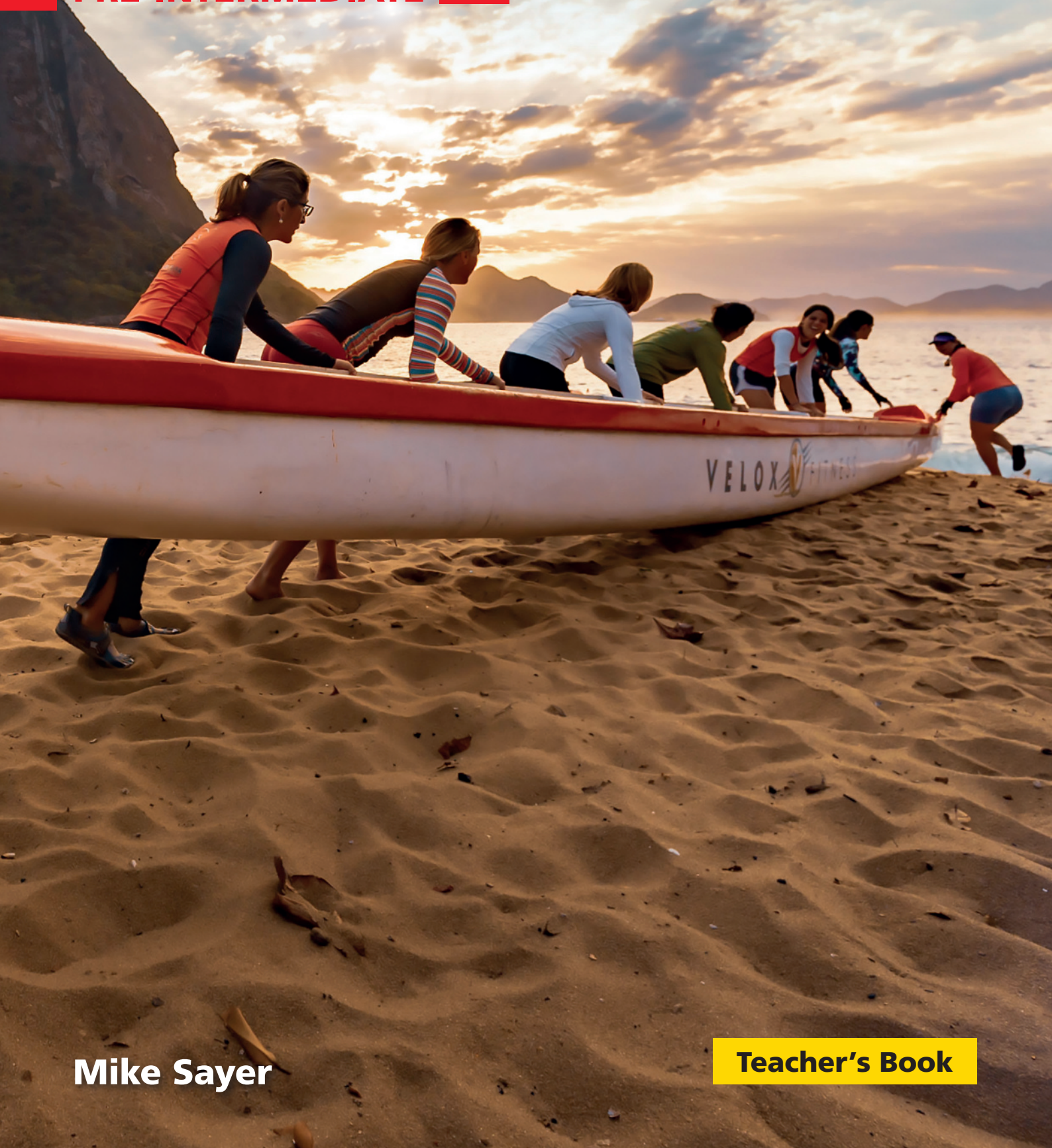


OUTCOMES

PRE-INTERMEDIATE **A2/B1**



Mike Sayer

Teacher's Book

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ON THE COVER

A group of women preparing canoes to go out to sea at Praia Vermelha (the Red Beach), Rio de Janeiro, Brazil. © Nick Albi/Alamy Stock Photo

THIRD EDITION

TEACHER'S BOOK



OUTCOMES

PRE-INTERMEDIATE

Mike Sayer



National Geographic Learning,
a Cengage Company

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

Mike Sayer

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SPEAKING



1

Jobs

page 6

- Talk about jobs
- Talk about experiences at work to give advice
- Share information and discuss issues around ways of working

Developing conversations: Questions about jobs



2

Shops

page 14

- Have a conversation about going shopping and what you bought
- Tell an anecdote about a problem with shopping online
- Roleplay different situations in shops and mediate the conversations

Developing conversations: Complimenting

WRITING 1: Writing a post about your work page 22 **REVIEW 1** page 24



3

Getting there

page 26

- Roleplay a conversation where you ask for / give directions
- Share travel experiences
- Discuss the transport situation where you live

Developing conversations: Asking for and giving directions



4

Eat

page 34

- Discuss where and what to eat
- Explain opinions about food-related statements
- Roleplay ordering in a restaurant

Developing conversations: Making and responding to suggestions

WRITING 2: Telling an anecdote page 42 **REVIEW 2** page 44



5

Relax

page 46

- Invite people to do activities and arrange details
- Talk about sporting experiences and issues
- Find out how people experience stress and how they relax

Developing conversations: Lending people things



6

Family and friends

page 54

- Share photos and talk about the people in them
- Discuss habits and possible problems when using social media
- Find out what you and your family have in common with others

Developing conversations: Explaining who people are

WRITING 3: Writing a personal profile page 62 **REVIEW 3** page 64



7

Your place

page 66

- Talk about where you're from and what it's like
- Discuss what's good / bad about living in different places
- Roleplay a conversation between a host and a guest in their house

Developing conversations: Explaining where places are



8

Always learning

page 74

- Ask and answer questions about your learning experiences
- Discuss the pros and cons of online learning
- Discuss your experiences of, and beliefs about, school

Developing conversations: Showing surprise

WRITING 4: Describing places page 82 **REVIEW 4** page 84

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> • Present simple and present continuous • Zero conditionals 	<ul style="list-style-type: none"> • Talking about jobs • How's work? 	<ul style="list-style-type: none"> • Three texts about experiences of work 	<ul style="list-style-type: none"> • Two conversations about the work people do • A podcast about working from home
<ul style="list-style-type: none"> • Past simple • Comparatives 	<ul style="list-style-type: none"> • Describing things you bought • Shopping online 	<ul style="list-style-type: none"> • Four forum posts about online shopping 	<ul style="list-style-type: none"> • Two friends talk about a visit to a street market • Five conversations in different shops
<ul style="list-style-type: none"> • Past simple and past continuous • Quantifiers with countable and uncountable nouns 	<ul style="list-style-type: none"> • Places in town • Being late • Transport 	<ul style="list-style-type: none"> • A blog post about being late 	<ul style="list-style-type: none"> • A couple on holiday ask people for directions • A radio travel-news update
<ul style="list-style-type: none"> • Present perfect simple • <i>Too / Not ... enough</i> 	<ul style="list-style-type: none"> • Restaurants • Describing food 	<ul style="list-style-type: none"> • An article about breakfasts around the world 	<ul style="list-style-type: none"> • Two colleagues discuss where to eat • Six short conversations in a restaurant
<ul style="list-style-type: none"> • Plans and arrangements • Superlatives 	<ul style="list-style-type: none"> • Activities, gear and places • Sports and games • Word families 	<ul style="list-style-type: none"> • An article about three different sports 	<ul style="list-style-type: none"> • A visitor and host make plans and arrangements • Five people talk about stress and what they do to relax
<ul style="list-style-type: none"> • Question formation • Showing similarities 	<ul style="list-style-type: none"> • Relationships • Using social media • Character and habits 	<ul style="list-style-type: none"> • A quiz about what kind of online friend you are 	<ul style="list-style-type: none"> • Two friends talk about different people • A podcast about birth order
<ul style="list-style-type: none"> • <i>Have to, don't have to, can and can't</i> • <i>Will / Won't</i> 	<ul style="list-style-type: none"> • Describing places • Staying with people 	<ul style="list-style-type: none"> • Four descriptions of where different people live 	<ul style="list-style-type: none"> • Three conversations about where people are from • A conversation between a host family and their guest
<ul style="list-style-type: none"> • First conditionals • <i>Had to / Could</i> 	<ul style="list-style-type: none"> • Stages of education • Online problems • At school 	<ul style="list-style-type: none"> • An article about a teacher's experience of running online courses 	<ul style="list-style-type: none"> • Three conversations about school and studying • An interview about school experiences

SPEAKING



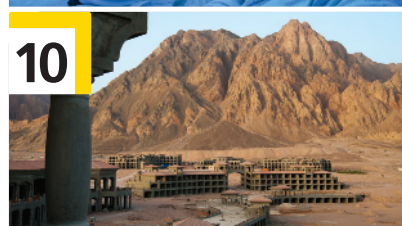
9

Mind and body

page 86

- Have conversations about a health issue someone has
- Discuss ways you and government organizations can help prevent bad health
- Tell stories about an accident or injury

Developing conversations: Common questions about illness



10

Places to stay

page 94

- Ask for and give information to book a place to stay
- Discuss summer holidays in childhood and how things have changed
- Explain problems on holiday and talk about how to resolve them

Developing conversations: Apologizing

WRITING 5: Giving holiday news page 102 **REVIEW 5** page 104



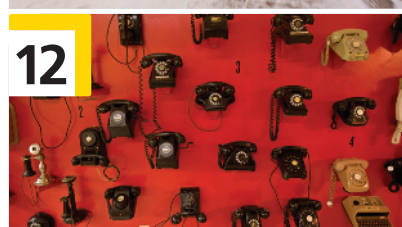
11

Science and nature

page 106

- Discuss science and nature stories in the news
- Talk about unusual animals you've seen and animals in the news
- Create news stories about science or nature

Developing conversations: Responding to news and comments



12

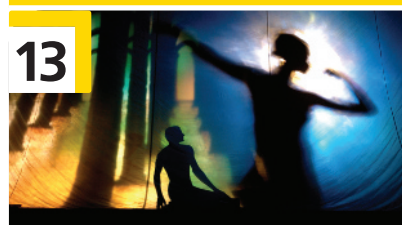
On the phone

page 114

- Practise leaving and taking messages
- Tell stories about phone experiences
- Roleplay reporting a crime

Developing conversations: Explaining where people are

WRITING 6: Making plans and arrangements page 122 **REVIEW 6** page 124



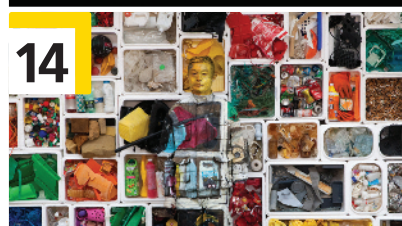
13

Culture

page 126

- Have a discussion about what film / series to watch
- Explain your experiences and opinions of learning and making music
- Do a survey about other people's cultural interests and attitudes

Developing conversations: Asking questions about films and series



14

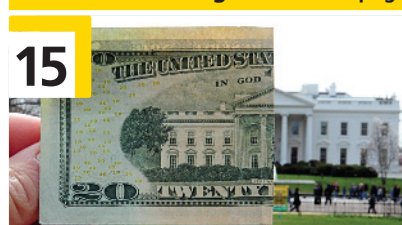
Stuff

page 134

- Organize a picnic celebration and discuss what to take
- Share opinions, experiences and ideas on the circular economy
- Discuss gift-giving and choose presents for different occasions

Developing conversations: Explaining what you need and don't need

WRITING 7: Writing an article page 142 **REVIEW 7** page 144



15

Money

page 146

- Roleplay a conversation about the economy
- Try to persuade people to support a particular charity
- Discuss the best way to react in different money-related situations

Developing conversations: Comparing prices



16

Events

page 154

- Describe parties you've been to
- Discuss important events from a particular year in history
- Talk about an amazing day you've had

Developing conversations: Asking linked questions

WRITING 8: Inviting people to events page 162 **REVIEW 8** page 164

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> Giving advice Imperatives 	<ul style="list-style-type: none"> Health issues Healthcare Accidents 	<ul style="list-style-type: none"> An article about healthcare 	<ul style="list-style-type: none"> Three conversations about health issues Three conversations about cures for health issues
<ul style="list-style-type: none"> <i>Used to</i> Time clauses 	<ul style="list-style-type: none"> Places to stay Summer holiday activities Problems on holiday 	<ul style="list-style-type: none"> The beginning of a short story about a holiday trip 	<ul style="list-style-type: none"> A man phones a hotel for information Four conversations about problems on holiday
<ul style="list-style-type: none"> Past perfect simple Passives 	<ul style="list-style-type: none"> Science and nature news Talking about animals 	<ul style="list-style-type: none"> Four stories about unusual animal experiences 	<ul style="list-style-type: none"> Four short conversations about science and nature in the news A radio programme about scientific facts
<ul style="list-style-type: none"> <i>Yet, already, just and still</i> Reporting speech 	<ul style="list-style-type: none"> Using phones Forming negatives Reporting crimes 	<ul style="list-style-type: none"> Three newspaper articles about different stories 	<ul style="list-style-type: none"> Two telephone conversations where people leave messages A man makes three phone calls connected to a crime he's experienced
<ul style="list-style-type: none"> <i>Be supposed to</i> Present perfect continuous 	<ul style="list-style-type: none"> Films and series Music and learning 	<ul style="list-style-type: none"> A blog post about a person's experiences with music 	<ul style="list-style-type: none"> Two friends discuss what to watch Four people talk about a favourite band, video game, artist or writer
<ul style="list-style-type: none"> Defining relative clauses Talking about rules 	<ul style="list-style-type: none"> Things for trips and days out Waste and recycling Compound nouns 	<ul style="list-style-type: none"> An article about recycling, reducing and repairing 	<ul style="list-style-type: none"> Two friends plan a trip and what to take Five people talk about presents
<ul style="list-style-type: none"> Time phrases and verb forms Second conditionals 	<ul style="list-style-type: none"> Talking about the economy Charities Money and banks 	<ul style="list-style-type: none"> An article about five different charities 	<ul style="list-style-type: none"> Five people talk about the economy where they live Four conversations about money problems
<ul style="list-style-type: none"> Articles Verb patterns (<i>-ing</i> form or infinitive with <i>to</i>) 	<ul style="list-style-type: none"> Describing parties Historical events 	<ul style="list-style-type: none"> An article about important events in the year 2000 	<ul style="list-style-type: none"> Three conversations about parties Five people talk about special events they've experienced

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.

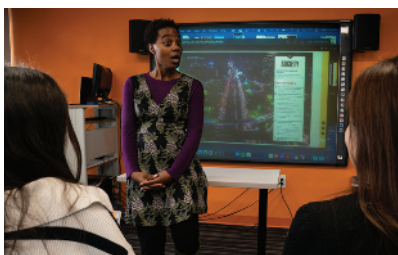
The **Classroom Presentation Tool on Spark** provides teachers with the materials they need to prepare and teach engaging live lessons. It includes the complete Student's Book with video, audio, answer keys and games.

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.

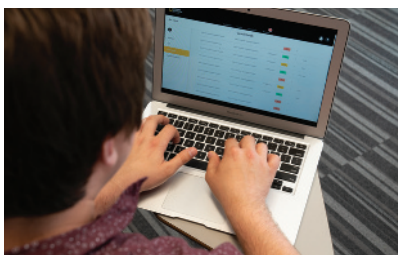
The **Course Gradebook on Spark** allows teachers to track student and class progress against skill, learning objectives and CEFR scales. Integrating results from all assignments in the **Online Practice** and **Assessment Suite**, it provides comprehensive data that can inform future lesson-planning.

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.

14 Stuff

IN THIS UNIT, YOU:

- organize a picnic celebration and discuss what to take
- share opinions, experiences and ideas on the circular economy
- discuss gift-giving and choose presents for different occasions

SPEAKING

1 Work in pairs. Discuss the questions.

- Look at the photo. Do you like it? Why? / Why not?
- What do you think the artist is saying with this piece of art?
- How many of the things in the photo can you name? How many do you have in your house?

2 Work in groups. Tell your group about three of these things:

- the last big thing you threw away
- something you found outside (in the street, on the beach, etc.)
- something you lost
- something you have that's broken at the moment
- something you have that's useful but you only use occasionally
- something you have that's not very useful but you like



134

Unit 14 Stuff 135

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.

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.

14A

What's it called in English?

IN THIS LESSON, YOU:

- organize a picnic celebration and discuss what to take
- practise listening to people deciding what to take to a festival
- explain to others the things you want or need
- suggest alternatives when you don't have something

SPEAKING

1 Work in groups. Discuss the questions.

- Have you done any of these things? If so, when was the last time?
 - gone camping for a weekend
 - gone to the beach for the day
 - visited family for a weekend
 - gone somewhere for a picnic
- How much stuff did you take? How did you carry everything?
- Who organized what to take? Are you good at organizing trips and days out? Why? / Why not?

VOCABULARY Things for trips and days out

2 Match these things to the pictures (a-l).

backpack	bin bag	blanket
Bluetooth® speaker	bottle opener	folding chair
gas cooker	knife and fork	pump
sleeping bag	sun cream	tissues



3 Work in pairs. Discuss the questions.

- Would you take the things in Exercise 2 on the four different trips in Exercise 1? Why? / Why not?
- Which of these things do you have in your house? Where do you keep them?
- Can you put the things in order from what you use the most to what you use the least?

LISTENING

4 Listen to two friends – Aisha, who's British, and Rocio, who's Spanish. They're talking about a trip they're going on. Answer the questions.

- Where are they going?
- Which of the things in Exercise 2 are they taking?
- Who's the more anxious person?

5 Work in pairs. Do you remember what these things are that Aisha and Rocio talk about? Can you translate them into your first language? Listen again and check your answers.

- mattress
- cutlery
- cool box
- wet wipes

GRAMMAR

Defining relative clauses

We use defining relative clauses to add important information about a thing, place or person.

There are lots of stalls **which / that** sell all kinds of dishes.

The place **where** you camp is quite a long way from the car park.

The guy **who / that** I spoke to on the phone told me the price.

We can usually leave out **who**, **which** or **that** before a subject + verb.

The guy **I** spoke to on the phone told me the price.

6 Look at the examples in the Grammar box. Are these statements true (T) or false (F)?

- You always need to use the relative pronoun **that** or **which** to start a relative clause about things.
- You can use **that** to describe a person or thing.
- You can use **where** at the start of a relative clause to show an action happens in, at or to a particular place.

7 Complete the sentences with a relative pronoun (**which**, **who**, **where** or **that**).

- It's the thing _____ you use to fry eggs.
- They're the person _____ helps people check in at a hotel.
- It's the machine _____ keeps things cold.
- It's the room _____ you sit and watch TV.
- It's the place in a market or festival _____ you buy things.
- It's someone _____ plays a guitar.
- It's the thing _____ makes music on your phone louder.
- It's the stuff _____ you put on your face _____ stops you burning.
- She's the woman _____ last spoke to you.
- It's the restaurant _____ you last ate.

8 Look in your notebook or at previous units in this Student's Book again. Choose six words, including at least one thing, one person and one place. Write a definition for each word, using a relative clause.

9 Work in groups. Take turns to read out your definition. Can your partners guess the correct word?

See Grammar reference 14A.

DEVELOPING CONVERSATIONS

Explaining what you need and don't need

When discussing things to take with us, we often use certain phrases to show something's not necessary and to explain why.

A: We'll need a gas cooker, right?

B: I think **we can manage without one**. We can buy food there **instead**.

A: Won't we need to take a cool box?

B: No, **we'll be fine without one**. We'll just put the drinks in the freezer before we go.

10 Think of reasons you might not need to take these things to a festival / on a camping trip. Then work in pairs. Take turns to practise by asking **Will I / we need ... ?**

- a sleeping bag
- a water bottle
- knives and forks
- sun cream
- a folding chair
- a Bluetooth speaker

A: Will I need a sleeping bag?

B: No, you can manage without one. We'll just stay up all night and sleep during the day, when it's warmer.

CONVERSATION PRACTICE

11 Imagine you're going to have a barbecue or a picnic to celebrate a friend's birthday. On your own:

- decide where you want to do it, when, and how you'll get there.
- make a list of things in your first language that you would like to take, including food and drink.
- think about how you can explain any words that you don't know in English without using a dictionary.

12 Work in groups. Decide where to go for the birthday celebration, what to take and who will bring what. If you don't know a word in English, try to explain it instead of using a dictionary.

Unit 14 Stuff 137

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.

Lesson B focuses on developing students' reading skills. Vocabulary and grammar 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.

14B

What a load of rubbish!

IN THIS LESSON, YOU:

- share opinions, experiences and ideas on the circular economy
- compare your habits in dealing with waste
- revel and comment on a text about the circular economy
- talk about rules that support the environment

VOCABULARY Waste and recycling

1 Work in pairs. Don't use a dictionary. Discuss what you think the phrases in bold mean or decide how to translate them into your first language.

- How careful are you about saving energy? Are there any ways you still **waste energy**?
- Are you good at **recycling** rubbish? Do you put paper, plastic and glass in **separate** bins?
- Who **takes out** the rubbish in your home? How many full bin bags do you **throw away** each week?
- How often are the bins in your street **emptied**? What things are **collected** to recycle?
- Do you know what happens to your rubbish after it is collected? Is it **buried**, burned or recycled?
- When do you **get rid of** your shoes or clothes?
 - after you've worn them a few times
 - when the fashion changes
 - when they **get a hole** or **lose a button**
- When would you normally decide to **replace** a car / fridge / phone?
 - before it has any kind of problem
 - as soon as it **needs a new part**
 - when the repair is nearly as expensive as buying a new one

2 Work in groups. Discuss the questions in Exercise 1. How similar are you?

GRAMMAR

Talking about rules

We use *must* or *have to* to show that something is a rule or necessary. If it's a rule or necessary not to do something, we use *mustn't* or *be + not allowed to*. To say something isn't necessary, we use *do + not have to*.

We can only use *must* and *mustn't* to talk about the present or the future. When talking about what we *must* / *mustn't* do in the past, we use other forms.

Companies **will have to** make their products last longer and repairs **must be** easier.

Before, we **had to** separate stuff for recycling at home, but now we **don't have to**.

Before, you **weren't allowed to** mix paper and glass together, but now you can.

7 Look at the examples in the Grammar box. Are these statements true (T) or false (F)?

- You can use *have to* instead of *must* and *don't have to* instead of *mustn't*.
- We use *must* or *will have to* to talk about things you need to do in the future.
- To talk about something that was necessary in the past, use *had to* instead of *must*.
- To talk about past rules, use *weren't allowed to* instead of *mustn't*.

8 Choose the correct option to complete the sentences. Sometimes both options are correct.

- Everyone *must* / *has to* pass a test in basic skills such as cooking and repairing simple machines.
- When I was younger, we *mustn't* / *weren't allowed to* waste food. We always had to finish our meals.
- You *mustn't* / *don't have to* pay any sales tax on electric cars and there's a law which says we *must* / *will have to* stop using petrol by 2050.
- I *must* / *mustn't* go and buy her a present. It's her birthday next week.
- People *must* / *had to* make things last longer in the past because it was expensive to buy new things all the time.
- Now, you *must* / *have to* pay a tax to throw away rubbish. You *must* / *mustn't* leave bin bags outside without a sticker on them to show the tax has been paid.

See Grammar reference 14B.

READING

3 Work in pairs. You're going to read an article that questions if recycling is a good thing. What kind of things do you think the text might say?

4 Read the article about recycling on page 139 and answer the questions.

- Were any of your ideas from Exercise 3 mentioned?
- What is the circular economy?
- Why is recycling bad for the circular economy?
- What is the European Union doing about it?

5 Work in pairs. Use these phrases to retell as much of the article as you can without looking at the article.

- 95% less energy
- thousands of miles
- 9% of plastic
- see advertising
- 40-megapixel camera
- old petrol car
- almost impossible
- longer guarantees

6 Work in groups. What do you think of the article? Talk about facts / views that:

- were new for you.
- were true for you / your country.
- you think are good / bad ideas.

READING

RECYCLING and the CIRCULAR ECONOMY

Tram Nguyen explains how a focus on recycling is stopping us working towards the circular economy our planet needs.

There is no doubt that recycling rubbish is better than burning or burying it. Creating metal cans from old ones takes 95% less energy than creating completely new ones. However, more and more people are worried that we have spent too much time talking about recycling and not enough about two other Rs – reduce and repair – which are essential for what's called 'the circular economy'. In the circular economy, the aim is to value everything we have and waste nothing.

So what's wrong with recycling?

Part of the problem is the way we recycle these days. In many places, all waste for recycling is put into one bin, rather than into separate ones for glass, metal, etc. The waste is then sent thousands of kilometres away to be separated and turned into new products. The transport already wastes a lot of energy, but some reports have shown that after this long journey, recycling sometimes doesn't actually happen, because it's too expensive to do. If you want to create good quality recycled plastic, the waste has to be 'clean' and it *mustn't* include food or mix different plastics, like crisp packets and bottles. In fact, the Organisation for Economic Co-operation and Development reports that only 9% of plastic is recycled in the end, and that situation probably won't improve much.

Some environmentalists also argue that recycling makes things worse, because people feel better about buying things as they believe they're not creating more waste – it will all be recycled eventually. They say we need to think of recycling as a failure if our real goal is to save as much energy as possible. Instead, we need to encourage people to keep what they have and buy less stuff to begin with.

Creating the circle: reduce, (re)use and repair

Of course, this is difficult when we see advertising all day, every day, which encourages us to do the exact opposite and says we can show our love by buying presents. However, we should start questioning our choices more. Do we really need to get a new phone because our current one 'only' has a 40-megapixel camera? Does our child really need ten dolls? Do our dogs need clothes or ice cream?

Advertising can even persuade us that buying something is positively good for the environment – such as replacing a petrol car with an electric one. However, several studies have found that it's better for the environment to use an old petrol car until it completely dies and can no longer be repaired, than getting rid of it while it's still working and buying an electric car. In fact, this is true for any product. First, try to buy something that will last, and then use it as long as possible and repair it rather than replace it. Unfortunately, this is also easier said than done. Good quality products are often much more expensive (even though they may not cost much more to produce), and they are often almost impossible to repair. This is why the European Union is planning to create new rules to have a more circular economy. These rules would mean that:

- companies will have to make their products last longer and give customers longer guarantees.
- repairs must be easier, with parts that can be easily replaced.
- companies could provide a replacement product while repairs are done.

Find out more information about the circular economy [here](#).

A worker in a metal recycling plant in Montpelier, Iowa, US.

Unit 14 Stuff 139

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

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.

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

14C

Thank you so much

IN THIS LESSON, YOU:

- discuss gift-giving and choose presents for different occasions
- tell each other about celebrations you have been to
- practise listening to different people talking about gifts
- describe gifts that you've received or would like to receive

SPEAKING

- 1 Work in groups. Tell each other about the last present you gave and the last present you received. Talk about:

- 1 who it was for / from.
- 2 what the occasion was.
- 3 what the present was.
- 4 why you / they gave it.
- 5 how happy you / they were with it.

LISTENING

- 2 Listen to five extracts of people talking about presents. Listen and say:
- 1 what present Angela got from her sister this year.
 - 2 what present the colleagues decide to buy.
 - 3 what gift the speaker received.
 - 4 what the girl got from her uncle.
 - 5 what the man got from his best friend for his birthday.
- 3 The pronoun *it* is often unstressed in fast speech and can be difficult to hear. Listen to ten phrases and decide if each phrase contains *it* or not.

- 4 Work in pairs. Discuss what you think is the correct option for 1–5. Then listen again and check your answers.

- 1 The sister bought the present because the speaker ...
 - a doesn't like chocolates.
 - b needs help with her computer skills.
 - c has a talent she should share.
- 2 The colleagues are unsure about the present because ...
 - a it's expensive.
 - b it can easily be stolen.
 - c the man might not like sport.
- 3 What does the man say about the gift?
 - a He immediately liked it.
 - b He has found it quite useful.
 - c He wanted something else.
- 4 The girl wants to get rid of the present because ...
 - a she doesn't need an extra light in her bedroom.
 - b she has no interest in France.
 - c it's not her style.
- 5 The friends celebrate birthdays in this way because ...
 - a they like to do something original.
 - b they don't like unnecessary waste.
 - c they are teenagers.

- 5 Work in pairs. Discuss the questions.

- 1 Which of the presents you heard about do you think is the worst / the best? Why?
- 2 What is the most generous gift you have received?
- 3 Have you ever received an unusual gift? Did you like it? Why? / Why not?

- 9 Work in pairs. Compare and explain your lists from Exercise 8.

- 10 Work in groups. How many other compound nouns can you make using at least one word from either column in Exercise 6?

photo album, wedding photo, window frame ...

VOCABULARY Compound nouns

- V See Vocabulary reference 14C.

- 6 Find at least nine different things by combining words from each column.

bicycle	bike
birthday	book
house	bottle
jewellery	box
mountain	cake
photo	frame
recipe	glasses
sun	plant
water	pump

- 7 Listen to eleven compound nouns you can make from Exercise 6 and practise saying them. Which words / phrases do you find hard to say? Practise saying them again.

- 8 Put the items in Exercise 6 in order, from the thing you would like the most as a present to the thing you would like the least.

SPEAKING TASK

- 11 Read the situations (1–7) below and think of one gift to give in each case. At least one of the gifts must come from one of these categories:

- a typical present
- an original / interesting present
- a very generous present
- a present which isn't bad for the environment
- a hand-made present
- a practical present

- 12 Work in groups. Using your ideas from Exercise 11, agree which present would be best to give in each situation. Every person in the group should be able to make or be happy to pay for each present. You can think of new ideas if you need to.

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What was both fun and useful in this unit?
- 2 What phrases have you learned to talk about stuff?
- 3 What listening or reading texts were difficult? Why?
- 4 What can you do to revise language from this unit?



140

- 1 It's your grandparents' golden wedding anniversary. They've been married for 50 years.
- 2 Your cousin turns thirteen next week and you want to buy her something special.
- 3 Some friends of yours – or of your family – have just had their first baby.
- 4 It's Valentine's Day next week and you want to get your partner something romantic.
- 5 You've been invited to someone's house for dinner and you want to take something for them.
- 6 Someone where you work is retiring next month.
- 7 Some friends have moved into a new house and have invited you to a party there.



Unit 14 Stuff 141

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.

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 7

Video

VIDEO Out and about

1 **Work in groups. Discuss the questions.**

- Have you ever been camping? How much stuff did you take?
- Have you ever been on a city break? How much stuff did you take?

Understanding accents

Some accents don't pronounce the /h/ sound when it appears at the start of a word, so *hair* /heə(r)/ may sound more like *air* /eə(r)/.

2 **Watch three people answer the same questions. Then work in pairs. How much can you remember about what they said? Have you had any similar experiences to any of the speakers?**

3 **Watch again. Match two sentences to each speaker. There are two extra sentences.**

- It's a good way to meet new people.
- It's a great place to spend time with your friends – and the food is great as well.
- I like travelling around Asia and exploring new cities.
- I always share a big tent with friends.
- I always take the basics – my boots and my camera.
- It gets really hot in the summer and I like going camping then.
- I go camping quite a lot – maybe three or four times a month.
- I take some clothes for going to parties, and some for going to the beach or doing sport.

4 **Work in groups. Discuss the questions.**

- What are some good ways to meet new people?
- What's a place you've been to where the food was great?
- What was the last town or city you explored?
- What's something you do three or four times a month?
- What do you usually wear when you go to parties?

Grammar and Vocabulary

VIDEO Developing conversations

5 **You're going to watch two people trying to decide which film to watch. Watch and take notes.**

6 **Work in pairs. Compare what you understood. Watch again if you need to.**

7 **Discuss the questions with your partner.**

- What other films do you know with Tom Cruise in? Have you seen any of them?
- Have you seen any other films starring any of the actors mentioned? If yes, which ones? Did you like them?
- Do you agree that 'everyone likes James Bond'?

8 **Watch again. Complete the sentences with two words in each gap.**

- Let's _____ one.
- Who's _____?
- OK, let me see _____.
- I think you're _____ like this one.
- What _____ film is it?
- It's about a _____ that lives with his son.
- I don't think I'm _____ for a romcom.
- Shall we _____?

CONVERSATION PRACTICE

9 **Work in pairs. You're going to practise a conversation.**

- Choose a Conversation practice from either Lesson 13A or Lesson 14A.
- Look at the language in that lesson.
- Check the meaning of anything you've forgotten with your partner.
- 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 _____ the last few weeks, Channel 3 have _____ showing a new drama series '_____'. It's supposed to be _____ really good. A friend was telling me that she's been _____ it and she really recommended it. It's _____ a clothes factory and the people _____ work there. It doesn't sound very interesting, but it's actually _____ to have quite a lot of exciting moments. For example, the workers went on strike, because they weren't _____ to take proper breaks and they _____ to do extra hours for no pay. My friend says the characters are really interesting too. Unfortunately, I can't watch it at the moment, because the place _____ I work is so busy. I'll _____ to watch it on a streaming service when I get some free time – or I go on strike myself!

2 **Choose the correct option to complete the sentences.**

- I've been going to Spanish classes for / since / during the start of the year.
- We've been knowing / knew / known each other for years. We went to school together.
- The classroom that / where / who we have English lessons doesn't have any windows.
- The new rules say that machines and other devices don't have to / must / mustn't have parts that can be replaced.
- I'd love to visit Japan one day. It is / It's supposed to be / It will be amazing.
- What do you call the stuff where / – / who you use to start a barbecue?
- You're allowed to / You don't have to / You mustn't throw away food in the recycling bin – or you'll be fined.

3 **Read the first sentence in each pair. Complete the second sentence so that it has the same meaning. Use between two and four words, including the word in bold.**

- We got married ten years ago. **FOR**
We _____ ten years now.
- You must turn off your phones and put them away during the test. **ALLOWED**
You _____ use your phones during the test.
- I must remember to write and say thank you. **FORGET**
I _____ write and say thank you.
- My brother used to play the piano, but he hasn't been interested since he left home. **LOST**
Since he left home, my brother _____ playing the piano.
- I've never seen them play live, but I've heard their shows are good. **SUPPOSED**
They _____ good when they play live.

4 **Listen and write the six sentences you hear.**

5 **Write a sentence before or after the sentences you heard in Exercise 4 to create short conversations.**

VOCABULARY

6 **Match the two parts of the collocations.**

1 read	a your old clothes / the body
2 play	b a local choir / the queue
3 waste	c the bin / your pockets
4 empty	d interest quickly / a button
5 lose	e the piano / yoga
6 join	f music / crime novels
7 get rid of	g the main character / it to a high level
8 take up	h energy / too much food

7 **Decide if these phrases are connected to films, music or day trips.**

a bass guitar	an exciting thriller	factor 50 sun cream
French subtitles	a full orchestra	a light romcom
a low note	a nice tune	a pack of tissues
a small backpack	a violent scene	a warm blanket

8 **Complete the sentences with the correct form of the words in bold.**

- I can't watch most horror movies. I find them too _____.
- Some of the _____ was terrible – or maybe it was just a bad script. **act**
- I can bring a couple of _____ chairs if you don't have enough seats for everyone. **fold**
- She always gives up too _____, if you ask me. **easy**
- It's difficult to earn a lot of money from writing because there's so much _____. **compete**
- I brought some drinks to the barbecue, but I forgot to bring a bottle _____. **open**
- It must be really tiring to _____ twice in one day. **performance**
- I love computer games where you can use your _____ to create new worlds. **imagine**

9 **Complete the short reviews with one word in each gap. The first letters are given.**

I didn't like this musical at all. The story was just very 's_____, the music wasn't great – there weren't any good 't_____, you would remember – and the main actor had a terrible 'y_____, and no talent. Avoid.

Love this 'm_____, bike. It came with everything you need – lights, a helmet, a bike 'p_____, and even a small Bluetooth 's_____, so you can listen to music while you cycle.

It was the first time the band had 'pe_____ live in six years. They played songs from their new 's_____, which are all quite 's_____, and the words are quite 'th_____. The '1g_____ only got excited when they played their old hits.

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

Jobs

IN THIS UNIT, STUDENTS:

- talk about jobs
- talk about experiences at work to give advice
- share information and discuss issues around ways of working

SPEAKING

AIM

to set the scene and introduce the theme with a photo; to get students talking about jobs; to preview ways of describing jobs

Optional lead-in activity Tell students to look at the unit title and photo. Ask: *What do you think this unit will be about? What words and phrases can you think of connected with this topic? What situations connected with this topic do you hope to practise?*

- 1 Start by telling the class that in this unit they're going to be learning how to talk about experiences at work and give advice, and issues around ways of working.
- Ask students to look at the photo on pages 6–7. Ask: *What can you see?* 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. Use the board to build up a list of good or bad things about the person's job, and use the opportunity to correct any errors or rephrase what students are trying to say.
- Once you have fed back on content, look at good pieces of language that students used and 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

Work with your students' answers.

- 1 Possible suggestions for the job include delivery driver or shop owner (she is delivering to her own shop).
- 2 Students may suggest she carries and delivers stock, she drives round the city, she takes orders from shops.
- 3 Good: get to travel round the city, you are your own boss, flexible hours (perhaps).
- 4 Bad: hard work, has to carry heavy things, not great in bad weather.
- 5 Questions: *Why do you do your job? Who do you work with? Do you enjoy your job? What's the most interesting part of your job? Does your back hurt?*

Optional extra activity *Outcomes* starts each unit with a large, interesting photo to stimulate interest in the topic and to get students 'on board' with the theme and topics. Here are three ideas you could use to extend interest:

- Personalize. Ask: *Have you ever done a job like this? When? Where? Would you like this job? Why? / Why not?*
- Introduce key or useful vocabulary. Write *work* and *job* on the board and brainstorm phrases connected with the words (e.g. *work hard, work nights, go to work; get a job, a full-time job, job website*).
- Preview language structures that will come up in the unit (here, present forms) to find out how well students can already use them. Ask: *What does she do? Where does she work? What is she doing?*

- 2 Mix pairs so that students are working with someone new. Ask students to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- Once you have fed back on content, explore and develop the language students used.

Optional extra activity In a small, new class, extend the pairwork in Exercise 2 into a mingle to provide more speaking practice and allow students to get to know each other better. Students go round the class and ask each other about their jobs and plans.

TEACHER DEVELOPMENT 1: INSTRUCTING

Go to page 220 for information and advice.

1A What do you do?

Student's Book pages 8–9

IN THIS LESSON, STUDENTS:

- talk about jobs
- ask and answer questions about jobs
- practise listening to conversations about jobs
- explain routines and current activities

DEVELOPING LEARNER INDEPENDENCE

AIM

to set lesson goals and encourage students' awareness of what they are trying to achieve

Ask students in pairs to look at the list of aims at the top of the page, and the headings of activities on the page. Ask them to discuss the questions below (which you could write on the board):

- 1 What vocabulary will you learn?
- 2 What skills (reading, listening, speaking, writing) will you practise?
- 3 What do you think is the main aim of this lesson?
- 4 What's your main aim in this lesson?

TEACHER DEVELOPMENT 15: LEARNER INDEPENDENCE

Go to page 226 for information and advice.

VOCABULARY Talking about jobs

AIM

to introduce and practise phrases to describe jobs; to practise saying common collocations to talk about jobs

V See Vocabulary reference 1A in the Student's Book.

- 1 Start by looking at the information in Vocabulary reference 1A as a class.
- Ask students to look at the photo on page 9. Ask: *What's his job? What does he do in his job? Would you like to do this job? Why? / Why not?* Elicit all words and phrases students already know (*barber/ hairdresser, cut hair, shave*).
- Focus the class on the list of phrases, and elicit which extra word from the box goes with *deal with* (*enquiries*).
- Organize the class into pairs to complete the phrases. In feedback, elicit answers, and check any words that students are unsure of. Alternatively, move on to Exercise 2 which plays the answers on an audio. Students can listen and practise saying the words.

Answers

- 1 enquiries
- 2 the minimum wage
- 3 research
- 4 myself
- 5 my own company
- 6 part-time
- 7 the fashion industry

NB *work for my own company* is possible, but you would be more likely to say *work for myself*

Vocabulary notes

enquiries = when people call a company to ask questions

the minimum wage = the lowest amount of money per hour that you are legally allowed to pay someone

run a hotel = manage a hotel

Note: *work* (+ adjective), *work in* (+ jobs sector or a place), *work for* (+ company or employer)

TEACHER DEVELOPMENT 4: LEARNING AND CHECKING NEW WORDS

Go to page 221 for information and advice.

2 **P** **▶** Play the audio. Students listen and check answers.

- Ask students to work in pairs to say what phrases were hard to say.
- Play the audio again. Students listen and repeat. Play and pause the audio if students have problems saying the words.

Audio script

- 1 enquiries, deal with enquiries
- 2 the minimum wage, earn the minimum wage
- 3 research, do research
- 4 for myself, work for myself
- 5 my own company, run my own company
- 6 part-time, work part-time
- 7 in the fashion industry, work in the fashion industry

Pronunciation notes

Problems here will depend on individual students.

You could focus on the *main stress* in longer words:

enquiries, *minimum*, *research*, *company*, *industry*.

You could point out linking: *work in*, *my own*. You could point out *weak forms*: *for*, *the*, etc.

Note the *main stress* in other words in the exercise:

customers, *essential*, *government*, *restaurant*, *education*.

Note that 't' is a /ʃ/ sound in *essential* and *education*.

Note the silent 'n' in *government*.

TEACHER DEVELOPMENT 5: DRILLING FOR PRONUNCIATION

Go to page 222 for information and advice.

Optional extra activity Ask students to work in A and B pairs. Set a one-minute time limit. Student A says the first part of a phrase (e.g. *I often have to deal with ...*), and their partner must finish the phrase appropriately (e.g. *... enquiries / customers*). See how many phrases students can remember and how fast they can answer.

3 Model the activity first. Describe a job using three phrases from Exercise 1 and ask students to guess which job it is.

- Organize the class into new pairs to describe and guess jobs. Monitor and note how well students use the new language. You could pick up errors to discuss in feedback at the end. Tell students to change roles once the job has been guessed. Set a five-minute time limit and see how many jobs students can describe and guess.

Example answers

I work for the government. I earn good money. I deal with international problems. (politician; foreign minister)

I do essential work. I work long hours. I deal with people who are ill. (nurse; doctor)

Optional extra activity Brainstorm ten different jobs to the board. Ask students to describe them using phrases from the lesson. Alternatively, if your students have a job, ask them to prepare and present a description of their job using as many of the phrases in Exercise 1 as possible.

DEVELOPING CONVERSATIONS

Questions about jobs

AIM

to introduce and practise common questions used to ask about jobs; to practise asking questions about jobs

- 4 Read through the information in the box as a class.
- Ask students to read and match the questions and answers. Ask students to compare answers in pairs. In feedback, check that students know all the words (*get on* = have a positive relationship or be friends with; *What are the hours like?* is basically asking what sort of hours they work – whether they have to work late, work difficult hours, do a long working day or just 9 to 5, etc.).

Answers

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

- 5 ▶ Play the audio. Students listen and repeat. Play and pause the audio if students have problems saying the sentences. If you prefer, model difficult parts of the sentences yourself.

Audio script

- What do you do?
- Where do you work?
- How long have you worked there?
- Do you enjoy it?
- What are the hours like?
- What are your co-workers like? Do you get on?

Pronunciation notes

The key to getting the rhythm of questions right is to focus on the stress. The words that carry the main meaning are strongly stressed in English. Working words like auxiliaries (*do, are, etc.*) and pronouns (*you, it, etc.*) are unstressed.

Write *What do you do?* on the board and label it to show students how this works. Note the strong stress on *do?* the secondary stress on *What* and the way the working words are reduced to /ə/ sounds:

- /ə/ /ə/ •

What do you do?

- 6 Ask students to prepare a different set of answers to the questions in Exercise 4. A good way of doing this is to ask pairs to work together to think of a new job and job experiences, and to prepare answers, then mix pairs so they ask and answer with a new partner. Set a five-minute time limit. You could pick up errors to discuss in feedback at the end.

TEACHER DEVELOPMENT 8: FEEDBACK ON CONTENT, LANGUAGE AND ERRORS

Go to page 224 for information and advice.

Optional extra activity Ask students to memorize the questions. Tell them to say the words over and over, in their head or quietly, and to keep covering the questions until they can remember them all. Give students three

minutes to do this. Ask students to interview each other briefly with the questions (but note that students will be asked to use these questions in an extended interview at the end of this lesson).

LISTENING

AIM

to practise listening to hear the questions speakers use; to listen for specific information and identify the speaker

- 7 ▶ Play the audio. Students listen and note the questions they hear from Exercise 4 (they can just note the number of the questions for each conversation). Point out that speakers may not say exactly the same as the questions in Exercise 4.
- In feedback, elicit answers, and ask students to say what other information they heard / understood.

Answers

Conversation 1

- What do you do?
- Where do you work?
- How long have you worked in Frankfurt?
- So do you enjoy the job?
- What are the hours like then?

Conversation 2

- What do you do?
- So do you get on?
- So do you enjoy it then?

Other questions asked: What's the business exactly? So how many people work there?

Audio script

- 1 A: What do you do then, Emre?
B: I'm an engineer.
A: Oh, right. Where do you work?
B: Before, different places in Turkey, but I'm working in Frankfurt now.
A: OK. So that's where you're going ...
B: Yeah, I was just with my wife and kids for a few days.
A: Oh right. They don't live in Frankfurt?
B: No. They are in Ankara.
A: That's hard. How long have you worked in Frankfurt?
B: Oh, almost two years now.
A: OK. That's difficult – not being with your family.
B: Yeah, no. I see them a few days every month and I have other longer holidays.
A: OK.
B: And I'm earning really good money in this job, you know. If you want to support a family, you need to earn, right? Kids are expensive!
A: True. So do you enjoy the job?
B: Oh yeah. We're building this huge IT park. It's going to be amazing. Always problems to deal with so it's super interesting.
A: Cool.
B: Yeah – it's hard work, but I love it.
A: What are the hours like then?

B: Oh, I mean, sometimes 35, sometimes 50 ...
 A: Really? That's hard.
 B: Yeah, but no, it's good. And my co-workers, they are great – we really get on.
2 C: So Veronika, what do you do?
 D: Oh, I work for a clothes company back in Serbia, but I'm doing an MBA here now.
 C: Oh, right – that sounds hard!
 D: Oh, for me it's nice. It's my first break from work in five years.
 C: OK! But you still want to go back and work there?
 D: Well, actually it's my dad's company and he wants me to run it when he retires ...
 C: Oh, right. I see. What's the business exactly?
 D: We have a couple of clothes shops and we sell our own designs.
 C: Nice. So how many people work there?
 D: Oh, it's small. It's a real family business. There's my uncle, my brother, a cousin and maybe ten others who've worked there a long time.
 C: Ah, OK. So do you get on? I don't think I could work with my dad.
 D: Oh, no. He's great. I mean, sometimes I argue with my brother, but not often. It's family, right?
 C: Yeah, yeah. So do you enjoy it then?
 D: Oh yeah. It's all good.

- 8** Organize the class into pairs to read and discuss the sentences. Tell them to try to remember from the first listening who the sentences are about.
- Play the audio again. Students listen and note the answers. Ask students to compare their answers in pairs. Don't worry if students didn't understand all the information necessary to answer these questions – just find out what they heard.

Answers

1 V 2 B 3 B 4 V 5 E 6 V 7 E 8 E

EXAM-STYLE SKILLS TASKS: How to identify speakers

Students at pre-intermediate level are asked to identify speakers in a number of common exams.

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

- 1 Know who is speaking and when. Support students by asking (before playing the audio for the second time): *Who speaks first – Emre or Veronika?* (Emre)
- 2 Recognize that speakers won't say exactly what is in the task. They may need to infer. Model this as an example with the first sentence. On the board, write *I'm not working at the moment*. Read out what Emre says: *I'm working in Frankfurt now*. Read out what Veronika says: *I'm doing an MBA here now ... my first break from work in five years*. Elicit that the answer is V for Veronika.

- 3 Recognize how to do the task. Here, you could suggest they listen and write *E* next to the sentences about Emre, *V* next to those about Veronika, then, at the end, work out which ones are about both of them.

TEACHER DEVELOPMENT 10: DEVELOPING LISTENING SKILLS

Go to page 224 for information and advice.

- 9** Organize the class into groups of four to discuss the questions. Ask students to take turns to ask and answer questions. Monitor and note errors and interesting uses of language.
- Once you have fed back on content, explore and develop the language students used.

Optional extra activity Organize Exercise 9 as a mingle. Ask students to walk round the class and interview three or four other students.

GRAMMAR Present simple and present continuous

AIM

to check students' understanding of how to talk about the present

- 10** Read through the information in the box as a class. Then organize the class into pairs to match the rules to the forms. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in Grammar reference 1A. The Grammar reference provides a more detailed presentation of use and form. It shows students how to make positive, negative and question forms.

Answers

PS: 2, 4, 5
 PC: 1, 3, 6

Language notes

English uses the present simple to express permanency – i.e. routines or things that are always true (*I live in an old house – it's my home*), whereas the present continuous is used to express temporariness – i.e. happening now or these days, and not for always (*I'm staying in a hotel for a few days*). Students often have problems deciding when to use the forms 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 Russian learners will find it really hard to recognize when to use which form. It is a good idea to try to familiarize yourself with the different problems your students may face.

Timelines can be used to check the difference between the present simple and continuous. Here, a straight line is used to show permanency, a wavy line is used to show temporariness. Note the examples below, which you could incorporate into a board-stage check when doing Exercise 10:

I'm doing an MBA.

Past _____ Now _____ Future

My father runs the company.

Past _____ Now _____ Future

TEACHER DEVELOPMENT 6: APPROACHES TO GRAMMAR

Go to page 222 for information and advice.

11 Elicit the correct form for sentences 1a and 1b to get students started. Then ask students to work individually to complete the sentences before checking answers with a partner.

- Have a brief class feedback and discussion session, and deal with queries. In feedback, ask: *Is the situation temporary or is it generally true?*

Answers

- | | |
|---------------------|-----------------------|
| 1 a run | b 'm running |
| 2 a try | b 's trying |
| 3 a 'm earning | b earn |
| 4 a don't deal with | b 'm not dealing with |
| 5 a Are you working | b Do you work |

12 Organize the class into groups of four or five. Give students two or three minutes to prepare things to say to answer the questions. Ask them to take turns to ask and answer questions. Monitor closely and note language to focus on at the end of the activity.

- In feedback, focus on interesting language students used and on errors they made.

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 what do you do?
 2 How's your job going, We're working
 3 do you start, I start, I usually leave, I usually get up
 4 It's doing
 5 He's looking
 6 I'm working, They're redecorating
- 2** 1, 2, 4 and 5 are incorrect
 1 It's raining
 2 I sometimes cycle
 4 who owns
 5 isn't doing

CONVERSATION PRACTICE

AIM

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

13 This is an opportunity to bring together several parts of the lesson and for students to practise talking about their own jobs or dream jobs.

- Ask students to look at the questions they memorized in Exercise 4 again. Ask them to prepare personal answers. Go round and help with ideas.
- Once students have ideas, organize the class into pairs and ask them to practise. Allow pairs to have a go three or four times – practice makes perfect. Tell them to refer to the questions and answers they noted first, but to then try to have conversations without prompts.
- Mix pairs. You could do this as a mingle – ask students to stand up and find new partners to talk to. Listen for errors, new language or interesting conversations to focus on in feedback.

TEACHER DEVELOPMENT 7: DEVELOPING SPEAKING SKILLS

Go to page 223 for information and advice.

1B How's it going?

Student's Book pages 10–11

IN THIS LESSON, STUDENTS:

- talk about experiences at work to give advice
- use their knowledge to help interpret a text
- share information in texts to discuss work issues
- use language to say how work's going

READING

AIM

to practise reading and relating what students read to their own experience; to give students practice in reading for key information in a text

- 1** Start by modelling the activity. Practise the conversation provided with a student, then change details (e.g. ask: *How's life going?*) and ask two or three other students. Once students have got the idea, tell them to ask their partner, then ask two or three other people who are sitting near them in the room.
- At the end, ask students to explain what *How's it going?* means. Look at good pieces of language that students used in the activity, and point out and correct errors.

Optional extra activity Do this activity as a mingle. Students walk round and chat to four or five other people in the class.

Language notes

How's it going? = an informal way to start a conversation by asking someone to say what's happening in their life, at work, etc. People usually expect a short answer (*Fine, OK, Not great*, etc.). Similar ways of asking include *What's up?* and *How are things?*

- 2** Read through the types of people. Check (*work contract* (= a written agreement that agrees the hours, pay, etc. of a job). Elicit a few examples of problems the first type of person might have.
- Set a two- or three-minute time limit for students to prepare. Then organize the class into groups of three to share ideas.
 - In feedback, elicit a few ideas from each group.

Example answers

- 1 No experience, doesn't understand adult workplace, may not know what job he/she wants.
- 2 Can only work restricted hours so needs flexible or part-time work, employer may not want to give time off.
- 3 Isolated, may be stressed by long hours or having to make decisions.
- 4 Has to travel to work, has to deal with office politics.
- 5 Worried about getting work or being paid, no holiday or sick pay.

- 3** Ask students to focus on the three photos of the people on page 11. Ask: *Where are they from? How old do you think they are?*
- Students can work in the same groups as in Exercise 2. Tell them to choose and read about a different person. When students are ready, they take turns to say how their person's work is going and talk about their own experiences.
 - In feedback, if your class are largely of working age, have an open-class discussion about problems your students have faced. If your class is of school age, ask them to say which person they think has the biggest problem and why.

Answers

Si-Woo

He's beginning to do more interesting things, but he's not even getting the minimum wage.

Problems: competition for jobs, can't get work experience, do boring jobs at first, not getting much money.

Talita

She loves her work in a centre that teaches parents new skills and provides free day care for kids.

Problems: took time off and lost her job, cared for her dad for no money.

Jada

Her job and hours suit her, and she's enjoying getting to know Manchester.

Problems: flexible contract means she can't be sure of hours or money.

MEDIATION

Mediating a text

In Exercise 4, students have to simplify or summarize a text to help someone else understand it.

Students also have to relay specific information – i.e. tell them what the key points are in the text, using clearer or simpler language, or a different language. In the final step, students need to collaborate to reach a consensus.

After completing Exercise 4, ask students to reflect on how they processed and shared information in the texts they read. Ask: *How did you select key information to say? Did you just read the information or did you put it in your own words?*

TEACHER DEVELOPMENT 9: MEDIATION

Go to page 224 for information and advice.

- 4** **M** Ask students to read sentences 1–6 first, and to think about which sentences might apply to the person they read about. Explain to students that they will need to find information that is expressed in a different way in their text, and may have to read between the lines (i.e. interpret what they read to reach a solution).
- Tell students to work in their groups of three. Tell each student to summarize their text and share any information that matches their person to statements 1 to 6. Students discuss and decide on answers.
 - In feedback, ask different groups to report to the class, reporting the information they found in the text.

Answers

- 1 J (*the manager. Luckily, I get on with mine ...*)
- 2 T (*I took time off... my boss said don't come back*)
- 3 SW (*I applied for hundreds of jobs ... In the end, I ...*)
- 4 T (*the government started providing support*)
- 5 J (*if you're late with a delivery, you can lose money*)
- 6 SW (*It's good to get new skills*)

TEACHER DEVELOPMENT 11: DEVELOPING READING SKILLS

Go to page 225 for information and advice.

- 5** Ask students to read the questions carefully and prepare what to say. You may need to explain *flexible contract* (see Culture notes below). Students talk in pairs. Set a three- or four-minute time limit. In feedback, open out the personalized questions to a class discussion.
- Once you have fed back on content, explore and develop the language students used.

Culture notes

Flexible hours contracts are common in some service sectors in the UK. It means you can choose when you start and finish work, and sometimes how many hours you choose to do. Jada has a zero-hours contract. It gives

both her and her employer the right to decide how many hours they want to work or give someone work. It is controversial because it provides few rights to a worker (e.g. no sick pay), and, as Jada explains, employees may often have too few hours in a week.

VOCABULARY How's work?

AIM

to introduce and practise phrases to describe work

- 6** Ask students to complete the sentences. You could elicit the first answer to get students started. Ask them to compare their answers in pairs before discussing as a class. In feedback, check new words (*apply for a job* = write to employers; *give a presentation* = give a talk about work). Note, however, that while the words aren't necessarily new, the collocations could be unfamiliar. Get students to note and learn the words as collocations.

Answers

- 1 working on, project
- 2 talking with, contract
- 3 shouted, on time
- 4 increased, company
- 5 gave, presentation
- 6 organize, argument
- 7 applied for, interviews
- 8 spend, skills

TEACHER DEVELOPMENT 3: APPROACHES TO VOCABULARY

Go to page 220 for information and advice.

- 7** Ask students to work in pairs to match sentences from Exercise 6 to the questions. Start students off by eliciting a few answers for question 1 (e.g. 1, 2 and 8 could match 'working for themselves').

Example answers

- Working for themselves: 1, 2 and 8
A manager: 1, 2 (5 may be a new manager)
New to a job: 3, 5, (maybe 8 or even 1 or 2)
Stressed: 1, 3, 6, 7
Bored: 8 (maybe 7)
Excited: 1, 2, 5

- 8** Personalize the language by asking students to prepare their own examples. Give them two or three minutes to prepare. Then ask them to work with new partners to discuss the questions.

Example answers

- 1 at a conference
- 2 for being late, for doing something wrong
- 3 time-keeping
- 4 online job sites, by writing letters
- 5 how to control a class
- 6 students' own answers

Optional extra activity Ask groups to choose two or three other interesting chunks with collocations from the texts and to write them on a piece of paper. Tell them to pass them to another group who must decide what they mean and who mentioned them and in what context. (Possibilities: *It's good to get new skills, I'm grateful for my life, I'm getting to know Manchester*).

SPEAKING

AIM

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

- 9** Ask students to read through questions 1–8 and prepare answers. Set a three- or four-minute time limit and tell students to make brief notes if they wish. As students prepare, go round and help with ideas and vocabulary.
- Students discuss in groups of four. Monitor, listening for errors and good use of language, especially with the use of collocations.
 - In feedback, briefly ask one or two students to say what they found out about classmates. Once you have fed back on content, explore and develop the language students used.
- 10** Organize the class into pairs. Students work together to prepare their list of five tips.
- Encourage students to make suggestions based on their own or someone else's experiences, and to discuss them with their partner, justifying their ideas, highlighting issues with their partner's ideas and agreeing together on a list of lessons.
 - Think about how you organize students to do this activity. You may wish to pair stronger students with weaker students so they can support them, or you may wish to keep them apart, and use your time to monitor and support weaker students.
 - In feedback, ask different pairs to tell the class their ideas. Use the board to build up a list of the five best tips agreed on by the class.

Example answers

- It's important to listen and learn.
Don't work very long hours.
Always try to make friends with your co-workers.
It's important to ask for the money you deserve.
Always try to be on time.

Optional extra activity Ask pairs to prepare and present a poster with five tips on it. In their presentations, students should aim to explain the reasons behind their tips. Tell them to address their presentation to a group of young job seekers.

TEACHER DEVELOPMENT 13: DIFFERENTIATION

Go to page 226 for information and advice.

1C Organize your time

Student's Book pages 12–13

IN THIS LESSON, STUDENTS:

- share information and discuss issues around ways of working
- practise hearing groups of words in fast speech
- practise listening to a podcast about a work issue
- talk about what normally happens in common work situations

LISTENING

AIM

to practise understanding fast speech in a podcast;
to listen for specific information in a text

- 1 Focus students on the photo on page 12. Ask: *What can you see?*
- Ask students to discuss the questions in pairs.

Example answers

- 1 The person is working on a computer in the kitchen at home.
- 2 More and more people work from home, especially in jobs where you are on a computer most of the time (e.g. editor, designer, writer, accountant).
- 3 Positives are that you don't have to commute, can work flexible hours, can enjoy home comforts (e.g. listening to your own radio), can be flexible with childcare. Negatives are that it is lonely, you are cut off from colleagues, you miss out on aspects of office life such as social functions, meeting people, doing courses, you can get bored, there is nobody there to help or encourage you.
- 4 Often people do more work because they don't waste time travelling, in pointless meetings, or being distracted; sometimes being alone or bored can mean you do less work.

- 2 ▶ Ask students to read the questions. Point out there are two speakers on the podcast – the host, Linda, and her friend Henry.
- Play the audio. Students listen and note answers.

Answers

- 1 working from home
- 2 getting distracted easily and not focusing or concentrating
- 3 Linda does online training and has worked from home for about four years, but Henry is newer to it. He works in IT and he runs his own business, giving IT support and sometimes doing a bit of training.

Audio script

L = Linda

L: Hi there. Welcome to the *Work and More* podcast. My name's Linda Carey and today I'm going to be joined by my friend Henry. The topic we're going to discuss is something that many of you maybe have experience of now – working from home. Of course, the way you feel about this topic probably depends on lots of different things. It depends where you live, depends on the person – depends if you find it easy to work on your own or if you get distracted easily and can't focus or concentrate. Now, before I introduce Henry, a little about the two of us. I do online training and I've worked from home for about four years, but Henry is newer to it. He works in IT and he runs his own business, giving IT support, and sometimes does a bit of training. Henry, welcome!

- 3 **FS** ▶ In Lesson C of each unit of *Outcomes*, students are given practice in listening to an aspect of fast speech. Recognizing how fast speech works, and regularly practising listening for it, is a good way of improving your students' ability to follow conversations, and builds your students' confidence.
- Read through the information. You could elicit examples of two words sounding like one (e.g. 'gonna' for *going to*).
- Play the audio. Students listen and circle numbers. Ask students to compare answers in pairs before giving answers.
- If students find the activity a challenge, play the recording a second time.

Answers

a 4 b 7 c 5 d 5 e 5 f 5

Audio script

- a So first of all
- b I mean, I can see the benefits
- c depends when I wake up
- d it depends on the job
- e and I have to stand
- f and the other thing is

Pronunciation notes

English is a stress-timed language. Unstressed syllables are very weakly stressed and reduced often to /ə/ sounds. They also link to other words, which makes it hard to notice word boundaries in fast speech. Point out a couple of examples: *of*, *can* and *to* have weak /ə/ sounds; *depends on* and *wake up* involve linking.

- 4 ▶ Play the audio. Students listen and note answers. Ask students to compare answers in pairs before giving answers.

Answers

rent an office

Probably good advice as he works long hours in a crowded space and it is affecting relationships.