

speakout **2ND** EDITION

Advanced Plus Teacher's Book

with Resource and Assessment Disc

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TEACHER'S BOOK

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Extra resources



- Class audio scripts
- Class video scripts
- Class videos
- Video worksheets

Tests

- Unit tests
- Achievement tests
- Mid-course test
- End of course test
- Test audio
- Test audio scripts
- Test answer key



STUDENTS' BOOK CONTENTS

LESSON		GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
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1.3	Sharing economy? page 14	presenting survey results	collocations: sharing economy	intonation: chunking	read about the sharing economy
1.4	Generation rent page 16				
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DVD-ROM:  DVD CLIPS AND SCRIPTS  STREET INTERVIEWS  CLASS AUDIO AND SCRIPTS					

LISTENING/DVD		SPEAKING	WRITING
		suggest solutions to problems	
	listen to a radio programme about a game-changing website	decide on which person gets help	write an article
	listen to a presentation of survey results	conduct a survey; present survey results	
	 Generation rent: watch an extract from a BBC documentary about a co-living space	design a co-living space	write a proposal for a co-living space
		discuss your attitude to mistakes; participate in an experiment about memory	
	listen to a radio programme about an alternative way of learning	speak about your own education and educational values	take notes; write a summary
	listen to a discussion about creativity in education	lead a discussion; improve interaction management	
	watch people talking about different learning experiences	discuss the qualities a great teacher needs	write about learning experiences
	listen to a question-and-answer session about finding a job	take part in a job interview	write a cover email
		hold a mediated discussion	
	listen to a political interview	discuss questions about politics; participate in a radio interview	
	 10 things you need to know about the future: watch an extract from a BBC programme about how our lives will change in the future	recommend a future career	write a fact file for a job
		discuss role models and other influences in your life	
	listen to a BBC radio programme about the internet 'echo chamber'	talk about breaking out of your 'echo chamber'	write a report on the effects of social media on relationships
	listen to a presentation about an exciting activity	give a persuasive presentation	
	watch people talking about influences when buying things	sell a product	write a short opinion piece

STUDENTS' BOOK CONTENTS

LESSON		GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
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IRREGULAR VERBS page 103		LANGUAGE BANK page 104		VOCABULARY BANK page 120	

LISTENING/DVD		SPEAKING	WRITING
		talk about fads in fitness and other fields	
	listen to a woman talk about what it's really like to be a model	discuss the pressure to look and dress a certain way	write a description
	listen to people discuss their own idea of staying healthy	suggest ways to make a workplace healthier	
	 Rick Stein: from Venice to Istanbul: watch an extract from a BBC programme about the feelings food evokes	describe a food memory	write about a food memory
		choose a city to move to	
	listen to a radio programme about being an interpreter	discuss issues in translation	write an article
	listen to people talking about faux pas in other countries	compare different cultures	
	watch people talking about cultural differences	discuss cultures and quotes about culture	write about the culture of a specific group
	listen to an editor advising a writer	talk about alternate endings to your favourite film or novel	
	listen to two poems and to people saying why they like them	discuss two poems; talk about song lyrics and poems	write a review
	listen to someone's experience on a classic rail journey	tell travel anecdotes in an informal style	
	 Great Expectations: watch an extract from a BBC classic drama	tell a story about a strange event	write a description of a strange event
		talk about the little choices that change your life	
	listen to a programme about how digital texts change the way we read	discuss the impact of digital technology on our reading habits	write a for and against essay
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	watch people talking about different choices	discuss quotations about choice, discover what you are like	write a key for a personality quiz
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Welcome to *Speakout Second Edition Advanced Plus*. Together with *Speakout Second Edition Intermediate Plus*, it makes *Speakout Second Edition* a comprehensive 8-level series.

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

Advanced learners can already function well in English and have much of the language needed to express complex ideas, whilst at the same time wanting to gain mastery of more sophisticated and natural language and to be able to use this spontaneously. To meet these needs, *Speakout Second Edition Advanced Plus* explores advanced spoken and written grammar, and extends learners' confidence with lexical collocation, connotation and style in order to help learners reach greater complexity and precision in all aspects of their comprehension and output. *Speakout Second Edition Advanced Plus* is underpinned by a carefully researched syllabus and introduces new items as well as recycling and extending previously studied language. Learners can expect to be challenged in ways that will lead to a true breakthrough in their proficiency.

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

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

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



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

STUDENTS' BOOK WITH DVD-ROM

- ## CLASS AUDIO CDs

-

WORKBOOK

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

WORKBOOK AUDIO

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

MYENGLISHLAB

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

[illegible]

5

LISTENING

1 Which of the following do you think has the biggest impact on your general health? Why does it cause genetic stress?

2 Listen to part of a discussion between two researchers talking about theories of what makes a body healthy for longevity 1-5, choose the best answer (A, B, C or D) according to what you hear.

What point does Chatterjee de Vries make about the general understanding of the genome?

3 The importance of genes is overestimated.
4 The definition of the concept has been oversimplified.
5 It isn't as detailed as researchers would like.

6 It requires increased understanding before it will offer any answers.

7 When discussing the Helminx Microbiome Project, Luke Slater mentions:
8 his displeasure that the media had little interest in his findings.

9 his frustration that the success had only a monetary impact.

10 his doubt that anyone will be interested in long-term.

11 his enthusiasm for the concept and breadth of resulting research.

12 What view is stated about emergent technology in the field?

13 It is only useful when it has a defined role.

14 It tends to stop at a regular basis.

15 It provides ongoing detailed insights into investigation.

16 It has a theoretical use but little else.

17 When discussing promoting microbiome health, both researchers agree that:
18 the public response is often exaggerated.
19 people are well aware of the issues surrounding it.

20 There is a need to fight public misconceptions.

21 Interest is generally higher among those who exercise regularly.

22 What final conclusion do the researchers reach about diet?

23 Minimal changes to diet could positively affect the microbiome.

24 Poor diet directly causes autoimmune and allergic diseases.

25 The more fat you eat, the more bacteria enter in your gut.

26 The most successful and healthy diets are voluntary.

GRAMMAR
NOUN PHRASES

2 Complete the noun phrases using the correct form of the verbs in brackets and add any words where necessary.

1 The film is *late* (start / adaptations / Marvel studios).

2 I took part in *gymnastics* / *class* / *foos* / *high jump* / *karate* (perform / exercise).

3 We think this is a *rapid* / *change* / *market* / *offer* / *potential* / *massive* / *sales*.

4 This book is ideal for anyone trying to *be* / *better* / *improve* / *learn* / *seek* / *learn* / *success*.

5 *Ground* / *break* / *experiment* / *research* / *conduct* / *Europe* / *provided* the theory.

6 She gave *series* / *talks* / *environment* / *protect* / *referred* / *general* public.

7 Rewrite the sentences using a suitable noun phrase to replace the underlined phrase.

1 There is an industry whose importance is increasing.

2 She works for an organisation which is international but little known.

3 To cook it really well, we use up one of the two cups of water in the tank.

4 Rather not go to classes that are organised – they aren't as effective as those that are self-organised.

5 His species are brilliant, but the *lifeless* life organisms are not as *diverse* as those that are *active*.

6 Try to avoid products with sugars that are added, or salt contents that are high.

7 I find that foodie forums often are one of the best of learning about recipes that is best.

8 Most of the issues that *people in the article mentioned* were completely irrelevant.

9 Their *gibbon campaign* which *had happened recently* attracted the attention of the public.

10 Having read your proposal, I think that a *solution which is practical* and has *low impact* on people.

VOCABULARY
COLLOCATIONS

4 Match words from boxes A and B to make collocations to complete the sentences. Use the correct form.

A
adher / deliver / ditch / discuss
enhance / dig / engage / focus / focus (on)

a host of benefits / a memory
an aspect of appearance / a quick
a combination of a lot of exercise
a poor diet was sufficient to

the control group.
The renovation of the
concert hall was intended to

accommodate bigger events.
Looking at the photographs suddenly
revealed long forgotten childhood friends.

There are serious questions being
asked about whether the policy will
promise to the electorate.

A gluten-free diet is supposed to
high
to high
to high

My problem is that I'm not capricious.
I can barely
am actively before growing tired of it.

Could we
your study which I disagree with?
Your findings on weight loss seem
incredulous.

I'd doubt that she'll
to continue with her training after
a marathon. We've created an
satisfying

by
using subtle skin tones and
helping you stay hydrated.

Of the people I spoke to, none
by
dining alone. He also followed a
strict exercise regime.

VOCABULARY PLUS
COMPOUNDS

5 Circle the correct options to complete the text. Use the correct form.

Fashions, diets, personal
health. But the psychology of this has
that every household across
the country is, at some point or
another, destined to be limited
by the availability of

commonwealth and
there is limited control regarding
the best product, we tend to
over-rely that when we are
faced with a situation where

we're inclined to naturally make
over to be considered a
risk, so we may find more
controllable than that children's
and facts around us. When one
familiar child is being pregnant
and takes up a new fact, then this
can be a good thing. And in the
hearing material of people and
some, which is a good thing.

and reinforces the importance of
the importance of the
of the world, whether for what
on the other hand, it's a good
thing. It's a good thing.

And so, I would seem to
be the "bad."

1 a) high b) low c) low d) low

2 a) high b) low c) low d) low

3 a) high b) low c) low d) low

4 a) high b) low c) low d) low

5 a) high b) low c) low d) low

6 a) high b) low c) low d) low

7 a) high b) low c) low d) low

</

MYENGLISHLAB

Learning Management System that provides:

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

MyEnglishLab

8.1

Unit 8

speaking

2ND

Advanced Plus

Switch to Student view

Listening

Listen to four short extracts. Match the speakers with the reasons for making the decisions.

▶ 00:00 ◀

Example:

A the need to earn more

☐ Speaker 1
☐ Speaker 2
☒ Speaker 3
☐ Speaker 4
☐ Speaker 5

B the need for personal commitment

☐ Speaker 1
☐ Speaker 2
☐ Speaker 3
☐ Speaker 4
☐ Speaker 5

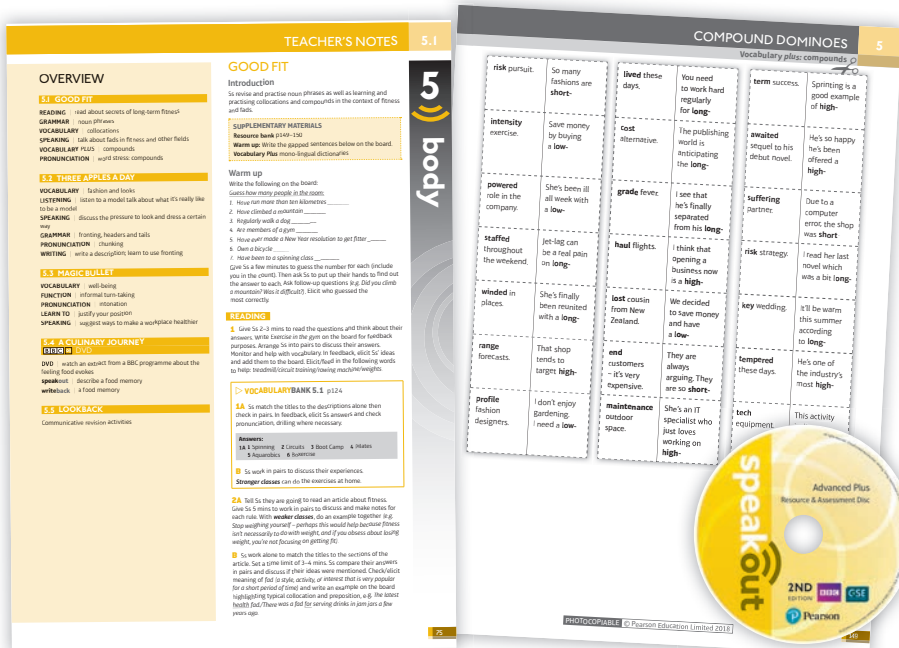
C the need for a challenge

☐ Speaker 1
☐ Speaker 2
☐ Speaker 3
☐ Speaker 4
☐ Speaker 5

D a job requirement

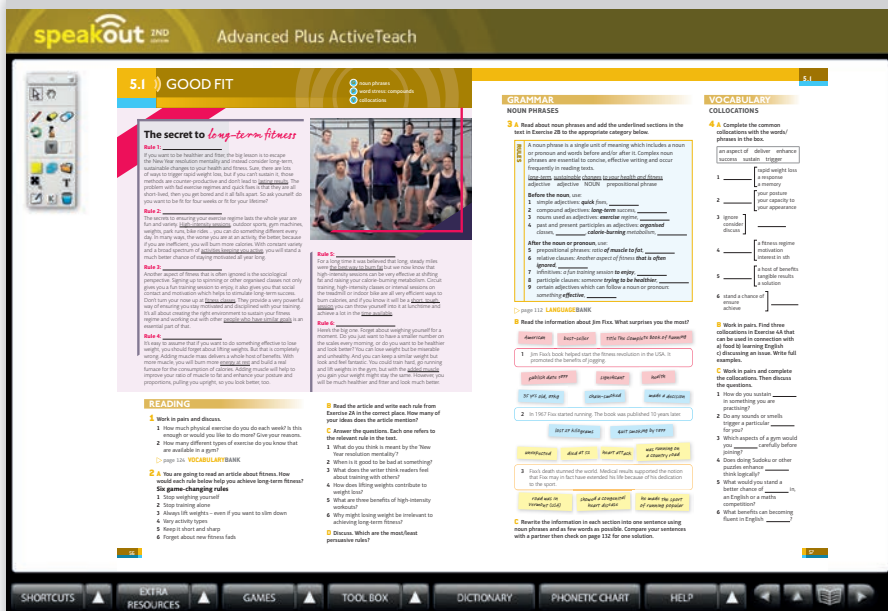
☐ Speaker 1
☐ Speaker 2
☐ Speaker 3
☐ Speaker 4
☐ Speaker 5

Submit



TEACHER'S BOOK WITH RESOURCE AND ASSESSMENT DISC

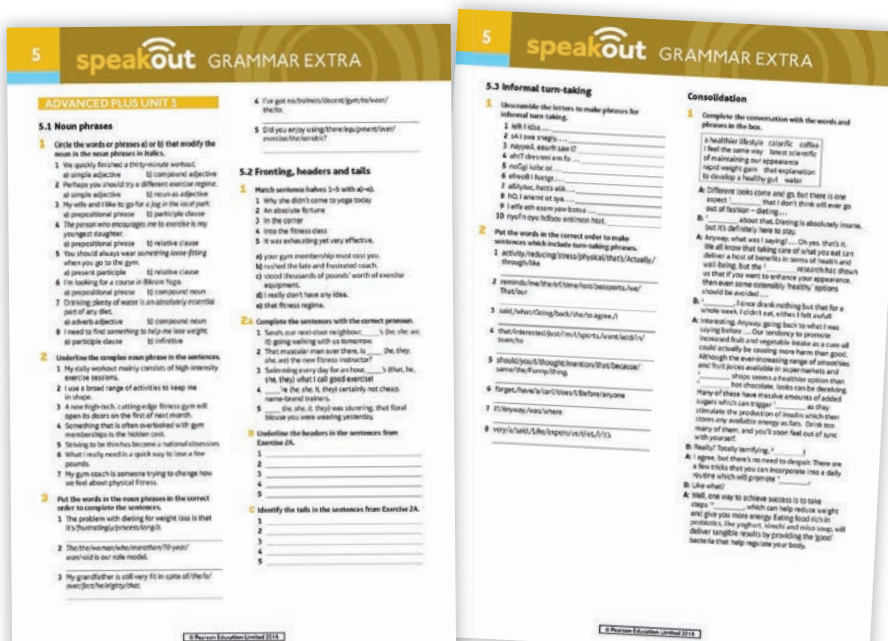
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation, using video, etc.
- Photocopiable grammar, vocabulary and functional language worksheets for every unit
- Class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



ACTIVETEACH

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

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



WEBSITE AND SPEAKOUT EXTRA

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

Speakout Extra and other teacher's resources available at:

www.english.com/portal

Speakout Second Edition Advanced Plus Students' Book

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

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

5

body





GOOD FIT p56



THREE APPLES A DAY p59



MAGIC BULLET p62



CULINARY JOURNEY p64

2 **SPEAKING** 5.1 Talk about fads in fitness and other fields. 5.2 Discuss the pressure to look and dress a certain way. 5.3 Suggest ways to make a workplace healthier. 5.4 Describe a food memory.

LISTENING 5.2 Listen to a woman talk about what it's really like to be a model. 5.3 Listen to people discuss their own idea of staying healthy. 5.4 Watch an extract from a BBC programme about the feelings food evokes.

READING 5.1 Read about secrets of long-term fitness. 5.2 Read how looks can be deceiving.

WRITING 5.2 Write a description. 5.4 Write about a food memory.

5.1 GOOD FIT

Rule 1:
If you want to be healthier and fitter, the big lesson is to escape the New Year resolution mentality and instead consider long-term, sustainable changes to your health and fitness. Sure, there are lots of ways to trigger rapid weight loss, but if you can't sustain it, those methods are counter-productive and don't lead to lasting results. The problem with fast exercise regimes and quick fixes is that they are all short-lived, then you get bored and it all falls apart. So ask yourself: do you want to be fit for four weeks or fit for your lifetime?

Rule 2:
The secrets to ensuring your exercise regime lasts the whole year are fun and variety. High-intensity sessions, outdoor sports, gym machines, weights, park runs, bike rides... you can do something different every day. In many ways, the worse you are at an activity, the better, because if you are inefficient, you will burn more calories. With constant variety and a broad spectrum of activities keeping you active, you will stand a much better chance of staying motivated all year long.

Rule 3:
Another aspect of fitness that is often ignored is the sociological perspective. Signing up to spinning or other organised classes not only gives you a fun training session to enjoy, it also gives you that social contact and motivation which helps to stimulate long-term success. Don't turn your nose up at fitness classes. They provide a very powerful way of ensuring you stay motivated and disciplined with your training. It's all about creating the right environment to sustain your fitness regime and working out with other people who have similar goals is an essential part of that.

Rule 4:
It's easy to assume that if you want to do something effective to lose weight, you should forget about lifting weights. But that is completely wrong. Adding muscle mass delivers a whole host of benefits. With more muscle, you will burn more energy at rest and build a real furnace for the consumption of calories. Adding muscle will help to improve your ratio of muscle to fat and enhance your posture and proportions, pulling you upright, so you look better, too.



Rule 5:
For a long time it was believed that long, steady miles were the best way to burn fat but we now know that high-intensity sessions can be very effective at shifting fat and raising your calorie-burning metabolism. Circuit training, high-intensity classes or interval sessions on the treadmill or indoor bike are all very efficient ways to burn calories, and if you know it will be a short, tough session you can throw yourself into it at lunchtime and achieve a lot in the time available.

Rule 6:
Here's the big one. Forget about weighing yourself for a moment. Do you just want to have a smaller number on the scales every morning, or do you want to be healthier and look better? You can lose weight but be miserable and unhealthy. And you can keep a similar weight but look and feel fantastic. You could train hard, go running and lift weights in the gym, but with the added muscle you gain your weight might stay the same. However, you will be much healthier and fitter and look much better.

9 READING

1 Work in pairs and discuss.

- How much physical exercise do you do each week? Is this enough or would you like to do more? Give your reasons.
- How many different types of exercise do you know that are available in a gym?

▶ page 124 VOCABULARY BANK

2 You are going to read an article about fitness. How would each rule below help you achieve long-term fitness?

Six game-changing rules

- Stop weighing yourself
- Stop training alone
- Always lift weights – even if you want to slim down
- Vary activity types
- Keep it short and sharp
- Forget about new fitness fads

B Read the article and write each rule from Exercise 2A in the correct place. How many of your ideas does the article mention?

C Answer the questions. Each one refers to the relevant rule in the text.

- What do you think is meant by the 'New Year resolution mentality'?
- When is it good to be bad at something?
- What does the writer think readers feel about training with others?
- How does lifting weights contribute to weight loss?
- What are three benefits of high-intensity workouts?
- Why might losing weight be irrelevant to achieving long-term fitness?

D Discuss. Which are the most/least persuasive rules?

5.1

4 GRAMMAR

NOUN PHRASES

3 Read about noun phrases and add the underlined sections in the text in Exercise 2B to the appropriate category below.

RULES

A noun phrase is a single unit of meaning which includes a noun or pronoun and words before and/or after it. Complex noun phrases are essential to concise, effective writing and occur frequently in reading texts.

long-term sustainable changes to your health and fitness

adjective adjective NOUN prepositional phrase

Before the noun, use:

- simple adjectives: quick fixes,
- compound adjectives: long-term success,
- nouns used as adjectives: exercise regime,
- past and present participles as adjectives: organised classes, calorie-burning metabolism,

After the noun or pronoun, use:

- prepositional phrases: ratio of muscle to fat,
- relative clauses: Another aspect of fitness that is often ignored,
- infinitives: a fun training session to enjoy,
- participle clauses: someone trying to be healthier,
- certain adjectives which can follow a noun or pronoun: something effective,

6 VOCABULARY

COLLOCATIONS

4 Complete the common collocations with the words/phrases in the box.

an aspect of	deliver	enhance
success	sustain	trigger

- _____ rapid weight loss
- _____ a response
- _____ a memory
- _____ your posture
- _____ your capacity to your appearance
- _____ a fitness regime
- _____ motivation interest in sth
- _____ a host of benefits
- _____ tangible results
- _____ a solution
- _____ stand a chance of
- _____ ensure
- _____ achieve

5 ▶ page 112 LANGUAGE BANK

B Read the information about Jim Fixx. What surprises you the most?

American	best-seller	title The Complete Book of Running
----------	-------------	------------------------------------

- Jim Fixx's book helped start the fitness revolution in the USA. It promoted the benefits of jogging.

published 1977	significant	health
----------------	-------------	--------

- In 1967 Fixx started running. The book was published 10 years later.

lost 37 kilograms	quit smoking by 1977
-------------------	----------------------

- Fixx's death stunned the world. Medical results supported the notion that Fixx may in fact have extended his life because of his dedication to the sport.

road was in Vermont (USA)	showed a congenital heart disease	he made the sport of running popular
---------------------------	-----------------------------------	--------------------------------------

C Rewrite the information in each section into one sentence using noun phrases and as few words as possible. Compare your sentences with a partner then check on page 132 for one solution.

12



12 SPEAKING

5 A Work in pairs and look at the photos. What, if anything, do you know about these fads?

B Work alone. Which fads did you experience when you were younger? Choose three categories from the list below and prepare to describe a particular example. Say who it was popular with and why.



C Work with other students and tell them about your experience. How many of the fads do other people recognise?

7 VOCABULARY PLUS

COMPOUNDS

6 A Check what you know. Complete the compound adjectives.

The problem with quick fixes for exercise or diet are that they are ¹_____ lived.
²_____ term solutions take more time and effort.
³_____ intensity sessions can be effective and can be ⁴_____ cost. But you need motivation and a lot of ⁵_____ discipline to sustain your programme.

B Work in pairs. Which words in the box can be added to the adjectives in the table to make compounds? Use a dictionary to check your ideas. Note useful examples for items that are new to you.

awaited end grade haul key lost maintenance powered profile range risk staffed suffering tech tempered winded

Student A:	Student B:
high-_____	low-_____
long-_____	short-_____

C Explain the meaning of any new compounds to your partner. Write down the new ones in your notebook.

D **5.1 WORD STRESS: compounds** Listen to some of the compounds. Which word is usually stressed? The first or the second? Listen again and repeat.

7 A Answer the questions using a compound adjective from Exercise 6B.

- Why did the gym hire more people?
- Why did the trainer go on an anger-management course?
- What sort of equipment is best to have on a desert island?
- For which type of flight is it particularly worth travelling in business class?
- How would you describe a hairstyle which takes an hour to get right?
- How should someone behave if they don't want to be noticed?

B Work in pairs and write at least three questions using the compounds. Add a follow-up question to each.

Do you have a high-maintenance friend? What's he/she like?

C Work with other students. Ask and answer the questions.

11 speakOut TIP

Compound words are high frequency in English. You can enrich your vocabulary by investigating and noting compounds with common compound 'starters', e.g. *good (good-hearted, good-looking, good-natured)*. Find six compounds in your dictionary with *self-* that are new to you.

▶ page 124 VOCABULARY BANK

THREE APPLES A DAY

- fronting, headers and tails
- chunking
- fashion and looks

6 VOCABULARY

FASHION AND LOOKS

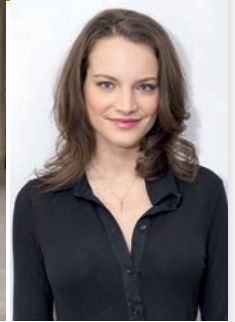
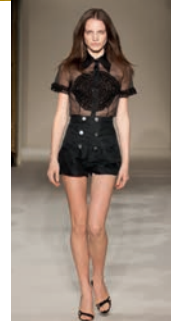
1 A Work in pairs and discuss the questions.

- Are you interested in fashion? If so, how do you find out about it? If not, why not?
- Do you have a favourite item of clothing that you wear time and again?
- What colours or fabrics would you never wear? Why not?
- When you were a child, what was the worst item of clothing you were made to wear?

B In sentences 1–8 cross out the alternatives that are not possible. In many cases both alternatives are possible. If so, is there any difference in meaning?

- One hundred percent of magazine photos are *photo-shopped/retouched* after the fashion shoot/filming.
- Fashion victims/martyrs, or people who try to *follow/keep up with* the *last/latest* fashion, are as likely to be men as women.
- The average catwalk/runway model is 1.77m tall and weighs about 49kg.
- Even five-year-olds these days are fashion conscious/*aware*, and that's a matter of concern.
- Male models are catching up with female models in terms of *eating disorders/ailments* such as anorexia.
- Looks can be *deceiving/deceptive*; often a model isn't more beautiful than the average person, but more *photogenic/photographable*.
- The sixties look is *back in fashion/fashionable again*. In fact it's never gone out of *fashion/been unfashionable*.
- The media is solely to blame for *distorting/contorting* people's idea of beauty, and leading young people to *regard/view* looking good as equivalent to being healthy.

C Work in pairs and look at the sentences in Exercise 1B. Which are presented as fact and which as opinion? If opinion, do you agree? Which of the supposed factual statements surprises you the most?



9 LISTENING

2 A Compare the two photos of French model Victoire Dauxerre.

B **5.2** Listen to part of a BBC radio interview with Dauxerre and tick the things she talks about.

- | | | |
|-----------------|------------------|--------------|
| early childhood | being discovered | taking pills |
| diet | illness | the industry |
| travel | recovery | a law* |

*Dauxerre has a French accent and pronounces 'law' as /laʊ/.

C Listen again and take brief notes under the relevant headings in Exercise 2B. Compare your notes with another student.

D **5.3** Read the sentences. Can you guess or remember which words are different from what Dauxerre actually says? Listen and correct the sentences. One sentence is already correct.

- You have an incredible face. It will take the light perfectly ...
- ... I couldn't eat anything, because you have to be so thin, you know, to fit into these clothes.
- So, I ate three apples a day, and I couldn't eat anything else, or I was going to gain weight, and that's why I fell into illness.
- ... you know I fainted all the time, I fell down in the street, and my agent actually only gave me a piece of sugar ...
- I took laxatives, and then my body was used to it, so I took two pills, and four, and five, then I had to go to the hospital.
- I actually had the body of, I mean the skin of a seventy-year-old woman when I was nineteen.

3 Discuss the questions.

- Which part of the interview did you find the most disturbing?
- Who do you think bears the greatest responsibility for what happened to Victoire?
- If you were the parent of a child who wanted to be a model, what would you do to minimise the chance of your child having a similar experience to Victoire?

12 SPEAKING

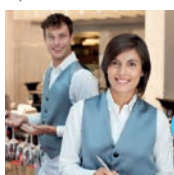
4 Work with other students. Look at the photos and discuss the questions.



- How much do you think people are influenced by images, for example of famous people?
- Do you think the representation of males and females in toys and videos aimed at children should be regulated?



- How much does a pressure to conform/peer pressure influence how you dress or have your hair cut?
- Which is more important, how comfortable you are, or how you look?



- Is it reasonable for an employer to set an appearance and dress-code policy for their employees?

4 GRAMMAR

FRONTING, HEADERS AND TAILS

5 A Work in pairs and match the sentences with the discussion topics in Exercise 4. Which sentences do you identify with?

- 'This shirt I bought because my girlfriend said it looks good on me.'
- 'I had my hair cut this way after I saw them, those photos of Emma Watson.'
- 'Dress codes I think are a good idea in some jobs because of the impression you make on customers.'
- 'In some jobs, like working in a restaurant, it affects the customers, how you look.'
- 'A mirror, I don't even have one, I don't care how I look, I just want to feel relaxed.'
- 'My boss, if he tried to tell me how to cut my hair or dress, I'd quit in an instant.'

B Look at the sentences above and answer the questions.

- Which start with a phrase that usually comes later?
- Which end with a phrase that usually comes earlier?
- What reasons can you think of for changing the phrase order?
- Are they spoken or written, formal or informal?

C Match the rules below with the sentences in Exercise 5A.

- FRONTING**
 Fronting is used in informal spoken English to put the focus on something important. A phrase can:
 a) move and start a sentence with no other changes.
 b) move and start a sentence, and a pronoun is added later to refer to it. This is a **header** and if written down is normally followed by a comma.
TAILING
 c) A **tail** is used in informal spoken English to help the listener understand what is being discussed. The topic comes after the main clause and a pronoun in the main clause refers to it. When written, a tail is normally preceded by a comma.

▶ page 112 LANGUAGE BANK

6 A Rewrite each sentence. Move the position of the underlined phrase and use a **fronter** with no extra pronoun (F), a **header** (H) or a **tail** (T). Make all other necessary changes (to punctuation, etc.).

- I'll never understand some things. (F)
- Would you mind lending me your phone just for tonight? (H)
- That friend of yours has just come in. (T)
- Have you finished that book I lent you? (H)
- I really don't know why he married her. (F)
- A: Why is he here? B: I couldn't tell you that. (F)
- I don't think working as a model is the right job for you. (T)
- I forgot the name of that actor but he was in Thor. (H)

B **5.4 CHUNKING** Listen and tick the sentences where you hear a pause. Listen again and say the sentences with the speaker, focusing on whether to pause or not.

7 **5.5** Listen and rewrite each sentence in a more neutral, written style.

- The idea that big companies can make rules about what you can and can't wear is ridiculous.



10 WRITING

A DESCRIPTION; LEARN TO USE FRONTING

8 A Read the first part of the description and answer the questions.

- Where do you think the narrator is?
- What is his or her relationship with the old man?
- What feelings does the narrator have towards him?

The whittler

He crouched down close to the ground, huddled over as if to protect the small animal in his hands from the driving rainstorm that battered his back and ran in rivelets off of the rim of his hat. Carefully, gingerly, I moved closer to take a look at what he was holding, and saw that it was indeed an animal, a bird, but not alive – nor was it ever alive, for the man was the whittler and the bird his latest creation. On the ground next to him lay several such birds, unfinished or perhaps discarded. He held a small knife to the throat of the creature in his hand, not to slash it but to further shape it, to whittle it down to the perfect proportions that only he could see in his mind's eye.

I longed to ask him how he did it, how his hands and his surprisingly small (but no doubt razor-sharp) jack-knife found their way to move in concert with the block of wood so as to create a flawless shape that exactly matched his vision, like a pianist weaving a quiet melody from the black dots on the musical score, but I knew I would receive no answer, not because the old man would withhold his secrets but because his concentration was clearly impenetrable.

B Read the rest of the description. What changes in the image that the writer has created so far? If this is the beginning of a story, what might happen next?

At last I moved on, but before I did I rubbed my hands over the shiny bronze of the man's spindly fingers, just as so many had done before me. Like a vision, an image flashed through my mind, that one day this statue of bronze, larger than life and so imposing on its pedestal, would be melted down and returned to the earth where it came from. Ahead of me lay the path back to my car. Mindless of the rain, I walked slowly back, smiling weakly at the figure slumped over the steering wheel.

C Work in pairs and answer the questions.

- What is the function (or focus?) of each of the three paragraphs?
- Which message best fits the story? Why? Beauty is ageless. Looks can be deceiving. Truth is subjective.
- The writer uses carefully chosen adjective + noun combinations to enrich the description, e.g. *driving rainstorm*. Find other examples of this.
- Sometimes the writer puts an adverb or adverbial phrase or a prepositional phrase at the beginning of the sentence. Find five examples of this.

11 speakOut TIP

Even though fronting is common in spoken English, the same structure is used in literary contexts to create emphasis/focus. An adverb might be moved from the end of a clause to the beginning of the sentence:

Worily, she opened the door and peeked around it. Sometimes when a prepositional phrase is moved to the front, the subject and verb are inverted. From the top of the building came a loud cry. (Instead of A loud cry came from the top of the building.) As with all stylistic devices, these should not be overused!

D Use fronting in the following sentences to create a more dramatic, literary effect.

- A tiny cabin lay in the centre of the forest.
- She slammed the door angrily and stormed out of the room.
- An enormous river flowed through the valley beneath us.
- A parrot perched on his shoulder, tilting his head as if trying to understand something.
- Greta climbed onto the top of the cable car ignoring the temptation to look down.
- A huge black leopard snarled from the corner of its cage.

9 A Write a description of a person, place or animal using the theme 'Looks can be deceiving'. Your audience is the readership of a university creative writing magazine (220–280 words).

B Work in pairs and help each other improve the descriptions by:

- using fronting in at least three places to create a more literary style.
- modifying some of the nouns with carefully chosen adjectives. Use a thesaurus to help.

C Read other students' descriptions. How are looks deceiving in their texts?

5.3 MAGIC BULLET

- informal turn-taking
- intonation: gaining a turn
- well-being



1 VOCABULARY

WELL-BEING

- Look at the photos and discuss.
 - Have you or anyone you know done any of these activities? How did you/they get on?
 - Can you think of other activities that are good for the body and mind?
 - What do you do to lower stress and maintain a sense of well-being?

- Read the article below. Which activity do you find most appealing. Why?

WHAT'S YOUR MAGIC BULLET?

We're all looking for that **magic bullet** to ensure we have a healthy body and mind, and strenuous physical exercise isn't the only way. Studies show that **getting immersed in an activity** is highly beneficial to mental health. Here are some activities which have health benefits that you may never have considered.

Painting landscapes
You don't need to be an artist, but the hours spent staring at the canvas, playing with the oils, coaxing an image from the different colours is the perfect **panacea** for everyday stress. Anytime you're feeling a bit out of sync with yourself, just pick up the brush ...

Group cooking
Don't like to go solo? Cooking a meal in a group is a **cure-all** for what ails you, pressing all the buttons of well-being by promoting a sense of community and of working towards a common goal ... and you can eat the results! This is perhaps the easiest to incorporate into your daily routine, since you need to eat anyway!

Fishing
In fact you do **exert yourself physically** when you carry your equipment to some isolated spot. Then you spend the day in the fresh air, in nature. And the activity itself is meditative – perfect for restoring one's peace of mind.

Complete each sentence with the correct form of the underlined phrase in the article that has the closest meaning to the words in bold. Make any other necessary changes, for example, to pronouns.

- Pouring out my problems to other people is not **something that solves everything**. It's not a **panacea**.
- I like activities that don't require **using the body, or sweating**. I don't like to _____.
- There are few things that I can really **focus on for long**. But there is one thing I can always _____.
- I'll only do something regularly if I can **make it part of my day**, for example, like going to a class. So it's important that I can _____.
- Sometimes **things just don't feel right inside**. I'm simply _____.
- I don't really believe there's **one single easy solution** to make problems disappear. There is no _____.
- Though I have a fair bit of stress in my life, I know how to **get myself back to a calm state**. I have a way of _____.
- For me a long walk is **a solution to every possible problem**. It's a general _____.

- Work in pairs and decide how to pronounce the second sentences in 1–8 in Exercise 2B. Then listen and check your ideas.

- Discuss with other students. To what extent do you agree with the statements above? Give examples from your life.

2 FUNCTION

INFORMAL TURN-TAKING

- Three friends are having a conversation about what they do to maintain their well-being: a diet programme (S2), a kind of yoga (bikram) and singing. Have you ever done any of these things or know anyone who has?

Which of the points below could relate to each activity, dieting (D), yoga (Y) or singing (S)?

	D	Y	S
a) burning calories			
b) feeling very good at the end			
c) a sense of community			
d) how it fits into their daily routine			
e) doing it at home			
f) health benefits			

- Listen and check your ideas.

- Read the phrases for informal turn-taking. Listen again and tick the ones the speakers use.

Anyway ...
Anyway, what was I saying?
Anyway, where was I?
As I was saying, ...
To get back to (what I was saying before ...)
Going back to ...
Like I said, ...
That reminds me of ...
Actually, that's like ...
And speaking/talking of ...
Funny you should mention that ...
I feel the same way about ...
I just want to add ...
Oh, I meant to add/say ...
Before I forget ...

- Listen to two extracts from the conversation. In which one does the person interrupt by using a) a more forceful tone of voice b) a higher intonation?

speaking TIP

When a listener wants to interrupt, get the topic back or keep the topic, they can use a more forceful tone of voice or start with a higher pitch. Using a high pitch can feel strange if this doesn't happen in your own language but is a useful technique for gaining attention.

- Work in groups. Each student chooses a different activity from Exercise 1. Have a conversation and try to keep the conversation focused on your topic. Choose six expressions from Exercise 4A and try to include them in your discussion.

page 112 LANGUAGEBANK

3 JUSTIFY YOUR POSITION

- Look at the expressions the speakers use for justifying their position. Do you remember which speaker used the expression? Work in pairs and write D, Y or S. Then listen and check.

- What I've found really works for health for me ...
- I don't know if you've tried it but ...
- The advantage of something like that is ...
- Apart from the weight loss, it does have proven benefits of ...
- It's not just about ...
- I do think ... is the way forward.

- Work alone and write down at least three ways you can think of for relieving stress in one's daily life. Consider ideas that will appeal to other students, and think about how you might use the expressions in Exercise 5A.

- Work with other students and share your ideas, using phrases from Exercise 5A to justify your own. At the end, try to agree on the three most convincing ideas.

SPEAKING

- How do you think a company can create a healthier workplace? Read the ideas and tick those you think are the best.

10 Steps towards a healthier workplace

- ☐ Have a trainer teach workers 'deskercise' – exercises they can do while sitting at their desks.
- ☐ Provide free fruit in the company kitchen, all the time.
- ☐ Have compulsory walk-around breaks every hour.
- ☐ Build a gym in the workplace, available to all employees.
- ☐ Offer a vegetarian lunch option at the company canteen, and price it below the meat options.
- ☐ Hold company outings once a month.
- ☐ Remove high-calorie food, like doughnuts, from the vending machines.
- ☐ Give time off during the work day to participate in company-sponsored exercise classes.
- ☐ Offer an incentive (money, time off) for achieving fitness goals.
- ☐ Provide a shower/changing room so employees can jog or bike to work.

- Work with other students. Student A: turn to page 129. Student B: turn to page 131. Student C: turn to page 132.

- You have exactly five minutes to decide which five ideas to implement. Three other students should watch, listen and keep the time. At the end, the three students will say which arguments were most convincing and why.

5.4 CULINARY JOURNEY

DVD PREVIEW

- Work in pairs and discuss the questions.
 - When you travel, how important is it for you to try the local food?
 - Have you ever had a meal prepared by a local when you were travelling? What was it? What was special about it?
 - What is particular about food in the region you come from? What is your favourite food region?

Rick Stein: From Venice to Istanbul

Rick Stein embarks on a new gastronomic road trip from Venice to Istanbul through the countries of the former Byzantine Empire – a melting pot of East and West. In this episode, Rick's culinary odyssey has brought him to the legendary city of Istanbul, where he arrives in time for the bluefish season and catches a few himself while fishing on the Bosphorus. Finally, a local fisherman named Mesut shows Rick how to make Turkish fish stew in the same way a boat captain makes it.



5 DVD VIEW

- Watch the programme and choose the statement that is most true for you as a viewer.

- The programme makes me want to
 - travel to Turkey.
 - taste the fish stew.
 - try making that dish.
 - buy one of Stein's cookbooks.
 - do something else?

- Watch the extract about cooking fish stew again and answer the questions.

1 What does Stein mention as being special about Mesut's dish in relation to

- a) cooking on a boat?
- b) seasonal ingredients?
- c) how fresh the fish is?
- d) the surroundings?

- What joke does he make about the cats?
- What specific cooking technique does Stein learn from watching the fisherman?

- Watch the extract again from 3:40 and complete the sentences. Four words are missing from each.

- That's Mesut's fisherman's stew. That's how they do it here, and this is _____.
- I think I've only had a fish stew cooked by a fisherman _____ so um, it's a bit of a rare occasion really, and I'm very much looking _____.
- What I really like about this is all that large quantity of green chillies in there. It's going to make it very hot on _____.
- Ah! Wow! What a lovely fish! This bluefish is just perfect. It's got this _____ because it's so fresh.

6 speakout describe a food memory

- Read an invitation from a website. What can you tell about the person who wrote it? Think about the content and the style.

I'm about to start a series about food memories from around the world. Maybe you could tell me about a particular type of food/meal that you had when you were younger, or you had once and you particularly liked. It would be great to get your videos or descriptions for us to upload to the website. If you send a description, perhaps you could include a photo of the dish.

NEW TODAY

GET IN TOUCH

- Think of a food memory and make notes on these points:

- The name of the food
- The context you had it in
- Who made it
- What's in it
- Why it was special

- Listen to someone describing their memory of a dish called 'Coquilles Saint-Jacques' for the website and make notes on the points above.

- Listen again and underline the alternatives you hear.

8 KEY PHRASES

I can just taste/smell it now.
She'd/She used to make this amazing sauce ...
It's coming back to me now, how it tasted/smelled ...
What really made it was the presentation/freshness of the ingredients.
My mouth waters just thinking/whenever I think about it.
It's incredibly succulent/impossibly light, decadently rich.
When I used to/did smell this cooking, I knew/did know it was a special occasion.
I'll always associate this dish with/This dish always reminds me of home.
I've sometimes tried making it but it never comes out/turns out the same.

- Work in small groups. Use the notes you made in Exercise 4B and the key phrases to tell each other about your food memory.

9 writeback a food memory

- Read the food memory for the blog. To what extent does it reflect the situation in homes in your country?

MOST RECENT POST



My mum's Chinese and she comes from quite a well-to-do home so when she left China she didn't know how to cook anything and she made up a lot of things to replicate what she was used to eating at home. One thing she did, which I do now, was her own version of Chinese dumplings. I remember a Chinese friend once berating her because she'd cook the meat and vegetables before wrapping up the dumplings, unlike the authentic Chinese dish where raw meat is used, so the inside cooks at the same time as the dumplings steam or boil.

Anyway, as far as we were concerned, it's what my mum used to cook and we had it at Chinese New Year and so it became a family tradition. It's got minced pork, beef, white cabbage, tomatoes, mushrooms and dried shrimps and some secret ingredients I won't share as it's a family recipe. My mouth is watering now even as I think of it! The dumplings taste fabulous, really rich and spicy, but the whole thing is ridiculously labour-intensive. My mum and I, and later my daughters, would spend hours, rolling and wrapping and steaming. We used to make 300 or so and then everyone would compete as to how many they could eat. The men and boys would all be sitting in the other room while the women were in the kitchen. That was the way my mother liked it, and somehow my (very feminist) daughters and I still do that. It's a very communal activity and I do it with bonding and family and catching up with each other as much as enjoying the actual taste of the dish.

- Write a description of your food memory for the website (250–300 words).

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

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

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

5 LANGUAGE BANK

11 GRAMMAR

5.1 noun phrases

A noun or pronoun can be pre-modified (have words before it) or post-modified (have words after it) to make a noun phrase. Noun phrases make writing and speaking more succinct and sophisticated. More complex noun phrases are often found in news, academic and descriptive texts.

Pre-modification

Before a noun use:

- simple or compound adjectives.
a vulnerable person, mutual respect, a persuasive argument, a high-rise building, a waterproof phone
- other nouns used as adjectives to form compound nouns.
a business model, a pilot study, an echo chamber
- past and present participles used as adjectives.
an educated guess, a growing problem
- adverb and adjective combinations.
a frustratingly ambiguous ending, a badly overcrowded train, we are cautiously optimistic that ..., highly beneficial effect on the economy

Post-modification:

After a noun or pronoun use:

- prepositional phrases.
The implications for society are ..., a course in infant psychology
- relative clauses.
Someone who influenced me greatly was my uncle. The image you convey will make all the difference.

Someone who influenced me greatly was my uncle.

The image you convey will make all the difference.

infinitives.

Emma needs somewhere to stay.

I'll take a long time to dry.

participle clauses (replacing relative clauses).

Evidence suggesting a cover-up by the council is emerging.

A tree twisted out of shape by the wind stood on the cliff face.

• adjectives, which are actually relative clauses without *who/which/that* + *be*. These are often used with pronouns such as *someone, anything, no one*.

The only tickets available are in the stalls. (which are available)

Wear something warm. (that is)

We need someone capable of taking the initiative. (who is)

Did you notice anything interesting? (which was)

5.2 fronting, headers and tails

In English, positive sentences usually begin with a grammatical subject.

I think some TV programmes are too violent.

Fronting

In informal spoken English a phrase can be moved to the beginning of the sentence to make this the topic or to emphasise it, even though it is not the grammatical subject.

Some TV programmes I think are too violent.

Why did she resign? That I really couldn't tell you.

Question-word clauses are often fronted.

When I'm going to do my homework I have no idea.

Headers are a type of fronting where a pronoun or possessive adjective is added later to refer to the initial phrase. Notice the need for a comma.

That man you were talking to, who was he?

One of my sisters, her husband's a lawyer and she ...

Tails

In informal spoken English the topic can be put after the main clause. This helps the listener understand what is being talked about. A pronoun is included in the main clause to refer to the final phrase. Notice the position of the comma.

It was the best we'd ever stayed in, that hotel in Crete.

The students like her a lot, our new teacher.

5.3 informal turn-taking

Use the following phrases to keep or to gain the opportunity to speak in an informal conversation or discussion.

Anyway ...

Anyway, what was I saying?

Anyway, where was I?

As I was saying, ...

To get back to (what I was saying before ...)

Going back to ...

Like I said, ...

That reminds me of ...

Actually, that's like ...

And speaking/talking of ...

Funny you should mention that ...

I feel the same way about ...

I just want to add ...

Oh, I meant to add/say ...

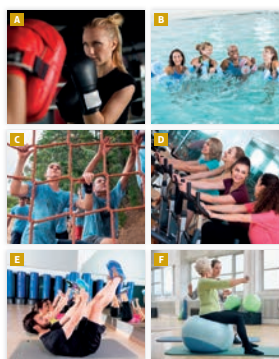
Before I forget ...

112

VOCABULARY BANK

12

Lesson 5.1 FITNESS CLASSES



1 A Complete the information about fitness classes with the words in the box. Then match the photos with the fitness classes.

Aquarobics Boot Camp Boxercise Circuits
Pilates Spinning

1 _____
Train indoors on bikes to great soundtracks. Vary the intensity through adjusting the bike. Good for cardio.
2 _____
Work at your own ability and move from station to station to build up strength and endurance.
3 _____

Group fitness class, includes press-ups and squats interspersed with running and competitive games. Builds strength and toning in a convivial atmosphere.

4 _____
Emphasis on breathing, alignment and coordination and balance. Builds strength, develops control and flexibility.
5 _____

A water-based workout to music: cardiovascular and muscle conditioning.
6 _____

High-energy, weight-losing, non-contact training, combining boxing and aerobics. Emphasis on cardio fitness rather than technique.

B Which classes have you tried or would you like to try?

Lesson 5.1 COMPOUND ADJECTIVES

1 A Complete the compound adjectives with *full-*, *far-* or *hard-*.

1 _____
headed
hitting
earned
wired

2 _____
fetched
flung
reaching
sighted

3 _____
blown
fledged
page
scale

B Replace the phrases in bold with a compound adjective from Exercise 1A. Make any other necessary changes to the sentence, e.g. word order or prepositions.

- 1 As a leader, Gandhi was wise and knew what would happen in the future, and realised it would take some time before India became a completely developed and established independent power.
- 2 The government has just produced a **strong and critical** report about pension provision, which will have **very influential and extensive** effects on today's working population.
- 3 My grandmother travelled to **very distant** corners of the African continent.
- 4 Wanda's theory about a meteor collision next year is **extremely unlikely** to be true.
- 5 We'd like to take out an advert which **covers the whole of a page** in your newspaper, defending workers' rights, which **have been achieved** after a lot of effort and difficulty.
- 6 The army has launched a **complete and thorough** attack on the rebels in the hope of avoiding a **complete and advanced** crisis.
- 7 The ability to learn a language seems to be **something people are born with**, which **cannot be changed** in our brains.
- 8 We need to make a **practical, not influenced by emotion** decision about the new high-speed rail link.

C Look at the sentences again and write the nouns that collocate with the compound adjectives. Use your dictionary to find two other nouns that could go with each adjective.

- 1 A **far-sighted** leader, politician, investment
- 2 A **full-fledged** power, member, economy

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5.5 LOOKBACK

10

1 NOUN PHRASES

1 A Add the phrases from the box to the description underneath. Make any other necessary changes or additions to the texts. The phrases are given in order.

martial China worldwide
calmness outdoors
like-minded

Tai Chi is a traditional **martial** art. It has a following and its practice can lead to a focused state. In China it's often practised somewhere with other people.

plant-based food loss
proven follow this diet
have a reluctance

It is claimed that a **vegan diet** increases weight and has health benefits. People often started as vegetarians and say they harm or eat animals.

B Work in pairs and take turns. Extend the descriptions of a noun in the box by adding one extra piece of information each time.

a class a gym a sport
a swimming pool a trainer

A: a cookery class
B: a cookery class for kids

2 COLLOCATIONS

2 A Work in pairs and remember at least two nouns that can come after:

1 sustain 3 enhance
2 trigger 4 deliver

and at least two verbs that can go before:

5 success
6 an aspect of sth

B Write questions using at least five of the collocations in Exercise 2A.

C Work with other students. Ask and answer each other's questions.

3 FASHION AND LOOKS

3 A Complete the words in bold by adding the missing letters.

1 I think it's fine when someone has their wedding photos **re_ _ _ _ _ ed**. Some people aren't particularly **ph_ _ _ _ _ ic** and they should have photos they feel proud of.

2 I would want my child to be **fashion co_ _ _ _ _ us** and to **k_ _ _ _ _ up** with the latest styles; people who dress well are **re_ _ _ _ _ ed** as having greater potential in social and professional contexts, and it's never too early to start learning.

3 **Eating di_ _ _ _ _ s** will end when being thin goes out of **fa_ _ _ _ _ n**, and I think that's the direction we're going in anyway.

4 **C_ _ _ _ _ k models** also contribute greatly to **di_ _ _ _ _ ng** notions of beauty, since most of them choose to profit from whatever is **_ _ _ _ _ fashion** at the moment.

5 If everyone knows that looks are **de_ _ _ _ _ ing**, why do we still consider them to be important?

6 The term **'fashion vi_ _ _ _ _ m'** is a bit misleading, since it implies that the person has no choice but to invest all their resources in whatever is **fa_ _ _ _ _ le** at the moment.

B Work in pairs and discuss. Which of the statements in Exercise 3A do you agree with? Why?

4 FRONTING, HEADERS AND TAILS

4 A Expand the sentences with an appropriate fronter (F), header (H) or tail (T) and your own ideas.

- 1 Do you ever let anyone borrow it? (T)
- 2 Have you seen it yet? (H)
- 3 Sometimes I wonder if it's the best thing for me. (T)
- 4 Can you remember where you got it? (H)
- 5 Have you noticed it? (T)
- 6 I just can't stand, for example ... (F)

B Share your ideas with other students and respond to theirs.

5 FUNCTION

INFORMAL TURN-TAKING

5 A Which one or two words can be removed from each phrase without much change to the meaning?

- 1 That sort of reminds me of when ...
- 2 Actually, that's something like the time ...
- 3 Funny thing you should say that, the same thing happened ...
- 4 I just wanted to quickly add ...
- 5 Going back to what I was just saying about ...
- 6 I also meant to say ...
- 7 Anyway, so what was I saying?
- 8 To get back briefly to what I was saying before ...
- 9 Then, as I was saying, ...
- 10 I do feel exactly the same way about ...

B Write down a good 1 hobby for a child.
2 place to go on holiday.
3 way to get a good night's sleep.

C Work in groups and discuss the first topic above. Use the phrases in Exercise 5A to get a turn. Whoever uses a phrase **first** ticks that phrase, and when all 10 phrases are ticked, the student with the most ticks wins. Move on to the next topic.

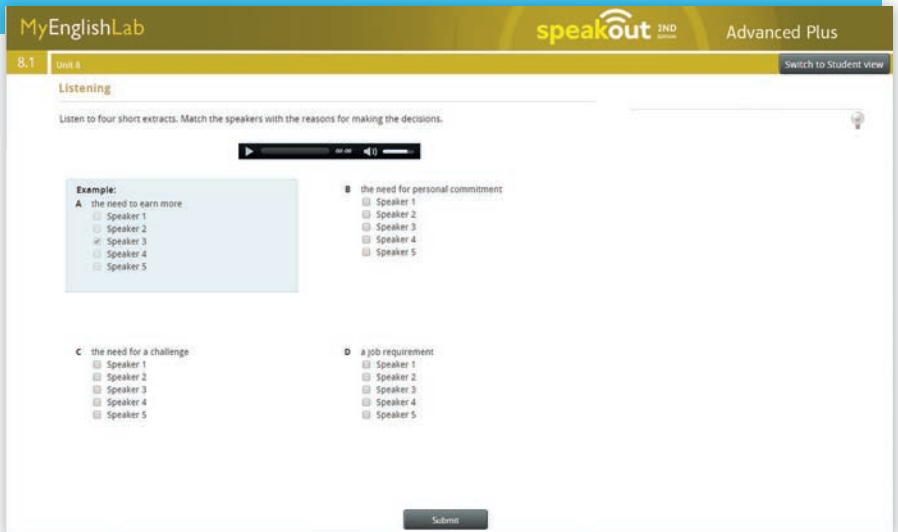
66

VOCABULARY PLUS
COMPOUNDS

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

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



ACTIVETEACh

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

- Answers to exercises are revealed at the touch of a button
- Audio and video content fully integrated with time-coded scripting
- Shortcuts to the relevant pages of the *Language bank* and *Vocabulary bank* make navigation easy

- Extra resources section includes editable scripts, photocopiable worksheets, tests and videos for every unit with accompanying worksheets
- Grammar and vocabulary review games
- Assessment package containing all the course tests
- Useful tools include a regular keyboard, a phonetic keyboard, a stopwatch and scoreboard

Advanced Plus ActiveTeach

5.1 GOOD FIT

noun phrases
 word stress compounds
 collocations

The secret to long-term fitness

Rule 1:
If you want to be healthier and fitter, the big lesson is to escape the New Year resolution mentality and instead consider long-term, sustainable changes to your health and fitness. Sure, there are lots of ways to trigger rapid weight loss, but if you can't sustain it, those methods are counter-productive and don't lead to lasting results. The problem with fast exercise regimes and quick fixes is that they are all short-lived, then you get bored and it all falls apart. So ask yourself: do you want to be fit for four weeks or fit for your lifetime?

Rule 2:
The secrets to ensuring your exercise regime lasts the whole year are fun and variety. High-intensity sessions, outdoor sports, gym machines, weights, park runs, bike rides... you can do something different every day. In many ways, the worse you are at an activity, the better because if you are inefficient, you will burn more calories. With constant variety and a broad spectrum of activities keeping you active, you will stand a much better chance of staying motivated all year long.

Rule 3:
Another aspect of fitness that is often ignored is the sociological perspective. Signing up to spinning or other organised classes not only gives you a fun training session to enjoy, it also gives you that social contact and motivation which helps to stimulate long-term success. Don't turn your nose up at fitness classes. They provide a very powerful way of ensuring you stay motivated and disciplined with your training. It's all about creating the right environment to sustain your fitness regime and working out with other people who have similar goals is an essential part of that.

Rule 4:
It's easy to assume that if you want to do something effective to lose weight, you should forget about lifting weights. But that is completely wrong. Adding muscle mass delivers a whole host of benefits. With more muscle, you will burn more calories at rest and build a real furnace for the consumption of calories. Adding muscle will help to improve your ratio of muscle to fat and enhance your posture and proportions, pulling you upright, so you look better too.

Rule 5:
For a long time it was believed that long, steady miles were the best way to burn fat but we now know that high-intensity sessions can be very effective at shifting fat and raising your calorie-burning metabolism. Circuit training, high-intensity classes or interval sessions on the treadmill or indoor bike are all very efficient ways to burn calories, and if you know it will be a great workout, you can throw yourself into it at full throttle and achieve a lot in the time available.

Rule 6:
Here's the big one. Forget about weighing yourself for a moment. Do you just want to have a smaller number on the scales every morning, or do you want to be healthier and look better? You can lose weight but be miserable and unhealthy. And you can keep a similar weight but look and feel fantastic. You could train hard, go running and lift weights in the gym, but with the added muscle you gain your weight might stay the same. However, you will be much healthier and fitter and look much better.

GRAMMAR
NOUN PHRASES

3 A Read about noun phrases and add the underlined sections in the text in Exercise 2B to the appropriate category below.

STUDY
A noun phrase is a single unit of meaning which includes a noun or pronoun and words before and/or after it. Complex noun phrases are essential to concise, effective writing and occur frequently in reading texts.
long-term sustainable changes to your health and fitness
adjective adjective NOUN prepositional phrase
Before the noun, use:
1 simple adjectives: quick fixes,
2 compound adjectives: long-term success,
3 nouns used as adjectives: exercise regime,
4 past and present participles as adjectives: organised classes, calorie-burning metabolism,
After the noun or pronoun, use:
5 prepositional phrases: ratio of muscle to fat,
6 relative clauses: Another aspect of fitness that is often ignored,
7 infinitives: a fun training session to enjoy,
8 participle clauses: someone trying to be healthier,
9 certain adjectives which can follow a noun or pronoun: something effective.

> page 112 LANGUAGEBANK

B Read the information about Jim Fick. What surprises you the most?

American best-seller wrote The Complete Book of Running

1 Jim Fick's book helped start the fitness revolution in the USA. It promoted the benefits of jogging.

published 1977 51st birthday health

35 yrs old, 57kg chain-smoked made a decision

2 In 1967 Fick started running. The book was published 10 years later.

lost 27 kilograms quit smoking by 1977

unexpected died at 52 heart attack was running on a country road

3 Fick's death stunned the world. Medical results supported the notion that Fick may in fact have extended his life because of his dedication to the sport.

road was in Vermont (USA) shared a cigarette heart disease he made the sport of running popular

C Rewrite the information in each section into one sentence using noun phrases and as few words as possible. Compare your sentences with a partner then check on page 132 for one solution.

VOCABULARY
COLLOCATIONS

4 A Complete the common collocations with the words/phrases in the box.

an aspect of deliver enhance success sustain trigger

1 _____ rapid weight loss
a response
a memory

2 _____ your posture
your capacity to
your appearance

3 ignore consider discuss

4 _____ a fitness regime
motivation
interest in sth

5 _____ a host of benefits
tangible results
a solution

6 stand a chance of ensure achieve

B Work in pairs. Find three collocations in exercise 4A that can be used in connection with a) food b) learning English c) discussing an issue. Write full examples.

C Work in pairs and complete the collocations. Then discuss the questions.

1 How do you sustain _____ in something you are practising?

2 Do any sounds or smells trigger a particular _____ for you?

3 Which aspects of a gym would you _____ carefully before joining?

4 Does doing Sudoku or other puzzles enhance _____?

5 What would you stand a better chance of _____ in, an English or a maths competition?

6 What benefits can become fluent in English _____?

READING

1 Work in pairs and discuss.

1 How much physical exercise do you do each week? Is this enough or would you like to do more? Give your reasons.

2 How many different types of exercise do you know that are available in a gym?

> page 124 VOCABULARYBANK

2 A You are going to read an article about fitness. How would each rule below help you achieve long-term fitness?

Six game-changing rules

1 Stop weighing yourself

2 Stop training alone

3 Always lift weights – even if you want to slim down

4 Vary activity types

5 Keep it short and sharp

6 Forget about new fitness fads

B Read the article and write each rule from Exercise 2A in the correct place. How many of your ideas does the article mention?

C Answer the questions. Each one refers to the relevant rule in the text.

1 What do you think is meant by the 'New Year resolution mentality'?

2 When is it good to be bad at something?

3 What does the writer think readers feel about training with others?

4 How does lifting weights contribute to weight loss?

5 What are three benefits of high-intensity workouts?

6 Why might losing weight be irrelevant to achieving long-term fitness?

D Discuss. Which are the most/least persuasive rules?

SHORTCUTS

EXTRA RESOURCES

GAMES

TOOL BOX

DICTIONARY

PHONETIC CHART

HELP

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WEBSITE

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

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

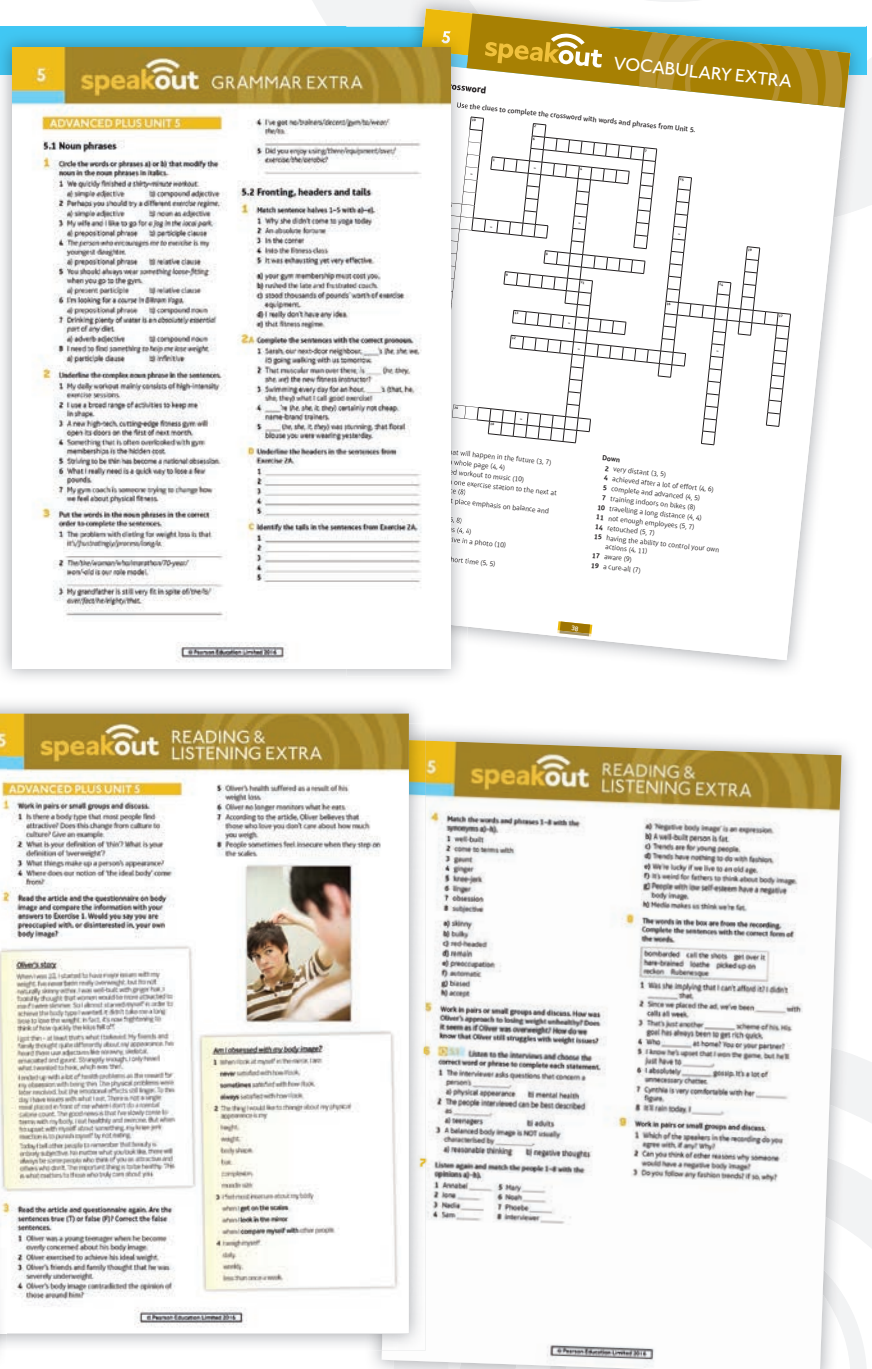
Visit www.english.com/portal to check out the range of material available.

SPEAKOUT EXTRA

Speakout Extra provides a bank of additional downloadable exercises that can be accessed via the Pearson English Portal:

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

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



The thinking behind *Speakout Second Edition*

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

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

TOPICS AND CONTENT

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

GRAMMAR

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

In *Speakout Second Edition* you will find:

- **Grammar in context** – We want to be sure that the grammar focus is clear and memorable for students. Grammar is almost always taken from the listening or reading texts, so that learners can see the language in action, and understand how and when it is used.
- **Focus on noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and complete rules or tables.
- **Cross-references to *Language bank*** – As well as a summary of rules within the unit, there are also cross-references to

the *Language bank* at the back of the book which provides further explanation of the grammar point in focus as well as additional practice.

- **Plentiful and varied practice** – We ensure that there is plenty of practice, both form- and meaning-based, in the *Language bank* to give students confidence in manipulating the new language. Additional form-based grammar practice is also provided in the Workbook and in *Speakout Extra*. On the main input page we include personalised practice, which is designed to be genuinely communicative, and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the *Lookback* pages. Again, the focus here is on moving learners towards communicative use of the language.

VOCABULARY

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

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

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

FUNCTIONAL LANGUAGE

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

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

SPEAKING

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

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

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

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

LISTENING

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

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

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

READING

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

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

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

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

WRITING

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

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

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

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

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

PRONUNCIATION

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

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

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

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

TEACHING APPROACHES

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

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

TEACHING ADVANCED LEARNERS

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

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

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

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

Here are our top tips for teaching at this level:

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

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

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

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

The Global Scale of English

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

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

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

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

SPEAKOUT SECOND EDITION AND THE GSE

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

- 1 Can understand most TV news and current affairs programmes. (Listening GSE 72)
- 2 Can give a detailed account of a complex subject, ending with a clear conclusion. (Speaking GSE 78)
- 3 Can understand most of a linguistically complex podcast. (Listening GSE 78)
- 4 Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (Writing GSE 85)

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

5.4 CULINARY JOURNEY

DVD PREVIEW


1 Work in pairs and discuss the questions.

- When you travel, how important is it for you to try the local food?
- Have you ever had a meal prepared by a local when you were travelling? What was it? What was special about it?
- What is particular about food in the region you come from? What is your favourite food region?

2 Read the programme information. What countries might Rick Stein have visited in the series? What do you know about the food in those countries?

DVD Rick Stein: From Venice to Istanbul

Rick Stein embarks on a new gastronomic road trip from Venice to Istanbul through the countries of the former Byzantine Empire – a melting pot of East and West. In this episode, Rick's culinary odyssey has brought him to the legendary city of Istanbul, where he arrives in time for the bluefish season and catches a few himself while fishing on the Bosphorus. Finally, a local fisherman named Mesut shows Rick how to make Turkish fish stew in the same way a boat captain makes it.



DVD VIEW

3 A Watch the programme and choose the statement that is most true for you as a viewer.

The programme makes me want to

- travel to Turkey.
- taste the fish stew.
- try making that dish.
- buy one of Stein's cookbooks.
- do something else?

B Watch the extract about cooking fish stew again and answer the questions.

- What does Stein mention as being special about Mesut's dish in relation to
 - cooking on a boat?
 - seasonal ingredients?
 - how fresh the fish is?
 - the surroundings?
- What joke does he make about the cats?
- What specific cooking technique does Stein learn from watching the fisherman?

C Watch the extract again from 3:40 and complete the sentences. Four words are missing from each.

- That's Mesut's fisherman's stew. That's how they do it here, and this is _____.
- I think I've only had a fish stew cooked by a fisherman _____ so um, it's a bit of a rare occasion really, and I'm very much looking _____.
- What I really like about this is all that large quantity of green chillies in there. It's going to make it very hot on _____.
- Ah! Wow! What a lovely fish! This bluefish is just perfect. It's got this _____ because it's so fresh.

SPEAKOUT

4 A Read an invitation from a website. What can you tell about the person who wrote it? Think about the content and the style.

I'm about to start a series about food memories from around the world. Maybe you could tell me about a particular type of food/meal that you had when you were younger, or you had once and you particularly liked. It would be great to get your videos or descriptions for us to upload to the website. If you send a description, perhaps you could include a photo of the dish.

NEW TODAY GET IN TOUCH

B Think of a food memory and make notes on these points.

- The name of the food
- The context you had it in
- Who made it
- What's in it
- Why it was special

C D 5.10 Listen to someone describing their memory of a dish called 'Coquilles Saint-Jacques' for the website and make notes on the points above.

D Listen again and underline the alternatives you hear.

KEY PHRASES

I can just taste/smell it now.
 She'd/She used to make this amazing sauce ...
 It's coming back to me now, how it tasted/smelled ...
 What really made it was the presentation/freshness of the ingredients.
 My mouth waters just thinking/whenever I think about it.
 It's incredibly succulent/impossibly light, decadently rich.
 When I used to/I'd smell this cooking, I knew/I'd know it was a special occasion.
 I'll always associate this dish with/This dish always reminds me of home.
 I've sometimes tried making it but it never comes out/turns out the same.


5 Work in small groups. Use the notes you made in Exercise 4B and the key phrases to tell each other about your food memory.

WRITEBACK

6 A Read the food memory for the blog. To what extent does it reflect the situation in homes in your country?

MOST RECENT POST

23



My mum's Chinese and she comes from quite a well-to-do home so when she left China she didn't know how to cook anything and she made up a lot of things to replicate what she was used to eating at home. One thing she did, which I do now, was her own version of Chinese dumplings. I remember a Chinese friend once berating her because she'd cook the meat and vegetables before wrapping up the dumplings, unlike the authentic Chinese dish where raw meat is used, so the inside cooks at the same time as the dumplings steam or boil.

Anyway, as far as we were concerned, it's what my mum used to cook and we had it at Chinese New Year and so it became a family tradition. It's got minced pork, beef, white cabbage, tomatoes, mushrooms and dried shrimps and some secret ingredients I won't share as it's a family recipe. My mouth is watering now even as I think of it! The dumplings taste fabulous, really rich and spicy, but the whole thing is ridiculously labour-intensive. My mum and I, and later my daughters, would spend hours, rolling and wrapping and steaming. We used to make 300 or so and then everyone would compete as to how many they could eat. The men and boys would all be sitting in the other room while the women were in the kitchen. That was the way my mother liked it, and somehow my (very feminist) daughters and I still do that. It's a very communal activity and it's to do with bonding and family and catching up with each other as much as enjoying the actual taste of the dish.

B Write a description of your food memory for the website (250–300 words).

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UNIT 2 37

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LEAD-IN

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

PARTS OF SPEECH

1A Before Ss read the article and complete the questionnaire, ask them to discuss with a partner what their reasons are for studying English and whether they have any specific goals. Ask them to think about whether these reasons are the same as the ones they had when they first started learning English. Refer Ss to the article and ask them to complete the questionnaire on their own. In class feedback, try to elicit a range of different answers for each question.

B Ss add up their scores and then work in pairs to read and discuss the interpretation of their results in the key at the bottom of the page. In feedback, ask Ss to explain why they agree or disagree with their results.

C Ss work to match the underlined sections in the article and questionnaire with the grammatical terms. They can then check their answers in pairs before feeding back to the class.

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

MULTI-WORD VERBS

2A Ss work alone to replace the words in bold with the multi-word verbs made from the words in brackets. Check answers with the class.

Answers: 1 jazz up 2 stand up for 3 going down with 4 coming up with, carrying out
5 switch off, carry on 6 put up with 7 look up to 8 mull over

B Ss work in pairs to decide which of the multi-word verbs are separable and to replace any object of the multi-word verbs with a pronoun. Check answers with the whole class.

Answers:
2 Inseparable: stand up for them 5 No object: switch off. No object: carry on
3 Inseparable: going down with it 6 Inseparable: put up with it
4 Inseparable: coming up with them. 7 Inseparable: look up to them
Separable: carrying them out 8 Separable: mull them over

C Ss work in pairs to ask and answer the questions. Monitor and correct errors. When Ss have finished, elicit some answers from different pairs.

PRONUNCIATION

3A Focus attention on the example sentence. Say it out loud and ask Ss to match the blue markings on the sentence to the features of connected speech which are referred to in the instruction. The sentence is a good example because it has elision of /t/, intrusive /w/ and intrusive /r/, assimilated /n/ to /m/, linking of /l/ and /a/, weak form 'and', and elision of /d/. Ss work in pairs to say the rest of the sentences and mark the features of connected speech.

Answers:
2 I don't know this shop.
3 Would you like to eat mine?
4 My email address is on our website.
5 Could you remind me about the party?

B Play the recording and ask Ss to check and correct their answers from Ex 3A. Write the sentences on the board and mark the connected speech as you elicit answers from the class.

C Ss work in pairs to practise saying the sentences with the features of connected speech from Ex 3A.

OVERVIEW

1.1 TRAILBLAZER

SPEAKING | discuss life without money
READING | read an article about a trailblazer
VOCABULARY | transformation
PRONUNCIATION | word stress
GRAMMAR | verb patterns
SPEAKING | suggest solutions to problems
VOCABULARY PLUS | prepositional phrases

1.2 A LIFE AT A TIME

VOCABULARY | adjectives: needing and giving
PRONUNCIATION | word stress
LISTENING | listen to a radio programme about a game-changing website
GRAMMAR | continuous and perfect aspect
SPEAKING | decide on which person gets help
WRITING | an article; vary collocations

1.3 SHARING ECONOMY?

VOCABULARY | collocations: sharing economy
FUNCTION | presenting survey results
LEARN TO | chunk language
PRONUNCIATION | chunking
SPEAKING | conducting a survey and presenting results

1.4 GENERATION RENT DVD

DVD | watch an extract from a BBC documentary about a co-living space
speakout | design a co-living space
writeback | a proposal

1.5 LOOKBACK

Communicative revision activities

TRAILBLAZER

Introduction

Ss revise and practise the verb patterns using *-ing* and infinitive and then focus on the pronunciation of collocations. They also revise and practise prepositional phrases, all in the context of innovative and pioneering people.

SUPPLEMENTARY MATERIALS

Resource bank p127–129

Warm up: Write the names of famous trailblazers below on the board (bring pictures if possible).

Warm up

Write the names of trailblazers you know your Ss will recognise on the board. For example: *Martin Luther King, Salvador Dali, Malala Yousafzai, Michelle Obama, Mark Zuckerberg, Amelia Earhart, Marie Curie*. If you have time, you could show pictures of these people. Ask Ss to work in pairs and discuss what they know about the people, and what these people have in common. In feedback, nominate Ss to share their answers with the class. Write any key words they use on the board (e.g. *innovative, first, original*). You can then use these words to help establish the meaning of the word *trailblazer*. At this stage you could also give Ss the definition provided in Ex 2A on p8.

SPEAKING

1 The aim of this activity is to introduce some of the ideas in the unit. Give Ss 1 min to think about what their life would be like if they didn't have to think about money. Encourage Ss to consider their career choices. Arrange Ss into pairs to compare their answers.

READING

2A Ss read the definition and then discuss the questions. Ask Ss to work in pairs or small groups to think of trailblazers for the different fields and then to come up with the five main qualities a trailblazer needs. In feedback, write Ss' suggestions on the board, paraphrasing and feeding in useful language as you go.

Answers:

- Students' own answers.
- Suggested answers: vision, drive, enthusiasm, creativity, originality, unconventionality, commitment, dedication, good communication skills, grit, persistence, energy, hard-working, the ability to inspire others, not intimidated, tireless, resilience, dedication, determination, stubbornness, resourcefulness (or any other valid ones that students come up with).

B Ask Ss whether they have heard of Boyan Slat, then focus their attention on his photo. Can they predict what he has done? Ask them to read the article to check their ideas and also to see how many of the qualities they identified in Ex 2A are mentioned. Encourage them to circle sections of the text that are connected to the qualities. Ss can discuss their answers in pairs before feeding back to the class. At this stage you may need to clarify some language in the text, such as: *fired up* (feeling excited about something), *paradigm shift* (a fundamental change), *take a leap of faith* (do something where the outcome is unsure but you hope it will be positive), *undaunted* (not put off/deterred).

Answers:

has vision (*Boyan Slat has a goal in life*)
 drive and enthusiasm (*fired up by the problem*)
 creativity and originality (*Slat came up with a game-changing idea; his innovative design, the idea represented a paradigm shift*)
 unconventional (*aware that his ... project ... requires a leap of faith for those who devote their energy to supporting it; making this crazy idea a reality*)
 commitment, dedication (*committed to developing the clean-up project and ready to dedicate all his time to it*)
 good communication skills (*communicate his ideas more effectively*)
 grit, determination, persistence (*never lost sight of his goal; he never gives up*)
 energy (*Boyan's got this energy that simply takes you in*)
 hard work (*he works incredibly hard*)
 ability to inspire others (*his persistence is infectious*)
 not intimidated, tireless, resilience (*undaunted by the enormity of the task*)

C Give Ss time to read the six statements and make clear that **all** of them are true before asking the Ss to go back to the text to find and underline the supporting information. Ss compare in pairs before feeding back to the class.

Answers:

- 1 millions of tonnes of plastic have concentrated in five 'gyres'
- 2 that would cost billions of dollars and take thousands of years to complete
- 3 From childhood his creativity and originality were evident; he was always fascinated by engineering, building tree-houses, zip wires and he even set a Guinness World Record for launching water rockets.
- 4 He went on to study aero-engineering at Delft University but quit after six months, as he was increasingly committed to developing the clean-up project.
- 5 The would-be entrepreneur set up a foundation, The Ocean Cleanup (TOC), but could find no sponsors. It was a disheartening experience.
- 6 He acknowledges that the clean-up, if successful, is only the start.

D Ss work in small groups to discuss their answers. Monitor and briefly elicit Ss' ideas.

Answers:

- 1 to inform the reader about the project, to convey a positive image of Boyan Slat
- 2 & 3 Students' own ideas.

VOCABULARY TRANSFORMATION

3A Read the first sentence to the Ss and then look at the article as a class to find the answer. Ss then complete the rest of this exercise alone. They can compare their answers in pairs before listening to check. Ensure Ss understand that changes to the form may be necessary.

Answers: 1 had a profound impact on 2 pioneer 3 conventional wisdom 4 game-changing 5 paradigm shift 6 set in motion 7 major breakthrough 8 conducting pilot studies

Unit 1 Recording 1

- 1 Her election as prime minister had a profound impact on girls' expectations.
- 2 This person is a pioneer in the field of social networking websites.
- 3 In this period, the conventional wisdom was that the world was flat.
- 4 This stone-age invention was game-changing for travel.
- 5 His election brought about a paradigm shift regarding political campaigns.

- 6 Its destruction in 1989 set in motion a series of events that transformed the world.
- 7 The discovery represented a major breakthrough in eliminating polio.
- 8 Scientists are conducting pilot studies to see if this could replace fossil fuels.

B Ss cover Ex 3A and try to remember the collocations in pairs.

C Ss listen to the recording and check their answers. In feedback, elicit answers and write them on the board under the two headings. Ss then listen again and underline the word stress. Elicit the rule. Ask them to repeat the collocations with the correct word stress.

Answers:

Adjective-noun collocations: the stress is on the noun
 major breakthrough
 profound impact
 conventional wisdom

Noun-noun collocations: the stress falls equally on both nouns
game-changing
paradigm shift
pilot studies

4A Ss discuss in pairs. In feedback, nominate Ss to share their ideas.

Answers: Answers may depend on the teaching context. There may be some famous examples in your local context. Suggested answers: 1 Margaret Thatcher (UK), Indira Gandhi (India) 2 Mark Zuckerberg; Kevin Systrom 3 Any time before the 16th century (in the west) 4 the wheel 5 Obama/Trump 6 the fall of the Berlin wall 7 penicillin 8 solar energy (other alternative energies couldn't completely replace fossil fuels)

Watch out!

You may wish to avoid references to elections or anything which might cause tension among Ss. This will clearly depend on your teaching context, but as a rule it's generally a good idea to avoid discussing politics in the classroom.

B Ss work alone to create questions using the collocations – they need to have an answer in mind for each question they ask. Monitor and check accuracy. When Ss are ready, they ask other Ss their questions – the other Ss try to answer them.

GRAMMAR VERB PATTERNS

5A Tell Ss that the sentences come from the reading text and that they need to change the verb forms. Do the first one as an example. Ss complete the gaps alone, then check in the article.

Answers: 1 constructing, allowing, to swim 2 to go 3 participating, making 4 to study, developing, to dedicate

B Ss complete the rules alone then compare in pairs. Elicit Ss' answers.

Answers: 1a) involved constructing b) was ... committed to developing c) whilst allowing d) thanks ... for making 2 participating 3a) went on to study b) allow(ing) sea life to swim c) ready to dedicate d) way to go

Teaching tip

By the time Ss reach this Advanced level, they can often complete gaps almost instinctively and may be unaware of the 'rules' for when *-ing* forms or infinitives are used. After completing these types of exercises, it can be useful for Ss to generate new sentences based on these rules.

► **LANGUAGEBANK 1.1** p104–105

Stronger classes can read the notes and do the exercises at home. Otherwise, Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them. Do the first one as an example in A. In B, encourage a response to the content of the text (e.g. ask Ss what they think of the firefighters). When eliciting answers, encourage Ss to say why they have made their choice in order to further clarify the rules.

Answers:**A**

- 1 renowned for not answering; in addition to never checking
- 2 reluctant to acknowledge; saving up to buy
- 3 since seeing, bursts out crying
- 4 looking forward to being
- 5 justified in leaving OR having left
- 6 remembering to pack; forget to take
- 7 to have visited; pointless trying to pick OR pointless to try to pick
- 8 admitted (to) ordering OR admitted (to) having ordered

B

- 1 to extinguishing
- 2 – spending
- 3 – starting (or: having started)
- 4 to collect –
- 5 to protecting
- 6 – doing
- 7 to carry –
- 8 – having
- 9 to make –
- 10 – putting
- 11 to start –
- 12 to give –

6A Ss work alone to read the blog comments and select the correct alternatives. Elicit Ss' answers.

Answers: 1 trying 2 of doing 3 doing 4 living 5 do
6 wondering 7 to gather 8 to come up with 9 to remove
10 funding 11 to stop 12 to make 13 getting 14 see

B Ss discuss which statements they agree with in pairs or small groups. Encourage them to justify their answers.

SPEAKING

7A Ask Ss to work in small groups and to choose one of the problems in the list. They should then discuss questions 1–3 in relation to their chosen problem. Circulate and monitor during their discussions and help with language or ideas as necessary.

B Give the groups some time to prepare one of their solutions to present to class. Remind them to include the causes of their problem and the practicalities of their suggested solution. Each group then presents their ideas. Encourage other Ss to make notes and to ask questions at the end.

VOCABULARY PLUS PREPOSITIONAL PHRASES AFTER NOUNS

8A Ss read the three short texts and answer the questions alone before discussing in pairs. Ss do not fill in the gaps at this stage. In class feedback ask: *Who is the most impressive?*

Answers: Marième Jamme – recognising through the horrors of her childhood just how important an education is; enabling girls to study in a range of fields.
Jadav Payeng – seeing the devastation of deforestation on Majuli Island; he's planted trees that amount to a forest and support wildlife.
Michelle Payne – childhood passion for horseriding; her success in a male-dominated sport has inspired women (and probably men).

B Ss complete the profiles alone and then check their answers in pairs before feeding back to the class.

Answers: 1 of 2 for 3 of 4 in 5 for 6 of 7 of 8 of
9 for 10 of 11 in 12 of

C Ask Ss to cover the profiles. Do the first one as an example. Ss then answer the remaining questions in pairs. Do not go through answers at this stage.

Answers:

- 1 Because she saw the necessity of getting an education.
- 2 Because she had a talent for generating sales in the tech industry.
- 3 She did it with the aim of supporting girls in STEAMD.
- 4 For her success in achieving so much.
- 5 It was the motivation for him to start the project/devote his life to planting trees.
- 6 In the course of taking part in a government tree-planting scheme.
- 7 He did it in the hope of creating a forest capable of supporting the wildlife that once lived there.
- 8 As a consequence of his work.
- 9 She had a passion for it/riding.
- 10 The risks of riding.
- 11 Yes. She had no hesitation in talking about it.
- 12 Yes, the implications of a woman winning are/were huge/cannot be underestimated.

D Ss check their answers in the text, underlining nouns and putting a circle around the prepositions.

Answers: Nouns are underlined and prepositions are circled.

- 1 necessity of 2 talent for 3 aim of 4 success in
5 motivation for 6 course of 7 hope of 8 consequence of
9 passion for 10 risks of 11 hesitation in 12 implications of

speakout TIP

Read the speakout tip with the class and emphasise the importance of recording vocabulary in this way. Ss at this high level often say they find prepositions difficult because there are no useful 'rules' to help, hence the need to just 'learn' them. Encouraging them to learn the whole combination of nouns and prepositions is therefore very useful.

9A Ss work alone to create six questions using the prepositional phrases. Monitor and help out with language if required.

B Arrange Ss into pairs. Give Ss 5–8 mins to ask and answer the questions. In feedback, elicit anything interesting they found out about their classmates and correct any common errors.

Optional extra activity

Do a *Would I lie to you?* activity. Write three sentences on the board about you (one should be false), using the prepositional phrases (e.g. *I have a talent for baking, my main motivation for becoming an English teacher was to travel, I started running this year with the aim of preparing for a half-marathon*). Ss ask questions to try to work out if the statements are true or false (you try to convince them **all** are true, their job is to catch you out). Ss vote on whether they are true or false then you tell them the truth. Ss then write three sentences for themselves using the prepositional phrases and work with a partner, who tries to work out truth from lies.

▷ **VOCABULARYBANK 1.1** p120

Stronger classes can do the exercises at home. **Weaker classes** can use dictionaries for all exercises. For A, Ss first work alone then compare with their partner. Elicit Ss' answers and be prepared to help with pronunciation. In B, Ss work in pairs to use the complete prepositional phrases. Do the first one as an example together and check the answers before moving on to C. Clarify in C there is no 'correct' answer. Elicit Ss' ideas.

Answers:

1A 1a) 2b) 3b) 4a) 5b) 6a) 7a) 8b)

B

- 1 on the verge, at bay
- 2 out of sorts, in the same boat
- 3 at a loose end, on impulse
- 4 out of bounds, in the dark.

C (*Speakers identified only. Students may have other answers, and completion of responses is up to them.*)

- 1 A police officer or prison officer talking to a higher ranking officer or a media reporter at a protest or disturbance where things are getting out of hand.
- 2 Someone who works in a (downsizing) company talking to his/her partner, spouse, friend or family member.
- 3 A person talking to a colleague, fellow-student or friend about the previous weekend.
- 4 A journalist talking to another journalist. Neither know why the order is in place.

Homework ideas

- **Ex 2A:** Choose someone you consider to be a trailblazer, either a famous person, a family member or a friend. Write 200–250 words about them, describing what they have done and why other people are likely to want to follow in their footsteps.
- **Language bank** 1.1 p104–105
- **Workbook** Review 1, p4–5

A LIFE AT A TIME**Introduction**

Ss revise and practise the perfect and continuous aspects in the context of giving to people in need. They also learn and practise adjectives related to needing and giving.

SUPPLEMENTARY MATERIALS

Resource bank p130–131

Ex 1B: monolingual dictionaries

Ex 9B: collocations dictionaries

Warm up

Focus the Ss' attention on the photos and elicit what they can see in each one. Write key/new vocabulary on the board. Ask: *What do the pictures all have in common? (someone in need)*. Ask Ss: *Have you seen these types of situations?* Discuss as a class.

VOCABULARY ADJECTIVES: NEEDING AND GIVING

1A Ask Ss to read the questions. Give Ss 1–2 mins to think about their answers alone before they discuss in pairs. Pairs can then share any interesting experiences with the class.

B Ss match the halves of the sentences alone before checking in pairs. During class feedback, help clarify the meanings if necessary, using dictionaries if appropriate.

Answers: 1d) 2c) 3b) 4a)

Teaching tip

Many Ss can become over dependent on their electronic dictionaries (often bi-lingual versions), rather than using context to help try to work out the meanings themselves. Remind Ss that the effort involved in thinking about the language deeply is more likely to lead to retention of those items so encourage them to use context clues or monolingual dictionaries now and again.

C Ss work in pairs to answer the questions. Elicit Ss' answers and write them on the board.

Answers:

1

- a) on welfare, destitute, down to his last cent, hard up
 - b) philanthropic, altruistic
 - c) unstinting, lavish
 - d) vulnerable
 - e) compassionate
- 2** (other answers possible) well off; selfish; invulnerable

2A Ss work first alone and then in pairs to try to identify the stress patterns of the words or phrases.

B Ss listen to the recording to check. Pause the recording where necessary and use the board to mark the stress on each item. Ss then practise by reading the sentences.

Answers:

Stressed on first syllable: on welfare (stress on first syllable of second word), destitute, vulnerable
 Second syllable: unstinting, compassionate, hard up (stress on second word)
 Third syllable: philanthropic, altruistic

Teaching tip

Drilling new language at higher levels is sometimes neglected as it tends to be associated with lower levels. However, drilling high level students is useful too, particularly for intonation and to help eliminate any fossilised pronunciation errors.

- 3** Give Ss time to read the statements. Ss then discuss their opinions on the statements with a partner. Encourage Ss to expand on their answers and justify their viewpoint. During feedback, find out whether Ss agreed with each other or not.

▷ **VOCABULARY BANK 1.2** p120

Stronger classes can do the exercises at home. **Weaker classes** can use dictionaries for all exercises. In both exercises Ss first work alone then compare with their partner. Elicit Ss' answers.

Answers:

1A&B 1 fork out 2 smart money 3 raking in the money
4 strapped for 5 on a shoestring 6 pick up

LISTENING

- 4A** Write the following on the board: *Charity*. Ask Ss what they understand by this and if they know of any charitable organisations both large and small, which operate in their country/countries. Tell Ss they're going to listen to a radio programme about an unusual charity in the UK. Ss listen and answer the questions.

Answers:

- 1** People in need submit their situation and particular needs to 52 Lives, and 52 Lives chooses one situation to feature every week. People who want to help then offer whatever they can.
2a) Her room was redone and refurnished.
b) A rug, and possibly other help but it's not clear.
c) New, false teeth.

Unit 1 Recording 4

AM = Aasmah Mir JT = Jamie Thurston

AM: Now wouldn't it be fantastic, don't you think, if we could help someone or change someone's life for the better every single week; not just occasionally but every single week. Well, Jamie Thurston tries to do that through her website 52 Lives where a story is posted every week, detailing the specific things that somebody needs, for example a gift card, a pram, a vacuum cleaner or some toys, and Jamie I suppose that's the key, it's very simple, isn't it? It's putting the power in people's hands and saying, 'have you got this?'

JT: It is, it's about spreading kindness really, and, as you said, trying to change one life every week and we do that with the help of almost 100,000 people now who follow the website and follow our social media pages and offer help to people that they've never even met and who'll never thank them. You know, it's complete, pure kindness.

AM: How many people have been helped?

JT: This week is week 122.

AM: Wow.

JT: A few weeks ago we helped a little girl in Hull called Josie. She's got a very serious genetic condition. She's in bed a lot of the time and her family spend a lot of time in the bedroom with her. It's kind of become their living room, I guess. And it was in a really poor state and they didn't have the money to fix up her room. So we had painters and decorators, artists, people buying furniture, we've completely redone her room for her. But what people, but what I've learnt over the weeks I guess at 52 Lives is that even though we give people tangible things and things that they need, that hasn't been what's changing their life ... it's the kindness that people are showing; that's what's changing their life. Because if you're going through quite a hard time and

complete strangers, you know, offer you something or are kind to you, that can really change your life.

AM: Mmm. And I mean, how did this all start?

JT: It started off as a Facebook page for my friends and family. I got the idea when I was shopping online for some second-hand furniture and I saw a 'wanted' ad and it was a lady saying that she needed a rug, she was hoping someone would donate a rug to her. She said her floor was all broken, there were nails coming through, her children were cutting their feet. And I didn't have a rug but I contacted her and said 'if you find someone to donate it, I could pick one up for you,' because I knew she didn't have a car. And we got chatting and I learnt more about her situation, and her and her children had escaped quite a horrible domestic violent situation. They'd lived in a garden shed for a little while. They'd ... it was a horrible state, and as I learnt more about her, I just thought between my network of friends and family, I thought if people knew about her, they would help her and so I started a Facebook page. We did help her and I thought between my friends and family we could do this every week. We could do something to help people. And then it grew and grew and we've got almost 100,000 supporters now.

AM: What are the latest things that people have been asking for? And, in fact, what is the most unusual thing that anyone has ever asked for, because people's needs are so ... can be very simple but can be so different?

JT: One of the more unusual things we've given somebody was some teeth. There was a man called Victor in America, he's from Alabama, and he'd had heart surgery and he had to have all his teeth removed before his heart transplant and I think it was to minimise the risk of infection or something and he didn't have any money to replace his teeth so he was just going to have no teeth for the rest of his life and so we set up a fundraising page for him and we raised money and we bought him some new teeth.

AM: What do you think this idea, this website, will be doing five years from now? Have you got plans to expand it?

JT: Well we've just launched a school kindness project ...

- B** Ss work in pairs to discuss possible endings for the sentences from their memory. Ss then listen to the recording again, write the sentences, and check with their partner. During feedback, elicit Ss' answers and write them on the board.

Answers:

- 1** ... putting power in the hands of people in need (so they can communicate their specific need to people who want to help).
2 ... she was ill (she has a serious genetic condition).
3 ... the kindness that people are showing.
4 ... a horrible domestic (violent) situation.
5 ... he had heart surgery.

- C** Ss work in pairs and discuss their ideas. During class feedback, ask Ss to share any interesting ideas they had.

GRAMMAR CONTINUOUS AND PERFECT ASPECT

- 5A** Identify the tense in the first sentence as an example. Then ask Ss to work alone to identify the tenses in the remaining sentences. Don't elicit Ss' answers at this point, as they will move on to discuss the tenses in the next exercise.

Answers: 1 present perfect simple 2 present perfect simple
3 present continuous 4 past continuous 5 past perfect simple
6 past perfect simple 7 present perfect continuous
8 present perfect simple 9 past perfect simple
10 future continuous

B Ss discuss the questions in pairs before feeding back to the class.

Answers:

- 1 continuous: 1, 2, 4, 7 perfect: 1, 3, 4, 5, 6
- 2 existing tenses: past/present/future continuous, past/present/future perfect continuous.
In Ex 5A: past/present/future continuous, present perfect continuous. The speaker sees the action as ongoing (in relation to the point in time referred to) and as having limited duration.
- 3 existing tenses: past/present/future perfect; past/present/future perfect continuous.
In Ex 5A: present/past perfect simple, present perfect continuous. The action happens before a particular point in time and is relevant to that point in time.

C Ss complete alone then compare with a partner. Nominate Ss to give the answers and write up on the board.

Answers: a) 5, 6, 9 b) 1, 2, 7, 8 c) 10 d) 4 e) 3 f) 7

▷ **LANGUAGEBANK 1.2** p104–105

Stronger classes can read the notes and do the exercises at home. Otherwise, Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them. Do an example for each exercise and for B, check *ventriloquist* and *dummy* (you could ask Ss to do a google image search).

Answers:

- A** 1 were, had been 2 've, 'll be 3 Haven't you found, were
4 he'd missed, hadn't 5 'd been, needed
6 've been, downloaded 7 I've been meaning, haven't had
8 're doing, 'll have finished
B 1 had/d taken 2 had/d never felt 3 was waiting
4 had/d lost / was losing 5 had/d been working / had/d worked
6 will/'ll be flipping 7 was walking 8 aren't moving
9 weren't moving 10 was giving 11 had started / was starting
12 was standing 13 hadn't said 14 have/'ve never heard

6 Tell Ss they are going to read the next part of the interview, where Jamie talks about what previous clients of the organisation have gone on to do. Elicit/check *hoist* (a device used for lifting heavy things, in this case, a person). Ss work alone to complete the gaps with the correct verb form. Encourage Ss to refer back to the previous activity and language bank. They can then compare their answers in pairs. Nominate Ss to provide the answers and say why they chose that form.

Answers:

- 1 have changed
- 2 have helped
- 3 are offering
- 4 had contracted
- 5 hadn't been
- 6 had been trying (*had tried* is also possible, IF the parents were no longer trying).
- 7 will have raised
- 8 had done
- 9 is setting up (*has set up* is possible but less likely, as we find out in the next sentence that they're not finished setting it up yet)
- 10 will be helping
- 11 have become
- 12 will be posting

SPEAKING

7A Put Ss into pairs and ask each pair to choose who is Student A and who is B. Ask Ss to locate their information. Give Ss time to read their information and to make notes individually. Remind them that they will need to present their information and make a suggestion as to what help could be offered.

B Ss work in their pairs and take turns to present their information to each other. Each student should advocate for their person, giving reasons. Pairs should then discuss which of the people should be helped and how.

C Pairs share their decisions with the class. Find out whether all the groups came to the same conclusion. Ask the class whether they can agree on a final decision from the whole class.

WRITING AN ARTICLE; LEARN TO VARY COLLOCATIONS

8A Ss read the article and discuss in pairs which title they think is the best and why. Fast readers can underline useful collocations. Elicit ideas as a class and ask Ss if they have heard of the website.

Answer: a) What's on your Wish List?

B Ss underline alone and then discuss their answers in pairs. Elicit Ss' answers and ask them to give reasons.

Answers: 1 anyone 2 informal 3 online magazine
4 inform, entertain, describe 5 quotations, examples

C Ss work in pairs to discuss the questions. In 3, they should compare their ideas with the list on p128.

Answers:

1 Paragraph 1: Grab the reader's attention with questions and a friendly tone. **Paragraph 2:** Describe the main purpose of the site, and how it works. **Paragraph 3:** Give some detail with examples. **Paragraph 4:** Summarise, giving the writer's opinion and a suggestion to the reader.

2&3

- 1 A catchy title – *What's on your Wish List?*
- 2 Informal rhetorical questions – *Have you ever ... ?*
- 3 A question-answer sequence – *You know ... ? / Well, that's what ...*
- 4 Addressing the reader directly – 'you' in first paragraph
- 5 Quotations – in 2nd and 3rd paragraphs
- 6 Examples – *taking decent photographs, helping the homeless*
- 7 Informal sentence starters – *So what kind ... ?*
- 8 Contractions – *that's, it's*
- 9 Informal lexis and lexical phrases – *sets out to, come up with*

9A Ask Ss to close the book and brainstorm in pairs a list of verbs which can go with 'wish' or 'wishes'. Elicit ideas and write them on the board. Ss then look back at the article to compare/check.

Answers: Examples in the article: grant your every wish, express a wish, make a wish come true, fulfil a wish

B Look together at the extract from a collocations dictionary and discuss as a class how this kind of dictionary can help them with their writing. If possible, show Ss the website in the lesson (<http://global.longmandictionaries.com>).

Suggested answer: A collocations dictionary can help with both range and accuracy when writing. You can choose key words related to a topic and list relevant collocations during the drafting stage.

10A Write the four nouns on the board. Ss work in pairs to brainstorm collocations – be sure to remind Ss that they are using the noun forms of these words and highlight that *design* is a countable noun and needs 'a' after the verb (e.g. *create a design*) whereas *research* and *experience* are uncountable in this usage. Elicit Ss' ideas and add them to the board. Ss then add any more they find in the dictionary.

Suggested answers:

website:

verbs: have, visit, design/create, post on, launch, download sth from, upload sth to, navigate, update, bookmark

adjectives: useful, official, secure, college/travel/news/company, etc., price-comparison

design:

verbs: do/create/produce, come up with, change/improve

adjectives: good, modern, simple, innovative, elegant/stylish, traditional, classic, basic

research:

verbs: do/carry out/conduct (formal), undertake (formal), publish, present, be based on

adjectives: scientific/medical, cancer/AIDs, etc., the latest, pioneering/groundbreaking, basic, historical, extensive, painstaking

experience:

verbs: have, get, gain (formal), lack, broaden/widen, use

adjectives: considerable/extensive, long, useful/valuable, invaluable, relevant, past/previous, practical/hands-on, direct/first-hand, teaching/nursing, etc., work, professional

B Ss complete the sentences alone. Ss then compare their answers in pairs before feeding back to the class.

Suggested answers: 1 hands-on 2 painstaking 3 navigate
4 come up with 5 first-hand/personal 6 basic 7 based
8 launched

11A Ask Ss if they know of interesting websites that they could write an article about, preferably one they think their classmates may not know about. Give Ss 1–2 mins to think about it. Direct Ss to look back at the features in Ex 8C and use this as a checklist as they write their draft. Set a time limit and monitor, helping with language.

B Ss work in pairs to provide each other with feedback and help with collocations. Monitor and help with accuracy.

C Ss rewrite their draft, finishing for homework if there is no time in class.

Optional extra activity

Once the Ss have had feedback from you on their final draft, they can type it up and either send it to their classmates or you could start a class blog and ask Ss to post them on there.

Homework ideas

- **Ex 11C:** Write the final draft of the article about a website.
- **Language bank** 1.2 p104–105
- **Workbook** Review 2, p6–7

SHARING ECONOMY?

Introduction

Ss learn and practise phrases for presenting survey results, as well as how to 'chunk' language as they speak. Ss also learn and practise collocations related to a sharing economy.

SUPPLEMENTARY MATERIALS

Resource bank p132

Warm up: Read the information on *Uber* below and prepare your own answers.

Ex 6B: If following the alternative approach, prepare sentences about your class/teaching context.

Warm up

Before Ss open their book, ask them the following questions: *If you ever get a taxi, do you hail one in the street, call one or use an app? Has anyone heard of or used 'Uber'? How does it work?* Allow Ss to share their knowledge and experiences of the company *Uber*. Ask Ss to talk in pairs or small groups about whether they think these type of companies are good or bad.

Culture notes

Uber was founded in 2009 as *UberCab* in San Francisco in the US. The *Uber* app software requires the drivers to have a smartphone, and users must have access to either a smartphone or the mobile website. In July 2012, the company launched *UberX*, a service option which allows anyone to drive for *Uber* using their own car. In 2017 *Uber* was operating in 300 cities across six continents and recently reached the one-millionth-driver mark. *Uber* has been the subject of a number of controversies and challenges including: a backlash from regular taxi drivers who believe that *Uber* has an unfair competitive advantage, a questioning of its contracting practices and customers being charged for rides at times of national disaster, and allegations of not reporting crimes perpetrated by their drivers to the police.

VOCABULARY COLLOCATIONS: SHARING ECONOMY

1A Focus attention on the images and logos in the book, which show other companies considered part of the 'sharing economy'. Ss discuss if they know of them (or any others) and if they believe 'sharing' is the correct term. Elicit Ss' ideas.

B Ss read the text and work alone to complete the gaps with the words in the box. Elicit/provide the answers on the board with the full collocation (i.e. *sharing economy*; *the outer fringes*, etc.). Check meaning of new vocabulary and drill pronunciation. Elicit if the writer has similar views to theirs.

Answers: 1 economy 2 fringes 3 model 4 collaborative
5 terms 6 online 7 driven 8 access 9 on-demand

C Ss work in pairs to discuss the questions. Elicit Ss' ideas.

D Do an example as a class and put Ss into A and B pairs. For **weaker students** allow time for them to think about or even write their questions before doing this activity. They can then cover their questions and try to say them from memory.

Alternative approach

Ss work in pairs and choose two or three collocations they want to practise from this lesson. They then work together to write two sentences for each collocation. Allow **weaker students** to use dictionaries/online resources. Example sentences:

Artificial Intelligence is an umbrella term that simply means making computers act intelligently, Dementia is an umbrella term used to describe a group of diseases that may cause the brain to fail.

When they have written their sentences, they should read them aloud to another pair of Ss, replacing the collocation with a 'beep'. The person in the other pair who guesses correctly first, wins a point.

FUNCTION PRESENTING SURVEY RESULTS

2A Elicit/introduce the topic by asking Ss how companies can find out the general public's opinion on matters. Write 'conducting/carrying out a survey' on the board. Ss read and answer the questions in the survey and decide which they would find most difficult to answer. Ss compare ideas in pairs.

B Ask Ss what happens after surveys have been completed. Elicit/provide the following: *results are collated, analysed and then presented* and write this on the board. Ss then listen to someone reporting the results and decide which question on the survey the speaker is referring to. Elicit Ss' answers and ask if they were surprised by the results.

Answer: Which would you like to find out more about? Which would you like to try?

Unit 1 Recording 5

Woman: ... and the next section was particularly interesting. On the whole, people expressed a curiosity about businesses that had less relevance for them. So, they wanted to know more about services that they were in fact unlikely to use, which was surprising for us. To cite one example, people who don't have pets tended to be particularly interested in getting information about the pet-related services. Our impression was simply that these businesses had some novelty for them, and their interest presumably reflected amusement more than a genuine desire to use the service. One person said, 'It just never occurred to me that such a business would exist.'

Man: Another illustration of this is the number of people who asked for more information about the parking services, who, as it turned out, don't actually have a car. Generally speaking though, when we asked people about actually using the services, there was limited interest in trying out ones that the survey participants hadn't used in the past. The consensus seems to be that people are partial to what they already use or know about, and are satisfied with the service they're getting for the price they're paying. One might speculate that this reflects human nature — People don't like to go out of their comfort zone — but having said that, some people were drawn by alternatives to services they already use, such as HomeExchange instead of AirBnB.

Woman: Yes, and in that case there's a real difference in the way the services work, since with AirBnB you pay for what you use, and with HomeExchange you only pay a membership fee, and after that the services are free. Now moving onto the next question ...

3A Ss work first alone and then in pairs to try to complete the gaps. Play the recording so that they can check their answers, pausing after each item if necessary.

Answers: a) whole b) cite, tended c) impression d) presumably e) illustration f) Generally g) consensus h) speculate

B Focus attention on the expressions in bold and write the headings: *Generalising, Exemplifying, Hedging/Speculation* on the board. Check that Ss understand what each category means and then elicit one example for each. Ss complete their answers in pairs. Conduct class feedback and write Ss' answers on the board. With **stronger groups**, ask Ss to think of one more example for each category (e.g. *there was a tendency, for instance, It may well indicate that ...*).

Answers:

Generalising

On the whole

tended (to be ...)

Generally speaking though

Exemplifying

To cite one example

Another illustration of this is

Hedging/Speculation

Our impression was simply that

(their interest) presumably (reflected ...)

One might speculate that

*The consensus seems to be that

(*the use of 'seems' puts this expression here. If it were 'the consensus is that ...' it would be under *Generalising*)

Teaching tip

At this level, Ss are often planning to engage in higher level academic studies. Hedging is an important feature of academic language in western, English-speaking universities. International students at these universities can sometimes be criticised for being too categorical in their writing/spoken English, as in their own language and culture, hedging language is not always used. It's very useful, therefore, to point out these features and highlight the importance of using such language to be convincing and academic in style.

4A Ss identify the question alone and then check in pairs. Elicit Ss' answers.

Answer: In what way are they 'sharing', and in what way are they for-profit businesses?

B Ss work in pairs to expand the notes and practise the functional language. Once they have divided the points between them, give Ss time alone to think about how to report the information in complete sentences to their partner. Remind them to use the phrases in Ex 3B.

▶ LANGUAGEBANK 1.3 p104–105

Stronger classes can do the exercises at home. Otherwise Ss work alone to complete the presentation. They can then check their answers in pairs before feeding back to the class.

Answers:

A Generally **speaking**, a majority of respondents **tended** to feel that while a shortened (four-day) work week is an appealing idea, it would be too problematic in practice. The **consensus** seems to be that the resulting complications for human resources and management and the decline in productivity wouldn't be worth the benefits. To **cite** one example, a factory manager indicated that going to four days would require increasing his workforce by twenty percent. Another **illustration** of this is that many people said they would have to work at home to make sure their tasks got done anyway. This view presumably **reflects** the degree of inflexibility of many companies. On the **whole** our **impression** was simply that people in fact like their routine, and one might **speculate** that they identify so much with their work that they can't imagine life with less of it.

LEARN TO CHUNK LANGUAGE

5A Write the following on the board: *On the whole, people expressed a curiosity about businesses that had less relevance for them.* Play the 1st part of the recording and ask Ss to identify where the natural pauses go, or how the parts of the sentence are grouped. Ss look at the example in Ex 5A and decide if they agree this is how it was said in the recording. Elicit why chunking is important for the listener (i.e. *it divides the information into sense groups, making it easier for the listener to understand and helps identify key, important points*). Ss look at the sentences in Ex 3A and mark where the chunks begin and end. Elicit Ss' answers and ask if others agree (answers may vary slightly, but should sound natural).

Answers:

- a) On the whole, / people expressed a curiosity about businesses / that had less relevance for them.
- b) To cite one example, / people who don't have pets / tended to be particularly interested / in getting information about the pet-related services.
- c) Our impression / was simply that these businesses / had some novelty for them ...
- d) ... and their interest / presumably reflected amusement / more than a genuine desire / to use the service.
- e) Another illustration of this / is the number of people / who asked for more information / about the parking services, who, / as it turned out, / don't actually have a car.
- f) Generally speaking though, ... / there was limited interest / in trying out [services] that the survey participants / hadn't used in the past.
- g) The consensus seems to be / that people are partial to what they already use / or know about.
- h) One might speculate / that this reflects human nature.

B Ss listen to the recording and say the phrases, paying attention to the chunking.

6A Ss work in pairs and write out four complete sentences from Ex 4B. Monitor for accuracy.

B Ss work in pairs and mark the 'chunks'. They then practise saying the sentences, paying attention to chunking and intonation.

SPEAKING

7A Put Ss into new pairs and tell them that they are going to design, conduct and report on a survey. Direct them to the list of topics and add any others you think would be relevant/interesting to your Ss. Pairs then select a topic and write questions. Make sure all Ss write the questions as they will be separating later to interview other Ss.

B Ss now work alone and interview a number of other Ss (depending on time constraints). They need to make brief notes as they will need this information to be able to report back.

C Ss collate their results with their original partner. Refer Ss to the model in Ex 4A.

D Ss present their results to the class. Ask other Ss to listen and decide if there is anything surprising/interesting in the results. In class feedback, point out useful language and correct any common errors.

Homework ideas

- **Ex 7D:** Write up the survey results using the functional language from this lesson.
- **Language bank** 1.3 p104–105
- **Workbook** Review 3, p8

GENERATION RENT**Introduction**

Ss watch an extract from a BBC programme about a new kind of co-living building in London which is designed with young Londoners in mind. Ss learn 'filler' expressions and practise speaking by designing a co-living space. Ss also write a proposal for a co-living residency.

SUPPLEMENTARY MATERIALS

Warm up: Write the questions below on the board.

Warm up

Ask Ss if they have ever been to London and whether they know anything about the cost of living there. Ss share their ideas. Write the following questions on the board or ask them orally. Ask whether the Ss found any of the answers surprising and why.

1. In 2017, London was ranked one of the top ten most expensive cities in Europe, where exactly did it come in the ranking? a) 3rd b) 8th c) 10th (**answer** = 10th)
2. In 2017, the average house price in London was around £481,500 what was it in the rest of the UK? a) £240,500 b) £ 340,500 c) £440,500 (**answer** = £240,500)
3. What percentage of people living in London are predicted to be living in rented accommodation by 2025? a) 45% b) 50% c) 60% (**answer** = 60%)

Ask Ss how they think young people deal with high housing costs in London? Elicit Ss' answers.

DVD PREVIEW

- 1** Arrange Ss into pairs. Give them some time to read and think about their answers before discussing the questions together.
- 2** Give Ss time to read the programme information and then discuss the questions in their pairs. Elicit Ss' ideas.

Answers:

- 1** Students' own answers.
- 2** Suggested answers: There is a mix of private and communal space which seems suitable for the target group. There are a range of facilities which might appeal to the group, including spaces for socialising, entertainment and dining (spa, restaurant, games room, roof-top). The library might work well for people who want quiet communal work, study or internet-enabled space. Bills are covered by the rent, which is also convenient.

It is unclear what the igloos are or why they might be suited to the target group.

DVD VIEW

3A Read through the questions with the class and encourage Ss to make notes as they watch. Play the DVD. Ss watch, make notes and then discuss their ideas with a partner.

Answers: Positive image: Interesting camera angles (some of which make the spaces, e.g. the bedrooms, look bigger); attractive lighting; restful, upbeat music, makes you feel chilled; a lot of screen time given to the founders, who of course present a positive image of themselves and of the residence. Interviews with inhabitants who have direct experience and are positive.

Doubts expressed: These all come through the nature of the reporter's questions, which are listed/paraphrased in Ex 3B. All the questions have an element of trying to find the problems/issues with the residence.

B Give Ss time to read the questions and discuss in pairs what they remember from the report.

C Play the DVD. Elicit Ss' answers. Ask Ss what their opinions are on question 8 and discuss as a class.

Answers:

- 1 community
- 2 they 'embrace' the local community, e.g. clean up canal, a restaurant and bar is provided.
- 3 Yes. It's only used when you want quiet, reflection time.
- 4 No. More appropriate for singles but there are some couples.
- 5 There are a large number of people so conflicts are minimal. In the twodios – where people share a kitchen – the people are matched for age, interest, career. Conflict is dealt with by dialogue.
- 6 £1080 a month.
- 7 No. All the 'life administration' is taken care of (it's convenient) and so people can focus on making friends.
- 8 No answer is given. Students' own answers.

D Give Ss time to read the excerpts and elicit/provide an example of a 'filler' (e.g. *you know, like, sort of*). You could discuss why we use them and if they exist in Ss' own languages. Play the DVD again from 3.50. In feedback, elicit Ss' answers or direct them to the relevant section in the audio script.

Answers:

- 1 you know, kind of
- 2 sort of, sort of
- 3 kind of
- 4 it's like
- 5 just, like
- 6 You know

DVD 1 Generation Rent

DS = Dougal Shaw, BBC News reporter

- Man1:** It's like a basic shift in the functioning of where society's going to be headed.
- James:** Full under-bed storage as well, for all the bits and pieces.
- Tracy:** And there's places like the spa, where you can order in a massage.
- DS:** Is this the accommodation of the future for 'Generation Rent'? Known as 'The Collective', this co-living space in North London has 550 bedrooms. The bedrooms are all rather small. But then it does have some pretty unique communal facilities. They were still putting the finishing touches to the building when I visited – touches that make it look more like a boutique hotel than a youth hostel or a student halls. I arranged to meet the building's community manager, Ed Thomas, for a personal tour. He's a veteran of co-living communities, which are popular in the United States.
- Ed:** So we've just walked into the library, one of my favourite spaces in the building, where we encourage people to come and do some work, or read a book. So this is the sauna and spa room, and this room also doubles up as a yoga studio. So we've just come out onto the roof terrace, probably my favourite space in the building. We're surrounded by these igloos, which are a great space to come and chill out in. We find that people are using them to read, to do work in ... also have found people sleeping here.
- DS:** We also check out a games room, the larger communal kitchens on each floor and the laundry room, even though a linen cleaning service is provided. And this is where I encounter my first inhabitant, giving me a chance to ask him what he thinks of co-living.
- Man1:** It's like a basic shift in the functioning of where society's going to be headed and I'm pretty excited to be able ... to be able to take part of that.
- DS:** What do you get out of it?
- Man1:** Umm ... community.
- DS:** But how well do these newcomers fit into the existing community I wonder? I asked Ed about this in the cinema room.

Is there a bit of a danger when you've got these facilities in the building that you're in a cocoon, you're not going to interact with the community?

- Ed:** We embrace the local community as much as possible, for example, we've organised a canal clean-up, we've put in a restaurant and a bar because that's what a lot of the people around here ask for and that will be open to members of the public.
- DS:** Next it was time to meet James Scott, a partner in the business that runs the building.
- James:** Storage. Making sure there's enough space for all of your things. So wardrobe, additional storage. Full under-bed storage as well, for all the other bits and pieces. And then every, every unit's got an ensuite bathroom, the shower, the toilet, the sink, all in here. And this is your private space so you can relax, sleep, rest, and then each twodio shares a communal kitchen space, so behind me here is a sort of eating area, so a breakfast bar. And then on the other side is our kitchen facility, so each kitchenette space has got a fridge, hobs, combi-oven, storage, and then your neighbour in your twodio has the same set-up on the other side.
- DS:** The combined space is about five metres by five metres. Do you think that is big enough for a young adult?
- James:** Yeah. I mean the feedback we've had so far is positive. The way co-living works is that we give people really well-designed personal space, which is theirs, which is private, but then when they're socialising, when they're meeting their friends, they're in the wealth of amenity spaces.
- DS:** Do you think you have to be single to be here?
- James:** I think that we think that co-living is probably more appropriate for predominantly single people, but we've already had some couples move in for whom it works really well.
- DS:** One early adopter who has just moved in is civil servant Tracy Eden. Here there's not that much space, personal space in your bedroom, I mean not much more room than the bed itself. Do you find that this is enough for you?
- Tracy:** For me this is enough. It's pretty much only the place that you come when you want some quiet or private reflection. In a traditional house share, you know, if you've got personalities that don't quite work, you're kind of stuck in that small space together, whereas here there are so many people.
- DS:** You are sort of stuck with the person that you share the twodio space with.
- Tracy:** You are sort of stuck, but they've matched us on age and interest and sort of career, so it ... it works for us.
- DS:** As community manager, it's Ed's job to do the matching and prevent infighting. He told me some personality clashes are inevitable, but these can usually be resolved by dialogue, making forced evictions rare. How much does it cost to live this way? It's about £1,080 a month, with many bills included. Reza Merchant, the CEO behind the development, reckons it's an attractive deal.
- Reza:** Your sheets get changed, your room gets cleaned. Once you kind of add in all of those costs, you're really not far off from what you would pay for a house share.
- DS:** All those things that get done for you, is that not going against the whole idea of being independent, it's like, 'mummy's gone now and you've got to do these things yourself'.
- Reza:** It's about convenience. Rather than worrying about your internet and your utilities, and just life admin, you can focus on, like, making friends.
- DS:** A big part of London's housing crisis is a lack of homes for young families. This is more for the kind of twenty-something singleton really.
- Reza:** You know young working Londoners, that are the life blood of this economy, get completely ignored.
- DS:** Does this place recognise the needs of young Londoners, or exploit them? Is it a battery farm for twenty-something singletons, or should we see it as a kind of nirvana for millennials, who don't need much space anyway for their digital belongings? With the doors now open, it will be interesting to see who comes in, and what the locals make of them.

4 Ss work in pairs and discuss their ideas. Elicit Ss' ideas.

speakout design a co-living space

5A Ask Ss if they think 'The Collective' would be suitable for elderly people and to give reasons. Read the instructions together and do an example, feeding in useful language (e.g. *Elderly people are likely to need easy access to healthcare, whereas young families are more usually in need of childcare facilities*) and add it to the board. Ss work in pairs and share their ideas about the other groups.

B Give Ss time to read the areas they need to make notes on, then play the recording. Ss compare answers. Elicit Ss' answers. Ask Ss if they like the speakers' ideas.

Answers:

Who the space is for: musicians

Why they chose that group: they have friends who are musicians and they struggle to find a space to rehearse and develop new music.

What facilities and services the space has: soundproofed bedrooms for private rehearsal, a few big rehearsal spaces, communal kitchen, dining room doubling as a performance space with a stage and an acoustic ceiling, cinema with amazing sound system

Any problems they anticipate: neighbours might have issue with noise and type of people living there, personality clashes (probably over musical tastes)

Proposed solutions: free concerts, music lessons for locals, on-site mediator

C Give Ss time to read the sentences and guess the appropriate alternative. Check/elicite meanings of the following in the given context: *kill two birds with one stone* (achieve two things at once), *kinks*, *snags* (small problems), *hiccups* (mistakes). Play the recording again and Ss listen and underline the correct alternatives. Ss compare in pairs. Direct Ss to the audio script to check answers.

Answers: addresses, double, would seem, consideration, attention, an issue, solve the public relations problem, Knowing, kinks, hiccups

Unit 1 Recording 7

- A:** I have a lot of friends who are musicians and it always strikes me how much they struggle to find a space where they can rehearse and develop new material.
- B:** Yeah, and actually not have music as sort of a secondary thing in their lives. I mean if they can't make enough money from it to live and have to get a job, they might not be able to find a place or time to practise.
- A:** That's the thing, I think it's the ideal group for a co-living space, they need a kind of a space that addresses their specific needs ...
- B:** ... yeah and they can understand and sort of put up with each other. The irregular daily timetables, the noise ...
- A:** Don't call it noise ...
- B:** Okay the sounds ... erm, the music, the cacophony of ... sound ...
- A:** Anyway, let's talk about facilities. Practice rooms.
- B:** Definitely, lots of soundproof rehearsal spaces ...
- A:** Small ones, one or two big ones ...
- B:** Maybe no small ones. You know, I think their private spaces, their bedrooms can actually double as their private rehearsal spaces. If they're soundproofed.
- A:** That's sounds good. So, a few big rehearsal spaces and then each resident has their own soundproofed bedroom or private space. That would seem to me to be the key consideration. It's kind of the main need they have in their private space.
- B:** Along with the usual peace and quiet. And for sleeping, it's good because if others are rehearsing at 3 a.m. and you want to like, sleep, you can.
- A:** So what about communal spaces, besides rehearsal rooms?
- B:** Well, I wouldn't put kitchens in the individual bedrooms ...
- A:** No ...
- B:** ... I'd have one big communal kitchen, really well equipped, a big eating area.

- A:** Good idea. How about a dining area that doubles as a performance room?
- B:** So, with a stage at one end ...?
- A:** Yeah, a stage, and some attention should be given to acoustics.
- B:** An acoustic ceiling.
- A:** If it's in the budget. How about other recreation?
- B:** Like a cinema? That would make sense. For watching DVDs and I'm thinking DVDs of performances.
- A:** So really amazing sound system.
- B:** Definitely.
- A:** So let's talk about services.
- B:** Well it's not exactly a service but I was thinking how important it would be to connect with the local community in a positive way. I mean, people living around this residence might have an issue with the noise and the kind of people living there. So residents could provide free concerts ...
- A:** ... a sort of open house ...
- B:** ... yeah, every Saturday or something.
- A:** And music lessons for local kids.
- B:** Yeah, brilliant idea. That would solve the public relations problem for sure.
- A:** And it gives the residents their regular audience.
- B:** Kills two birds with one stone.
- A:** So what other problems do we need to think about?
- B:** Knowing my musician friends, the biggest problem would actually be personality clashes that are about the music, you know, it's like 'I really don't agree with your style'.
- A:** It's an approaches and taste thing.
- B:** Yeah but we're talking about professionals sort of, or not professionals but people who have extremely strong feelings about their profession, about their art.
- A:** That can lead to a lot of tension.
- B:** Not sure what to do about it.
- A:** On-site mediator?
- B:** Or something like that. These kinks can be worked out in practice.
- A:** Yeah, a few hiccups are inevitable. It's hard to know what to do before you're in the situation.

6A Tell Ss they are going to work in groups to design a co-living space. Divide the class into groups of three or four. Ask each group to select a category of people from the list in Ex 5A or choose their own group. Elicit who each group is designing for and note this on the board. Then write the following on the board:

- *who the space is for*
- *why they chose that group*
- *what facilities and services the space has*
- *any problems they anticipate*
- *proposed solutions to the problems*

Set a time limit for them to make notes in each section.

B Ss take turns to present their ideas. Encourage Ss to challenge the other designs and ask questions.

writeback a proposal

7A Elicit what the aim of a proposal is (*i.e. to present an idea to someone in a persuasive way*) and check that they are aware that proposals are usually formal in style. Ss read the text and answer the questions alone. You may need to support Ss with some of the vocabulary. Ss can then share their answers with the class.

B Ss write a proposal for the co-living residency they designed in Ex 6A. Make it clear that their classmates will be reading the final proposals and making a decision about which best serves its target group and which is most worthy of investment.

C In the same or the following lesson, Ss read each other's proposal and decide if the residency is worthy of investment.

Homework ideas

- **Ex 1:** Write about your experiences of co-living (the positives and negatives).
- **Ex 7B:** Write the final draft of your proposal.

LOOKBACK

Introduction

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

TRANSFORMATION

1A After explaining the activity, elicit the first answer as an example in order to check Ss understand what to do. Ss complete the words by adding vowels then check their answers in pairs. In feedback, elicit Ss' answers. Listen carefully to Ss' pronunciation of the phrases and if necessary, drill them chorally and individually.

Answers: 1 profound impact 2 major breakthrough
3 game-changing, paradigm shift 4 sets, motion
5 pioneer, pilot studies 6 conventional wisdom

Optional extra activity

Arrange Ss into small teams. Elicit a name for each team and write the names on the board. Give each team a board pen. You say a definition of the words, either your own or from a dictionary (e.g. *a big change in the way people see or do something*) and a representative from each team goes to the board to write the words/phrases (e.g. *paradigm shift*). The first team to write the correct answer wins a point.

B Ss complete four of the sentences with their own ideas before discussing with a partner. Monitor and help with language.

VERB PATTERNS

2A Explain that Ss need to complete the questions with a verb phrase, identifying if *-ing* or *to + infinitive* is needed. Remind Ss these must be genuine questions that they want to ask their classmates later. Elicit possible endings for the first question. Monitor and help with any language needed.

Answers: 1 *-ing* 2 *to + infinitive* 3 *-ing* 4 *to + infinitive*
5 *-ing* 6 *to + infinitive* 7 *-ing* 8 *-ing* 9 *to + infinitive* 10 *-ing*

B Ss ask and answer their questions in pairs. Ask Ss to say what the most interesting thing they found out about their partner was.

ADJECTIVES: NEEDING AND GIVING

3A Focus Ss' attention on the title of the text and elicit predictions on what the text is about. Ss work alone to complete it before comparing in pairs. Nominate Ss to provide answers.

Answers: 1 philanthropic 2 compassionate 3 unstinting
4 vulnerable 5 altruistic 6 destitute 7 hard-up 8 welfare

B Ss discuss which parts of the article they agree or disagree with. In class feedback, elicit Ss' ideas.

Optional extra activity

Ask Ss to decide which word or phrase is *a) the hardest to remember, b) the nicest sounding, c) the most difficult to pronounce, d) the one they are most likely to use*. Ss compare their ideas.

CONTINUOUS AND PERFECT ASPECT

4A Ss complete the activity in pairs. In class feedback, elicit Ss' answers and use the board to clarify the differences in the pairs.

Answers:

1a) present perfect simple **b)** present continuous
No significant difference in meaning.

2a) future perfect continuous **b)** future perfect simple
These can be essentially the same in meaning if finished one way, e.g. '...here for 5 years', though even then **a)** might express a temporary view of 'living here'; **b)** can be completed in ways that

a) can't, e.g. '...in fifteen countries in my life thus far'

3a) future perfect simple **b)** future continuous
No significant difference in meaning.

4a) past perfect continuous **b)** present perfect continuous
The point of reference is different. In sentence **a)** it is before and up to a point in the past. In sentence **b)** it is before and up to now. So, in **a)** the person is talking about a 'finished' story from their life, in **b)** a current, unfinished story.

5a) past continuous **b)** past perfect simple
Essentially no significant difference in meaning – the 'but' implies a change in plans for both, and either could come from a 'narrative' of someone's life when talking about a change of plans in the present OR in the past.

Watch out!

Ss can become frustrated when they discover there is 'no significant difference' in the use of one verb form or another, especially if they are used to/like hard and fast rules. Therefore, at this level particularly it's important to talk about subtleties, the perspective of the speaker and even language style choices we make.

B Ss personalise one sentence in each pair to make it true for them. Note, not all sentences may be applicable to them. Ss then discuss in pairs. In class feedback, ask if Ss had anything in common.

Alternative activity

Do a *Find Someone Who* activity. Distribute three slips of paper to each student and ask them to write one complete sentence that is true for them on each using the stems in Ex 4A (or slight variations). With **weaker classes** provide examples which are true for you (e.g. 1. *By the end of this year, I'll have been living in Poland for three years*; 2. *I had planned to study another language at university but I found I didn't have the time*; 3. *I've never been able to cook rice very well so I always get someone else to do it*.) Monitor and help with language. When Ss have completed their sentences, ask Ss to fold them up and place them in a pile on your table. Ss come up and take three pieces of paper each. Ss stand up and mingle asking questions to find the person who wrote each of the sentences (e.g. for Question 3. *Are you good at cooking rice?*). Encourage Ss to ask follow-up questions once they have found the person.

PRESENTING SURVEY RESULTS

5A Explain that the text is an extract from a report on options for public spaces. Point out that the words and phrases in bold are incorrect. Ss should first read through the whole text. Ss work alone to correct the errors. They then check their answers in pairs before feeding back to the class. Write the correct answers on the board.

Answers: 1 On the whole 2 tended 3 The consensus seems to be
4 To cite one example 5 presumably 6 Another illustration of this
7 One might speculate that 8 Generally speaking though
9 our impression was that

B Ss briefly discuss whether they agree with the opinion expressed and suggest solutions. Elicit Ss' ideas and open up the discussion to the whole class.