

Jenny Parsons and Matthew Duffy  
with Nick Witherick

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# Speakout

## Pre-intermediate Teacher's Book

with Resource and Assessment Disc

2ND  
EDITION

GLOBAL SCALE  
of English





# speakout

2ND  
EDITION

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## TEACHER'S BOOK

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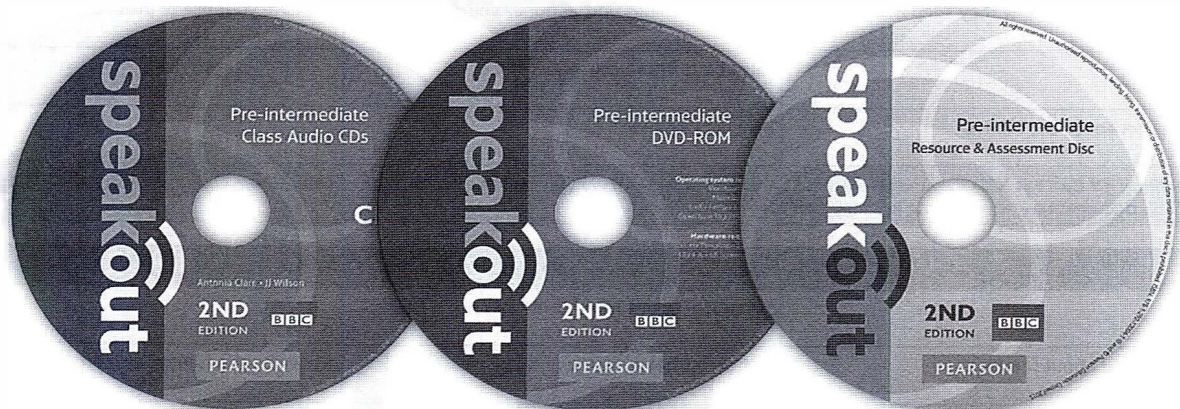
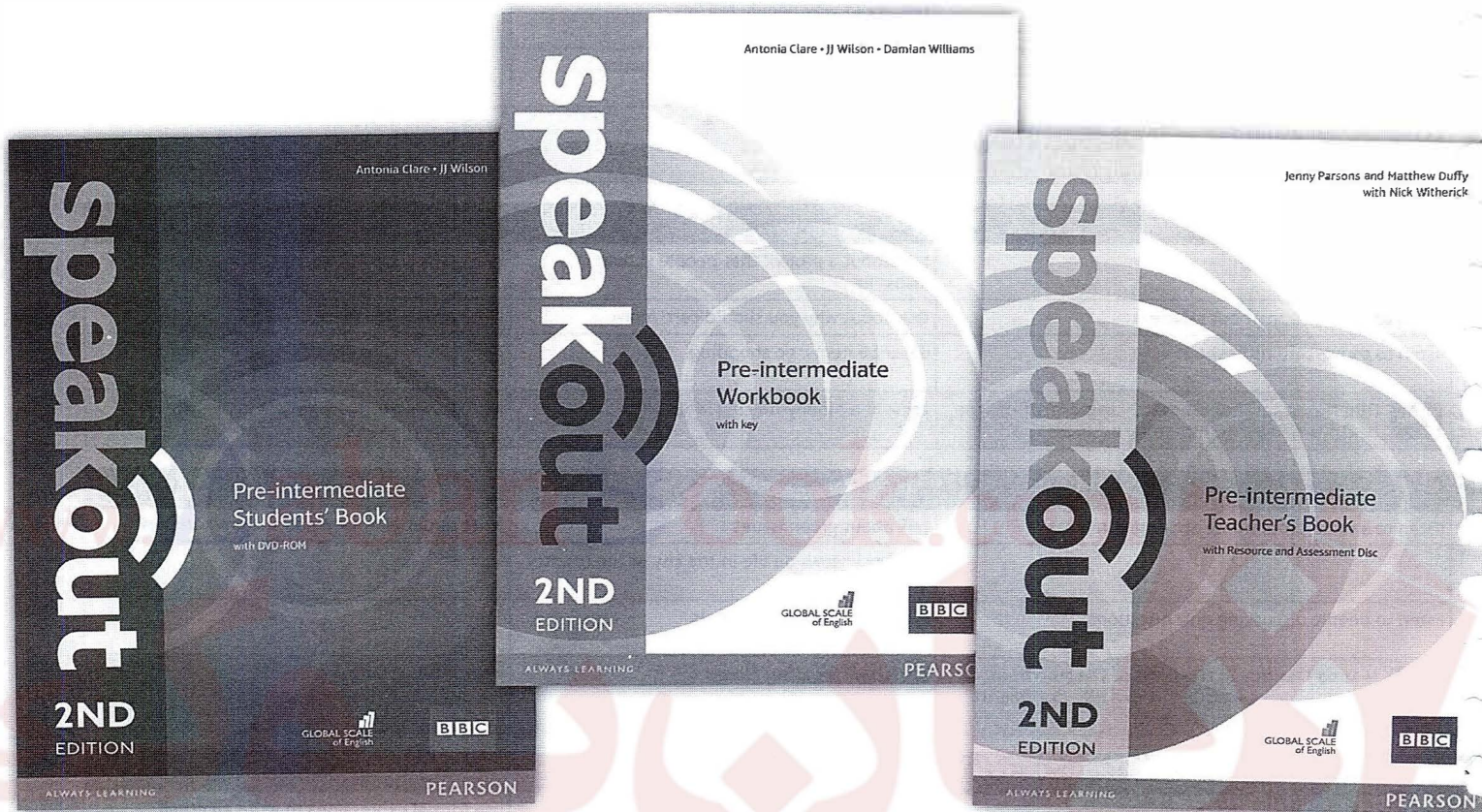
## TEACHER'S RESOURCE AND ASSESSMENT DISC

### Extra resources

- Class audio scripts
- Class video scripts
- BBC interviews
- Worksheets for BBC interviews

### Tests

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



Our first priority in writing *Speakout Second Edition* was to find out what people liked about the first edition and what could be improved. To that end, we asked teachers and learners around the world for feedback on every level of the course. What did they like? What worked well in class? What changes would they like to see?

We then took a fresh look at every single exercise in the series and improved or updated it based on the feedback we'd received. We revised the grammar, vocabulary and skills syllabuses in line with the *Global Scale of English*, we ensured that there was more recycling and practice of key language, and we included a wealth of up-to-date new material:

- **New BBC video clips** – The BBC video clips which accompany each unit are one of the most original features of the course. We've retained the most popular clips and included some wonderful new material from the BBC archive to engage and motivate learners.
- **New reading/listening texts** – Teachers really appreciated the range of authentic texts in the first edition. We've broadened the range of genres in the second edition to reflect the types of texts learners read outside the classroom. Listening texts are also more authentic and we've included a wider variety of international accents.
- **New pronunciation sections** – We've developed a stronger pronunciation syllabus. Teachers wanted more support in this area, so we now have a wider range of pronunciation features in the three input lessons in each unit. Further pronunciation practice can also be found in *Speakout Extra*.
- **New images and clearer design** – The overall design is lighter, less cluttered and easier to navigate. We've refreshed the photos and illustrations completely, and selected dramatic images to introduce each new unit. Great images motivate learners, and provide excellent prompts for language activities.
- **New supplementary material** – One thing teachers always ask for is 'more'. More grammar, more vocabulary, more pronunciation. There's only so much we can fit into the Students' Books but, 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 ideas and activities for exploiting the BBC clips and interviews. *Speakout Extra* will be updated regularly so don't forget to check it out.

We really appreciate the feedback you've given us and hope you find *Speakout Second Edition* even more stimulating and user-friendly than the first edition.



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

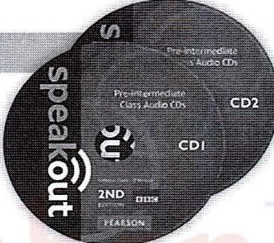
# OVERVIEW OF THE COMPONENTS

## STUDENTS' BOOK WITH DVD-ROM

- Twelve units with 90 to 120 hours of teaching material
- Comprehensive *Language bank* with detailed explanations and extra practice
- *Photo bank* to expand vocabulary
- Audio material for use in class
- DVD content (BBC clips and interviews)
- Audio and video scripts

## CLASS AUDIO CDs

- Audio material for use in class

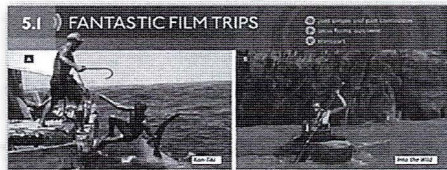


## WORKBOOK

- 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 practice listening, pronunciation and functional language
- Visit [www.english.com/speakout](http://www.english.com/speakout) to download the audio



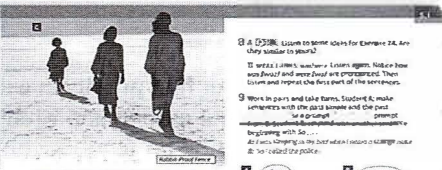
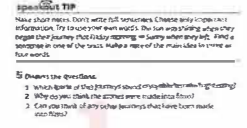
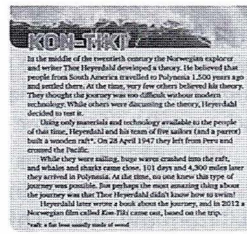
### VOCABULARY

#### TRANSPORT

1. Write in pairs and answer the questions.
2. How many types of transport can you think of in each category? Make a list.
3. What do you think is the best way to travel? Why?
4. Draw a picture of your dream car.

#### READING

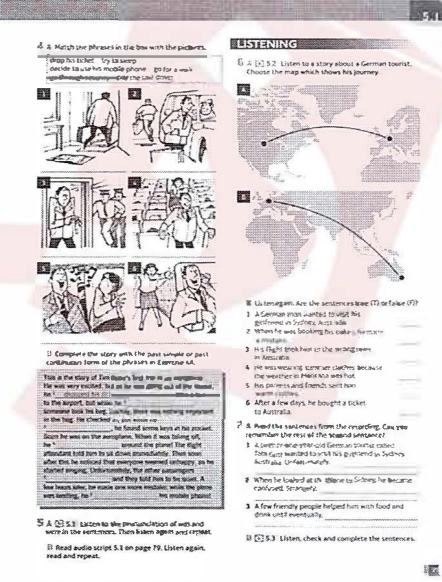
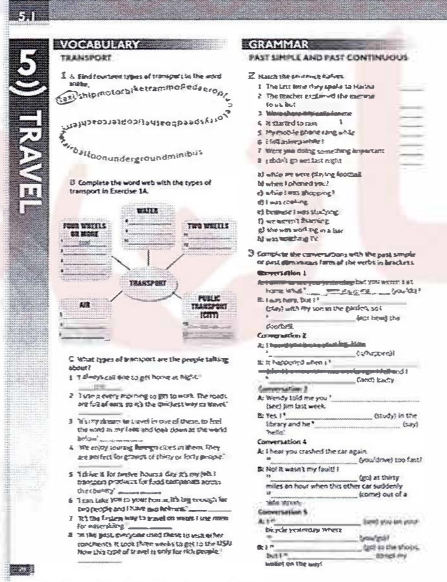
1. Work in pairs. Look at photos A-C and discuss the features.
2. What do you think is the best way to travel? Why?
3. What do you think is the best way to travel? Why?
4. What do you think is the best way to travel? Why?



### GRAMMAR

#### PAST SIMPLE AND PAST CONTINUOUS

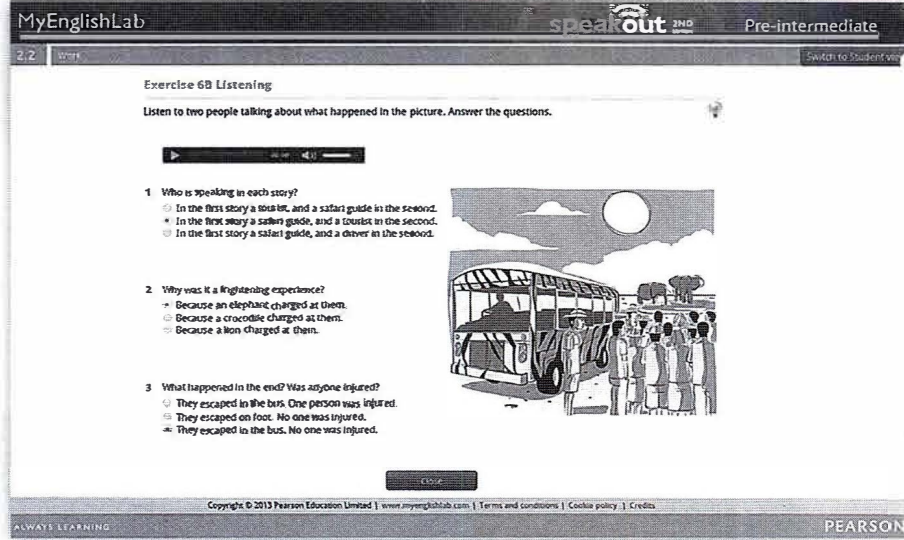
1. Look at sentences a-f. Write the correct form of the verb in brackets.
2. Write a sentence about your last holiday using the past simple and past continuous.
3. Write a sentence about your last holiday using the past simple and past continuous.
4. Write a sentence about your last holiday using the past simple and past continuous.
5. Write a sentence about your last holiday using the past simple and past continuous.
6. Write a sentence about your last holiday using the past simple and past continuous.



## 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
- BBC interviews and interactive exercises





# A UNIT OF THE STUDENTS' BOOK

**Speakout Second Edition 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. The unit culminates with a page of *Lookback* exercises and there is a detailed *Language bank*, *Photo 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 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 lexis introduced in context and expanded in Photo bank at the back of the book
- 7 Special pronunciation sections in each lesson
- 8 Focus on reading and/or listening in every spread
- 9 Writing sections focus on different genres and sub-skills
- 10 Focus on useful functional language
- 11 *Learn to* sections develop listening/speaking skills
- 12 Useful learning tips in each unit

5

travel

1

FANTASTIC FILM TRIPS p48
TRAVEL TIPS p50
YOU CAN'T MISS IT p52
FULL CIRCLE p54

BBC

INTERVIEWS

Do you enjoy travelling to different countries?

**2**

**SPEAKING** 5.1 Tell a travel anecdote. 5.2 Discuss travel. 5.3 Ask for and give directions. 5.4 Present ideas for an award.

**LISTENING** 5.1 Understand travel advice. 5.2 Understand and follow directions in a city. 5.4 Watch an extract from a BBC travel programme.

**READING** 5.1 Read about amazing journeys in films. 5.3 Read a text about a man who works in three countries every day.

**WRITING** 5.2 Write an email describing a trip or weekend away. 5.4 Write an application for an award.

**3**

## 5.1 FANTASTIC FILM TRIPS

Kon-Tiki

Into the Wild

1 past simple and past continuous

2 weak forms: wd/ve

3 transport

### 6 VOCABULARY

#### TRANSPORT

1 Work in pairs and answer the questions.

- How many types of transport can you think of in two minutes? Make a list.
- What do you think is the best way to travel? Why?

→ page 155 PHOTOBANK

### 8

## KON-TIKI

In the middle of the twentieth century the Norwegian explorer and writer Thor Heyerdahl developed a theory. He believed that people from South America travelled to Polynesia 1,500 years ago and settled there. At the time, very few others believed his theory. They thought the journey was too difficult without modern technology. While others were ~~discovering~~ the theory, Heyerdahl decided to test it.

Using only materials and technology available to the people of that time, Heyerdahl and his team of five sailors (and a parrot) built a wooden raft\*. On 28 April 1947 they left from Peru and crossed the Pacific.

While they were sailing, huge waves crashed into the raft, and whales and sharks came close. 101 days and 4,300 miles later they arrived in Polynesia. At the time, no one knew this type of journey was possible. But perhaps the most amazing thing about the journey was that Thor Heyerdahl didn't know how to swim!

Heyerdahl later wrote a book about the journey, and in 2012 a Norwegian film called *Kon-Tiki* came out, based on the trip.

\*raft: a flat boat usually made of wood

### 12

#### speaking TIP

Make short notes. Don't write full sentences. Choose only important information. Try to use your own words. The sun was shining when they began their journey that Friday morning – sunny when they left. Find a sentence in one of the texts. Make a note of the main idea in three or four words.

5 Discuss the questions.

- Which (parts of the) journeys sound enjoyable/terrible/frightening?
- Why do you think the stories were made into films?
- Can you think of any other journeys that have been made into films?

### 12

#### speaking TIP

Make short notes. Don't write full sentences. Choose only important information. Try to use your own words. The sun was shining when they began their journey that Friday morning – sunny when they left. Find a sentence in one of the texts. Make a note of the main idea in three or four words.

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- Can you think of any other journeys that have been made into films?

Rabbit-Proof Fence

1 past simple and past continuous

2 weak forms: wd/ve

3 transport

### 4

#### GRAMMAR

##### PAST SIMPLE AND PAST CONTINUOUS

5 A Look at sentences a)–d) and answer the questions.

- While they were sailing, huge waves crashed into the raft.
- While he was living wild, he wrote a diary.
- When it was raining, the girls decided to escape.
- What tenses are the verbs in bold?

- Which action started first in each sentence (sail or crash, etc)?
- Which action took a longer period of time?
- Which actions are background information and which are main events?

5 B Underline the correct alternative to complete the rules.

**STILL**

1 Use the past simple/past continuous for background actions that continue for a long time.

2 Use the past simple/past continuous for shorter actions that move the story forward.

5 C Find one more example of the past simple and the past continuous in the same sentence in your text.

→ page 136 LANGUAGEBANK

### 7

#### GRAMMAR

##### PAST SIMPLE AND PAST CONTINUOUS

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- Why do you think the stories were made into films?
- Can you think of any other journeys that have been made into films?

49

49

12

## 5.2 TRAVEL TIPS

- verb patterns
- stressed syllables
- travel items

### 6 VOCABULARY

#### TRAVEL ITEMS

- 1 Work in pairs. Discuss the questions.
  - 1 Do you travel light?
  - 2 What do you usually pack when you go away for a short trip/long holiday?

- 2 A Work in pairs. Look at the words in the box and choose two things for travellers 1-3 below.

suitcase notebook digital camera souvenirs  
waterproof clothes dictionary walking boots sun hat  
backpack money belt binoculars map umbrella

- 1 a grandmother visiting her grandchildren in Australia
- 2 a student travelling around the world
- 3 a tourist visiting the sights in New York

### 7 B STRESSED SYLLABLES

Listen and repeat the words. Underline the stressed syllables.

- 1 expect want seem choose enjoy
- 2 decide avoid need

C Work in pairs. Discuss Which of the things in Exercise 2A do you take on holiday with you?

→ page 155 PHOTOBANK

### 8 LISTENING

- 3 A Listen to people describing what they take on holiday. Which of the items in Exercise 2A do the travellers mention?

B Work in pairs and complete the notes.

- 1 I try to leave \_\_\_\_\_.
- 2 I love \_\_\_\_\_.
- 3 I take a lot of \_\_\_\_\_.
- 4 I usually spend my holidays in \_\_\_\_\_.
- 5 I sometimes travel in \_\_\_\_\_ places.
- 6 I don't carry too much \_\_\_\_\_.
- 7 I write things down because I like to \_\_\_\_\_ them.

C Listen again to check.



### 4 GRAMMAR

#### VERB PATTERNS

- 4 A Look at sentences 1-9 below and underline the verb + verb combinations.

- 1 We always expect to hear English.
- 2 I always want to talk to local people.
- 3 I love walking when I go on holiday.
- 4 I always seem to take hundreds and hundreds of photos.
- 5 I usually choose to go to a warm place.
- 6 I enjoy travelling in wild places.
- 7 If you decide to go walking, a backpack is easier to carry.
- 8 It's best to avoid carrying too much money.
- 9 I need to write things down.

B Complete the table below with the verbs in the box.

expect	want	seem	choose	enjoy
decide	avoid	need		
verb + -ing	verb + infinitive with to			
	expect			

C Work in pairs. Add the verbs in the box below to the table above. Which two verbs can go in both columns?

hope finish imagine hate would like love

### 5 LANGUAGE BANK

Cross out the verb combination that is not possible in each sentence.

- 1 I hope/enjoy expect to get a free plane ticket.
- 2 I want/would like imagine to visit Australia.
- 3 She loves/avoids needs travelling.
- 4 Where did you like/decide choose to go on your next holiday?
- 5 They hate/want love working with tourists.
- 6 He doesn't seem/need enjoy to know this area well.
- 7 Do you like/expect love going to different countries?
- 8 Why did you avoid/decide hope to become a travel writer?

### 6 A Complete the sentences and make them true for you. The next word must be either the infinitive with to or the -ing form of a verb.

- 1 When I travel:
  - I always avoid ...
  - I hate ...
  - I love ...
- 2 On my last holiday:
  - I chose ...
  - I decided ...
  - I enjoyed ...
- 3 For my next holiday:
  - I want ...
  - I hope ...
  - I would like ...

B Work in pairs and compare your ideas.

### SPEAKING

7 Work in pairs. Discuss the questions.

- 1 What type of holidays can you see in the photos? Which do you prefer? Why?
  - 2 Is there anything that you really love doing when you are on holiday?
  - 3 When you travel, do you try to learn about the place, its customs and its language? Why/Why not?
  - 4 Do you enjoy visiting tourist areas, old cities, new cities, or none of these?
- A: I really like sightseeing holidays. I have spending time looking at beautiful old buildings.  
B: I love taking photos. I put them on my Facebook page when I get back.  
A: Me, too.

### 9 WRITING

#### USING SEQUENCERS

- 8 A Work in pairs. Read an email describing a trip and discuss. What were the good/bad things about the trip?



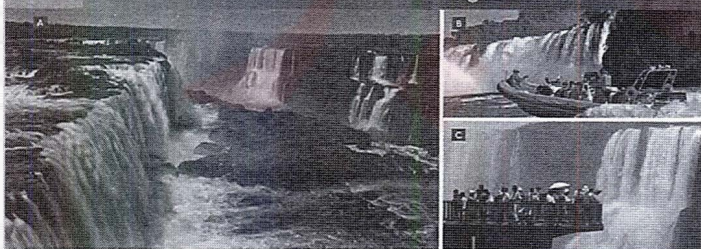
B Underline five words/phrases that help us to understand the order of events. The first one has been done for you.

C Write an email to a friend about a trip or a weekend away. Use the words you underlined.



## 5.3 YOU CAN'T MISS IT

- asking for/giving directions
- intentional questions
- tourism



### VOCABULARY

#### TOURISM

- 1 Work in pairs. Look at the words in the box. Which things can you see in the photos?

tour guide boat trip coach tour tourists  
sightseeing natural wonder tax-free shopping

- 2 A Look at the title of the text below. Discuss. What do you think the man does? Why do you think he works in three countries every day?

B Read the text to find out.

C Discuss. Would you like Juan's job? Why/Why not?

### THE MAN WHO WORKS IN THREE COUNTRIES EVERY DAY



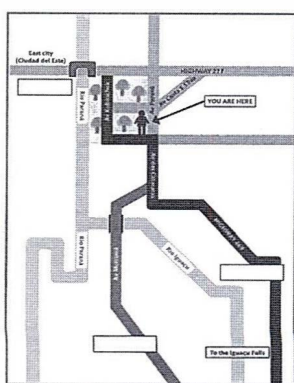
**JUAN OLIVEIRA** was born in Argentina, grew up in Paraguay and now lives in Brazil. He says he loves the three countries equally, and he works in all three of them every day. Juan is a tour guide in Foz de Iguaçu, a Brazilian town which is close to the borders of both Argentina and Paraguay. He takes tourists around the Iguazu Falls, one of the great natural wonders of the world. First, he shows tourists the waterfall from the Brazilian side. Then they cross the border to see the water from the Argentinian side. After that, they go on a boat trip which takes them under the waterfall. Finally, he takes them on the short journey to Ciudad del Este in Paraguay to do some tax-free shopping. He says the Falls are amazing, especially in the rainy season. He sees them every day and he never gets tired of them.

### 10 FUNCTION

#### ASKING FOR/GIVING DIRECTIONS

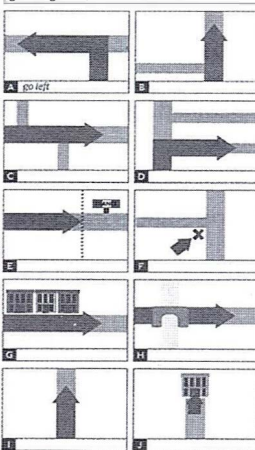
- 3 A Look at the map. Where is the tourist? Now listen and follow the routes on the map. For each route, write the destination (the country) on the map.

B Listen again and read audio script 5.4 on page 171. Underline useful phrases for giving directions.



### 4 Label pictures A-J with the phrases in the box.

go along the main road go straight on  
in front of you go past the turning go left  
take the first right at the corner cross a bridge  
keep going until you reach (the border)  
go through (the centre of the town)



- 5 A Listen to three conversations. Are the statements true (T) or false (F)?

- 1 Speaker 1 takes the bus.
- 2 Speaker 2 has a map.
- 3 Speaker 3 will see a restaurant before arriving at The Grand Hotel.

B Complete the notes. Listen again to check.

Conversation 1 Carnival  
It takes \_\_\_\_\_ minutes. Go straight on, you'll hear the \_\_\_\_\_.  
Conversation 2 Plaza Hotel  
Go past the cinema. Take the first \_\_\_\_\_. Keep going for \_\_\_\_\_ minutes. You'll see the \_\_\_\_\_.  
Conversation 3 The Grand Hotel  
Go to the end of this street. Go \_\_\_\_\_ and go past the \_\_\_\_\_ it's on the \_\_\_\_\_.  
→ page 136 LANGUAGE BANK

### 11 LEARN TO

#### SHOW/CHECK UNDERSTANDING

- 6 A Read and listen to the extracts from the audio script. Are the phrases in bold asking for information (A), explaining directions (E) or showing understanding (U)?

- Extract 1  
A: Can we walk? A  
B: Yes, it takes about ten minutes from here. E  
Extract 2  
C: Excuse me, can you help me? I'm looking for the Plaza Hotel. Is this the right way?  
D: Um ... Plaza Hotel, Plaza Hotel. Yes, keep going, past the cinema and take the first left.  
C: OK.  
D: Then keep going for about fifteen minutes until you reach the end of the road. And you'll see the sign for the hotel. You can't miss it.  
C: OK. Can you show me on the map?  
D: Sure.  
Extract 3  
E: Excuse me, we want to get to The Grand Hotel. Is it far?  
F: Um ... sorry, I've no idea. Jim, do you know?  
G: What?  
F: The Grand Hotel?  
G: The Grand Hotel? Yeah, it's just over there. Just go to the end of this street. Go left and go past the ... um ... there's a restaurant. Go past the restaurant and it's on the left.  
E: On the left. So I need to go to the end of the street, turn left, go past the restaurant and it's on the left.  
B Which phrases mean:  
1 Am I going in the right direction?  
2 Continue.  
3 It's easy to see it.

- 7 A Listen to three conversations. Are the statements true (T) or false (F)?

B Work in pairs. Look at audio script 5.5 on page 171 and practise the first two conversations.

### SPEAKING

- 8 Work in pairs. Student A: look at the map on page 161. Student B: look at the map on page 163. Ask for and give directions.

A: How do I get to the station?  
B: Go straight on until you reach the Greek restaurant.

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## 5.4 DVD FULL CIRCLE

### DVD PREVIEW

1 A Have you ever been on a long and/or difficult journey? What can you remember about it? Tell other students.

B Read the programme information and answer the questions.

- 1 What does Michael Palin do?
- 2 Where does he travel to in Full Circle?
- 3 How does he travel in this episode?

1



### Full Circle

Michael Palin is an actor and travel writer. In *Full Circle*, he went on a journey through the seventeen countries along the Pacific coast. While travelling 50,000 miles in ten months, he saw and discovered things beyond his dreams. He learnt how to cook eggs in a volcano and how to make music with horses' bones in Chile! In this episode, Michael travels across the Andes from Arica to La Paz in Bolivia in a small train.

### DVD VIEW

- 2 Watch the DVD Was it an enjoyable journey? Which of the problems below do the people mention?
  - the food is terrible
  - the train gets very hot
  - the air is thin and it's difficult to breathe
  - the train stops a lot because of animals/cars on the track
  - the train is very slow

3 A Work in pairs. What do you think the words/phrases in bold mean?

- a) Twice a week, a railway service leaves Arica.
- b) We've reached the Bolivian border.
- c) It's going to take two hours.
- d) Some passengers are local.
- e) Is it the journey of a lifetime?
- f) It's the journey of (everyone's) dreams.
- g) We've crossed the Andes at 16.4 miles an hour.

B Watch the DVD again. Number the sentences in Exercise 3A in the order you hear them.

4 Work in groups. Discuss the questions.

- 1 What do you think of this journey?
- 2 Would you like to do it? Why/Why not?

## 3 speakout an award

5 A Read the text and answer the questions.

- 1 What is the award?
- 2 What will the winner do?

**Journey of My Dreams** is an award of £5,000 for the best idea for an original and inspiring journey anywhere in the world. The winner will receive training in film-making and will record their experiences for a future programme.

B Listen to someone describing her journey.

- 1 Where does she want to go?
- 2 What does she want to do there?

C Listen again and tick the key phrases you hear.

### KEY PHRASES

We would like to go to ...  
The trip is going to take ...  
Some of the problems we're going to face include ...  
We want to experience the local culture ...  
Our plan is to speak to the local people ...  
We hope to find out about their traditions ...  
It should be an inspiring trip.  
This is the journey of my/our dreams.

6 A You are going to apply for the award. Work in pairs. Decide:

- where/how you are going to travel
- what you would like to experience/see/do
- which people you are going to stay/work with
- why you deserve the award

B Present your ideas to the class. Use the key phrases to help you. Who should win the award?

## 6 writeback an application

7 A Read the application. Match paragraphs 1-3 with headings a)-c).

- a) Goals and objectives
- b) Details of the plan
- c) Introduction

### APPLICATION FORM

1 We would like to go to Easter Island to live with the local people for three months. Easter Island is one of the great mysteries of the world. It has many famous stone statues of heads, but no one knows who made them or why.

2 Our plan is to talk to the islanders about their history and about their present and future. We will ask them about their lives and what they think of the statues. We want to learn how the world's most isolated people live: what they eat, what they do for entertainment and what they think of the modern world of computers and other technology.

3 We will record all of the interviews on film. We will also keep a diary of our own experiences on the island. Eventually, we hope to make a TV documentary and write a book about our time on the island.

B Write your application for the award. Use the model in Exercise 7A to help you.

**Speakout Second Edition Students' Book** has a motivating DVD spread at the end of every unit. Based on authentic clips from the BBC's rich archive, these lessons are designed to consolidate language and act as a springboard for further speaking and writing tasks.

The **Lookback** page provides a review of key language covered in the unit with exercises that can be done altogether at the end of the unit or individually as and when appropriate. **Speakout Second Edition** also has a detailed **Language bank**, a **Photo bank** and **Communication bank**.

- 1 Learners read about the DVD clip in preparation for viewing
- 2 Different viewing tasks help learners understand and appreciate the DVD clip
- 3 **Speakout** tasks consolidate language and build learners' confidence
- 4 'Models' are provided to help learners perform the task
- 5 Key phrases give learners the language they need to perform the task
- 6 **Writeback** tasks provide further communicative practice
- 7 **Lookback** exercises are an enjoyable 'test' of language covered in unit
- 8 **Language bank** provides detailed explanations and further practice
- 9 **Photo bank** extends key lexical sets
- 10 **Communication bank** provides further opportunities to practise key language

## 5.5 LOOKBACK

7

### TRANSPORT

1 A Choose four types of transport from the box below. Write a sentence about each type. Don't mention the name.

train tram minibus taxi motorbike ferry speedboat coach lorry helicopter

It travels through water and is very fast.

B Work in pairs and take turns. Student A: read your sentences. Student B: guess which type of transport it is.

A: It's a fast type of transport. It goes on the road. It has two wheels.

B: A motorbike.

### PAST SIMPLE AND PAST CONTINUOUS

2 A Put the verbs in brackets into the past simple or past continuous.

- 1 While they (walk), they (see) a fence. While they were walking, they saw a fence.
- 2 While they (cross) the sea, a terrible storm nearly (destroy) the raft. They were crossing the sea when a terrible storm nearly destroyed the raft.
- 3 They (run) away one night while it (rained). They were running away one night when it was raining.
- 4 While he (wander) in the wilderness, he (meet) some people who helped him. He was wandering in the wilderness when he met some people who helped him.
- 5 When the men (sail) on the ocean, they (see) many sea creatures. The men were sailing on the ocean when they saw many sea creatures.
- 6 While he (live) in an abandoned bus, he (realise) he might die. He was living in an abandoned bus when he realised he might die.

B Work in Pairs. Discuss. Which films from Lesson 5.1 do the sentences go with?

3 Work in pairs and take turns. Ask and answer the question. Where were you and what were you doing at these times yesterday?

6:00 - 10:00  
15:00 - 19:00 22:00

### TRAVEL ITEMS

4 A Add the vowels.

- 1 stcs suitcase
- 2 bckpck backpack
- 3 wtrprf clths waterproof clothes
- 4 wking bts walking boots
- 5 sn hat sun hat
- 6 svnrs sunglasses
- 7 bncls binoculars
- 8 ntk notebook
- 9 dgltcmr digital camera
- 10 mny bit money

B Work in pairs. Decide which of the items above are important for the holidays below.



A sun hat is important for a beach holiday.

### VERB PATTERNS

5 A Complete the sentences with the correct form of the verbs in brackets.

- 1 I sometimes choose \_\_\_\_\_ (go) somewhere on holiday because a friend recommends it.
- 2 I hope \_\_\_\_\_ (visit) more cities in my own country this year.
- 3 I seem \_\_\_\_\_ (have) good luck with the weather when I go on holiday. It never rains!
- 4 I want \_\_\_\_\_ (travel) to places where tourists never go.
- 5 I always avoid \_\_\_\_\_ (travel) by boat because I get sick.
- 6 I don't enjoy \_\_\_\_\_ (fly) very much.
- 7 I can't imagine \_\_\_\_\_ (go) on a camping holiday - I prefer hotels!
- 8 I wouldn't like \_\_\_\_\_ (have) a holiday with a big group of people.

B Work in pairs. Discuss. Are sentences 1-8 true for you? Why/Why not?

### ASKING FOR/GIVING DIRECTIONS

6 A Find and correct the mistakes. There are two mistakes in each conversation.

Conversation 1

A: Excuse me, I'm looking for the Natural History Museum. Is this right way?

B: Keep going until you reach the crossroads. It's in the right.

Conversation 2

A: Hello. We want to go to the Italian Embassy. Is it far?

B: No. Just turn left and you'll see the sign for it. You can't miss.

Conversation 3

A: Excuse me, do you know where the university is?

B: Keep going along the main road. Then you'll see a sign and it's in front of you.

B Work in pairs and practise the conversations.

C Work in pairs and take turns.

Student A: ask for directions:

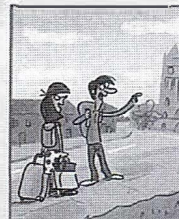
- from a well-known place in the town to Student B's house
- from Student B's house to the school

Student B: ask for directions:

- from the school to a nearby restaurant
- from a nearby restaurant to a well-known place in the town

A: OK. How do I get from the station to your house?

B: Well, you take the first right ...



## 5 LANGUAGE BANK

LB 5

## GRAMMAR

## 5.1 past simple and past continuous

past simple	past continuous
I watched a film yesterday.	I was watching a film yesterday.
He didn't play here.	He wasn't playing here.
Did you talk to John?	Were you talking to John?

Use the past simple to talk about completed actions.  
I ate a salad last night.

Use the past continuous to talk about actions in progress at a particular time.

At 8 a.m. yesterday I was travelling to work.



It is common to use the past simple and the past continuous together to tell stories. The past continuous describes an action that starts first, but is interrupted by a second action. Use the past simple for the second (usually short) action.

What were you doing when the bus crashed?

I was sleeping when the thief entered the house.

It is common to use when or while to link the two actions. Use while before the continuous action.

While I was sleeping, it started to rain.

Use when before the continuous action or the short action.

When we were talking, the bus appeared.

We were talking when the bus appeared.

Do NOT use while before the short action.

I was sleeping while it started to rain.

## 5.2 verb patterns

Sometimes we use two verbs together.

I love playing football.

After some verbs, put the second verb in the infinitive with to.

She decided to go to Mexico.

We need to make a phone call.

After some verbs, use the ing form.

I enjoy running.

They avoided travelling by bus.

some common verb patterns

verb + -ing verb + infinitive with to

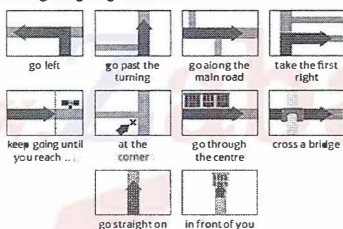
enjoy finish avoid imagine stop like don't mind spend (time)

choose hope expect would like decide seem want need help promise

Many verbs that show preference (things that we like or don't like) are followed by -ing, e.g. like, enjoy, don't mind.

After some verbs it is possible to use the -ing form OR the infinitive with to, e.g. love, hate.  
I love dancing. I love to dance.  
I hate getting up early. I hate to get up early.  
There is little change in meaning.

## 5.3 asking for/giving directions



useful questions	directions	saying you understand
Can we walk? Excuse me, can you help me? Is this the right way? Can you show me on the map? Is it far?	It takes about twenty minutes. Keep going... You'll see... You can't miss it.	OK, so I need to... Right

## PRACTICE

## 5.1 A Complete the story with the correct form of the verbs in brackets. Use the past simple or past continuous.

Alvin Straight, a 73-year-old, (live) quietly on his farm in Iowa, USA, when he heard the news that his brother, Lyle, was seriously ill. After ten years with no contact between the brothers, Alvin (decide) to visit Lyle. Alvin couldn't drive so he (hire) a lawnmower, which moved at five miles per hour, and (begin) the 250-mile journey.  
While he (travel), he met many people, including a priest and a teenage girl who was running away from her family. He helped them all simply by talking about life. Some of them also (help) him. For example, one day when he (drive) the lawnmower, it broke down. While two mechanics (fix) it, he met a friendly couple and (stay) with them.  
The journey took him six weeks. And (end) the story (end) happily! See the 1999 film, *The Straight Story*, to find out!

## B Make sentences with the prompts and the correct form of the verbs in the box. Use the past simple or past continuous.

pass know like play dance swim travel have

- He/tennis when he hurt his leg.
- Sarah/the job because it was boring.
- While they/they met lots of other tourists.
- How/you/my name?
- Who/you/within that nightclub when I saw you?
- I/in the sea when I saw the shark.
- I/my exam?
- The thief/broke in while Jack/breakfast.

## 5.2 A Complete the sentences with the correct form of the verbs in the box.

live read drink swim visit have play finish

- They want the monuments tomorrow morning.
- I can't imagine in that flat - it's so small!
- I don't like water from a bottle.
- They decided football this morning.
- Would you like dinner in this restaurant?
- Do you enjoy in the sea?
- I hope my degree next year.
- I love books about adventures.

## B Find and correct the mistakes. There are eight mistakes in the advertisement.

\* Are modern holidays too boring for you?  
\* Would you like doing something more exciting?



Mad Dog Tours is perfect for people who hate spending time asleep on a beach. If you enjoy to travel to strange places, if you don't mind to stay in cheap hotels and want knowing how the local people really live, we promise helping you. Cheap holidays are our speciality. If you choose booking your holiday with Mad Dog Tours, you can expect living your dreams!

## 5.3 A March 1-10 with a) -j) to make sentences or questions.

- Excuse me, can a) about an hour.
- Is this the b) need to go left here.
- Is c) restaurant on your right.
- Can you show d) it far?
- It takes e) right way?
- You can't f) going.
- Can we g) me on the map?
- So! h) you help me?
- You'll see the i) walk?
- Keep j) miss it.

## B Underline the correct alternative to complete the conversations.

## Conversation 1

A: Excuse me, how do I get to the swimming pool?  
B: You need to go 'along'/'at' with the main road. Keep going until you 'get'/'reach' the town hall. Then 'go'/'make' to the left and it's 'there'/'so' front of you.

## Conversation 2

A: Excuse me, is this the right way to the Bach Concert Hall?  
B: No, you need to turn around, then 'to'/'cross'/'go' the bridge. After that, you 'have'/'are'/'take' the first right and go 'to'/'with'/'through' the centre of town. The concert hall is at the 'first'/'corner'/'cross' of Duane Road and Bright Street.

PB

## Lesson 5.1 TRANSPORT

## 1 Match photos A-N to the types of transport.

- aeroplane
- coach
- ferry
- helicopter
- hot air balloon
- lorry
- mini-bus
- moped
- motorbike
- ship
- speedboat
- taxi
- tram
- underground



## 2 Work in pairs. Discuss. Which types of transport do you use regularly? Which do you think are the most enjoyable ways to travel?

## Lesson 5.2 TRAVEL ITEMS

## 1 Match photos A-R to the travel items.

- alarm clock
- aspirin
- biscuits
- dictionary
- digital camera
- first aid kit
- map
- money belt
- notebook
- backpack
- soap
- souvenirs
- suitcase
- sun hat
- travel guide
- umbrella
- walking boots
- waterproof clothes



## 2 Work in pairs and take turns. Student A describes an item. Student B guesses the item. A: You wear these when it's raining. B: Waterproof clothes.

## 10 COMMUNICATION BANK

## Lesson 1.3

## 4 A Student A: make questions or comments with the prompts for Student B. Listen to Student B's responses.

- would/like/drink?
- watch/match/last night?
- rice/day?
- work/here?

## B Listen to Student B's questions and comments. Choose the correct response.

- Hi, Peter. Pleased to meet you! Dear Mr Peter. How do you do?
- Yes, thanks. I didn't do much. Yes, thank you. I am enjoying it.
- I'm coming from Toledo, near Madrid. I'm from Toledo, near Madrid.
- It's nice to meet you. Yes, see you soon.

## Lesson 3.5

## 4 C Answers to quiz

- Reagan
- A hippie at the Opera
- Raphael
- Elton
- One Love
- Venice
- Celine
- Nelly Furtado

## Lesson 4.3

## 3 A Student A: explain our problem. Then listen and respond to the advice.

Your son is eighteen years old and lives at home. He needs to study for his exams, but in the evening he goes out with friends until late. He often misses lessons or falls asleep when he is studying. At home you do all the cooking and cleaning and give your son money every week.

## B Listen to another student's problem. Give the student some advice.

## Lesson 2.2

## 4 B Student B

**Danger Rating 8/10**



In Brazil they are called motorbikes, and on average, one of them dies in traffic every day. Foreign correspondent Peter Lane met the motorbikes of São Paulo. He learnt that accidents are not the only problem - there are also robbers. It happened to Roberto Coelho.

'It was terrible, a really bad line for me. I lost everything. We don't have insurance and the company doesn't help us.' The motorbikes usually earn just \$150 a month.

Lane asks, 'When you know the streets are dangerous, why do you still drive an fast?' Coelho says it's because they often work under time pressure. 'We know it's dangerous, but we have no choice.'

Lane also spoke to some car drivers. One said, 'These motorbike couriers are so dangerous. They drive too fast and they don't care about the rules of the road.' Another said, 'Most of them are just kids. It's no surprise they have accidents.'

Once in a while, they try to change the traffic laws - they want the motorbikes to drive like everyone else. But the changes all fail, so the motorbikes continue to risk their lives in one of the most dangerous jobs in the world.

## Lesson 3.3

## 3 Student A: think about what you are going to say when you receive and make phone calls in these situations. Role-play the situations with Student B.

## Answer the phone

- You work for Nova Restaurant. Take a message.
- You work for Amber Cinema. Answer the phone and tell a customer the times of the film *The Magic Hat*. 2.30p.m., 5.00p.m., 7.30p.m. and 10.00p.m. with a special extra showing at 12.00p.m. at the weekend.
- Answer the phone normally. Listen and respond to the invitation. Make a call.
- You are calling Rippling Yarns, a theatre company. You would like six tickets for *Hamlet* for Friday.
- You are calling Brandon's Restaurant. You want to change your reservation from 7.30p.m. on Tuesday to 8.00p.m. next Wednesday. There will now be ten people, not five, so you need a bigger table.
- Ask your partner if he/she wants to go for a snack after class.

5.1

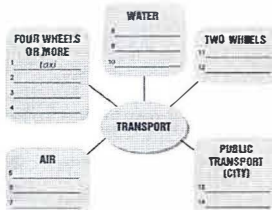
## TRAVEL

### VOCABULARY

#### TRANSPORT

1 A Find fourteen types of transport in the word snake.  
(taxi) ship motor bike tram moped aeroplane  
jet hovercraft helicopter speedboat coach train  
motorballoon underground minibus

B Complete the word web with the types of transport in Exercise 1A.



C What types of transport are the people talking about?

- 1 'I always call one to get home at night.'  
(taxi)
- 2 'I use it every morning to get to work. The roads are full of cars, so it's the quickest way to travel.'  
(motorbike)
- 3 'It's my dream to travel in one of these, to feel the wind in my face and look down at the world below.'  
(jet)
- 4 'We enjoy touring foreign cities in them. They are perfect for groups of thirty or forty people.'  
(coach)
- 5 'I drive it for twelve hours a day. It's my job. I transport products for food companies across the country.'  
(truck)
- 6 'I can take you to your house. It's big enough for two people and I have two helmets.'  
(motorbike)
- 7 'It's the fastest way to travel on water. I use mine for waterskiing.'  
(speedboat)
- 8 'In the past, everyone used these to visit other continents. It took three weeks to get to the USA! Now this type of travel is only for rich people.'  
(jet)

### GRAMMAR

#### PAST SIMPLE AND PAST CONTINUOUS

2 Match the sentence halves.

- 1 The last time they spoke to Marina
- 2 The teacher explained the exercise
- 3 Were there any calls for me
- 4 It started to rain
- 5 My mobile phone rang while
- 6 I fell asleep while I
- 7 Were you doing something important
- 8 I didn't go out last night

- a) while we were playing football.
- b) when I phoned you?
- c) while I was shopping?
- d) I was cooking.
- e) because I was studying.
- f) we weren't listening.
- g) she was working in a bar.
- h) was watching TV.

3 Complete the conversations with the past simple or past continuous form of the verbs in brackets.

Conversation 1  
A: I came to see you yesterday, but you weren't at home. What <sup>1</sup> were you doing (you/do)?

B: I was here, but I <sup>2</sup> was playing (play) with my son in the garden, so I <sup>3</sup> didn't hear (not hear) the doorbell.

Conversation 2  
A: I heard you broke your leg. How <sup>1</sup> did it happen (happen)?

B: It happened when I <sup>2</sup> was climbing (climb) a mountain two weeks ago. I fell and I <sup>3</sup> landed (land) badly.

Conversation 3

A: Wendy told me you <sup>1</sup> were studying (study) in the library and he <sup>2</sup> wasn't (not be) there.

B: Yes, I <sup>3</sup> was (be) in the library and he <sup>4</sup> wasn't (not be) there.

Conversation 4

A: I hear you crashed the car again.

B: No! It wasn't my fault! I <sup>1</sup> was driving (drive) too fast?

A: Yes, but you <sup>2</sup> shouldn't have been (shouldn't have) driving at thirty miles an hour when this other car suddenly <sup>3</sup> came (come) out of a side street.

Conversation 5

A: I <sup>1</sup> wasn't (not be) on your way to the bicycle yesterday. Where <sup>2</sup> did you go (go)?

B: I <sup>3</sup> was (be) in the library and he <sup>4</sup> wasn't (not be) there.

A: Yes, but you <sup>5</sup> shouldn't have been (shouldn't have) driving at thirty miles an hour when this other car suddenly <sup>6</sup> came (come) out of a side street.

### 4 A Match the phrases in the box with the pictures.

drop his ticket try to sleep  
decide to use his mobile phone go for a walk  
go through security pay the taxi driver



B Complete the story with the past simple or past continuous form of the phrases in Exercise 4A.

This is the story of Tim Bobo's first trip in an aeroplane. He was very excited, but as he was going out of the house, he <sup>1</sup> dropped his ticket on the floor. He took a taxi to the airport, but while he <sup>2</sup> was waiting for the plane, someone took his bag. Luckily, there was nothing important in the bag. He checked in, but while he <sup>3</sup> was waiting for his bag, he found some keys in his pocket. <sup>4</sup> He was taking off, he found some keys in his pocket. <sup>5</sup> He was taking off, he found some keys in his pocket. <sup>6</sup> He was taking off, he found some keys in his pocket.

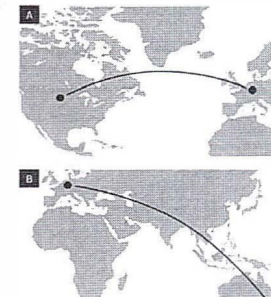
5 A 5.1 Listen to the pronunciation of was and were in the sentences. Then listen again and repeat.

B Read audio script 5.1 on page 79. Listen again, read and repeat.

5.1

### LISTENING

6 A 5.2 Listen to a story about a German tourist. Choose the map which shows his journey.



B Listen again. Are the sentences true (T) or false (F)?

- 1 A German man wanted to visit his girlfriend in Sydney, Australia.
- 2 When he was booking his ticket, he made a mistake.
- 3 His flight took him to the wrong town in Australia.
- 4 He was wearing summer clothes because the weather in Montana was hot.
- 5 His parents and friends sent him warm clothes.
- 6 After a few days, he bought a ticket to Australia.

7 A Read the sentences from the recording. Can you remember the rest of the second sentence?

- 1 A twenty-one-year-old German tourist called Tobi Gutt wanted to visit his girlfriend in Sydney, Australia. Unfortunately, ...
- 2 When he looked at the plane to Sydney, he became confused. Strange, ...
- 3 A few friendly people helped him with food and drink until eventually ...

B 5.3 Listen, check and complete the sentences.

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## WORKBOOK

**Speakout Second Edition Workbook** contains a wide variety of review and practice exercises and covers all of the language areas in the corresponding Students' Book unit. It also contains regular review sections to help learners consolidate what they have learned.

- 1 Extensive practice of vocabulary and grammar covered in the Students' Book
- 2 Additional practice of pronunciation points covered in the Students' Book
- 3 Reading and listening texts develop learners' skills
- 4 Writing exercises focus on useful sub-skills

**Speakout Second Edition Workbook Audio** is available online. Visit [www.english.com/speakout](http://www.english.com/speakout) to download audio material to accompany the pronunciation, listening and functional practice exercises.

[www.ZabanBook.com](http://www.ZabanBook.com)



5.2

### READING

4 A Read the article and match topics a)–d) with paragraphs 1–4.

- a) dealing with problems
- b) having the best experience
- c) doing something different
- d) preparing for your trip

#### My top travel tips

Sandy Graves is an experienced travel writer who regularly travels all over the world. Here she shares some of her top tips.

- 1 When you are packing, leave your suitcase open somewhere. As you think of something you need to take, pack it. Don't leave it until later or you might forget. Make a list of all your important documents and put them in your suitcase. Also, if you lose your passport, having a copy will make it easier to get a new one. Pack earplugs. They're great for long flights and noisy hotels, when you really need to sleep.
- 2 While you're travelling, be patient. Everybody wants to leave in a hurry, but it doesn't always happen. Buses can be late, you can have problems with your documents or your card might not work in the ATM. Don't worry, there's always a way to get there. Smile and enjoy it – you won't have another chance to.
- 3 If you want more than just a holiday, try volunteering. Spending some time learning new skills and meeting new people. You can travel anywhere in the world to do all kinds of different jobs, from building in Tanzania to looking after elephants in Thailand. Just think what you could do.
- 4 Do your best to try everything around you. Try the local food, buy the terrible, cheap souvenirs they won't tell you are terrible when you're back home and take lots of photos. And talk to local people – you can get so much more out of your trip if you do. Keep an open mind, and don't judge the local culture. You might see or experience things which seem strange to you, but are normal there.

B Read the article again. Are the statements true (T) or false (F)?

- 1 Try to pack things at the same time as you think of them.
- 2 It's a good idea to take earplugs for when you want to go swimming.
- 3 It's best not to worry when you have problems.
- 4 There aren't many opportunities to do anything different when you travel.
- 5 Don't buy souvenirs if they're not good.
- 6 Try to accept things which seem strange to you.

C Find words in the article that match these meanings.

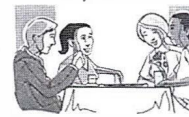
- 1 things you put in your ears to keep out noise (paragraph 1)
- 2 places where you can eat and sleep cheaply for a short time (paragraph 1)
- 3 able to wait calmly (paragraph 2)
- 4 a machine where you can get money from your bank (paragraph 2)
- 5 abilities: things you can do (paragraph 3)
- 6 from the place where you are (paragraph 4)

### WRITING

#### USING SEQUENCERS

5 A Look at the pictures of two stories. Put sentences a)–j) in the correct order to tell the stories.

- a) We had a great night out.
- b) First, we met in a bar in town.
- c) Finally, when we arrived, the hotel didn't have our reservation.
- d) After the meal, we went dancing.
- e) Then, our taxi broke down on the way to the hotel.
- f) First, the flight was cancelled.
- g) The holiday was a disaster.
- h) Then we went out for a pizza.
- i) We waited, and after a while we had to fly to a different airport.



Story 1



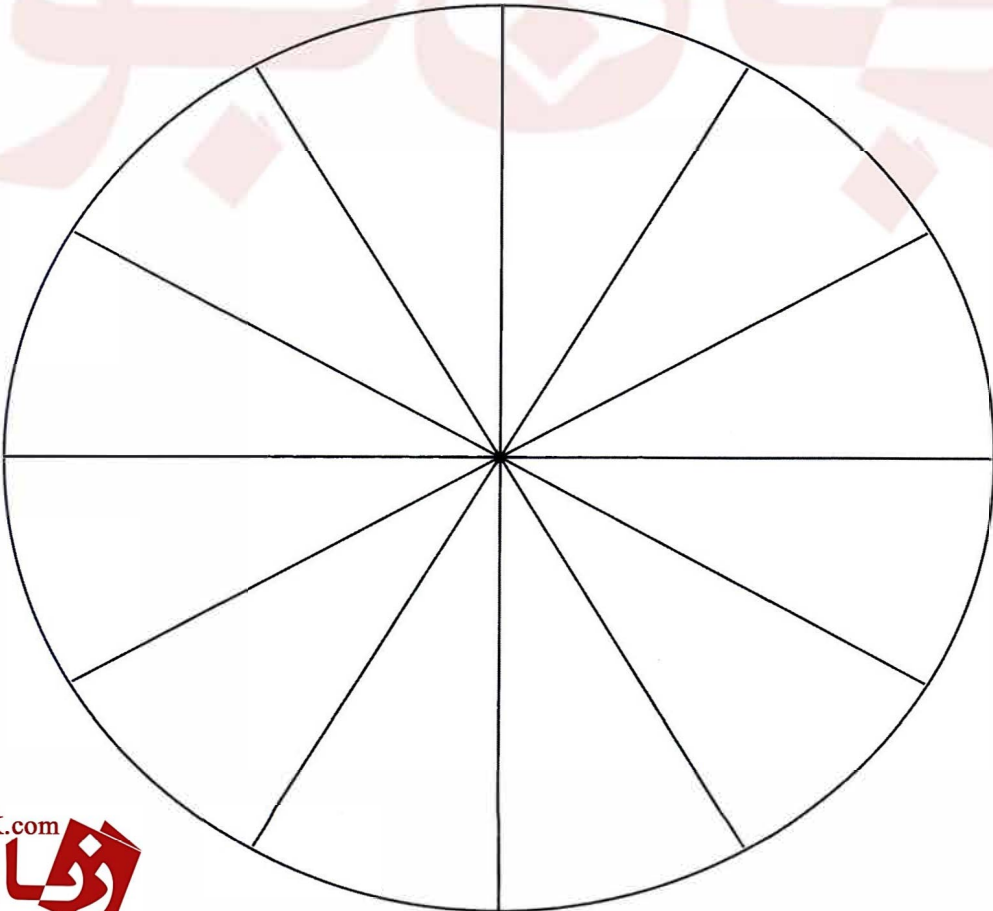
Story 2

B Write about a time when you went on holiday or had a good night out. Write 50–100 words. Use the sequencers in the box.

first then after that/after a while finally

31





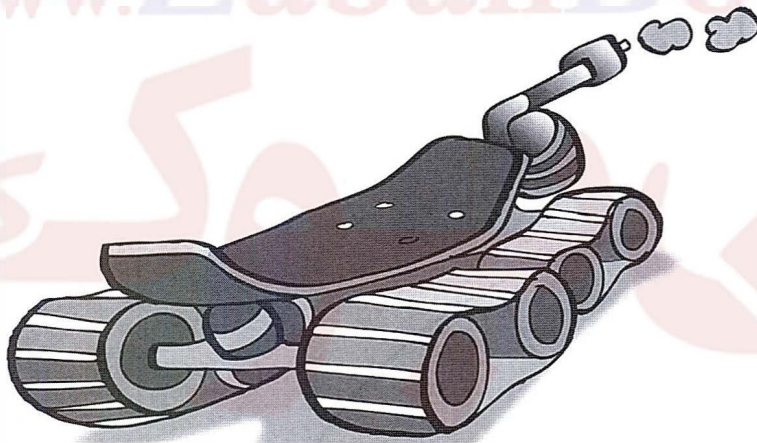
- 1 Transparent toaster – watch your toast cook and decide when it's ready



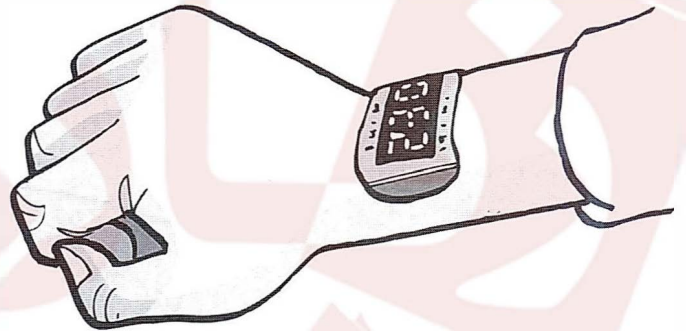
- 2 Light shoes – you don't need batteries, just walk or run



- 3 Go-anywhere skateboard – use in streets, on beaches, in forests, anywhere



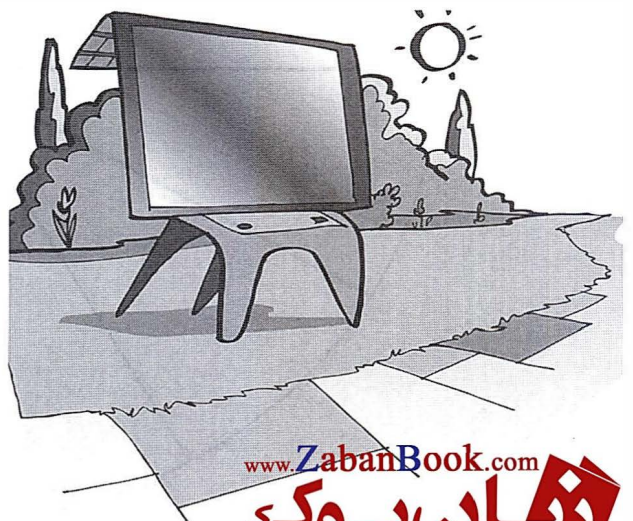
- 4 Stick-on watch – perfect for travelling light



- 5 Computer control headset – you think it and your computer does it



- 6 Solar-powered TV – you can watch TV anywhere!





a person who performs in a film or play	the company that makes films	a short part of a film	the part a person has in a film or play
a film which makes you very scared	people in films who don't have important parts	a very successful film	a film which is about the past
the person who tells the actors what to do	a film which is about the future	a film or play that makes you laugh	a film which is about real life
a film that tells the story of someone's life	the most important actor in the film	the person who organises the whole film	a very exciting film about murder or crime

**Referee's answers**

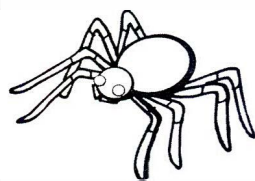
an actor	a studio	a scene	a role
a horror film	extras	a blockbuster	a historical drama
a director	a science fiction film	a comedy	a documentary
a biopic	a star	a producer	a thriller

## 1 Imagine you are a film star and complete the following information.

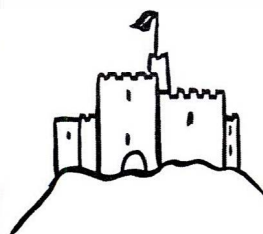
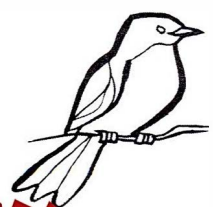
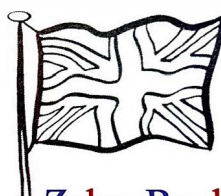
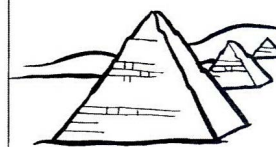
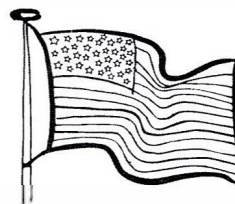
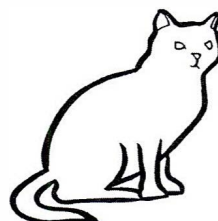
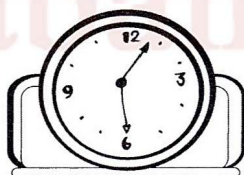
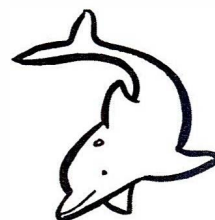
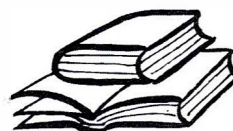
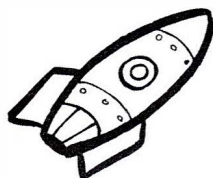
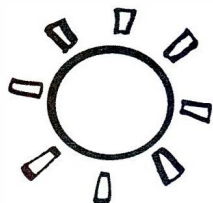
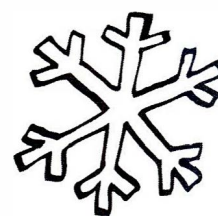
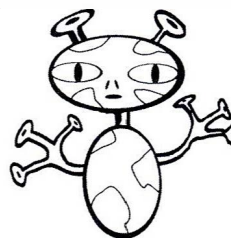
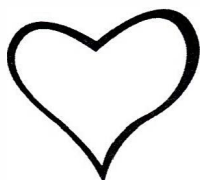
STAR CARD	
<b>Personal information</b>	
Name	
Age and birthday	
Marital status	
Home(s) and car(s)	
Three things you love	
Three things you hate	
Talents	
<b>Career information</b>	
Best career moment	
Worst career moment	
Present film: • type • role • actors	

## 2 Now interview your film star partner and make notes.

INTERVIEW CARD	
<b>Personal information</b>	
What's your name?	
How old are you? When is your birthday?	
Are you married?	
Tell me about your home(s) and car(s).	
What three things do you love?	
What three things do you hate?	
What are your talents?	
<b>Career information</b>	
What was the best moment in your career?	
What was the worst moment in your career?	
Tell me about what you are filming at the moment. • type • role • actors	



Example: If I saw a spider, I would scream.



## CONDITIONAL WHEELS

**Materials:** One copy of the worksheet per pair of Ss

Put Ss in pairs and give each pair a copy of the worksheet. You can cut out the wheels, but it is not essential. Explain the activity and demonstrate. Start at number 1 in the first wheel, and elicit a conditional sentence using the prompts: *If I get a new job, I'll have more money.* Ss turn their wheels clockwise and take it in turns to make a conditional sentence, which links with the previous one. They should say their sentences to each other, but they cannot write them down. Ss do this until they reach the start again. They then repeat the whole chain, but more quickly.

When they have finished, pairs write their own conditional sentence chains in the blank wheel. These should also come full circle, but Ss don't have to use all twelve stages. Remind them to take turns, and explain that they can write prompts or full sentences. Go round monitoring and suggest ideas if Ss find it difficult to link their sentences.

When Ss have finished, they can exchange wheels with other pairs.

### Answers:

- 1 If I get a new job, I'll have more money.
- 2 If I have more money, I'll go shopping.
- 3 If I go shopping, I'll buy a new computer.
- 4 If I buy a new computer, I'll play more online games.
- 5 If I play more online games, I'll be tired.
- 6 If I'm tired, I'll do less work.
- 7 If I do less work, my boss will be angry.
- 8 If my boss is angry, he'll/she'll shout at me.
- 9 If my boss shouts at me, I won't feel happy.
- 10 If I don't feel happy, I'll look for a new job.
- 11 If I look for a new job, I'll have some interviews.
- 12 If I have some interviews, I'll get a new job.

## GADGETS

**Materials:** One copy of the worksheet per pair of Ss

Put Ss in pairs and distribute the worksheets. Ask Ss to discuss what the gadgets are for, who could use them and in what situations. Provide any vocabulary they need.

Rearrange Ss into groups of four. Tell them that they are the bosses of a company called Go Gadgets and they must choose three of the gadgets for future development. Encourage them to use the language of giving opinions and disagreeing from Lesson 11.3.

When groups have reached agreement, ask a representative from each group to tell the class why they chose their gadgets. You can write the three ideas from each group on the board. Then encourage the class as a whole to agree on the three gadgets the company should develop.

## UNIT 12

### NOUGHTS AND CROSSES

**Materials:** One copy of the worksheet per group of Ss

Put Ss in groups of three. Two Ss are players and one student is the referee. Give the players the larger grid and give the referee the answers. The object is to make a line of four squares horizontally, vertically or diagonally by choosing a definition and giving the correct word.

Explain the rules. One player starts and chooses a square. They read the definition and try to identify the word, e.g. *A film which is about real life. A documentary!* This is checked by the referee. If the

answer is correct, the student wins that square and can draw either a O or an X. If they give an incorrect answer, the referee must not tell them the correct answer. The square can still be won by the other player or the same player if they choose it again. The winner is the player with the most squares at the end of the game.

## STAR INTERVIEW

**Materials:** One worksheet per student

Ask Ss to imagine they are a film star and create a star persona. It can be based on reality, but encourage them to be imaginative and inventive if they want. Ss work individually to complete the Star card first. Help them with vocabulary and ensure they complete their card before the next stage.

Put Ss in A/B pairs. Student A is the star and Student B is a journalist. The journalist interviews the star using the questions on the interview card and makes notes of their answers. When they have finished, they swap roles.

Now tell Ss that they are all journalists and regroup them with new partners – this can be in pairs or groups. Explain that as journalists, they are looking for the best stories to use in their newspaper. They have to tell their new partner(s) who they interviewed and report the most interesting things they found out (using reported speech), e.g. *Leon Fox told me he was filming a new action film.* Remind Ss that they should use *say* and *tell* to report the stars' answers.

When Ss have finished, you can take the role of editor of a newspaper and ask your journalists for their stories. Ss report their stories and the class decides which star(s) the newspaper will write about.

## THREE IN A ROW

**Materials:** One worksheet per pair of Ss

Review the meaning and form of hypothetical conditionals using the example sentence on the worksheet. Write the structure on the board: *if + past simple, would + infinitive.*

Put Ss in pairs and give each pair one board (enlarged to A3 size if possible). The object of the activity is to win boxes by making conditional sentences and to make lines of three. The lines can be horizontal, vertical or diagonal.

Explain the rules and demonstrate. Point to the spider icon, read the example, then elicit another conditional sentence from a student (e.g. *If I saw a spider, I would be scared.*). Ask Ss to take it in turns to make sentences using the pictures as prompts. If their partner agrees that the sentence is meaningful and correct, they win that box and initial it. When a student has won three boxes in a row, they can draw a line through them and win one point. Ss can make lines from boxes that they have already won, and they can also stop each other from making lines by blocking. The student who has made the most lines at the end of the activity is the winner. Monitor to ensure that Ss' sentences are meaningful and correct. You may wish to give Ss dictionaries or help them with vocabulary. When they have finished, elicit Ss' ideas for each picture.

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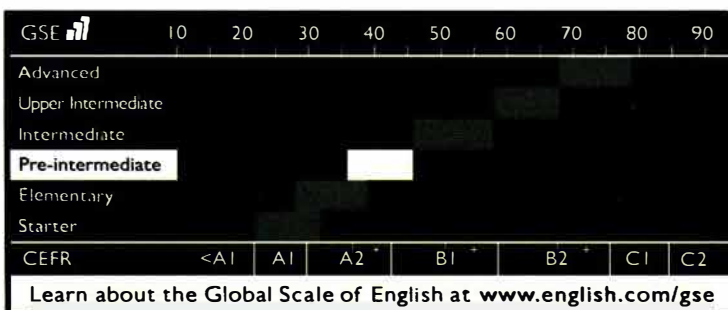
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