

## 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

		ask and answer questions about holidays and weekends	
	listen to stories about offers of marriage	ask and answer personal questions	write about an important year in your life; improve your use of linking words
	understand routine exchanges	making conversation	
	<b>Miranda:</b> watch an extract from a sitcom about a woman called Miranda	talk about important people in your life	write about your best friend
	listen to interviews about jobs	talk about what motivates you at work	write an email about work experience
		talk about dangerous jobs	
	listen to a man talking about his job	talk about your perfect job	
	<b>The Money Programme: Dream Commuters:</b> watch an extract from a BBC documentary about commuting	describe your work/life balance	write a web comment about work/life balance
	listen to a radio programme about going out in New York	talk about your future plans	write an email invitation
		discuss how you spend your free time	
	understand some problem phone calls	make and receive phone calls	
	<b>Going Local: Rio:</b> watch an extract from a BBC travel programme about visiting Rio de Janeiro	plan a perfect day out	write an invitation for a day out
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		talk about rules in schools	
		give advice and make suggestions for language learners	
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		tell a anecdote	
	understand travel advice	discuss travel	write an email describing a trip or weekend away
		ask for and give directions	
	<b>Full Circle:</b> watch an extract from a BBC travel programme	present ideas for an award	write an application for an award
		talk about your lifestyle	
	listen to a radio interview with a food expert	discuss food preferences	write about food
	listen to conversations between a doctor and her patients	explain health problems	
	<b>Horizon: Monitor Me:</b> watch an extract from a BBC documentary about health	talk about healthy habits	write a blog post about health advice

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	
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7.4	A Greek Adventure page 74				

<b>UNIT 8 MONEY</b> page 77  BBC interviews   How do you feel about shopping?					
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8.3	I'm just looking page 82	buying things	shopping	weak forms: <i>do you/can I</i>	read a questionnaire about shopping
8.4	soleRebels page 84				

<b>UNIT 9 NATURE</b> page 87  BBC interviews   How do you feel about being in the countryside?					
9.1	Green living page 88	comparatives/superlatives	nature	stressed syllables	read about great green ideas
9.2	Into the wild page 90	articles	the outdoors	word stress, weak forms: <i>a and the</i>	understand an article about an experience in the wild
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9.4	The Northern Lights page 94				

<b>UNIT 10 SOCIETY</b> page 97  BBC interviews   How do you feel about city life?					
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11.2	Make a difference page 110	real conditionals + <i>when</i>	feelings	weak forms: <i>will</i>	read an article about social media
11.3	I totally disagree page 112	giving opinions	internet terms	polite intonation	read about wasting time
11.4	Is TV Bad For Kids? page 114				

<b>UNIT 12 FAME</b> page 117  BBC interviews   Would you like to be famous?					
12.1	Caught on film page 118	reported speech	film	contrastive stress	read a magazine article about writing a blockbuster
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12.4	Billion Dollar Man page 124				

LISTENING/DVD	SPEAKING	WRITING
listen to a radio programme about a woman who changed her life	talk about how your life has changed	use paragraphs to write about a decision that changed your life
	talk about why people tell lies	
understand short, predictable conversations	learn to check and confirm information	
 <b>My Family And Other Animals:</b> watch an extract from the beginning of a BBC film about a family that moves to Greece	talk about new experiences	write a blog/diary
	talk about a project that people should invest in	
listen to a discussion about salaries	talk about why you should earn more	write an opinion piece
listen to conversations in shops	describe items; go shopping	
 <b>BBC News: soleRebels:</b> watch an extract from the BBC news about an Ethiopian business	present a money-making idea	write a competition entry for a business investment
listen to a radio programme about green ideas	talk about green issues	write about your views on the environment
	give your views on life in the city or the country	
listen to people discussing quiz questions	talk about different animals	
 <b>Joanna Lumney in the Land of the Northern Lights:</b> watch an extract from a BBC documentary about the Northern Lights	talk about amazing places	write a travel blog
listen to conversations about different cities	discuss qualities of different places	use formal expressions to write an email
	discuss alternative punishments to fit the crimes	
listen to people complaining	talk about problems in a school	
 <b>Mary's Meals:</b> watch an extract from a BBC documentary about an internet sensation	talk about an important issue	write about an issue
listen to people talking about how they keep in touch	talk about things you've done/would like to do	improve your use of pronouns
	talk about future consequences	
listen to a discussion about the internet	give your opinion	
 <b>Panorama: Is TV Bad For Kids?:</b> watch an extract from a BBC documentary about giving up television	talk about technology you couldn't live without	write a web comment about technology
	talk about your favourite film	
listen to people talking about fame	talk about being famous	write about a famous person
listen to people making requests	make requests and offers	
 <b>Lewis Hamilton: Billion Dollar Man:</b> watch an extract from a BBC documentary about Lewis Hamilton	talk about your ambitions	write about your childhood ambitions

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## LEAD-IN

### Introduction

The activities on the Lead-in page are designed to provide revision and communicative practice in language that pre-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.

### CLASSROOM LANGUAGE

#### Answers:

1A 1 does 2 do 3 are 4 to 5 you 6 say  
1B 1 b) 2 f) 3 c) 4 e) 5 a) 6 d)

### SPELLING

Answers: 2A 1 would 2 which 3 friend 4 know 5 people

#### Lead in Recording 1

- 1 would – as in 'Would you like a drink?' would – w-o-u-l-d
- 2 which – as in 'Which film did you see?' which – w-h-i-c-h
- 3 friend – as in 'What is the name of your best friend?' friend – f-r-i-e-n-d
- 4 know – as in 'Do you know the answer?' know – k-n-o-w
- 5 people – as in 'How many people are in your class?' people – p-e-o-p-l-e

### PARTS OF SPEECH

Answers: 3 2 article 3 noun 4 preposition of place 5 auxiliary 6 adjective 7 adverb

### TENSES AND STRUCTURES

#### Answers:

- 4 1 present simple: My name is ...
- 2 present continuous: I am living ...
- 3 present perfect: I have been here for ...
- 4 past simple: I was born in ...
- 5 going to for future plans: I am going to visit my uncle ...

### QUESTION WORDS

Answers: 5 1 What 2 Who 3 Where 4 When 5 How 6 Why

### AUXILIARY VERBS

Answers: 6 1 do 2 does 3 did 4 don't 5 doesn't 6 didn't 7 Are 8 isn't

### VOCABULARY

#### Answers:

7 family: uncle, grandmother, cousin  
food: tomato, sugar, pasta  
jobs: shop assistant, lawyer, doctor  
shops: bookshop, bakery, supermarket  
transport: car, bike, train

## OVERVIEW

### 1.1 FEELING GOOD?

**VOCABULARY** | free time

**READING** | understand an article about the secrets of happiness

**GRAMMAR** | question forms

**PRONUNCIATION** | stressed words

**SPEAKING** | ask and answer questions about holidays and weekends

### 1.2 TRUE LOVE

**VOCABULARY** | relationships

**LISTENING** | listen to stories about offers of marriage

**GRAMMAR** | past simple

**PRONUNCIATION** | past simple verbs: -ed endings

**SPEAKING** | ask and answer personal questions

**WRITING** | write about an important year in your life; improve your use of linking words

### 1.3 NICE DAY, ISN'T IT?

**VOCABULARY** | conversation topics

**LISTENING** | understand routine exchanges

**FUNCTION** | making conversation

**LEARN TO** | sound natural

**PRONUNCIATION** | linking

### 1.4 SOMEONE SPECIAL DVD

**DVD** | watch an extract from a sitcom about a woman called Miranda

**speakout** | a special person

**writeback** | a competition entry

### 1.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

**What do you look for in a friend?**

This video extends discussion of the unit topic to friendship. It will also extend Ss' language on friendship, relationships and keeping in touch. Use the video at the start or end of the unit.

## FEELING GOOD?

### Introduction

Ss revise/practise asking and answering questions with *be* and the auxiliary verb *do* in the context of happiness.

#### SUPPLEMENTARY MATERIALS

**Resource bank** p148

**Language bank** p128–129

### Warm up

It's very important to build rapport with a new class. The activity here is designed to give Ss the opportunity to get to know each other and help you to assess their language and speaking skills, in particular the use of question forms (reviewed later in the lesson). First, tell Ss the aims of the activity and elicit the information they need to get to know each other, e.g. *name, age, home town, nationality/country, job/occupation, hobbies/interests, reasons for learning English*. Write the prompts on the board and elicit a suitable question for each one, e.g. *What's your name? How old are you? Where are you from?* Write the questions on the board if necessary. Ss then work in groups of 4–6 and take turns to ask and answer the questions. They should note down at least five facts about each person in their group for feedback. In feedback, nominate each student in each group to tell the class about one person in their group. The class listens and writes down another question to ask that person. This ensures that Ss pay attention and listen to each other. Ss then move around the class in an informal way, asking and answering the questions they wrote down.

#### Teaching tip

While Ss work through speaking activities like this, monitor and note down any particular strengths and weaknesses, including how well they use the target language. This will help you to decide how much support and input will be needed in the grammar section later.

### VOCABULARY FREE TIME

**1A** First, elicit two or three examples from different Ss. Ss then work in pairs to discuss their ideas. In feedback, nominate Ss to tell the class about their partner's answers.

**B** Give Ss 2–3 mins to do the exercise alone but don't pre-teach new language at this point. Ss then complete the phrases and compare answers in pairs. Monitor while they do the exercise and check/teach phrases Ss don't know in feedback, e.g. *have time off = not go to work/have a holiday*.

**Answers:** 2 spend 3 eat 4 have 5 play

**C** Give Ss 3–4 mins to do the exercise in pairs. Meanwhile, write the verbs from Ex 1B on the board. In feedback, nominate Ss to give their answers. Write the extra activities on the board under the correct verb or invite Ss to write them.

#### Suggested answers:

- 1 go out/to the cinema/to work/running
- 2 spend £50/the morning in bed/a week in the mountains
- 3 eat a meal/a hamburger/a lot/at home/alone
- 4 have a party/friends round
- 5 play football/tennis/in a team

## READING

**2A** First, introduce the text and check the rubric. Give Ss 2–3 mins to read the text. They then discuss their answers in pairs, small groups or as a whole class.

## Teaching tip

The aim of strict time limits is to encourage Ss to skim texts quickly and check the main ideas. Tell them not to worry about unknown vocabulary at the moment.

**B** Give Ss 2–3 mins to rank the ideas in order of importance and discuss in their pairs. In feedback, elicit answers and ask Ss to justify their opinions. Also, check the meaning of any useful vocabulary from the text, e.g. *brain, unexpected, curious, satisfaction, network, opportunity*.

## GRAMMAR QUESTION FORMS

**3A** Elicit an answer for each question from the class. Then give Ss time to prepare their answers. Encourage them to make brief notes. Monitor and provide vocabulary Ss need if necessary.

**B** Model and drill the questions. Ss then work in small groups and take turns to ask and answer them. Monitor and make notes on their performance, particularly with the accuracy of the tenses used. Check Ss' answers in open pairs across the class, i.e. nominate two students at a time to ask and answer a question.

**4A** Ss look at the tables. Check the meaning of *auxiliary* and other meta-language (*subject, infinitive*, etc.) if necessary. Ss should use the questions in Ex 3A to help them complete the tables. While Ss complete the tables, write the questions on the board with gaps. Elicit the answers and complete the gaps. Ask: *Which is a 'yes/no' question? Which are information (wh-) questions?* Then ask: *What tense are the questions in? How do you know?* Elicit Ss' answers.

**Answers:** 1 do 2 When 3 Are 4 Where

## Teaching tip

**Stronger classes** can work alone but **weaker Ss** might need more support. In **mixed-ability classes**, strong Ss could work with weak ones. Done sensitively, this is a useful strategy for most classes; the need to help/explain language challenges stronger Ss and increases their language awareness.

**B** Ss read the rules of form and discuss their answers in pairs. In feedback, elicit and underline the auxiliary verbs and *be* in the questions on the board.

**Answers:** 1 before 2 before

## ▶ LANGUAGEBANK 1.1 p128–129

**Stronger classes** can study the tables and notes at home when they do the exercises. Otherwise, check the tables and notes with Ss, especially the difference between *which* and *what*. Elicit more examples using question words, e.g. *What are you doing? Why are you learning English? Which languages do you speak?*

**Weaker Ss** could do Ex A–C in class. If you do Ex A and B in class, make them into a competition. The first pair to finish with all the correct answers wins. If there are words/places/names Ss don't understand, tell them to use the answers in Ex B to work them out.

## Answers:

- A** 1 How many 2 Who 3 What/Which 4 What 5 When  
6 Where 7 Which 8 How  
**B** 1 e) 2 b) 3 h) 4 f) 5 c) 6 d) 7 a) 8 g)  
**C** 1 How much does this cost?  
2 Do you have/Have you got any brothers or sisters?  
3 What time does the film start?  
4 How often do you play football?  
5 Who is your new teacher?  
6 Do you want to come and have a pizza?  
7 Why don't you like grammar?  
8 Where did you go on holiday last year?

**5A** Check the rubric and do the first question as an example. Ss then work alone to write the questions and then compare answers in pairs. Monitor and prompt Ss to self-correct, but don't do feedback yet. Ss will check their answers in Ex 5B.

**B** Play the recording, pausing for a few seconds after each question for Ss to check/correct their answers.

## Answers:

- 1 How many people are in your family?  
2 How often do you see your parents?  
3 Do you enjoy spending time with your family?  
4 When was your last family celebration?  
5 Who do you live with?  
6 How often do you eat out with friends?  
7 Where does your best friend live?

**C** Play the first question again and elicit the stressed words: *people, family*. Ss then do the others alone/in pairs. Play the recording again for Ss to check their answers before they repeat the questions.

**Answers:** See Ex 5B above.

**D** Pair Ss who don't know each other well, especially in **monolingual classes**; this will create a wider information gap. They take it in turns to ask and answer the questions and make brief notes on their partner's answers. In feedback, nominate Ss to report back their own and their partner's answers to the class, e.g. *There are six people in my family, but there are ten in Diego's*.



**SPEAKING**

**6A** First, ask: *Where are the people in the pictures? What are they doing?* Elicit Ss' answers, e.g. *in Paris, taking a photo; in a café, spending time/having a coffee with friends*. Do an example, then give Ss 3–4 mins to finish the exercise in pairs. In feedback, elicit the questions and prompt Ss to self-correct.

**Suggested answers:****Holidays**

How long do you usually go on holiday for?  
 Who do you usually go with?/Who do you like going with?  
 What do you like doing?  
 Where do you like going?  
 Where do you want to go on your next holiday?

**Weekend**

What do you usually do/like doing at the weekend?  
 Where do you (like to) go?  
 Do you ever/usually/often (have to) work or study?  
 What time do you usually get up?

**B** In groups, Ss take it in turns to ask and answer the questions. Monitor discreetly while Ss talk and make notes of examples of good language and problems.

**C** Ss report back to the class about their group's answers. In feedback, write some examples of Ss' errors and good language on the board. Ss discuss and correct them in pairs, groups or as a whole class.

**Optional extra activity**

Ss write a short paragraph about one of the Ss in their group but do *not* mention their names, e.g. *X often plays chess at the weekend. He also paints pictures. He started when he was sixteen. He enjoys it because he likes art.* Ss then pass their texts round for other groups to read and guess who they are about. Alternatively, put the texts on the classroom walls. Ss walk round and guess who the people are.

**Homework ideas**

- **Ex 6B:** Ss write two paragraphs about their answers to the questions (or they write about another person in their group).
- **Language bank** 1.1 Ex A–C, p129
- **Workbook** Ex 1–4, p5–6

**TRUE LOVE****Introduction**

Ss revise and practise the past simple in the context of relationships. They also practise using linking words in texts.

**SUPPLEMENTARY MATERIALS**

**Resource bank** p147 and 149

**Language bank** p128–129

**Warm up:** 12 verb prompts (see notes below)

**Warm up**

Review irregular past forms with a *pelmanism* activity on the board. Before class, write six irregular verbs and their past simple forms, e.g. *become – became, fall – fell, meet – met, get – got, go – went, see – saw*, on A4 sheets of paper (one on each sheet). On the other side of each sheet, write a number from 1 to 12. In class, stick the sheets on the board with the numbers face up and do an example. Elicit any two numbers from Ss, e.g. 3 and 9, and turn over the corresponding sheets for them to see the words. If there's a verb and a past simple form that match to make a pair, e.g. *go – went*, remove them from the board. If not, put them back in the same places. Ss should try to remember where they are so they can choose a matching pair of words later. Ss work in pairs/teams and take it in turns to choose two numbers. The pair/team with the most matching pairs wins.

**Teaching tip**

Use similar pelmanism activities with any word game involving the matching of two items.

**SPEAKING**

**1** Read and check the questions with Ss. Teach/Check *love at first sight*. Then give them 3–4 mins to discuss the questions in pairs. In feedback, elicit their answers and have a brief class discussion.

**Suggested answers:**

**2** at work/college, in clubs/societies, playing sports, at parties, at friends' houses

**VOCABULARY RELATIONSHIPS**

**2A** Give Ss 3 mins to read the sentences and match the phrases with the definitions. In feedback, elicit their answers and check the meaning and pronunciation of the phrases where necessary.

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

**B** Ss put the stages of a relationship in order and check answers in pairs before class feedback.

**Suggested answers:** 7, 5, 2, 8, 1, 6, 4, 3

**C** Ask Ss to work alone and monitor discreetly while they write their sentences. Ss then work in pairs and read their sentences to each other. Encourage them to ask follow-up questions about each of their partners' sentences. In feedback, elicit any interesting or unusual information from Ss.

## speakout TIP

Read the Speakout tip with Ss and write the verbs *get* and *have* on the board. Give them 2 mins to write down phrases they remember in pairs. In feedback, elicit the phrases and write them on the board (or invite Ss to do it). They then copy the lists into their notebooks.

### Teaching tip

It's important for Ss to record their vocabulary in a logical and accessible way so they can review it easily. Suggest that they either have a separate section in their English notebooks or a smaller notebook which they could carry around in their bag/pocket to refer to at suitable times.

## LISTENING

**3A** Here Ss practise their prediction skills. Ask them to discuss the questions in pairs and then play the recording for them to check their ideas.

### Answers:

**Story 1:** The man put the engagement ring in the woman's salad but she didn't see it and put it in her mouth.

**Story 2:** They went on a dive and the man proposed to the woman underwater.

**Story 3:** The man made a video of him proposing to his girlfriend and put it on YouTube.

### Teaching tip

It is important to build Ss' confidence with listening by asking them to compare their answers in pairs. If they don't agree about their answers, play the recording again for them to double-check: this gives them the chance to get the right answers.

**B** Play the recording and get Ss to check answers in pairs before class feedback.

### Answers:

**1** in a restaurant

**2** She put the ring in her mouth and nearly swallowed it.

**3** Egypt

**4** She said yes.

**5** He made a two-minute YouTube video of him proposing and sent her a link.

**6** She made a video of herself saying yes.

**C** Put Ss in pairs and give them 2 mins to decide which stories the sentences are from. Check answers, then give Ss 3–4 minutes to retell the stories. Monitor and help where necessary. In feedback, nominate Ss/pairs to retell the stories in open class.

**Answers:** **1** Story 1 **2** Story 2 **3** Story 3 **4** Story 2 **5** Story 3  
**6** Story 1

**D** Ss could discuss the questions in pairs or small groups. Monitor and provide vocabulary they may need. In feedback, nominate Ss from each group to tell the class their opinions.

## Unit 1 Recording 2

- My boyfriend and I were at a restaurant and I don't know how he did it, but he put the engagement ring in my salad. I didn't see it and I put it in my mouth. I think he panicked and tried to stop me. Anyway, luckily, I felt something hard as I bit into my food and I didn't swallow it. I took it out, saw what it was and accepted! So that was how we got engaged. It was almost a disaster. We got married one month later.
- We decided to go on holiday in Egypt as we both liked diving. This was me and my girlfriend at the time. So we went on a dive and I proposed to her underwater. I didn't say anything. I just gave her the ring while we were, I don't know, ten feet under. Luckily, she smiled. We got back on the boat and she said yes.
- My husband and I are video artists. We met at art school and honestly, we fell in love immediately. And what he did was, he made a funny two-minute video, he put it on YouTube and sent a link to me. And it was him proposing. And in the video there was music and then all of our friends suddenly appeared, singing and dancing. It was amazing and such a surprise. I watched it and then I surprised him. I accepted his proposal, but I didn't tell him. Instead, I made a video of me saying yes.

## GRAMMAR PAST SIMPLE

**4A** Give Ss 2–3 mins to underline the past simple on their own and then compare answers in pairs. In feedback, check answers and ask Ss to tell you whether each verb is regular or irregular. (These are indicated as (I) or (R) in the answer key below.)

**Answers:** **1** were (I) **2** didn't say (I), gave (I) **3** met (I)  
**4** smiled (R) **5** accepted (R), didn't tell (I) **6** tried (I)

**B** Ss can refer to the audio script on p168 to help them complete the tables before comparing their answers in pairs. Write the gapped sentences from the second table on the board. In feedback, elicit the regular and irregular past forms and the spelling of *-ed* endings, e.g. *marry* – *married*. Then nominate Ss to complete the gapped sentences on the board. Check the form of the past simple. Ss then copy down the three sentences.

### Answers:

**regular:** liked, decided, tried

**irregular:** went, fell, got, said

**negative:** didn't

**question:** Did

**short answer:** didn't

**5A** Ss now practise recognising the pronunciation of *-ed* endings. Write the phonemic symbols on the board and model/drill them. Teach Ss that /d/ is a voiced sound and /t/ is unvoiced. Illustrate this: tell Ss to touch their throat with their fingers. When they say /d/, they will feel a vibration in their throat, but with the /t/ sound, they won't. Then play the recording while Ss read the sentences.

### Watch out!

The pronunciation of the *-ed* endings of regular verbs is a common problem for Ss. They overgeneralise from the rule for verbs like *started*, *decided* and pronounce all *-ed* endings in the same way (/ɪd/). It's very important to highlight, drill and correct this mistake at all times to prevent fossilisation.

## A RISKY BUSINESS

### Introduction

Ss revise and practise the use of adverbs of frequency in the context of work routines and dangerous jobs.

#### SUPPLEMENTARY MATERIALS

**Resource bank** p151 and 153

**Language bank** p130–131

**Photo bank** p152 (Ss may need dictionaries.)

**Ex 4B (and optional extra activity):** dictionaries

**Ex 7A:** photos of a variety of dangerous jobs, e.g. racing driver, police officer, soldier, jockey, circus performer, stuntman

### Warm up

Play the *Alphabet game* to revise jobs. Say *A* and brainstorm all the jobs Ss can think of beginning with *A* (e.g. *artist, actor*). Do the same for each letter of the alphabet. This is a quick revision activity, so keep the pace lively and move on if Ss can't think of jobs for certain letters – they will revise/learn job words in the Photo bank later.

### VOCABULARY JOBS

**1A** Check new language, e.g. *opportunities, deal with*. Elicit answers for one job and give Ss 4–5 mins to decide on the best/worst jobs in pairs. In feedback, ask Ss to vote on the best/worst job and elicit their reasons.

**B** Ss first cover the words and describe/guess the jobs in the photos in pairs. They then match the words with the photos. Elicit/Check Ss' answers and the abbreviations *rep* (*representative*) and *IT* (*Information Technology*).

**Answers:** **A** fashion designer **B** rescue worker  
**C** motorcycle courier **D** sales rep **E** IT consultant  
**F** foreign correspondent **G** personal trainer

**C** Check the example. Read the Speakout tip with Ss before they listen and repeat the jobs. With **stronger classes**, you could point out that the main stress in noun + noun compounds is usually on the first word, but in adj + noun compounds, it's in the second word.

### speakout TIP

Encourage Ss to use the Speakout tip with Ex 1C and with other new vocabulary they come across.

**Answers:** sales rep, fashion designer, IT consultant, foreign correspondent, personal trainer, rescue worker, motorcycle courier

#### Teaching tip

Use the finger highlighting technique to elicit stress: hold up one hand and elicit/say each syllable of a word while touching your fingers with the thumb/first finger of your other hand, e.g. *accountant* has three syllables, so you touch three fingers: a-count-ant. Then ask: *Where's the stress?* Elicit: *on the second syllable: -ccount*. Then elicit/drill the word again: *accountant*.

### PHOTOBANK p152

**1** Ss can check the job words in their dictionaries if they have difficulty matching them. In feedback, elicit the main stress in each word.

**2** Check the meaning of *dangerous* and *enjoyable*. Give Ss 5 mins to discuss the questions, giving reasons for their choices. In feedback, Ss vote on each one.

#### Answers:

1 P 2 I 3 E 4 G 5 J 6 B 7 H 8 O 9 M 10 D 11 K  
12 N 13 L 14 C 15 F 16 A

**2A** Check *risk* in the word box and refer Ss to the title of the lesson, *A risky business*. Ss then complete the phrases in pairs. In feedback, check the meaning of each phrase by giving/eliciting examples of jobs they could refer to, e.g. *Police officers risk their lives*. This will prepare them for Ex 2B.

**Answers:** 1 get 2 work 3 risk 4 deal with

**B** While Ss talk about the jobs, monitor and note down problems they have with the new phrases and give feedback afterwards.

#### Optional extra activity

Ss work in pairs/groups. They choose a job and describe it, using the phrases from Ex 2A and other language they know. Their partner(s) have to guess the job.

**3A** Ss practise the phrases further here. Give them 2–3 mins to complete the sentences and compare answers in pairs before class feedback.

**Answers:** 1 get 2 under 3 holidays 4 risk 5 team 6 deal

**B** Discuss the first sentence as a class, eliciting reasons, e.g. *I agree because a good salary motivates people to work hard*. In feedback, nominate Ss to tell the class their opinions. Give feedback on language problems afterwards.

### READING

**4A** Check the rubric and give Ss 3–4 mins to discuss the question. They can then compare answers with another pair and change their minds about their first opinions if they wish. In feedback, nominate Ss to give one opinion and reason each.

**B** Set up this jigsaw reading activity carefully. Divide Ss into groups of three and name them A, B or C. Ss look at the title of their text. Teach *danger rating*. Then check the rubric and give Ss 3–4 mins to read their texts and make notes of the answers. They can use their dictionaries to check new words, but tell them to only look up essential vocabulary they need to answer the questions (see also the optional extra activity after Ex 4C).

#### Teaching tip

In a jigsaw reading activity, Ss read different texts about similar topics, but have the same questions. They work on their own texts first and then exchange information with those who read the other texts.

**C** Ss take it in turns to tell their group about their texts, using their notes. They mustn't look at each others' books. Monitor to check that Ss do this correctly. In feedback, nominate Ss to tell the class about their text.

#### Answers:

**job:** A mountain rescue worker B motorbike courier C jockey

**country:** A Austria B Brazil C France

#### people interviewed:

**A** Martin Schmidt, emergency doctor; Marius Adler, paramedic; Klaus Hartmann, helicopter pilot

**B** Roberto Coelho, motorbike courier; car drivers

**C** Vincent Dax, jockey

#### why the job is dangerous:

**A** bad weather conditions; people often panic, which makes the team's job more difficult/dangerous

**B** accidents and robberies

**C** broken bones and occasional deaths

#### special memories/stories:

**A** They once rescued a woman after a skiing accident. Her husband brought them a box of chocolates to say *thank you*.

**B** He was robbed and lost everything.

**C** He once fell off his horse and was knocked unconscious.

#### Optional extra activity

Ss check 3–4 new words/phrases (from the text they read in Ex 4B) in their dictionaries, e.g. Text A: *view, avalanche, conditions, panic, reward*; Text B: *on average, robbery, insurance, respect, traffic laws*; Text C: *gun, gates, glory, generation, ribs, knock unconscious*. Ss can then read the other two texts and 'teach' the new words/phrases to their partners from Ex 4C.

## GRAMMAR ADVERBS OF FREQUENCY

#### Watch out!

The position of adverbs or adverbial phrases in a sentence varies considerably, so Ss need to be made aware of this. Expose them to the language in natural contexts and provide sufficient controlled practice and feedback.

**5A** The sentences are from the texts in Ex 4. Ss work alone and then compare their answers in pairs. In feedback, draw the line on the board and invite Ss to write the adverbs in the correct place.

**Answers:** never, hardly ever, rarely, occasionally/once in a while, sometimes, often, usually, always

**B** Do an example from each text. Then give Ss 2–3 mins to underline the adverbs/expressions. **Fast-finishers** can also read the other texts. In feedback, nominate Ss to read out the sentence containing the language. Elicit/Check the position of each adverb/expression in each sentence, e.g. before the main verb, at the beginning/end of the sentence.

#### Answers:

##### Text A

they sometimes get angry with the people they rescue; Climbers always risk their lives; they usually fly in much worse weather conditions; often, the people they rescue are frightened; occasionally, they get a surprise; The people they rescue ... hardly ever say thank you

##### Text B

The motoboy usually earn just \$450; they often work under time pressure; Once in a while, they try to change the traffic laws

##### Text C

it is sometimes easy to forget; Life as a jockey is rarely safe and it usually involves a few broken bones; Once in a while jockeys even die; he never worries

## LANGUAGEBANK 2.2 p130–131

Read/Check the notes with Ss. They can refer to them when they do the exercises. **Weaker Ss** should do Ex A–B in class. Check *waste money* in Ex A and *my boss is out* in Ex B.

#### Answers:

**A 2** Once in a while, I go swimming./I go swimming once in a while.

**3** I never waste my money.

**4** Najim doesn't often play tennis.

**5** Akiko and Toshi usually stay at home in the evening.

**6** Why are you always late?

**7** I rarely work late on Fridays.

**8** Mary hardly ever deals with customers.

**9** Occasionally, I work in a team./I occasionally work in a team./I work in a team occasionally.

**B 1** Usually **2** every day **3** sometimes **4** rarely **5** always

**6** Once in a while **7** every year **8** occasionally

**6A** Do an example. Ss then correct the sentences alone and compare answers in pairs. In feedback, nominate Ss to write the answers on the board.

#### Answers:

**1** I *always* work at night.

**2** Once *in a while* I study at weekends.

**3** I *hardly ever* study alone.

**4** I work at home *occasionally*.

**5** It is *sometimes* difficult to study and work at the same time.

**6** I don't *usually* miss classes because of work.

**B** Check the example and give Ss 2–3 mins to write their sentences. Point out that they should use adverbs/expressions of frequency. Monitor and help them with language they need.

**C** Monitor and prompt Ss to self-correct errors with adverbs/expressions. In feedback, invite Ss to tell the class about their partner's job.

## SPEAKING

**7A** Check the rubric and questions. Then elicit ideas for suitable jobs. If you've brought photos of dangerous jobs, use them as prompts, especially for **weaker classes**. Give Ss 5–6 mins to discuss the questions and decide on their three jobs. They can use the texts from Ex 4 as a model for question 3. Monitor closely to provide help with ideas and vocabulary where needed.

**B** Give Ss time to prepare their presentation to the other group. They should take it in turns to give their answers to each question in Ex 7A. While Ss talk, make notes on their use of the language they've studied in this lesson and do any remedial work needed later. In feedback, invite each group to tell the class what they thought of the other group's programme.

#### Optional extra activity

Ss 'present' their TV programme on a poster, using photos and texts related to the questions in Ex 7A.

#### Homework ideas

- **Ex 7:** Ss write a description of their TV programme or make a poster of it. They could add photos/texts.
- **Language bank 2.2** Ex A–B, p131
- **Workbook** Ex 1–6, p12–13

## INVENTIONS

### Introduction

Ss watch an extract from the BBC documentary programme *Supersized Earth: The Way we Move*, which explores the developments that have changed the modern world. Ss then practise talking and writing about inventions.

#### SUPPLEMENTARY MATERIALS

**Warm up:** copies of a simple online technology quiz

**Ex 3A/B:** dictionaries

**Ex 6A:** photos of the inventors

### Warm up

Lead in to the topic of the lesson by giving Ss a surprise technology quiz. The aim is to remind them, in a light-hearted way, how technology affects the world they live in. Tell Ss to put their books away and not talk during the quiz. Hand out the quiz and collect it after 5 mins. You can mark it later/at home. Ss discuss the questions in pairs and then as a class. Follow on immediately with Ex 1.

### DVD PREVIEW

#### Culture notes

**The Wright brothers**, Orville and Wilbur, were two American brothers, inventors and aviation pioneers, who are credited with inventing and building the world's first successful airplane and making the first controlled, powered and sustained heavier-than-air human flight, on 17 December 1903.

**1** Give Ss 2–3 mins to discuss the questions in groups. Elicit answers, then ask them to look at the photos at the bottom of the page and ask: *What is happening? Who are these people?* (the first flight/the Wright brothers). *What are they famous for?* If Ss don't know, provide them the information from the Culture notes above.

**2** Give Ss 1 min to read the programme information and discuss their answer in pairs. In feedback, elicit the answer. Discuss it and check any unfamiliar words in the text if necessary.

**Answer:** Dallas Campbell goes to the USA to try out a replica of the Wright brothers' glider and see if he can fly it.

**3A** If Ss don't have dictionaries, put **weaker/stronger Ss** together in pairs to work out the meaning of the phrases in bold. Don't do feedback until after Ex 3B, when Ss match the phrases with their meanings.

**B** Ask Ss to work in pairs. In feedback, check answers, then model and drill the pronunciation.

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

### DVD VIEW

**4A** Check the questions, then play the DVD. Ss note down their answers and compare them in pairs. Elicit answers in feedback.

**Answers:** **1** The Wright brothers' first flight was in 1903. It was on a sand dune. They flew 120 feet (36 metres). This changed everything ('triggered a century of innovation'). They learned to ride the wind in a simple way. **2** yes

**B** Check *transform* in question 4. Ss then work alone/in pairs and underline the correct alternatives before watching the DVD again. Check Ss' answers (in bold in the DVD script below). Ask their opinions about statement 4: *Do you agree? Why/Why not?*

**Answers:** 1 1903 2 120 feet 3 a glider 4 planet

#### Optional extra activity

Play the DVD again, pausing at suitable points. Ask questions about what Ss can see, e.g. *What are they doing now? Where are they? How is flying similar/different now?*

#### DVD 4 Supersized Earth: The Way We Move

D = Dallas Campbell M = Man

**D:** Today billions of us can travel across the planet in a matter of hours. But that everyday miracle started in a rather humble way. On the seventeenth of December in **1903** on this very sand dune, two brothers made a journey that was going to change everything. They were trying out this radical new form of transportation that was going to give us the power to travel further than we've ever travelled before. And the distance they made on that day was extraordinary: **a hundred and twenty feet**. I know it doesn't sound very far, but that thirty-six metres triggered a whole century of innovation. Those two men were the Wright brothers, and the invention they're known for is the aeroplane. But it wouldn't have been possible without this: **the glider they built the year before**. Until they'd cracked how to ride the wind and steer through the breeze, no one could begin to conquer the skies. The Wright brothers achieved this in such a simple way that apparently, even I should be able to get the hang of it.

**M:** There you go.

**D:** The canard wing in front controls going up and down. Wow, look at that!

**M:** Put some weight in that harness. Good. There you go. Good reaction.

**D:** To turn, the Wright brothers banked the wings against the wind by twisting them.

**M:** You want to try shifting your weight?

**D:** OK, I'll try the other way.

**M:** There you go.

**D:** And this is ... Oh God, yeah, yeah, yeah. And they put a rudder on the back.

**M:** Yeah, that's good correction.

**D:** This is an exact replica of their glider.

**M:** Excellent.

**D:** And I can just imagine how they must have felt.

**M:** Nose up. Excellent. Nose all the way up. Nose ... Wow! It's this glider that makes all those aeroplanes that we fly today possible.

**D:** This was the moment we unlocked the secret to human flight. It launched a dramatic revolution in the way we move around the globe. **And that helped transform our planet.**

**M:** Now nose it up. Great flight. Great flight.

**5** Give Ss 3–4 mins to discuss the question and any other information from the DVD they thought was interesting. In feedback, elicit ideas from different Ss.

## speakout inventions

### Culture notes

**Johannes Gutenberg** (1398–1468) was a German blacksmith, goldsmith, printer and publisher who introduced printing to Europe. His invention started the Printing Revolution and is widely regarded as the most important event of the modern period.

**Alexander Graham Bell** (1847–1922) was an eminent Scottish-born scientist, inventor, engineer and innovator who is credited with inventing the first practical telephone.

**Thomas Alva Edison** (1847–1931) was an American inventor and businessman. He developed many devices that greatly influenced life around the world, including the phonograph, the motion picture camera and a long-lasting, practical, electric light bulb.

**Sir Timothy John Berners-Lee** (born 1955) is an English computer scientist, best known as the inventor of the World Wide Web. He implemented the first successful communication between a Hypertext Transfer Protocol (HTTP) client and server via the internet in 1989.

**6A** If you have photos of the inventors, show them to the class and elicit their names. Then ask Ss to discuss the questions in pairs or small groups. Nominate Ss to give their answers in feedback. If necessary, provide the class more information about the inventors using the Culture notes above.

**B** Ss listen and write brief notes for their answers. After they've compared notes in pairs, play the recording again if they need to add more detail. Check key words, e.g. *antibiotics*, *painkillers*. Elicit and discuss Ss' answers.

**Answers:** 1 medicines (aspirin, antibiotics), the car 2 the internet  
3 the car

**C** Ss read the key phrases, then listen and tick the ones they hear. In feedback, play the recording again, pausing after each key phrase (in bold in the audio script below). Elicit/Drill the phrases.

**Answers:** Ss should tick all the phrases except *In my opinion ...*, *That's right* and *I agree*.

### Unit 4 Recording 7

**A:** OK, well, **I think the most important** invention is probably the internet. **For me**, it's number one.

**B:** Uh huh.

**A:** It's opened up the world and we can get lots of information for free now. And it joins people together from all different cultures and countries.

**B:** **That's true, but** I think there are more important inventions. Really simple things that are so common we forget about them.

**A:** Like what?

**B:** Well, things like aspirin. It's not really an invention, I suppose, but can you imagine life without aspirin?

**A:** Umm, not really.

**B:** And all the other medicines we use.

**A:** Antibiotics to cure illnesses. That's true, actually. Painkillers.

**B:** And **another invention that I see as really important is** the car.

**A:** Oh yeah, **definitely**.

**B:** Before the car, travel was so slow it took days to get anywhere.

**A:** That's true. People went everywhere by horse, didn't they?

**B:** Yeah, and so the car opened up possibilities ...

**7A** Ss discuss in pairs. They can use the ideas from Ex 6A or their own. They should rank their three inventions in order of importance (1–3) if possible. Provide support to Ss who need it or ask **stronger Ss** to work with **weaker ones**. Monitor and prompt Ss to correct errors of accuracy.

**B** Nominate Ss from each pair to report back to the class. The rest of the class tick the inventions that are the same or make a note of those they disagree with. When all pairs have reported back, Ss discuss the ideas they disagree with.

## writeback a forum post

**8A** Elicit/Pre-teach *discovery*, *natural world* and *basic needs* from the forum post. Give Ss 4–5 mins to read the post, answer the questions and compare them with a partner. Nominate Ss to give their answers in feedback, and ask if they agree with the commenter's opinions. Encourage them to use the key phrases from Ex 6C when discussing this.

**Answers:** The survey is about the top ten inventions in history. The commenter thinks the list includes important inventions, but also some strange choices (e.g. language and electricity aren't inventions). He's surprised the toilet and printing press aren't on the list. He's amazed the iPhone is on the list.

**B** Ss work in pairs/groups to decide on their top ten inventions. Individually, they then write a post about the inventions. Provide support where needed.

### Homework ideas

**Ex 8B:** Ss write the final draft of their post.