-taker.

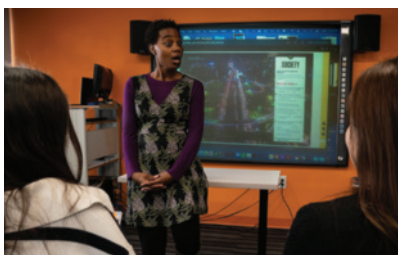
The **Classroom Presentation Tool on Spark** provides teachers with the materials they need to prepare and teach engaging live lessons. It includes the complete Student's Book with video, audio, answer keys and games.

The **Outcomes Assessment Suite on Spark** offers pre-made unit and mid-course review tests and customizable question banks, allowing teachers to easily assign formative and summative assessments for evaluating student progress.

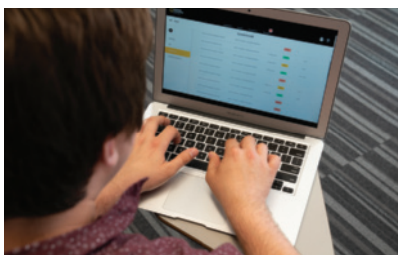
The **Course Gradebook on Spark** allows teachers to track student and class progress against skill, learning objectives and CEFR scales. Integrating results from all assignments in the **Online Practice** and **Assessment Suite**, it provides comprehensive data that can inform future lesson-planning.

spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!



Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.



Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.



Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support helps you focus on what matters most: student success.



On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.

©Brian Yen

Integrated digital tools on the all-in-one Spark platform support every stage of teaching and learning:

Placing students
reliably at the right level

**Preparing and
teaching** live lessons

Assigning practice,
tests and quizzes

Tracking student and class progress,
turning information into insights



Student's Book unit walkthrough

The **unit opener** introduces students to the topic through compelling photography and engaging discussion points, and sets their expectations for the unit ahead through clear goals focused on practical communicative outcomes.

12

People I know

IN THIS UNIT, YOU:

- have conversations about people you know and find similarities
- discuss the role of grandparents
- discuss findings of studies on friendship and age

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What do you think the relationship is between the different people?
- 2 What are the advantages and disadvantages of living with your extended family?
- 3 Who are the oldest and youngest people in your family?

2 Talk to other students. Find out who:

- 1 lives with more than one generation of their family.
- 2 has the most brothers and sisters.
- 3 has the most nephews and nieces.
- 4 has the oldest relative.
- 5 has family members living in another country.

3 Work with your partner again and compare what you found out. What was the most interesting thing you learned?

Three generations of the Moraes family meet for Saturday lunch in Belo Horizonte, Brazil.

114

Unit 12: People I know 115

Clear **learner outcomes** outline what students can expect to achieve by the end of the unit.

Engaging **opener photos** and corresponding **speaking activities** encourage students to make personal connections to the topic and provoke lively discussions.

Lesson A prepares students to practise typical conversations that they are likely to have in everyday life. Language development activities in this lesson build towards a Conversation Practice task. The listening section provides context for the language and develops listening skills, with audio featuring English speakers from around the world.

Topic-related **vocabulary** is clearly presented in useful chunks and within the context of sentences to show students how it's used.

Lesson goals ensure students and teachers have a clear sense of progression throughout the unit and an understanding of how each activity links to the main communicative outcome.

The **Developing conversations** tasks provide students with practical chunks of language that they can use straightaway in meaningful interactions inside and outside the classroom.

12A

Family and friends

VOCABULARY Talking about character

1 Complete the sentences with these words.

- been there charming direct make fun of
make the most of mature panicking sensitive
side sorts out stubborn takes work seriously
- She's very reliable – she's always _____ for me if I've been struggling.
 - He used to _____ me when I was growing up. Brothers can be quite cruel.
 - He's very smart, but he's a bit lazy and doesn't have the ambition to _____ his intelligence.
 - She's always very calm and relaxed in a crisis when everyone else is _____.
 - He's very _____, I mean, he gets upset very easily and he takes things quite personally.
 - In normal life, she's very relaxed and takes things easy, but if you ever play a game with her, you'll really see her competitive _____ come out.
 - He can be very kind and _____, I just wish he was like that more often!
 - I know she can be very _____, but I prefer people to be honest and not hide their true feelings.
 - I know her colleagues can find her a bit difficult because she really _____, but she has a fun side when she's relaxing with friends.
 - She's the one who always _____ any arguments. She's good at calming people down and doesn't take sides.
 - A lot of kids wouldn't have the confidence to speak in public, but he's very _____ for his age.
 - It's good to be determined and sort things out yourself, but in this case, she's just being _____ in refusing help. She doesn't want to admit she's wrong.

2 Listen to the words from Exercise 1 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

3 Work in pairs. Discuss the questions (1–8).

- How do you cope in a crisis? In what ways can you be there for someone in a crisis?
- Is it always bad / cruel to make fun of someone?
- In what ways are being sensitive or stubborn negative characteristics? And in what ways are they positive?
- What types of behaviour might be considered mature for a six-year-old? What about a teenager?

IN THIS LESSON, YOU:

- have conversations about people you know and find similarities
- practise describing and explaining character
- practise listening to five people talk about a shared friend

- Do you always prefer people to be direct or are there times when it's better to be less direct?
- How might someone show their fun / serious side? What might they be like normally?
- How would you describe someone who is good at sorting out arguments?
- Why might someone not make the most of a talent?

4 Work in groups. Use language from Exercise 1 to talk about:

- yourself.
- a person who is quite different to you.
- a person who you're not sure if you like.

LISTENING

5 Listen to a man called Lewis talking to his friend, Jessica.

- Which people does Jessica talk about?
- How does she get on with them? Why?

6 Listen again. Choose the correct option (a–c) to answer the questions. Then compare your ideas with a partner.

- Why does Lewis start asking about Noel?
 - He found out they share the same birthday.
 - Jessica had been speaking to Noel on the phone.
 - They're waiting for Noel to arrive.
- In what way is Lewis's mum similar to Noel?
 - They share the same birthday.
 - They don't listen to what people say.
 - They like chatting.
- Why does Lewis think Noel is clever?
 - because Jessica is smart too
 - because a university offered him a free place to study
 - because he always did well at school
- What does Jessica think of Greg's art project?
 - He won't find anywhere to show it or anyone to buy it.
 - It shows his sensitive side.
 - It's too similar to his previous artwork.
- Why does Jessica get a bit annoyed at the end of the conversation?
 - because she thinks Lewis is criticizing her
 - because she doesn't think Noel is ambitious enough
 - because people in the art world are cruel

7 With your partner, discuss the questions.

- As a child, which is best: being the oldest, the youngest or in the middle?
- Do you know any brothers or sisters who are very different to each other? In what way?
- Do you know anyone who's won a scholarship? What to do and where?
- How would you describe Jessica's character based on the conversation? Do you think she's too tough on Greg?

DEVELOPING CONVERSATIONS

That's like ...

When people tell us about the character or habits of someone, we often compare the person to someone similar that we know. To introduce our comments, we can use *That's like ...*

A: Once he starts talking, he doesn't stop!

B: Oh, *that's (just / a bit) like* my mum. She can talk for hours.

8 Match the sentences (1–6) with the comments (a–f).

- He gets in a panic, even when small things go wrong.
- He's only three and whenever he sees me, he runs up and gives me a big hug. It's so sweet.
- Honestly, it's impossible to change his mind once he's decided on something.
- She just lets her son do whatever he wants. She really spoils him.
- She's really shy. She's not very good with people.
- She works really hard and is very determined and ambitious.

- That's like my cousin. He finds it quite hard to make new friends.
- That's like my father-in-law. He's so stubborn.
- That's like my step-sister. She's only 23, but she's already running her own company.
- That's a bit like a friend of mine. He never says 'no' either – and his kid's really naughty.
- That's just like my sister. She's an anxious person too.
- Ah! That's like my niece. They're so cute at that age.

9 Work in pairs. Take turns to read out a sentence (1–6) from Exercise 8. Your partner replies with an example that's true for them.

A: He gets in a panic, even when small things go wrong.

B: That's just like my brother Dan. He's quite an anxious person too.

10 Work with a new partner. Talk about the sentences in Exercise 1. Say if they are like anyone you know.

CONVERSATION PRACTICE

11 Think of three people you know that you want to talk about. Decide how to answer the questions below for each person.

- How old are they?
- What are they like? Do you get on well?
- Are you close? Do you see them a lot?
- What do they do?
- Where do they live? Is it near you?

12 Work in groups. Talk about the people and show photos if you have any. Ask each other the questions in Exercise 11 and any others you can think of. Add comparisons with people you know when you can. Use *That's like ...*



Pronunciation P activities encourage students to identify and practise problematic sounds in the target vocabulary.

Lesson B focuses on developing students' reading skills. Language development activities equip them with the language input they need to engage with a reading text that explores real-world topics, develops reading stamina and provides stimulus for rich classroom discussion.

12B

The older generation

IN THIS LESSON, YOU:

- discuss the role of grandparents
- read and analyse an article about becoming a grandparent
- share memories of your grandparents, childhood and family

READING

1 Work in pairs. Discuss the questions.

- 1 What are the typical images of a grandmother and grandfather where you're from?
- 2 Do you think these images are positive or negative? Why?

2 Read the article about becoming a grandparent on page 119. Find out why Jean is struggling.

3 Work in pairs. Discuss:

- 1 to what extent you understand Jean's feelings.
- 2 to what extent Jean's views might be shared by a man.

4 Work in pairs. Look at the facts and say which views in the article they support.

- a Global life expectancy has risen from 51 to 72 since 1960.
- b Studies in the US, Britain and Japan found kids with grandparent carers tended to be overweight.
- c 60% of grandmothers in Belgium regularly look after grandkids. Mexican grandmothers provide day care for 40% of all Mexican kids under six.
- d On average, people in the UK become grandparents for the first time before the age of 63. In Nigeria this age is 55 and in Japan it's 70.
- e Of the five million grandparents providing regular care for their grandchildren in the UK, 50% said it kept them physically and mentally active.
- f In the UK, the over-55s take 30% more trips and spend 52% more on trips than the under-35s.
- g A study in the US found that 57% of grandparents caring for their grandchildren found it difficult to control them and nearly 20% thought physical punishment was OK.
- h Nearly 1.5 million people work beyond 65 in the UK.

5 Each group of phrases (1-9) has the same word missing (-). Find the missing words in the article.

- 1 the cost of ~ / provide ~ / ~ facilities
- 2 take on a big ~ / have family ~ / a financial ~
- 3 put me in a difficult ~ / reach a ~ where / our ~ in society
- 4 ~ to help out / ~ to eat / ~ the offer
- 5 be ~ to give up opportunities / be ~ to try / be un~ to help
- 6 have ~ memories / be ~ of him / grow ~ of the place
- 7 ~ them for the situation / ~ the problem on them / be ~ d
- 8 ~ to strict rules / ~ to a diet / ~ to the plan
- 9 ~ a break / ~ our thanks / ~ more respect

6 Write four true sentences using the phrases from Exercise 5. Then work in groups and share your ideas.

*The cost of childcare is partly paid for by the government.
I'd like to buy a house, but it's a big financial commitment.*

GRAMMAR

Talking about memories

To talk about our memories, we can use **remember** + -ing.
I only **remember having** a fantastic time.

To give details about our memories, we can use the past simple, used to + verb and would + verb.

- a They **retired** to a seaside town.
- b My gran **was old** and she **had** white hair.
- c We **used to visit** once or twice a year.
- d My granddad **would make** model cars with us; my gran **cooked** us all our favourite food.

7 Match these meanings (1-3) with the examples (a-d) in the Grammar box. Notice the forms used in each case.

- 1 It shows a habit or regular event in the past.
- 2 It shows a past state, such as *having, liking* and *being*.
- 3 It shows a single event in the past.

8 Complete the texts with one word in each gap.

- 1 My brother used to ¹ _____ really naughty when he ² _____ younger. He ³ _____ write on the walls and he ⁴ _____ never do what my parents told him. I ⁵ _____ him getting into trouble at school at school quite a lot.
- 2 I always ⁶ _____ camping with my family when I ⁷ _____ a kid. I ⁸ _____ to love it. We usually ⁹ _____ in a campsite next to this beautiful lake. We'd ¹⁰ _____ swimming every day and sunbake and play in the woods nearby. One year, we went to Canada and ¹¹ _____ a week there. I remember ¹² _____ a great time there too.

9 Work in pairs. Tell your partner about:

- 1 your memories of a grandparent.
- 2 your memories of summer holidays.
- 3 the lunch break when you were at primary school.

G See Grammar reference 12B.

SPEAKING

10 M Work in groups. Compare what you read in the article to the situation in your country. Talk about:

- 1 the age of grandparents.
- 2 the role of grandparents.
- 3 childcare – the cost and who does it.
- 4 whether any of these things were different in the past.
- 5 whether your own experience is typical of your country.

READING

Struggling to fit into the role of GRANNY

Jean is finding it hard to adapt to life as a grandparent – and claims she's not alone.

1 I am a grandma. I've been trying hard to get used to that idea ever since my daughter gave birth last year. Obviously, I'm happy for my daughter and think my grandchild Olivia is gorgeous, but Granny? The name just doesn't seem right, especially when I compare myself to the grandparents I knew. Mine were old! They retired to a seaside town with lots of other old people. My grandfather actually used to smoke a pipe! My gran had white hair and wrinkles and would walk with a stick. That's not me! I'm 54. I do yoga. I work. I have big nights out and take unusual holidays in faraway countries. How can I be a granny?

2 I can't be alone in having these mixed feelings. Throughout the world, the percentage of grandparents in the population is growing as we all live longer and people often become grandparents when they are still young and fit like me. As a result, we're being asked to play a more active role in looking after grandkids, especially in countries where the cost of childcare is rising and there's little government support. Babysitting from time to time is one thing; taking care of little ones for up to 30 hours a week is a much bigger commitment – and one many grandparents don't really want to take on. But then saying no puts us in a difficult position – especially grandmas. Women like me fought hard for the freedom to get out of the home and have a career and our daughters rightly want the same opportunities, but if we refuse to help out with childcare, it can seem like we are creating barriers instead. Some grandparents provide financial support, but I've only just reached a position where I can afford leisure and travel for myself and I'm not willing to give up those opportunities.

3 I'd also worry about taking on the role of a major childcare provider now in terms of how that will affect my relationship with Olivia. I have fond memories of my grandparents because seeing them was special. We used to visit them once or twice a year and I only remember having a fantastic time. My granddad would make model cars with us; my gran cooked us all our favourite food. They would take us to the circus and buy us ice cream and sweets. I'd want to be that nice grandma and enjoy that relationship of unconditional love. However, being a daily carer is different. If you don't have any discipline, you'll produce horrible spoilt kids who refuse to eat their greens or scream when they don't get their way.

4 Not that anyone should blame grandparents for this situation. If they punish their grandkids, it can lead to conflict with parents who have a different approach at home. And grandparents might not want stick to strict rules because it's hard – and they've already done all that with their own kids. They deserve a break from it.

5 Still, research also tells me that if I can overcome my concerns, a longer and more regular relationship with my granddaughter might actually be good for me. Maybe I've thought too much about what I might lose and not enough about what I could gain. Apart from giving hugs and kisses, it seems grandkids actually can teach an old dog new tricks. And by keeping us up to date with changes in the world, they help us stay young – even as we get more wrinkles.

Unit 12 People I know 119

Each unit provides several opportunities for students to develop and practise different forms of **mediation**. These tasks are clearly signposted with the **M** icon and have supporting notes in the Teacher's Book.

Grammar sections provide students with the language they need to achieve the communicative outcome of the lesson. Grammar is clearly presented, with students encouraged to actively notice the features of the form. A fully revised Grammar Reference section with additional practice can be found at the back of the book.

Lesson C exposes students to a variety of text types exploited through exam-type listening tasks to support exam success. Accompanying audio showcases the range of accents students are likely to hear when communicating in international contexts. The lesson culminates in an extended speaking task in which students can put the ideas and language from the unit as a whole into practice in an engaging communicative task, often providing opportunity to practise mediation skills.

Fast speech FS activities help students process difficult-to-hear language – a crucial skill for taking part in successful communication beyond the classroom.

12C

How do you know him?

VOCABULARY Friendships

1 Work in pairs. Tell your partner about five people that you got to know in different ways.

2 Complete the story about a friendship with these verb phrases.

been seeing	ended up	fallen out
followed	got talking	had nothing to do with
have a lot in common	hit it off	meet up
remain friends	split up	took offence

I first got to know Jing online. I ¹ _____ her as she did similar work to me and I would comment on her posts. Then she did the same and we sort of became friends. However, one day we got into one of those strange online arguments. I posted something which she thought was wrong. I ² _____ at her criticism; we both said things we shouldn't have. It was completely ridiculous, but we ³ _____ unfriending each other and we ⁴ _____ each other after that and I forgot about her.

Then, a few years later, I was at a conference. Before the last session, I ⁵ _____ to this woman who was sitting next to me, and it was quite strange because we just ⁶ _____ straightaway and we quickly agreed to go for something to eat after the session finished. At some point during the meal, she mentioned her socials and I suddenly realized that this was the same person I'd ⁷ _____ with online. The argument we'd had was immediately forgotten and we couldn't believe the coincidence! We'd regularly ⁸ _____ after that and became close friends, because we really ⁹ _____.

IN THIS LESSON, YOU:

- discuss findings of studies on friendship and age
- tell each other how you met friends and changing relationships
- practise listening to different speakers talking about a shared friend
- talk about regrets with regard to relationships and life

She was there for me when I ¹⁰ _____ with my ex, and she actually introduced me to my new partner, who I've ¹¹ _____ for almost six months now. I'm sure Jing and I are going to ¹² _____ long into the future and won't fall out again.

3 Work in groups. Discuss the questions.

- 1 Do you think you can be more than 'sort of friends' with someone you only got to know online? Have you ever ended up unfriending someone on social media? Why?
- 2 How did you get to know your best friend? How important is it for you to regularly meet up? Have you ever fallen out? What happened?
- 3 Do you ever get talking to strangers when travelling / on holiday? Have you ever hit it off with someone very quickly? Who? Why?
- 4 Do you know anyone who has split up with their partner recently? How are they doing? Would you ever introduce someone or organize a blind date for a single friend? Why? / Why not?

LISTENING

4 Listen to five people talking about how they know a Belgian man called Nicolas. Match the speakers (1-5) with the sentences (a-g). There are two extra sentences.

- a They regret not dating Nicolas sooner.
- b They shared a bad experience with Nicolas.
- c They fell out with Nicolas.
- d They hit it off immediately with Nicolas.
- e They were flatmates with Nicolas.
- f They studied abroad with Nicolas.
- g They met Nicolas through a friend.

5 Listen to the speakers again. Are these statements true (T) or false (F)?

- 1 Nicolas once spent a summer working as a waiter.
- 2 He complained to his boss about the way he was being treated.
- 3 Sandra remembers him being someone who liked going out and enjoying himself.
- 4 Sandra is glad they're no longer seeing each other as a couple.
- 5 Nicolas and Shane are very different to each other.
- 6 Two years ago, Shane visited Nicolas from New Zealand.
- 7 Brigitte thinks Nicolas has a very different character to her.
- 8 Brigitte made the first move in their relationship.
- 9 Franck tried to apologize to Jef.
- 10 Franck regrets not making more of an effort with Jef.

7 Work in pairs. Choose three set of questions to discuss.

- 1 What do you learn about Nicolas? Does he sound like anyone you know? Would he be the kind of person you would like? Why? / Why not?
- 2 Why do you think Sandra and Brigitte have such different views of Nicolas? Do you think you show different sides of your personality in different situations? Give examples.
- 3 Do you think you've changed in the last year? The last five years? The last ten years?
- 4 How different are your friendships between now and five or ten years ago? What has changed? Why?

GRAMMAR

Expressing regret using wish

To express regret about things that didn't happen, but that we wanted to happen, we use **wish** + past perfect with **had**.

I sometimes wish we'd stayed together.

To express regret about things that did happen, but that we didn't want to happen, we use **wish** + past perfect with **hadn't**.

I wish we hadn't split up.

8 Complete the sentences with the past perfect form of the verb in brackets. You may need to use a negative.

- 1 I wish I _____ (know).
- 2 I wish she _____ him before he died. (meet)
- 3 Honestly, I wish I _____ anything. (say)
- 4 I wish I _____ harder at school. (try)
- 5 I wish they _____ me earlier. (tell)
- 6 I really wish we _____ house when we did. (move)
- 7 I sometimes wish they _____ me a different name. (give)
- 8 I wish I _____ to the meeting at all. (go)

9 Work in pairs. Think of possible things that were said before / after these sentences.

I asked her out on a date, but then she told me she was married. I wish I'd known before I asked her!

10 Write three sentences about things you wish you had / hadn't done in the past. Then work in groups and talk about your regrets.

See Grammar reference 12C.

SPEAKING TASK

11 Work in groups. Read the findings suggested by various studies on friendship and age. Then discuss the questions.

Friends are a greater source of happiness than a partner or children and those who value friendships more tend to be healthier and happier.

People think having three to five close friends is enough to feel happy and satisfied, but many want those relationships to be closer and more meaningful than they are.

You can get extra benefits from being friends with people from a different class, sex and age group.

Women who have a larger social network of friends who they meet up with regularly feel younger.

Ageism (having negative attitudes and creating barriers based on your age) is a big problem for both young people and old. Loneliness is a huge problem which is bad for your health and affects all ages.

People are happiest at the age of 36.

As we get older, the ability to make and maintain friendships becomes harder and women find it more difficult than men.

- 1 Do any of the findings surprise you? Why might you doubt those findings? What do you think might explain each one?
- 2 Which of the findings is most true for you? Explain why based on your own friendships and context.
- 3 What issues do these findings raise? How might you address them on a personal level? How might society / policy help?

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What speaking or writing activities did you find enjoyable in this unit?
- 2 In what new ways can you now talk about people in your life?
- 3 What problems with vocabulary did you have?
- 4 What will you do outside the classroom to revise language?



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Unit 12 People I know 121

The **My Outcomes** reflective tasks encourage students to personalize their learning journey by discussing what they have learned in the unit, how they can improve, and what language and skills they'd like to practise and use outside of the classroom.

A **Writing lesson** every two units models and teaches text types that students will need to produce in real life and in exams.

Useful language sections introduce and practise relevant language to support students in their writing practice.

WRITING 6

Writing a short story

IN THIS LESSON, YOU:

- write a short story based on an opening or closing line
- discuss ideas for different stories
- respond to a short story from a personal point of view
- practise ways to create more impact in stories

SPEAKING

- 1 **Work in pairs. You're going to read a short story that starts with the line: *It was dangerous, but I knew I had to do it.* Do the following.**

- Based on this first line, think of four possible things that the writer was about to do.
- Think of ways in which each of these four stories might then develop.

WRITING

- 2 **These four sentences are from the story. Check you understand the words in bold. Then, in your pairs, discuss the order you expect to read the sentences in. Explain your ideas.**

- I could feel the wind **rushing** past me as I fell.
- I **floated** slowly down.
- I moved my feet closer to the **edge** and looked down.
- The **parachute** opened.

- 3 **Read the story and complete it with the correct form (past simple, past continuous or past perfect simple) of the verbs in brackets. Then work in pairs to compare your ideas.**

It was dangerous, but I knew I had to do it. People ¹ _____ (laugh) when I'd said my ambition was to do a parachute jump. They think I'm a quiet, sensitive person who takes life very seriously. They couldn't believe I'd do something so crazy! Well, here I was in a plane and I was about to show my wild side!

Just as I ² _____ (move) towards the open door, the clouds cleared and I saw the ground below. It was very, very far down! I began to panic. What ³ _____ (I do) up here? I was just about to tell the instructor I ⁴ _____ (change) my mind, when she screamed in my ear, 'Go! Go! Go!' – and I automatically jumped.

The wind rushed past me, and the panic and fear disappeared. For a moment, I ⁵ _____ (really fly). Then I felt the sudden pull as the parachute opened. I floated slowly down, enjoying the incredible views, and ⁶ _____ (land) safely in a field.

I'd done it! I'd overcome my fears and achieved my ambition – and I instantly wanted to do it again!

- 4 **Work in pairs. Discuss the questions.**

- What do you learn about the character in the story? How does she feel? Can you relate to her experience? Why? / Why not?

- Do you know anyone who has done a parachute jump?
- Would you like to do one? Why? / Why not?
- What other dangerous activities do people enjoy doing?
- Would you do any of these activities? Have done any of them already?

USEFUL LANGUAGE

(Just) about to and just as

Was / Were (just) about to + verb is used to talk about something you intend to do in the next moment. We often then say something else happened to stop us – linked by when (suddenly).

I was about to show my wild side!

I was just about to tell the instructor I'd changed my mind, when she screamed, 'Go! Go! Go!'

Just as is used to emphasize that two actions happened at exactly the same time. It's more common to use the past continuous after just as, but the past simple is also possible.

Just as I was moving towards the open door, the clouds cleared.

Just as I turned on the computer, I heard a bang and the lights went out.

- 5 **Rewrite each pair of sentences as one sentence. Link your ideas using the words in brackets.**

- We were planning to leave. Then they finally found us a table. (just about to)
- We were just about to leave when they finally found us a table.
- We reached the peak. The clouds lifted and the magnificent view opened up before us. (just as)
- We'd decided to give up and go home. At that moment, we finally saw the eagle fly from its nest. (just about to)
- We arrived back at the hostel, all completely wet. At that moment, the sun came out. (just as)
- I was going to ask him out. But before I did, he got a message saying he needed to go home urgently. (just about to)
- We were walking towards our car. A police car drove up and stopped right in front of us. (just as)

- 6 **Work in pairs. Complete these sentences with your own ideas.**

- I was just about to hit the ball, _____.
- Just as we were leaving the restaurant, _____.
- I was just about to give up, _____.
- _____, I realized I didn't have my passport
- _____, my parents walked in.



Descriptive adverbs and adverbs

We can make stories more interesting by using descriptive adverbs to show how you did something.

I automatically jumped.

I instantly wanted to do it again.

We sometimes use descriptive verbs to show how you did something. They may replace a simpler verb + adverb.

They screamed, 'Go! Go! Go!' (= They said this loudly.)

The wind rushed past. (= The wind went past very quickly.)

- 7 **Complete the text with these adverbs.**

angrily	completely	in a calm manner
instantly	into the air	politely
quickly	tightly	warmly

As we walked through the busy square, I held my grandad's hand ¹ _____. At one point, a young man stopped us and ² _____ asked us to show him where they were on a map. Just as my grandad was looking at the map, a young woman grabbed my bag and ³ _____ walked away ⁴ _____, trying not to attract attention. I was so shocked I didn't say anything for a moment and my grandad was still talking to the young boy. Then I shouted ⁵ _____ at her to stop. A man in a red jacket ⁶ _____ turned round and rushed after the woman. But before she was caught, she threw my bag ⁷ _____ and ran off. The man in the jacket brought the bag back and my grandad shook his hand ⁸ _____. The young man with the map had ⁹ _____ disappeared.

- 8 **Replace the words in *italics* with the correct form of these verbs.**

crawl	grab	scream	slam	stare
rush	whisper			

- I moved on my hands and knees along the edge of the cliff.
- I looked hard at my friend. I couldn't believe what she was saying.
- Just as I was sitting down at the table, a monkey suddenly appeared, took my food quickly from my plate and ran off.
- The plane was moving wildly in the storm. Everyone was shouting in a scared way.
- I tried to say quietly the answer to my friend, but the teacher heard me.
- The poor animal was obviously in pain, so we picked it up and went quickly to the vet.
- My son turned round angrily, went out of the room and closed the door loudly.

PRACTICE

- 9 **Work in pairs. Choose one of the options from the tasks below and agree on what happens in the rest of the story.**

- Write a story that starts with one of the following lines:
 - I looked out and I couldn't believe my eyes.
 - It was dangerous, but I knew I had to do it.
- Write a story that ends with one of the following lines:
 - ... and that was the most amazing experience of my life.
 - ... and that was one of the worst days of my life.

- 10 **Each of you should write your version of the story. Write 150–200 words.**

- 11 **With your partner, compare your stories. Decide:**
- which sounds more exciting / interesting and why.
 - how you could improve each other's stories.

Students work with a practical **writing model** before producing their own text of the same genre.

The **writing genre** often reflects texts that students will be expected to produce in international exams.

Review lessons revisit topics and conversations from the previous two units and consolidate learning through additional practice of the target language. The review features two brand new videos, each linked to a different unit, in which students hear authentic, unscripted language from English speakers from around the world.


New **'Out and about' videos**, featuring real *Outcomes* students and teachers, showcase natural language in use and introduce students to a wide range of accents.

New **'Developing conversations' videos** model improvised conversations linked to the topic and Developing conversations focus in Lesson A. This enables students to make the connection between what they learn in class and the conversations they will have outside the classroom.

REVIEW 6

Video

Grammar and Vocabulary




VIDEO Out and about

- 1 **Work in pairs. Discuss the questions.**
 - 1 Who are the oldest and youngest people in your family?
 - 2 What are they like?

Understanding accents

Some accents may add a /h/ sound to words beginning with a vowel sound, so *ate/etst/* may sound more like *hate/hetst/*.

- 2 **Watch six people answer the same questions.**
How much can you remember about what they said?
Then work in pairs. Which person has the most similar family to you? What did they say?
- 3 **Watch again. Match one sentence with each speaker. There are two extra sentences.**
 - a They are themselves an uncle.
 - b Their grandfather is no longer alive.
 - c Their grandmother is in her 80s.
 - d Their relative has lived so long because of their lifestyle.
 - e Their oldest relative is a retired businessman.
 - f They are very close to their father.
 - g Their father used to be in the military.
 - h Their oldest relative is 100.
- 4 **Discuss the questions with your partner.**
 - 1 Would you like to live well into your 90s? Why? / Why not? How can someone achieve that?
 - 2 Do you want to retire in your 50s? Why? / Why not? When would you like to retire? What would you do?
 - 3 Are you very close to your parents? In what ways are you similar / different?
 - 4 If someone is well-behaved as a young child, what do / don't they do? What about teenagers? How well-behaved were you at these ages?
 - 5 Do you know anyone who has a baby? How are they all doing?



VIDEO Developing conversations

- 5 **You're going to watch two people talking about animals. Watch and take notes.**
- 6 **Work in pairs. Compare what you understood. Watch again if you need to.**
- 7 **Watch again. Complete the sentences with three to five words in each gap.**
 - 1 I'd just come back from Alaska, right. _____ friends.
 - 2 It was so, so scary, because _____ to do.
 - 3 It must have been - _____ full-size bear - five, six foot tall.
 - 4 You see them on the TV _____ gauge how big they are.
 - 5 ... the bear most likely will run after you. _____ froze!
 - 6 Then we ran - we ran _____ back to our car.
 - 7 Wow! _____ that went through your head?
 - 8 The first thing I thought: 'Oh _____ will. Um, never mind!'

CONVERSATION PRACTICE

- 8 **Work in pairs. You're going to practise a conversation.**
 - 1 Choose a Conversation practice from either Lesson 11A or Lesson 12A.
 - 2 Look at the language in that lesson.
 - 3 Check the meaning of anything you've forgotten with your partner.
 - 4 Have the conversation. Try to improve on the last time you did it.

GRAMMAR

- 1 **Complete the text with one word in each gap.**

I '_____ up in the countryside and me and my little brother '_____ to love looking for animals. We '_____ go into the forest and the fields to play and find berries and other food for the family to eat. One day, we were out and my brother '_____ bitten by a snake. His leg became big and sore from the bite and he wasn't '_____ to walk so I was '_____ to leave him in the forest while I ran to get help. I was scared that he might die and I kept wishing I'd '_____ better care of him. Luckily, I '_____ to find my dad and we got him to a hospital. The doctor '_____ us my brother would be fine as it probably wasn't a dangerous snake. Before that incident, I '_____ used to worry about the dangerous animals that were out there, but I was much more careful afterwards. It's actually unusual to '_____ bitten by animals. They tend to run away from humans, so you don't see them often. It's if they've '_____ disturbed suddenly or are starving that they might attack you.
- 2 **Read the first sentence in each pair. Complete the second sentence so that it has a similar meaning. Use between two and five words, including the word in bold.**
 - 1 We redecorated the flat since then. **SINCE**
The flat _____ then.
 - 2 Pay the full fee before you arrive. **SHOULD**
The full fee _____ in advance.
 - 3 They usually collect the rubbish every Wednesday. **NORMALLY**
The rubbish _____ every Wednesday.
 - 4 It was so cold we couldn't stay outside. **FORCED**
It was so cold we _____ back inside.
 - 5 It's a shame I didn't practise more when I was younger. **WISH**
I _____ more when I was younger.
- 3 **Choose the correct option to complete the sentences (1-7).**
 - 1 My throat was so sore I wasn't *able / forced* to speak.
 - 2 I wish I *wouldn't have / hadn't* mentioned it now.
 - 3 I looked, but I *didn't manage / managed* not to find it.
 - 4 I *applied / used* to apply for about 50 jobs, and in the end I managed to find one.
 - 5 I very clearly remember to *tell / telling* you about it.
 - 6 My dad *used to / would* have a very competitive side. He certainly *didn't always* let me win!
 - 7 I *went / used* to go to Texas for a month with my parents when I was 11.
- 4 **Listen and write the six sentences you hear.**

VOCABULARY

- 5 **Match the two parts of the collocations.**

1 get through	a the most of it / a noise
2 set	b oil from the sea / a tooth
3 make	c a goal / tough targets
4 build	d the pain / her exam
5 overcome	e respect / thanks
6 sort out	f natural resources / workers
7 extract	g a solar farm / a mine
8 deserve	h problems / your life
9 exploit	i barriers / his fear
- 6 **Decide if these words and phrases are connected to character, animals' homes or ways of moving.**

branch	bush	charming	chase	crawl
hole	mature	nest	panic	race
run away	rush	sensitive	side	
- 7 **Complete the sentences with the correct form of the words in bold.**
 - 1 We need to deal with _____ warning. **globe**
 - 2 The country is a huge oil and gas _____ **produce**
 - 3 All our electricity comes from _____ energy. **renew**
 - 4 We heard the wolf calls in the _____. **distast**
 - 5 He has this real _____ to win. **determined**
 - 6 Buying a house is a big _____. **commit**
- 8 **Complete the text with one word in each gap. The first letters are given.**

We met at school. On the first day, we sat together at lunch and immediately 'h _____ it o _____. We had a lot in 'c _____ as we both had big 'a _____ to get important jobs and we took school very 's _____. I remember that in one class, he told everyone that he 'dr _____ of becoming a lawyer, which was not the kind of 'g _____ most of our classmates had. They made 'f _____ of him about that, but he 's _____ to his dream and eventually he made it 'c _____. True. It's funny how things happen. I always thought we'd stay close and be 'o _____ for each other no matter what. However, after we left school, he started 's _____ this girl I didn't like and our lives went in different directions. I tried to talk about it with him once, but he took 'o _____ at what I said and we 'f _____ o _____ for a long while because we're both quite 's _____. Then a year ago, we both went to an old friend's wedding and I found out he'd 's _____ u _____ with his girlfriend. We started talking about all our 'fo _____ memories. Now we 'r _____ u _____ regularly and I think we will 'r _____ friends.

Students have the opportunity to revisit one of the **Conversation practice** tasks from the previous units that they would like to improve on.

Additional **vocabulary** and **grammar activities** revise the language students have learned and offer practice of task types found in international exams.

1

First class

IN THIS UNIT, STUDENTS:

- get to know people they've just met
- share and discuss language-learning tips
- compare studying needs and wants, and find a study partner

DEVELOPING LEARNER INDEPENDENCE

AIM

to do the flick test to become familiar with the coursebook and its aims

Ask students in pairs to 'flick' through their new Student's Book and answer the questions below:

- 1 What topics are covered in the Student's Book?
- 2 How many sections are in each unit? In which sections can you usually find the following: a reading text; a listening activity; a speaking task; new vocabulary; a focus on grammar; a writing activity?
- 3 Where can you find the Grammar and Vocabulary reference?
- 4 What do you find interesting, surprising or particularly useful about the book?
- 5 In what ways do you think the book will match your interests and needs?

TEACHER DEVELOPMENT 15: LEARNER INDEPENDENCE

Go to page 252 for information and advice.

SPEAKING

AIM

to set the scene and introduce the theme with a photo; to get students talking about experiences of language classes

- 1 Start by telling the class that in this unit they're going to be learning how to introduce themselves and others, maintain conversations when getting to know people, and share and compare how they learn languages.
- Ask students to look at the photo on pages 6–7. Ask: *What can you see? What do you think is happening?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organize the class into pairs to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Show

students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Example answers

- 1 The men are learning sign language.
- 2 Students' own answers
- 3 So that they can communicate with people who have a hearing impairment.
- 4 Students' own answers

Culture notes

This photo actually shows a class of would-be Santas learning sign language at Santa Claus School in Midland, Michigan in the United States. In the US and UK, major stores and other venues employ a Santa Claus for the holiday season in December. It's big business, so schools have opened up to train potential employees in how best to do the job.

- 2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to take turns to ask and answer the questions. Monitor and note good examples, as well as incorrect examples, of language use.
- In feedback, ask different students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Optional extra activity 1 Before doing Exercise 2, you could brainstorm reasons for learning English on the board. Possible answers include: to pass exams, to travel abroad, to live and work in an English-speaking country, to improve job prospects, to use it in your current job, to go to university, to use it to talk to English-speaking people you know, to enjoy English language culture such as books and films.

Optional extra activity 2 It is a good idea to incorporate a mingle in this lead-in stage of the first lesson. That way everybody gets a chance to meet and find out about other class members. You could do this by getting students to prepare a short class survey or questionnaire in pairs. Elicit three or four questions students could ask (e.g. *When did you start learning English? What exams have you taken? What do you like the most about learning English?*), then tell them to think of three more in their pairs. Once students have a set of questions, ask them to walk round and interview as many class members as they can in five minutes.

TEACHER DEVELOPMENT 17: USING OUTCOMES IN AN ONLINE CLASSROOM

Go to page 253 for information and advice.

1A Nice to meet you

Student's Book pages 8–9

IN THIS LESSON, STUDENTS:

- get to know people they've just met
- talk about themselves and people they know
- practise listening to conversations in which people meet for the first time
- practise asking follow-up questions

VOCABULARY All about me

AIM

to introduce and practise words and expressions used to give personal information: marital status, jobs, interests, etc.

- 1 Ask students to read the words and sentences in the exercise, and explain any unknown words: *I'm really into* (= I'm very interested in). Elicit the first words in the box that could replace the phrase in 1, and ask students to explain why (*an only child* – describing family relationships).
- Ask students to decide which words can be used to replace the phrases in italics.
- Organize the class into pairs to discuss and compare answers. Monitor and note how well students perform the task.
- In feedback, check answers and ask students to say why.

Answers

- 1 an only child / a twin (family relationships / number of brothers and sisters)
- 2 a flight attendant / a translator (job)
- 3 a laboratory / a nursery (place of work)
- 4 Architecture / Engineering (degree subjects)
- 5 hiking / working out (hobbies / interests)
- 6 engaged / separated (marital status)

TEACHER DEVELOPMENT 4: LEARNING AND CHECKING NEW WORDS

Go to page 247 for information and advice.

- 2 **P** **▶** Play the audio. Students listen and practise. You could pause at difficult phrases and model phrases yourself to help students say them correctly.
- In feedback, ask students to say which phrases were hard to say and focus on them as a class. Comment on any errors students made.

Audio script

- 1 an only child I'm an only child.
a twin I'm a twin.
- 2 a flight attendant I'm a flight attendant.
a translator I'm a translator.

3 a laboratory	I work in a laboratory.
a nursery	I work in a nursery.
4 Architecture	I did a degree in Architecture.
Engineering	I did a degree in Engineering.
5 hiking	I'm really into hiking.
working out	I'm really into working out.
6 engaged	I'm engaged.
separated	I'm separated.

Pronunciation notes

Note the strong stress: *attendant*, *translator*, *nursery*, *engaged*, *separated*

Note the difficult pronunciation of *laboratory* /lə'bɒrət(ə)ri/, *Architecture* /'a:ki,tɛktʃə/, and *Engineering* /ɛndʒɪ'nɪərɪŋ/. Each word has four syllables.

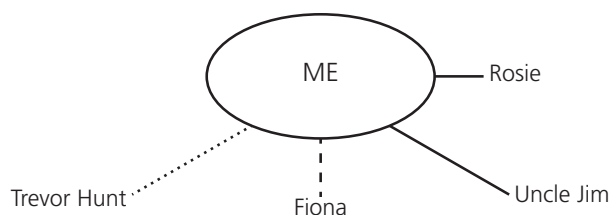
TEACHER DEVELOPMENT 5: DRILLING FOR PRONUNCIATION

Go to page 248 for information and advice.

- 3 Ask students to work individually first to prepare things to say. You could show them what to say by providing a description of yourself or someone you know in a live listening.
- Organize the class into small groups of four or five to talk about people they know. Monitor and note how well students use the vocabulary. In feedback, you could retell one or two stories you heard, asking students to remind you of details, or you could feed back on errors or on good uses of language by students.

Optional extra activity 1 Ask students to work together to think of other words to replace the words in italics in Exercise 1. Some other phrases include: *one of two boys* / *the oldest of three kids* / *the middle one* (family); *teacher* / *doctor* (jobs); *an office* / *a factory* (places of work); *Economics* / *Business* (subjects); *sport* / *video games* (interests); *married* / *divorced* (marital status).

Optional extra activity 2 Draw this simple 'relationship diagram' on the board (adapt it to describe people you know) and explain that it shows your relationship to a family member, shown using a straight line (—), a friend, shown using a broken line (- - -), and another person such as a colleague, a teacher, etc., shown using a dotted line (...). Tell them that the shorter the line, the closer the person is to you.



Invite students to ask you about the people in the diagram, and tell them information about them. Then ask students to write their name in the middle of a piece of paper, draw a circle round it, and think of six to ten people they know that they can include in their own 'relationship diagram'. When students have prepared their diagrams, ask them to explain them to a partner.

LISTENING

AIM

to practise listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

4 ▶ Lead in briefly by asking students, *What do you say when you meet someone for the first time?* Elicit any phrases students already know, such as *Nice to meet you* and *How do you do?*

- Give students a moment to read the questions. Play the audio. Students listen and note answers. Ask students to compare their answers in pairs.
- In feedback, ask students to say what clues helped them work out the answers.

Answers

- 1 Conversation 1: in a Spanish class
Conversation 2: at an academic conference
- 2 Conversation 1: Harry wants to practise speaking Spanish more; Olivia wants to be a translator
Conversation 2: Giuliana is just going to the talks, but Noah is presenting a talk at the conference

Audio script

1 H = Harry, O = Olivia

H: Hi. Nice to meet you. I'm Harry.

O: Hey. Olivia. How's it going?

H: Yeah, I'm OK, thanks. I'm a bit nervous though, to be honest.

O: Yeah? Why?

H: I don't know. You know ... first class, new people.

O: Yeah, I remember that feeling. Don't worry. You'll be fine. It'll be fun.

H: So, have you studied here before?

O: Yeah, I was here last term.

H: Oh, really? OK. And did you enjoy it?

O: Yeah, it was amazing. Our teacher Ángel was brilliant. Really great. So patient and helpful, you know. So, what about you? How long have you been learning Spanish?

H: For about three years now, I guess, but just on my own online. There's so much stuff available these days.

O: Yeah. So, have you learned much?

H: Well, my listening's improved and I've learned quite a lot of vocabulary, but I really need to practise my speaking more, you know. That's why I'm here. What about you? Why are you learning?

O: Well, I'd like to be a translator and Spanish is an official EU language and UN language, so ... you know.

H: Wow! OK.

2 N = Noah, G = Giuliana

N: So, what did you make of that session?

G: Oh, um. Well, it was ... um ... different, wasn't it?

N: I'm glad I'm not the only person that didn't really enjoy it.

G: So, what's your name, then? Where are you based?

N: Oh, I'm Noah.

G: Giuliana. Hi.

N: Hey. And I'm originally from Canada, from Halifax, but I'm working in Santiago now.

G: Oh really? Nice. How long have you been there?

N: A couple of years now. Do you know it? Have you been there?

G: Yeah, loads of times. I'm from Mendoza, just the other side of the mountains. We can drive there in five or six hours. Great city.

N: I like it, yes.

G: What are you doing there? Are you working?

N: Yeah. I'm a researcher – attached to the university there. I'm doing work on climate change.

G: Wow, interesting. And are you presenting at the conference?

N: Yeah. I was on yesterday, actually. What about you?

G: No, goodness! The whole idea really scares me. I don't think I could do it. I'm happy just attending and going to the talks.

5 ▶ Give students time to read through the questions and note any answers they can remember from the first listening. Ask them to discuss answers in pairs. Ask students to decide which answers they don't know or aren't sure of so that they can concentrate on listening out for them.

- Play the audio. Students listen and note answers. Ask students to compare their answers in pairs.
- In feedback, ask students to justify their answers.

Answers

Conversation 1

- 1 Nervous – it's his first class and he's meeting new people
- 2 No – she was there last term
- 3 three years ago
- 4 strengths: listening's improved and learned quite a lot of vocabulary; weaknesses: needs to practise speaking
- 5 EU (European Union) and UN (United Nations)

Conversation 2

- 6 He didn't like it.
- 7 He is from Halifax in Canada, but he lives in Santiago now.
- 8 two (a couple of) years ago
- 9 Yes (loads of times)
- 10 He's a university researcher working on climate change.

Culture notes

Santiago is the capital of Chile. Mendoza is an Argentinian city in the west of the country, over the Andes mountains from Santiago. Halifax is in Nova Scotia, on Canada's east coast.

TEACHER DEVELOPMENT 10: DEVELOPING LISTENING SKILLS

Go to page 250 for information and advice.

- 6** Give students one or two minutes to think of how to describe the last new person they met. When they are ready, ask them to tell their partner as much as they can about that person.

Optional extra activity It is a good idea to model the activity in Exercise 6 first, or to support students in their preparation. You could tell students briefly about the last new person you met – talk about where and why you met, how you felt and what you said. Alternatively, write the following prompt questions on the board to help students prepare: *Where did you meet? Why were you there? What did you say? What were your first impressions of this person?*

GRAMMAR Auxiliary verbs

AIM

to check students' understanding of how to use auxiliary verbs to form negatives and questions

- 7** Read through the information in the Grammar box as a class. Then organize the class into pairs to discuss the questions.
- Monitor and notice how well students can match and recognize rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using Grammar reference 1A. Have a brief class feedback and discussion session and deal with queries.

Answers

- 1 do (did)
- 2 be (are / am / is) (are you doing / been learning)
- 3 have (has) (have studied / have been) / be (are / am / is) (are based)
- 4 have + be (have been)

Language notes

Sentence f is an example of the present perfect continuous. Its form is:

has / have (auxiliary verb) + *been* (the past participle form of the auxiliary verb *be*) + *-ing* (present participle).

It is the *be* form that 'goes with' the continuous form of the verb.

In English, auxiliary verbs carry no meaning in themselves, but act as 'helping' verbs to enable main verbs to form different tenses, or to form negatives or questions. Manipulating them can be difficult if the learners' first language avoids them or uses them differently. Watch out for the following common form errors:

- Omission: *You like tennis? I no / not speak English well. We flying to Spain tomorrow.*
- Failure to invert in questions: *You have seen the film? Where you are living?*
- Confusing forms: *Have you live abroad? I am write an essay.*

TEACHER DEVELOPMENT 6: APPROACHES TO GRAMMAR

Go to page 248 for information and advice.

- 8** Elicit the auxiliary verb for the first question to get students started. Then give students four or five minutes to complete the questions. Ask students to compare their answers in pairs before discussing as a class.

Answers

- | | | |
|--------|--------|--------|
| 1 do | 2 do | 3 been |
| 4 were | 5 does | 6 did |
| 7 are | 8 Have | 9 Does |
- 10 Has (Be careful here: We are forming *Has ... (ever) lived abroad?* – NOT using *Do* with *you know!* Here (*that*) *you know* is a relative clause used to define *anyone*.)

Optional extra activity Practise pronunciation by reading out the full questions in feedback and asking students to repeat. Get them to focus on producing the weak form of the auxiliary verbs and the stress on the main verbs.

- 9** Organize the class into pairs to take turns asking questions and giving responses. Monitor closely and note down any errors. In feedback, comment on good examples of language use and write up errors on the board, which you could discuss as a class.

Optional extra activity Ask fast finishers to think of three further questions they could ask using *do*, *be* or *have*. Relevant examples include: *What other languages do you speak? Have you ever taken an exam in English? When did you start studying English?*

G For further guidance and practice, see Grammar reference 1A in the Student's Book. It explains use and form in greater detail, and provides written accuracy practice.

Answers to Exercises 1 and 2, Grammar reference 1A

- | | | |
|------------|--------|--------|
| 1 1 Are | 2 Do | 3 were |
| 4 Have | 5 Have | 6 did |
| 7 have you | 8 has | 9 was |
| been | | |
| 10 hasn't | | |
-
- | | |
|-------------------|-----------------------|
| 2 1 isn't working | 2 don't (really) like |
| 3 doesn't live | 4 am not working |
| 5 didn't believe | 6 aren't going |
| 7 hasn't studied | 8 wasn't feeling |
| 9 haven't done | 10 hasn't been |

DEVELOPING CONVERSATIONS

Asking follow-up questions

AIM

to introduce and practise using follow-up questions to maintain a conversation

- 10** Read through the information in the box as a class. Ask students to identify the follow-up question (*And did you enjoy it?*) and the form of the two questions (present perfect simple; past simple).

- Organize the class into pairs. Elicit the first follow-up question as an example. After students have completed the exercise, check the answers with the class.

Answers

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

- 11** Ask students to work individually to think of follow-up questions to use after asking the questions in Exercise 10. Let students compare their answers in pairs.

Example answers

- 1 When do you finish? / How's it going / Do you enjoy it?
- 2 Is it any good? / What are the classes like?
- 3 How did you get into that? / Where do you do that?
- 4 How old is he/she? / Does he/she still live at home? / What's he/she studying?
- 5 Why? / Where did you go? / Did you enjoy it?
- 6 How long have you been doing that? / What does that involve?

Optional extra activity Ask students in pairs to write and practise a four-line conversation using the questions in Exercise 10 and one of their own ideas for a follow-up question. Ask them to take turns reading it out, then cover it up and see how much of the conversation they can remember. This provides controlled practice before doing the Conversation Practice that follows. Here are three example conversations:

- 1** A: What are you studying?
B: Media studies.
A: Oh right. What kind of things do you learn?
B: You study everything about TV, newspapers and advertising.
- 2** C: Have you studied here before?
D: No, never.
C: How long have you been studying English?
D: For about five years now.
- 3** E: What do you do?
F: I'm a computer programmer.
E: Oh yeah? Who do you work for?
F: A small educational technology company.

CONVERSATION PRACTICE

AIM

to practise language from the lesson in a free, communicative, personalized speaking activity

- 12** This is an opportunity to bring together parts of the lesson and for students to practise introducing themselves and maintaining conversations in a simulation activity.

- Ask students to work individually to choose six questions from the lesson. Go round the class and prompt students to make good selections.

MEDIATION

Mediating communication

In Exercise 13, students have to act in a supportive manner in intercultural encounters, recognizing the feelings and different world views of other members of the group. They have to support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds, and to ask and answer questions.

After completing Exercise 13, ask students to reflect. Ask: *What problems did you have in communicating? How did you resolve those problems?*

TEACHER DEVELOPMENT 9: MEDIATION

Go to page 250 for information and advice.

- 13 M** Set the scene. If your class is quite new, and students either don't know each other well or come from different places, it is best to do this activity as a simulation in which they play themselves. However, if your students are from the same place, and already know each other, you could ask them to choose a role to play from File 3 on page 195 of the Students' Book. If so, give them a minute or two to invent some information about their person – job, interests, family, etc.
- When students are ready, ask them to stand up and come to a part of the classroom where they can easily mill around. Set a time limit (five minutes) and ask students to speak to at least three different people. Explain that they have to find two things they have in common with people they talk to and two things that are different.
 - Join in the milling activity briefly to model and prompt the activity, but see your main role here as that of an assessor, listening for good or incorrect uses of language. Listen for errors, new language or interesting conversations to use in feedback.
 - In feedback at the end, ask students what similarities and differences they found with people they spoke to. Then look at good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

TEACHER DEVELOPMENT 7: DEVELOPING SPEAKING SKILLS

Go to page 249 for information and advice.

1B Learning languages

Student's Book pages 10–11

IN THIS LESSON, STUDENTS:

- share and discuss language-learning tips
- talk about their language-learning experiences
- read a blog post about amazing language learners
- write a comment in response to a blog post

VOCABULARY Learning languages

AIM

to introduce expressions used to talk about language learning

- 1 Start by eliciting two or three of the languages used in the picture from the class. Then put students in pairs to discuss how many languages they know or can guess.
- In feedback, find out which pair recognized the most languages. Ask students if they can add any other ways of saying *thanks* in languages they know.

Answers

Gracias = Spanish; Grazie = Italian; Merci = French; Danke = German; Obrigado = Portuguese; ευχαριστώ = Greek; Děkuji = Czech; Спасиби = Ukrainian; Teşekkür ederim = Turkish; 謝謝 = Mandarin Chinese; 감사합니다 = Korean; شكرا لك = Arabic

- 2 Give students a moment to read through the words and complete the first sentence as an example with the class. Ask students to work individually then compare their answers in pairs. Monitor and note how well students already understand these phrases.
- In feedback, elicit answers, check any unknown words and drill words that are difficult to say for pronunciation.

Answers

- 1 accent (distinctive way of pronouncing a language, especially one associated with a particular country, area or social class)
- 2 fluently (very well and confidently, like a first-language user)
- 3 struggled (had a difficult time)
- 4 express (say what I want to say)
- 5 picked it up (if you pick up a language, you learn it in an informal way, just by talking to people)
- 6 mastering (if you master something, you become very good at it)
- 7 get by (have just enough to be successful)
- 8 Accuracy (not making mistakes)

Language and pronunciation notes

Note the strong stress: *accuracy*, *struggled*, *express*, *accent*, *fluently*.

Note that *get by* and *give up* are intransitive phrasal verbs (they take no object). *Pick up*, however, is transitive. So we can say *pick up French*, or separate the verb and particle, and say *pick French up* or *pick it up*.

TEACHER DEVELOPMENT 3: APPROACHES TO VOCABULARY

Go to page 246 for information and advice.

- 3 Organize the class into pairs. Ask them to discuss the questions. Go round and listen carefully, noting how well students use the new language in Exercise 2.
- In feedback, elicit students' ideas, and provide examples from your own experience.

Example answers

- 1 not motivated / no opportunity to practise / language may be very different from their own / may not have a good ear for languages
- 2 reading / listening to radio programmes, music lyrics, etc. / working in an environment where people speak the language / hanging out in tourist areas
- 3 you can master a musical instrument / a skill like carpentry or drawing
- 4 Hello. / How much is that? / Can you help me? / Where is the hotel? / Bill, please.

Optional extra activity Ask students to say which statements in Exercise 2 apply to them. Encourage a discussion on what constitutes a positive attitude to language learning. (One suggestion is emphasizing that being able to hold a conversation and make yourself understood, and getting by, is more positive than being too worried about accuracy or mastering the language, and getting frustrated, embarrassed or giving up.)

- 4 Introduce this speaking activity by briefly describing your own language-learning experiences. This provides a motivating live listening, and models good use of some of the language students could use.
- Organize the class into groups of four or five to discuss the questions. Encourage students to try to use the phrases they have learned in Exercise 2.
- In feedback, elicit any interesting experiences from group members to share with the class. Comment on good or inaccurate uses of language presented in this lesson.

Optional extra activity Ask groups to write *hello* or *thank you* in as many languages as they can think of. Find out which group has the longest list.

READING

AIM

to give students practice in reading to find key information, and reading closely to work out where missing sentences go; students practise responding to information in a text

- 5** Start by asking students if they know any 'polyglots' – people who can speak three languages or more. Ask: *How many languages is it possible to master? Which languages would be the easiest for you to learn, and which would be the hardest?* You may wish to check *genetic advantages* (= the way we inherit characteristics from parents and grandparents). Ask: *Do you think our genes can help us be good or bad at learning languages?*
- Ask students to read 1 to 4, and check *have in common* (= have the same interests, characteristics, etc.).
 - Ask students to read the blog and find and note answers.
 - Ask students to compare their answers in pairs before going through them as a whole class.

Answers

- 1 The tallest dog in the world (1.12 metres), the most tennis balls held in one hand (27), the most languages spoken by one person (59)
- 2 Ziad Fazah's name was taken out of the record books after he failed to answer questions in different languages on a Chilean quiz show.
- 3 People who are fluent in six or more languages
- 4 They have genetic advantages.

Culture notes

Although there is no agreed definition, hyperpolyglots are often defined as people who speak six or more languages fluently, as opposed to polyglots, who speak three or more.

Ziad Youssef Fazah (born 1954) is a Liberian-born Lebanese polyglot. His claim to speak 59 languages has been proved false, but he still maintains that he has proved this in several public appearances. The Guinness Book of World Records, up to the 1998 edition, listed Fazah as being able to speak and read 58 languages, but has since removed his name from any language-linked records.

- 6** Ask students to read the blog again and complete it with the missing sentences. Support students by doing the first as an example. See the Exam-style skills tasks notes below.
- Ask students to compare their answers with a partner. In feedback, ask students to say what information in the text helped them match the sentences.

Answers

- 1 e 2 g 3 b 4 a 5 d

EXAM-STYLE SKILLS TASKS:

Adding missing sentences

Students at intermediate level are asked to add missing sentences in a number of common exams.

Adding missing sentences to a text is a challenging exercise. Support students by showing them the first answer (1 e) and asking what clues helped them find the answer:

- 1 Context. Students need to look at the sentence before and after the gap, then find a missing sentence that best matches the context.
- 2 Pronoun reference. The word *this* in the missing sentence refers to 'mastering 59 languages'.
- 3 Grammar. The use of the modal *might* in the previous sentence echoes the use of *could* in the missing sentence.
- 4 Lexical matches and similarities. The word *incredible* and the phrase *a hero to me* go together.

TEACHER DEVELOPMENT 11: DEVELOPING READING SKILLS

Go to page 251 for information and advice.

- 7** Organize the class into pairs to discuss the comments. Check *I get ...* (= I understand), and *required* (= needed).
- In feedback, ask different pairs to give their opinions about the comments.

- 8** Start students off by saying what you would write – it could be advice on learning languages or a general comment on hyperpolyglots.
- Ask students to work individually first to write a comment, then share their ideas in groups.

Optional extra activity Pass a piece of paper round the class. Ask students to write their 'comment' on the blog. At the end of the lesson, pin the list of comments on the class noticeboard.

SPEAKING

AIM

to practise giving language-learning advice in a personalized speaking activity

- 9** Organize the class into pairs. Ask them to reread and discuss the advice.
- In feedback, elicit students' views and have your class say which is the best tip. You could elicit a simple list of the rules in the paragraph: *learning a language takes time; don't worry about being 100% accurate or having an accent like a first-language user; read and listen to the language as much as you can; accept mistakes and uncertainty.*

- 10** In pairs, ask students to work together to prepare advice. Tell students that their tips can be connected to any area of language learning: vocabulary, grammar, speaking, listening, pronunciation, etc. Set a time limit of about five minutes.
- Monitor and prompt students with ideas and vocabulary.

MEDIATION

Mediating strategies

In Exercise 11, students have to adapt or streamline each other's work. They have to paraphrase more simply the main points made in short, straightforward spoken or written texts.

After completing Exercise 11, ask students to reflect. Ask: *What problems did you have in rephrasing each other's tips? How clearly were your final tips expressed?*

- 11** **M** Organize the class into groups of four. Split pairs from the previous exercise so groups have four students with different advice to share.
- Ask students to work together to share, rephrase and improve tips.
 - At the end, ask each group to present their best ideas. You could build up a class list of top tips on the board for the class to copy.
 - Focus on and correct errors you heard during the activity.

TEACHER DEVELOPMENT 8: FEEDBACK ON CONTENT, LANGUAGE AND ERRORS

Go to page 250 for information and advice.

Optional extra activity Ask students to find out more about famous polyglots and hyperpolyglots. Ask them to research one of the following people: Alex Rawlings, Kató Lomb, Alexander Argüelles, Ray Gillon, Tim Doner.

Ask them to find out about:

- their biographical details
- the languages they can speak
- why they want to learn so many languages
- why they are good at learning languages

1C Study buddies

Student's Book pages 12–13

IN THIS LESSON, STUDENTS:

- compare study goals and needs and find a study partner
- discuss the role of traditional culture in education
- practise listening to people talk about language learning
- make plans and reject suggestions

LISTENING

AIM

to practise listening for specific information and inferring; to practise listening intensively for chunks of language

- 1** Organize the class into pairs. Ask them to discuss the questions. Set a time limit of three or four minutes.
- Monitor and note students' opinions, ideas and interest.
 - In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used, and/or pieces of language students didn't quite use correctly during the activity.
- 2** **▶** Give students time to read the task carefully. Play the audio. Students listen and note answers.
- Ask students to compare their answers in pairs.
 - In feedback, elicit answers from the class, and ask students what they heard on the audio that helped them work out the correct answers.

Answers

- 1 Speaker 3
- 2 Speaker 1: Te Reo Māori; Speaker 2: French; Speaker 4: English

Audio script

- 1** My business partner is Māori and so I've tried to learn Te Reo Māori a few times over the years – without much success. I've picked up a few words here and there, of course – things like 'kia ora' meaning 'hello' and so on – but it's only these last few months that I've really had time to improve. I'm taking classes twice a week and I'm not there yet, but I'm getting more fluent. I can feel it. The language is an important part of the culture and identity of New Zealand and though most people in my class are Māori themselves, interest in the language is really growing. You'll often hear it in advertising and in music on the radio now, for example.
- 2** A: That was great. I really enjoyed that.
B: Me too. I think Marie is maybe the best French teacher I've ever had.
A: Hey, listen. I was wondering. Do you want to maybe meet sometime and practise a little bit?
B: Um. Well . . . maybe, I guess. It depends.
A: How about tomorrow?
B: Oh, I can't I'm afraid. I'm working all day tomorrow. I don't finish until nine.
A: So, how about Saturday? Are you working then as well?
B: Um ... I'm not, no, but I'm meeting someone, I'm afraid. Sorry.
A: Oh, OK. Well, let me know if you ever have a bit of free time, anyway.

3 I'm Brazilian, so I speak Portuguese, but I actually speak German at home. People are surprised when they find that out, especially because my parents are from Russia and Turkey! They first met when they were both working on a cruise ship. He worked in the engine room and she was a cleaner. There was a kind of party every week and they met there. My mum said Dad was a really good dancer, which I find hard to believe. Anyway, neither spoke the other's language, but my mum had worked in Germany and Dad knew German from school, so that's how they communicated. They chose to settle in Rio because the cruises usually stopped here and they often had short holidays here. It also stopped them arguing about whose country to live in.

4 It's not easy, that's for sure. The thing I find the hardest is remembering all the new vocabulary. What I usually do is record myself saying new words and phrases in my own language first and then in English. I listen and stop after I hear the words in French, then try to say them in English and then play the recording and check. So for instance, I might hear 'un fort accent' ... and stop the recording, try to remember the translation, and then say 'a strong accent'. Like that. And I'm getting better. I understand more when I read and listen and the recordings help me see my progress too.

- 3 FS** ▶ Read through the task with your students. Getting students to do this sort of activity is a good way of improving their ability to follow conversations, and it builds their confidence.
- Play the audio. Students listen and note *and* or *but*.
 - Put students in pairs to compare answers.
 - Elicit answers and write them on the board.

Answers

1 but	2 and	3 and	4 but
5 but	6 and	7 and	8 and

Audio script

1 but I'm getting more fluent
 2 and in music on the radio
 3 and practise a little bit
 4 but I'm meeting someone
 5 but I actually speak German
 6 and they met there
 7 and then in English
 8 and the recordings help me

- 4** ▶ Play the audio again. Students write the whole phrases this time. Play and pause if necessary.
- Ask students to compare the phrases they have written in pairs before checking as a class.

Pronunciation notes

Notice how *and* and *but* when unstressed are reduced to very short, small sounds. The 'a' in *and* is pronounced /ə/, and the final /t/ and /d/ sounds are lost when the next word begins with a consonant sound.

- 5** ▶ Give students time to read the multiple-choice options and try to recall or guess answers.
- Play the audio again. Students listen and note answers. Ask students to compare their answers in pairs.
 - In feedback, elicit answers from the class, and ask students to justify their answers with reference to what they heard.

Answers

1 c	2 b	3 a	4 b
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EXAM-STYLE SKILLS TASKS: Multiple-choice options

Students at intermediate level are asked to select multiple-choice options in a number of common exams.

To do this task effectively, students at this level need to do the following:

- 1 Read the options carefully. This is not just a test of listening skills but also of reading skills. There is a lot to read in multiple-choice questions, so ask students to underline key words in the questions and make sure they understand the difference between the options.
- 2 Don't just listen for exact matches. Think about how the answer could be expressed using synonyms or paraphrasing.
- 3 Remind students that just because a word or phrase is mentioned, it doesn't make it correct. Students must select the correct answer, not the first one they hear.
- 4 Tell students not to get stuck on a question. They need to make an educated guess then concentrate on the next set of options.

- 6** Give students time to read the questions and think about how they would answer them. Then organize the class into pairs and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find the most interesting.
- In feedback, ask students with interesting experiences to share them with the class.

GRAMMAR Present simple and present continuous

AIM

to check students' understanding of how to use the present simple and the present continuous to talk about the present and the future

- 7** Ask students to read the example sentences and give you examples of how we form the present simple after *he* or *she*, and the present continuous after *I* or *he*.
- Organize the class into pairs to discuss the questions and match the example sentences to show their understanding of meaning and use.

- Monitor and note how well students understand the rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using Grammar reference 1C. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers

- 1 a, c 2 b 3 e 4 d, f
 5 They are all stative verbs. As they don't usually describe actions, they cannot usually be used in the continuous form. For example, in conversation, we say, *I disagree with you* – although it is happening now it cannot be expressed in the continuous form as it is a thought, not an action.

Language notes

Students often have problems deciding when to use the present simple or continuous. This is because, in their first language, the uses are different. Spanish speakers, for example, may be familiar with the idea of using continuous forms to describe things happening now, but will naturally feel that they should use simple forms to talk about something that is happening these days, temporarily, or to talk about future arrangements. Russian has no continuous form, so they will find it really hard to recognize when to use which form. It is a good idea, if you have a monolingual class, to familiarize yourself with problems your students may face.

Timelines can be used to check the difference between the present simple and continuous. Here, a wavy line is used to show temporariness, a straight line is used to show permanency, and bold is used to show habits or repeated actions. Note the examples below, which you could incorporate into a board-stage check when doing Exercise 7:

She's staying with her brother.

Past _____ Now _____ Future _____

She lives with her brother.

Past _____ Now _____ Future _____

She trains on Saturdays.

Past _____ X _____ X _____ X _____ X _____ Future _____

- 8** This checks the form and meaning of these two forms. Encourage students to write contractions (*I'm*, *He's*, etc.) when completing the sentences, as this is what they will have to listen for on the audio. Elicit the first verb in open class to get students started. Let them check their answers in pairs before going through the answers as a class.
- In feedback, make sure students give you the reason why they chose to use each form.

Answers

- 1 How's your course going?, I'm finding it (temporary, unfinished activities)
- 2 Do you want to do something? (a stative verb); I work Saturday mornings. (regular, repeated activity)
- 3 Is she still studying?, she's doing a Master's (temporary, unfinished activities)
- 4 Do I need a coat? (a stative verb); Is it still raining outside?, it's getting worse (temporary, unfinished activities)
- 5 Do you have any plans ...? (a stative verb); I'm meeting (future arrangement)
- 6 are going out (plan / arrangement); Do you want ...? (stative verb); I'm working (plan); I don't finish (timetable)

- 9** Start by eliciting 'excuses' students could make to say no to the request in 1. Encourage a range of present simple and present continuous responses, for example, *I have a bad back*, *My next lesson starts in one minute*, *I'm helping Susie with her homework*, *I'm not feeling well*, etc. Point out that if you say you can't or don't want to do something, it's polite to give a reason, and the reason will often use the present simple or present continuous.
- Once students have the idea, ask them to prepare one reason for each of situations 2 to 5. Give students three or four minutes to write their own excuses to complete the conversations.
 - As students prepare, monitor by going round the room and checking students are doing the task, and helping if necessary.
 - Ask students to compare and correct each other's ideas in pairs.
- 10** Organize the class into new pairs to improvise conversations based on the requests in Exercise 9 and the responses they have prepared. Monitor and notice how your students manipulate and vary present forms. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.
- Encourage students to try out the conversations two or three times, and to try to improvise them by covering the conversations in their books – practice makes perfect.

G For further guidance and practice, see Grammar reference 1C in the Student's Book. It explains use and form in greater detail, and provides written accuracy practice.

Answers to Exercises 1, 2 and 3, Grammar reference 1C

- 1 I usually just work, I'm doing, I'm starting, finishing
- 2 I normally work, I'm working, they're decorating
- 3 I answer, make, we're holding, I'm sorting out
- 4 It goes on, Are you going?

2 1, 4, 5, 6, 7 and 8 are incorrect

- 1 I'm having dinner
- 4 He still owes
- 5 I'm just looking
- 6 I'm going
- 7 I prefer coffee
- 8 I belong

3 Example answers:

- 1 *I'm working a lot* at the moment.
- 2 I usually *eat vegetarian food*.
- 3 Next week, *I'm going on a business trip*.
- 4 I never *play or watch sports*.
- 5 *I'm meeting some friends* at the weekend.

SPEAKING TASK

AIM

to develop students' speaking skills in an extended fluency-based activity; the task has a goal, an intended outcome, and it encourages students to use all their language resources in English to successfully complete the task

11 Start by asking students some general questions: *What is a study partner? What makes a good study partner? What can study partners do together? Do you think a study partner is a good idea? Why? / Why not? What are you looking for in a study partner?*

- Ask students to read through the questions and think of two of their own to ask. Ideally, you want to leave students to come up with their own ideas for questions, but if they are short of ideas, you could brainstorm a few. For example: *Where do you study English? How do you use English outside the class? What do you read in English?*

12 When students are ready, ask them to interview classmates to find their best study partner. Make this light-hearted. For example, set a five-minute deadline, and ask students to speak to as many classmates as they can in that time.

- At the end, ask a few students if they have found people they could study with. Ask them to say why they make good study partners.

13 Organize the class into study partner pairs. Try to do this based on the students' question and answer session. Depending on your class, you may need to be diplomatic or forthright in suggesting certain pairs would make good study partners.

- Once students are ready, ask them to suggest ways of helping each other with their studies.
- In feedback at the end, ask different pairs what ideas they came up with. You could choose to end by suggesting that pairs remain study partners through this course. They could meet regularly online or in person to support each other's studies.

Example answers

Study partners can help each other by:

- 1 checking each other's homework
- 2 revising vocabulary together and testing each other
- 3 reading a book in English at the same time – and discussing it
- 4 having conversations to practise English
- 5 helping each other by explaining grammar, etc.
- 6 correcting mistakes
- 7 sharing books and materials

MY OUTCOMES

AIM

to reflect on what students have learned and on how to improve in a personalized speaking activity

- Give your students time to read the questions and prepare things to say. You could tell students to make a few brief notes.
- Organize the class into pairs or small groups. Give students five to ten minutes to discuss the questions.
- In feedback, ask a few pairs to tell the class what they said. Alternatively, you could have a class discussion in which groups share the ideas they have, and comment on each other's ideas.
- Follow up by setting a task for homework. See the Teacher development section for ideas. Following this activity, you could, for example, ask students to make a list of phrases they intend to revise and use.

TEACHER DEVELOPMENT 16: MY OUTCOMES

Go to page 253 for information and advice.



For further practice, use Communicative activities 1.1 and 1.2 on pages 254–255.