

TEACHER'S BOOK

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STUDENTS' BOOK CONTENTS

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DVD-ROM:



DVD CLIPS AND SCRIPTS



BBC INTERVIEWS AND SCRIPTS



CLASS AUDIO AND SCRIPTS

LISTENING/DVD		SPEAKING	WRITING
		talk about important dates in your life	write an email of introduction
	listen to a set of instructions and do a test	talk about the differences between men and women	
	listen to three interviews	role-play an interview	
	The Blind Painter: watch a BBC documentary about a blind artist	speak about yourself for 60 seconds	write a personal description
	listen to a radio programme about films	talk about life stories	
	listen to news reports	talk about an important news event	write a news report
	listen to a woman telling a story	tell a true story or a lie	
	Hustle: watch a BBC drama about an art thief	tell a narrative	write a newspaper article
	listen to people making plans	discuss your plans and arrangements	write a series of messages
		talk about predictions	
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	YouTube: watch a BBC documentary about the rise of YouTube	discuss how to create a video channel	write a proposal
		discuss how important becoming a millionaire is for you	
	listen to people describing dream jobs gone wrong	talk about past habits	write a covering letter
	listen to people making decisions in a meeting	participate in a meeting	
	Gavin and Stacey: watch a BBC comedy about a man's first day in a new job	describe a day in your life	write about your daily routine
		talk about inventions over the last 100 years	write an advantages/disadvantages essay
	listen to people answering difficult questions	present and answer questions on your area of expertise	
	listen to conversations about technical problems	explain/solve problems	
	Top Gear: watch a BBC programme about a race between a car and two people	present a new machine	write an advertisement

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	
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UNIT 9 HISTORY page 103 📺 BBC interviews Do you think life is better now than in the past?					
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9.2	In our time page 107	active versus passive	periods of time; collocations	weak forms: <i>are, has been, was</i> and <i>were</i>	read about time travel
9.3	I have no idea! page 110	expressing uncertainty	describing people	intonation: showing interest	read a quiz about famous people in history
9.4	Michelangelo page 112				

UNIT 10 WORLD page 115 📺 BBC interviews What are the biggest problems facing the world today?					
10.1	Ethical man page 116	reported speech	the environment; word building: prefixes	weak forms: auxiliary verbs	read about a man who tried to live ethically for a year
10.2	World food page 119	verb patterns	reporting verbs	weak forms: <i>to, for, that</i>	
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LISTENING/DVD		SPEAKING	WRITING
	listen to a radio show about therapies	talk about emotions	
		discuss what you would do in different situations	write an email of advice
	listen to conversations where people hear news	give/respond to news	
	My Worst Week: watch a BBC programme about a man's terrible day	talk about memorable moments	write a website entry
	listen to a radio programme about success	talk about success	
	listen to a conversation about memory	talk about your abilities	write a summary
	listen to a discussion about intelligence	give/clarify opinions	
	Andy Murray: watch a BBC documentary about Andy Murray	describe an achievement	write an internet post
		describe your neighbourhood	
	listen to descriptions of online communities	compare real-world and online activities	write a website review
	listen to people describing guest/host experiences	discuss social situations	
	Tribe: Anuta: watch a BBC documentary about a remote community	design a community	write a web advert
		talk about important events in history	write a short essay
	listen to descriptions of past decades	talk about your own history	
	listen to people doing a quiz about famous people in history	compile and do a quiz	
	The Divine Michelangelo: watch a BBC documentary about the life and work of Michelangelo Buonarroti	describe a person who influenced you	write a wiki entry
		discuss ideas for reducing plastic waste	
	listen to descriptions of the world's best food cities	recommend a city for food	write a restaurant review
	listen to people giving advice/warnings	ask for/give travel advice	
	Nature's Great Events: The Great Melt: watch a BBC documentary about the Arctic's melting ice caps	talk about an endangered place	write an email campaigning for action

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LEAD-IN

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

GRAMMAR

1 Focus attention on the text and look at the example together. Ss find the other examples alone then check in pairs. Check answers with the whole class.

Answers: 1 looked, married, invited, sat down, heard, shot 2 was dining 3 have been
4 had been, had died 5 might 6 the best 7 who was also called Umberto
8 was also called, was born, was told

PRONUNCIATION

2A Focus attention on the example and elicit the common vowel sound (/u:/). Ss match the other pairs alone then check in pairs

B Ss listen and check their answers. Play the recording again for Ss to listen and repeat. Check answers with the class, and write the pairs of words in a row across the top of the board.

Answers: through – queue; sail – fake; bar – heart; white – shy; boil – toy; cheat – seen;
boat – flow; put – took

C Ss work in pairs to think of and write down more words with the same sounds as the ones in Ex 2A. After a few minutes, give out board pens and ask them to come to the board to write them in the correct column. When they have finished, ask the class to check that the words are in the correct places.

Optional extra activity

Put Ss into pairs and ask each pair to stand on opposite sides of the classroom, facing each other. Ss take it in turns to call out one of the words from the board. Their partner then responds with another word in the same group. To make it more challenging, you could play some music in the background.

VOCABULARY

3A Go through the example with the class. Ss complete the phrases alone then check in pairs. Check answers with the class.

Answers: 1 have 2 check 3 go 4 do 5 meet 6 do 7 chat 8 take 9 watch 10 play

B Ss complete the word webs in pairs then check answers with the class.

C In pairs, Ss add more phrases to the word webs then discuss which of the things they do on a normal day.

COMMON ERRORS

4A Do the first one together as an example. Ss correct the mistakes alone then check in pairs. Check answers with the whole class.

Answers:

- | | |
|---|---|
| 1 She likes listening to music. | 6 He <i>doesn't</i> come here often. |
| 2 I am <i>an</i> architect. | 7 We come from <i>Germany</i> . |
| 3 Are you feeling <i>alright</i> ? | 8 Where <i>did</i> you go yesterday? |
| 4 When <i>can</i> I visit your house? | 9 I have <i>lived</i> in this town all my life. |
| 5 Let's discuss about this tomorrow. | 10 My wife is a really good <i>cook</i> . |

B Ss match the mistakes and the types in pairs, then check answers with the whole class.

Answers: a) 6 b) 3 c) 9 d) 7 e) 1 f) 2 g) 10 h) 4 i) 8 j) 5

OVERVIEW

1.1 ME AND MY LANGUAGES

- VOCABULARY** | language
READING | read about bilingualism
GRAMMAR | question forms
PRONUNCIATION | intonation: *wh*- questions
SPEAKING | talk about important dates in your life
WRITING | emails of introduction; learn to write formal and informal emails

1.2 SAME OR DIFFERENT?

- VOCABULARY** | relationships
PRONUNCIATION | word stress
LISTENING | listen to a set of instructions to do a test
SPEAKING | talk about the differences between men and women
GRAMMAR | review of verb tenses
VOCABULARY PLUS | collocations
SPEAKING | talk about your classmates

1.3 TELL ME ABOUT YOURSELF

- SPEAKING** | talk about your interview experiences
VOCABULARY | interview advice
FUNCTION | talking about yourself
LEARN TO | use two-word responses
PRONUNCIATION | intonation: sounding polite
SPEAKING | role-play an interview

1.4 THE BLIND PAINTER   DVD

- DVD** | watch a BBC documentary about a blind artist
speakout | 60 seconds about you
writeback | a personal description

1.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

What does 'family' mean to you?

This video extends discussion of the unit topic to family. Ss can view people describing their family and what 'family' means to them. Use this video at the start or end of Unit 1 or set it as homework.

ME AND MY LANGUAGES

Introduction

Ss revise/practise question forms (*yes/no* questions, subject and object questions and questions with a preposition) in the context of talking about language and language learning. They also practise writing formal and informal emails.

SUPPLEMENTARY MATERIALS

Resource bank: p129

Warm up

With new classes, it's important to build rapport so that the Ss feel comfortable with each other and with you. Write three facts about yourself on the board, two true and one false. Invite Ss to ask questions to find out further information about the facts and then guess which one is false. Ss then write their own sentences and ask and answer in pairs.

VOCABULARY LANGUAGE

1A Put Ss into pairs and give them 5 mins to go through the words in bold and check they understand what they mean. Check understanding with the class and be prepared to give further explanations or examples where necessary. Give Ss another 2–3 mins to think about their answers to the questions alone.

Suggested answers:

mother tongue: the first language that you learn as a child
learning strategies: plans, activities and techniques that people use to help them learn

foreign: from a country that is not your own

native speakers: people who learnt a language as their first language when they were a baby

slang: very informal language that uses new or rude words instead of more common words

jargon: words/phrases used by people in the same profession which are difficult for others to understand

fluency: the ability to speak/write a language very well without stopping frequently

accuracy: the quality of being correct

skill: an ability that needs to be learnt and practised, e.g. writing, playing the piano

bilingual: the ability to speak two languages fluently

B Arrange Ss into small groups and ask them to discuss the questions together. In feedback, go through each question and nominate a student to share their answer with the class.

Alternative approach

You could do this as a whole-class mingling activity instead. Ask Ss to stand up and discuss the questions with as many different classmates as possible.

Teaching tip

In group discussions, monitor carefully and note down any common errors and/or examples of good language. After feedback, go through the errors as a class, without naming who made them. Ask Ss to try and correct the errors themselves. Drill any examples of good language.

2 Write *tongue* on the board. Elicit which letters are silent (*ue*) and cross them out. Ss answer the questions in pairs. When they have finished, check answers with the class.

Answers:

- 1 Silent letters: *ue* in *tongue*; *g* in *foreign*; *e* in *native*
- 2 Silent letters: first *c* in *science*; *l* in *talk*; *t* in *listen*; *k* in *know*; *gh* in *right*; *w* in *wrong*; *h* in *hours*; *u* in *guess*
- 3 *b* is true

speakout TIP

Read the tip with the class and elicit some words which Ss often find difficult to spell. Explain that it's important to learn how words sound as well as how to spell them.

READING

3A Focus attention on the title of the text and check understanding. Ask Ss if they consider themselves to be bilingual. Elicit ideas as to what the text will be about and write them on the board. Give Ss 5 mins to read the text quickly and check. In feedback, go through the list on the board and tick any ideas mentioned.

Answer: The text is about some of the most common myths about bilingualism.

B Ss read the text again and answer the questions, then check in pairs before checking with the whole class.

Answers:

- 1 Danish, English, Portuguese, Spanish, Italian, German
- 2 Danish and English from his mother; Spanish from his father; Portuguese, Italian and German from living in countries where those languages are spoken.
- 3 around fifty percent
- 4 pronunciation
- 5 protection against mental illnesses such as Alzheimer's

C Give Ss 3–4 mins to find the words and phrases in the text, working alone then checking with a partner. Elicit the answers and check comprehension by using focused questions, such as *What is your native language? Is studying a language the same as picking it up?* etc. Drill the new vocabulary.

Answers: 1 native 2 pick up (pick something up) 3 multilingual 4 persistent myths 5 acquire 6 gain insights

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

GRAMMAR QUESTION FORMS

4A Ask Ss to look at the example sentences 1–6. Check the meaning of *auxiliaries*, *prepositions* and *subject* by eliciting examples. Ss then read the grammar questions a)–e) and answer them using the six example questions.

Teaching tip

Stronger classes can work alone, then compare their answers in pairs. You could also ask them to think of more examples for each type of question. **Weaker classes** may need more support. Read the notes with the Ss and check they understand how the word order changes in question forms. In each exercise, elicit the first answer as an example and check Ss can form the questions correctly before they do the rest of the exercises. In **mixed-ability classes**, **stronger Ss** could work with **weaker Ss**. This challenges the **stronger Ss** and reinforces their knowledge by having to explain it.

Check the answers with the class. Be prepared to clarify any points Ss aren't sure about, using examples.

Answers:

- a) speak, use, talk, happened, talk, is
- b) 1 Do (present) 2 Did (past) 3 did (past) 5 did (past)
- c) 1 and 2 d) 3 and 5 e) 4 and 6

▶ LANGUAGEBANK 1.1 p128–129

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the word order in questions and the position of prepositions. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

- A 1 Where do you live?
- 2 Who won the game?
- 3 Does he eat meat?
- 4 What are they doing?
- 5 What are you writing about?
- 6 When did you arrive?
- 7 Who ate the chocolate?
- 8 Did you like the film?
- B 1 Who killed the President?
- 2 What were you thinking about?
- 3 What happened to the old theatre?
- 4 Where did your great-grandparents come from?
- 5 Did your ancestors come from here?
- 6 Has she worked here for a long time?
- 7 Who is making all that noise?
- 8 Which house are you looking for?

B Ss listen to the questions from Ex 4A and decide if the *wh*-question words are said in a higher or lower voice.

Answer: The question words are said in a higher voice.

C Play the recording again and ask Ss to imitate the questions as they hear them. Repeat this until Ss feel comfortable pronouncing the questions.

Watch out!

Intonation can be frustrating for Ss due to the lack of hard and fast rules. But intonation is important for expressing meaning, sometimes more so than the words we use. Reassure Ss that the best way to learn it is by shadowing natural spoken language.

5A Do the first question together as an example and write it on the board. Ss work alone to make questions, then check their answers in pairs. Elicit the answers.

Answers:

- 1 Do you study every day?
- 2 Did your parents teach you any other languages?
- 3 Who is the best language learner you know?
- 4 Who was your first English teacher?
- 5 What do you do to remember words in English?
- 6 What languages do you like listening to?
- 7 What TV programmes do you watch in English?
- 8 When did you first speak a foreign language?

B Drill the questions with the class. Ss choose three of the questions and walk around asking them to other Ss in a mingling activity. Invite Ss to share with the class any interesting answers they found out.

SPEAKING

6A Demonstrate the activity by writing two dates, two names and two places which are important to you on the board and explaining why they are important. Give Ss 5 mins to write their own dates, names and places and make notes about them. Monitor carefully to help with vocabulary, especially with *weaker classes*.

B Arrange Ss into groups of four and ask them to explain their information to their group. Monitor and encourage Ss to ask follow-up questions. Note down any common errors for later feedback. Nominate Ss from each group to tell the class any interesting facts they found out.

Teaching tip

When nominating Ss to speak, do it randomly (rather than round the class) to prevent Ss from switching off before their turn.

WRITING EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

7A Ss discuss the question in pairs. In feedback, nominate some Ss to share their answers with the class.

Suggested answers: applying for a job, applying for a university or college place, applying for a place on a course

B Focus attention on the subject lines of each email and ask Ss why they think the people are writing. Ss read and check. When eliciting the answers, ask them which lines tell us this.

Answers:

Julia is writing because she wants to join a class ('She said you'd be happy to accept a few more people.') and wishes to introduce herself ('My name's ...'; 'My mother tongue is ...'; 'I was travelling ...'; 'I really want to ...').

Talya is writing to introduce herself to her new colleagues ('I would like to take this opportunity to introduce myself'; 'I have worked ...'; 'I have been involved in ...'; 'I am married ...').

8 Ss read the five steps for good email writing and the emails again, then answer the question in pairs. In feedback, elicit Ss' answers.

Answer: Yes

9A Ss look back at the two emails in Ex 7B and decide which is formal and which is informal. Elicit the answers and ask Ss how they can tell.

Answers:

The first is informal. It uses contractions ('My name's', 'you're'). It leaves out words ('Hope to hear from you soon'). It sounds more like spoken English ('I really want to ...'; 'I'd love to ...').

The second is formal. It uses full forms of verbs ('I will', 'I would'). It uses longer, more complex sentences ('I have been involved in a number of ... in eight countries.').

Teaching tip

Due to historical influences on British English, longer, Latin-based words tend to be more formal, while shorter, Germanic-based words tend to be more informal. Because of this, Spanish, Italian, French and Portuguese speakers tend to find formal words easier to understand.

B Ss look back at the two emails and answer the questions in pairs. In feedback, elicit Ss' answers.

Answers: 1 F 2 I 3 I 4 F

C Do the first note together as an example. Ss refer back to the emails to find the missing phrases, then check their answers in pairs. Elicit Ss' answers.

Answers:

- 1 Dear (name)
- 2 opportunity
- 3 Hope to hear from you soon
- 4 Yours sincerely

10 Give Ss 3–4 mins to read the information and take notes. Check that Ss are clear about what they need to write and give them 10–15 mins to write a draft of their emails. Monitor carefully and help Ss with any vocabulary they need. Note down any common errors and go over them with the class at the end. Ss exchange drafts with a partner and give each other suggestions for improving their emails.

Alternative approach

Ask Ss to write an email to you, introducing themselves and explaining why they've signed up for this course. You could give Ss your email address or create a free one and ask them to send their emails to you.

Homework ideas

- **Ex 6A/B:** write about your partner's (or your) important dates, names and places.
- **Ex 10:** write a final draft of your email.
- **Language bank:** 1.1 Ex A–B, p129
- **Workbook:** Ex 1–5, p4–5

SAME OR DIFFERENT?

Introduction

Ss revise and practise the present simple, present continuous, past simple and past continuous in the context of talking about the differences between men and women. They also learn and practise common collocations with *take, get, do* and *go*.

SUPPLEMENTARY MATERIALS

Resource bank: p127, p128 and p130

Ex 1B: bring dictionaries for Ss to use.

Warm up

Lead into the lesson via the website illustration. Ss work in pairs and discuss stereotypes of men and women.

VOCABULARY RELATIONSHIPS

1A Demonstrate the activity by writing your own list on the board. Give Ss a few minutes to write their own lists. When they are ready, ask them to compare and explain their lists in pairs.

B Check Ss understand *boss and employee* in the first example. Ss work in pairs to match the rest of the words to the questions. If you've brought dictionaries, give them out for Ss to use. Elicit Ss' answers and check comprehension, especially the meaning of *godfather* and *godmother* to any non-Christian Ss.

Answers: 1 boss and employee 2 godfather and godmother
3 fiancée and fiancé 4 mentor and pupil 5 team-mates
6 classmates 7 member 8 partner

C Ss listen to the sentences and number the words in the box in Ex 1B in the order they hear them. Elicit the correct order.

Answers: 1 employee 2 mentor and pupil 3 godmother
4 boss 5 fiancé 6 member

Unit 1 Recording 2

- I think I'm a good employee as I always do my best at work.
- At my school we have a system of mentors who help the younger pupils and I'm one of the mentors.
- My nice news is that I recently became godmother to my best friend's little girl.
- I'm the boss of a small company that sells sports clothes.
- I'll introduce you to my fiancé later. We got engaged two weeks ago.
- I took up judo six months ago and I'm a member of a local club.

D Check Ss understand *syllable* in the rubric. Ss work alone to find the words with two syllables and underline the stressed syllable, then check their answers in pairs. Elicit Ss' answers.

Answers: Two syllable words: classmates, partner, team-mates, member, mentor, pupil

▶ VOCABULARYBANK p148 Relationships

Focus attention on the family tree. Read the example with the class, then Ss complete the family tree with the words in the box. In feedback, elicit Ss' answers. **Stronger classes** can do the exercise at home.

Answers: (from left to right, top to bottom) grandparents on my mother's side, stepfather, in-laws, ex-husband, sister-in-law, stepdaughter, nephew, niece

speakout TIP

Read the tip with the class and practise saying the two-syllable words using the technique described.

2 Arrange Ss into small groups to discuss the questions. When they have finished, nominate Ss from each group to share their ideas with the class.

LISTENING

3A Elicit/Check *wired* and *navigating*. Give Ss 3–4 mins to read the text then discuss the questions in pairs. In feedback, elicit Ss' answers and have a class discussion.

B Explain that Ss have to listen and follow the instructions and draw a picture.

Unit 1 Recording 3

P = Presenter

Part 1

P: Is your brain male or female? Well, you might think it's a strange question, but some researchers have found that men and women's brains are actually wired differently. So, let's do a test to see if your brain is male or female. In a moment, we're going to ask you to draw a picture of a bicycle. So, make sure you have a pen or pencil ready.

Part 2

P: OK, so I want you to draw a picture of a bicycle. You have exactly one minute, starting now ...
Make it as beautiful or normal as you like. Include as much detail as you can. You've got forty-five seconds left ...
You've got another fifteen seconds ...
You've got five seconds left ... four, three, two, one, zero, stop. Right, stop drawing, please. Now, write down on your piece of paper, whether you, the artist, are male or female. That's all we need to know for the experiment. Now turn to page 158 to see what a real bike looks like.

C Ss listen and compare their picture with the one on p158. Check comprehension.

Unit 1 Recording 4

P = Presenter

Part 3

P: Now, count up the parts on your drawing. Did you include wheels? A handlebar? A saddle? A chain? A crossbar? Pedals? Did your bike have at least five parts? And could it work? Now for the difference between the men's drawings of a bicycle and the women's – female drawings often include a person riding the bike; men's drawings don't usually include a person. This is a clear indication that women think people are important. Men, on the other hand, are more interested in getting the machine right. So, how did you do? Is your brain male or female?

Teaching tip

In listening activities, don't play the recording too many times, as this isn't like real-life listening. Before playing the recording again, let Ss check their answers in pairs, as they may be able to get the answers they didn't hear.

D Ss discuss the questions in pairs. When they have finished, nominate a few Ss to share their ideas with the class.

SPEAKING

4A Give Ss 2–3 mins to read the comments and decide which they agree/disagree with and why. Monitor and help where necessary. When they are ready, arrange Ss into small groups to compare their ideas.

B Ss discuss the questions in the same groups. In feedback, nominate Ss to share their ideas with the class.

GRAMMAR REVIEW OF VERB TENSES

5A Focus attention on the underlined verbs in the examples. Ss work alone to match them to the names of the tenses, then check their answers in pairs. In feedback, elicit Ss' answers and check they know how to form the continuous tenses correctly.

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

B Do the first rule together as an example, then Ss complete the rest in pairs. Check answers and clarify if necessary.

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

C Go through the rules with the class, then give Ss 2–3 mins to underline three examples in the comments in Ex 4A. Elicit the answers and other examples of 'state verbs' (verbs that are not usually used in the continuous) and write them on the board.

Answers: Women don't know how to read maps.; Women remember every outfit ...; Women like to take three weeks.

▷ **LANGUAGEBANK 1.2** p128–129

1A Teach/Elicit *translator* and *conference* before Ss do the exercise.

B Elicit the first answer with the class as an example and check Ss are forming the tense correctly. Ss complete the sentences, then check their answers in pairs.

Answers:

A 1 speak 2 'm attending 3 was doing 4 heard
5 arrived 6 don't speak 7 met 8 was looking
9 do you know 10 found

B 1 're winning 2 was travelling 3 died 4 wasn't listening
5 don't work 6 is burning 7 Did you see 8 causes

6A Go through the first sentence together as a class. **Stronger classes** can do the exercise alone, then check their answers in pairs, but **weaker classes** could work in pairs. Elicit Ss' answers.

Answers: 1 'm 2 grew up 3 'm learning 4 got 5 seemed
6 'm enjoying 7 met 8 was looking 9 are 10 sing

B Arrange Ss into pairs and elicit the questions they need to ask to find out the information, e.g. *What do you do? What are you doing at the moment?* etc. With **weaker classes**, you could write these on the board. Ss then ask the questions and write their partner's profile.

VOCABULARY PLUS COLLOCATIONS

7A Introduce the topic and focus attention on the quiz. In pairs, Ss complete the quiz.

B Ss turn to p158 and check their answers. Nominate Ss to tell the class how many they got correct.

Answers: 1 c) 2 a) 3 c) 4 b) 5 a) 6 b) 7 b) 8 c)

8A Ss work alone to find five expressions in the quiz, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: doing exercise, get married, take (more) responsibility for, doing the housework, gone on a diet

B Check Ss understand the expressions in italics. They then work alone to put the expressions in the word webs, then check their answers in pairs. Elicit Ss' answers in feedback, and elicit or give example sentences, e.g. *I'm going on a diet starting tomorrow. We get on really well. Could you do me a favour?*

Answers: (in correct order)

- 1 go: on a diet, grey, home, off something, for a drink/a walk/a meal
- 2 take: a taxi, part in something, after someone, responsibility for
- 3 get: married, a job/degree, here, on with someone
- 4 do: exercise, housework, research, someone a favour

▷ **VOCABULARY BANK** p148

Collocations with *take*, *get*, *do* and *go*

With **weaker classes**, elicit one or two examples with the class first, then Ss complete the word webs in pairs. **Stronger classes** can do the exercise at home.

Answers: (in correct order)

- 1 do: exercise, your best, the cleaning, nothing for you
- 2 get: a prize, fired, food poisoning, excited
- 3 take: sugar, ages, a look, the blame
- 4 go: crazy, badly, on holiday, together

SPEAKING

9A Elicit Ss' ideas for the first phrase as an example. Ss work alone and write their classmates' names next to the phrases.

Teaching tip

With **large classes** and/or **multilingual classes**, it can be difficult for Ss to remember the names of their classmates. For this activity, write all the Ss' names in a list on the board.

B Ss discuss their ideas in small groups. When they have finished, nominate Ss to tell the class their ideas and check if other Ss agree.

Homework ideas

- **Ex 4A:** write some more opinions for men and women.
- **Ex 8B:** write a short story using the collocations.
- **Language bank:** 1.2 Ex A–B, p129
- **Vocabulary bank:** p148
- **Workbook:** Ex 1–6, p6–7

LOOKBACK

Introduction

Ss revise and practise the language of Unit 2. 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.

TYPES OF STORY

1A Do the first sentence together to demonstrate. Ss work alone to add the missing letters, then compare their answers in pairs. Elicit Ss' answers and write the words on the board.

Answers: 1 action 2 biopic 3 romantic comedy
4 period dramas 5 psychological thriller 6 detective
7 science fiction 8 docudramas

B As an example, choose one of the genres and tell Ss some of your favourite films in that genre. Ss work alone and choose three of the genres. When they are ready, ask them to walk around and find other Ss with the same favourites. Ss then form groups and work together to make their 'best ever' lists. In feedback, elicit Ss' ideas and compare as a class.

PRESENT PERFECT AND PAST SIMPLE

2A Give Ss 1 min to read the phrases and check they understand them. Ss choose eight of the phrases and write a sentence for each. Make sure they choose things they have and haven't done to ensure they practise both the positive and negative forms. Monitor and make sure Ss are forming the sentences correctly.

B Go through the example and point out the use of the past simple to give details. Ss work in pairs to give more information about their experiences. Monitor and note down any common errors for later feedback. In feedback, nominate Ss to share any interesting facts they found out.

NARRATIVE TENSES

3A Elicit the first answer as an example. Ss complete the story alone, then compare their answers in pairs. In feedback, elicit Ss' answers and check the pronunciation.

Answers: 1 woke 2 'd forgotten 3 was having 4 rang
5 hadn't finished 6 'd asked 7 left 8 was standing
9 were looking 10 realised 11 'd forgotten 12 was wearing

B Go through the questions with the class. Give Ss 2–3 mins to prepare what they are going to say and make notes. In pairs, Ss tell their stories. In feedback, elicit any interesting answers.

THE NEWS

4A Ss choose the correct options alone, then compare their answers in pairs. In feedback, elicit Ss' answers and check they understand the vocabulary.

Answers: 1 strike 2 demonstration 3 Hostages 4 earthquake
5 Fugitive 6 crash 7 attacked

Alternative approach

Ss choose four of the words and write headlines using them. When they are ready, they read out the headline to their partner, but instead of the word chosen, they say *blank*. Their partner guesses the word.

B Put Ss into pairs. Ask them to choose their headlines and write short news stories (no more than a paragraph for each). Monitor and help where necessary. When they have finished, put the pairs together into groups. Ss take turns to read out their stories for other pairs to guess which headlines they refer to.

TELLING A STORY

5A Go through the example with the class and elicit the next missing word in conversation 1. Ss work alone to add the rest of the missing words, then compare their answers in pairs. Check answers so that the conversations they use in Ex 5B are correct.

Answers:

- 1 **A:** This *happened* when I was living in Hong Kong.
B: Oh really? *What happened?*
2 **A:** I was having a shower when all of a sudden I saw a huge spider.
B: Oh no. *What did you do?*
3 **A:** Anyway, before *long* someone called the police.
B: Really? *What happened next?*
4 **A:** The next *thing* I knew, the man was running towards me and shouting.
B: I don't believe it!
5 **A:** *So/Well*, anyway I was going up the ski-lift and I fell off.
B: *How embarrassing!*
6 **A:** So, *in the end*, I had to pay all the money back.
B: *Oh dear.*

B Focus attention on the first conversation and ask *What could have happened?* Elicit Ss' ideas and demonstrate how they can expand the conversation, using the language from Lesson 2.3. In pairs, Ss choose three of the conversations to expand. Monitor and help where necessary.

C Put the pairs together into groups of four and Ss perform their conversations to each other. In feedback, nominate one or two pairs to perform their conversations to the class.

Alternative approach

Ss perform only their extensions to the conversations and the other pair listens and guesses which conversation they have expanded.

Homework ideas

Workbook: Review 1, p14–17

BBC interviews and worksheet

When is it OK to tell a lie?

This video extends discussion of the unit topic to telling lies. Ss can view people discussing whether they would ever tell a lie, what lies they've been told and who told them.

TOMORROW'S WORLD

Introduction

Ss learn and practise future forms to describe predictions and future time markers in the context of science and technology. They also learn and practise idioms.

SUPPLEMENTARY MATERIALS

Resource bank: p138 and p140

Ex 7 and Ex 8: bring dictionaries for Ss to use.

Warm up

Write on the board *What have been the most important developments so far in the twenty-first century? Which do you think will be the most important in the next 20 years?* Ss discuss the questions in small groups. Monitor and help with vocabulary, writing any new words/phrases on the board. In feedback, nominate Ss from each group to share their ideas with the class.

READING

1 Focus attention on the photos and elicit what Ss know about them (if anything). Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas with the class and write some of the ideas on the board.

Suggested answers:

vertical farming: used for growing crops when there's no ground space, e.g. in a crowded city

brain implants: will allow full immersion into video games and movies

a 3D printer: will be able to produce three-dimensional copies of things such as organs for people who need them

2A Elicit/Check *headset, living tissue, floods and droughts*. Give Ss a time limit of 5 mins to read the text and check their predictions from Ex 1 then compare in pairs. In feedback, elicit answers and tick off any predictions on the board which were in the text.

Suggested answers:

Tower blocks will have vertical gardens built into them. Each floor will grow different plants, fruits and vegetables, and the water will be recycled.

Microchips in the brain will allow a person to experience games, movies and virtual life as if they are real, giving us the sensation of touching, seeing, etc. virtual objects in virtual worlds.

3D printers will help our health by making copies of body parts such as hearts, livers and kidneys. They can already copy plastic and metal objects.

Translating machines will make it sound as though the user is speaking a foreign language, by using his/her voice frequencies.

Nano monitors in our bodies will produce lots of data to help us check our health and predict illnesses.

B Ss complete the summary alone, referring back to the text where necessary. Check answers with the class.

Answers: 1 translate 2 bodies 3 copies 4 brain 5 climate

Optional extra activity

Vary the pace by doing the gap-fill exercise as a team game. Ss first do the exercise orally in small groups, but don't write any of the answers down. When they are ready, give each group a board pen. Each round, you call out one of the numbers randomly and one student from each group comes to the board to write the answer. The first team with the correct answer on the board gets a point and the team with the most points at the end wins. After the game, Ss can do the exercise alone to reinforce the answers.

C Arrange Ss into small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class.

VOCABULARY FUTURE TIME MARKERS

3A Read the example with the class and elicit what the phrase is used for, i.e. to mark a period of time in the future. Ss work alone to underline the future time markers in the other sentences, then compare their answers in pairs.

Answers:

- 1 In the near future
- 2 In only a year or two
- 3 in the short term
- 4 in the long term
- 5 in perhaps ten to twenty years' time
- 6 In the next thirty years

Watch out!

Check/Teach the use of the apostrophe in *twenty years' time*, compared to *one year's time*.

B Do the first one together as an example. In pairs, Ss categorise the other phrases in Ex 3A.

Answers:

- 1, 2, and 3 mean *soon*.
4, 5, and 6 mean *in a long time*.
2, 5 and 6 name a future date or time period.

C Play the recording, pausing after each one to elicit the stressed words and the ones with the most important meaning. Play the recording again for Ss to practise saying the phrases.

Answers: 1 near future 2 year or two 3 short term 4 long term
5 ten ... twenty ... time 6 thirty years

The stressed words are the most important to the meaning of each expression.

D Ss discuss the questions in pairs. Encourage Ss to ask follow-up questions and give reasons.

GRAMMAR THE FUTURE (PREDICTIONS)

4A Do the first one together as an example. Encourage Ss to look back at the sentence in context if they're not sure. Ss discuss the rest in pairs.

Answers: 1 P 2 P 3 P 4 C 5 C

B Ss complete the rules alone, using the sentences in Ex 4A, then compare their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 will 2 be 3 might 4 to

▷ **LANGUAGEBANK 3.2** p132–133

Read the notes carefully and check the use of *be* in *is/are likely to*. Give further examples where necessary. Ss work alone to complete the exercises, then check their answers in pairs.

Answers:

- A**
- 1 We might not win the cup this year.
 - 2 I'm likely to be late.
 - 3 That company is going to close in July.
 - 4 He's unlikely to call after 10.00.
 - 5 I won't give up exercise.
 - 6 There may be a problem with the flight.
 - 7 She's going to get angry when she sees this.
 - 8 Will you visit us?
 - 9 I hope he comes to the party.
 - 10 Prices could rise if they complete the development.
- B**
- 1 Jenny *might not* be able to ...
 - 2 ... *are likely to* lose their jobs ...
 - 3 ... cars *will be* able to fly.
 - 4 ... *may arrive* at any moment.
 - 5 The children *aren't going to* stay with me ...
 - 6 I *won't know* my exam results until August.
 - 7 It's *not likely* that we'll arrive before 6.00 ...
 - 8 That painting *is going to* fall ...

5A Do the first one together as an example. Ss choose the other answers alone, then check in pairs.

Answers: 1 will design 2 going to become
3 are going to disappear 4 could be built 5 are likely
6 won't know 7 may become 8 could replace 9 might reduce
10 might not be

B Discuss the first prediction with the class as an example and elicit Ss' ideas. In small groups, Ss discuss the other predictions.

SPEAKING

6A Focus attention on the pictures and elicit what Ss can see. Ss discuss the questions in pairs before sharing their ideas with the class.

B Read the topics in the box with the class. Give Ss 3–4 mins to think about their ideas and make notes. Monitor and help with vocabulary, writing any new words/phrases on the board.

C Read the example with the class and ask if Ss agree or disagree and why. In pairs, Ss discuss their ideas from Ex 6B.

VOCABULARY PLUS IDIOMS

7A Ss match the comments to the images alone then check in pairs. Check answers with the class.

Answers: 1 education 2 politics 3 health 4 population

B Read the definition and the first sentence with the class. Ss underline the other idioms alone, then compare their answers in pairs. Check and drill the idioms with the class.

Answers: 1 close to my heart 2 running out of time
3 hits the nail on the head 4 let's face it

C Ss read the statements and decide alone.

D In pairs, Ss compare answers and discuss the statements. When they have finished, they turn to p159 to check.

Answers: 1 F 2 T 3 T 4 F

speakout TIP

Read the tip and explain that if Ss overuse idioms, it can sound unnatural/forced.

8 Ss discuss the meanings in pairs. If you've brought dictionaries, give them out for Ss to use.

Answers:

- 1 in hot water = in trouble
- 2 put my foot in it = say something embarrassing that gets you into trouble
- 3 working against the clock = needing to finish something in a short time
- 4 running out of time = not having enough time to finish something

9 Ss work alone to match the idioms to their definitions, then compare their answers in pairs. In feedback, elicit Ss' answers and drill the idioms with the class.

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

10A Correct the first question together as an example. Ss work alone, then check their answers in pairs.

Answers: 1 someone a hand 2 a dark horse 3 put your foot in it
4 close to your heart 5 work against the clock 6 in hot water?

B Give Ss 2–3 mins to write their answers. Monitor and help where necessary. In pairs, Ss compare their answers.

▷ **VOCABULARYBANK** p150 Idioms

1A In pairs, Ss match the idioms to the pictures.

B Ss complete the sentences, then check answers in pairs.

C In pairs, Ss discuss the meanings. In feedback, elicit Ss' answers.

Stronger classes can do the exercises at home.

Answers:

- A** A break the ice B learn (something) by heart
C go window shopping D travel light E let your hair down
F be in two minds
- B** 1 learn (it) by heart 2 in two minds 3 break the ice
4 travels light 5 window shopping 6 let your hair down

Optional extra activity

Suggest Ss draw up a table with all the idioms presented in the lesson, with their meanings and example sentences. Ss could make posters for the class in groups, or they could do it for homework.

Homework ideas

- Ss make a table with all the idioms from the lesson.
- **Language bank:** 3.2 Ex A–B, p133
- **Vocabulary bank:** p150
- **Workbook:** Ex 1–8, p20–21