

1A GRAMMAR: conditional forms

Hypothetically ...

	Name	Details
1 Would you like to learn an ancient language?		
2 Would you have liked to have grown up anywhere else?		
3 Would you consider living in a tiny home?		
4 Would you like to have been born in a different era?		
5 Would you like to spend more time in the outdoors?		
6 Would you join a TV cooking show?		
7 When you were younger, would you have changed any of your school rules if you could have?		
8 Would you consider travelling to space?		
9 _____ _____		
10 _____ _____		

<input type="checkbox"/> Provided that ...	<input type="checkbox"/> Whether or not ...
<input type="checkbox"/> As long as I ...	<input type="checkbox"/> If it weren't for ...
<input type="checkbox"/> If I were to ...	<input type="checkbox"/> Providing that ...
<input type="checkbox"/> Should I ... , I ...	<input type="checkbox"/> Unless I ...
<input type="checkbox"/> Had I ...	<input type="checkbox"/> Even if ...

1A VOCABULARY: describing attitudes
Ring true for you?


<p>Statement 1</p> <p>Your teacher's estimate of your ability affects how much you'll learn in their class.</p>	<p>Statement 2</p> <p>Belief in your own ability to achieve your goals has a significant impact on your progress.</p>	<p>Statement 3</p> <p>You'll perform better in an assessment if your favourite music is playing in the background.</p>
<p>Statement 4</p> <p>Some people just aren't cut out for learning certain subjects like music or art.</p>	<p>Statement 5</p> <p>Humour in lessons has a largely positive effect on student achievement.</p>	<p>Statement 6</p> <p>People who watch TV regularly learn more.</p>
<p>Statement 7</p> <p>Students do better on assessments after a summer holiday break.</p>	<p>Statement 8</p> <p>Try your best! Putting in effort to learn makes you learn more!</p>	<p>Statement 9</p> <p>Students are more likely to read a teacher's feedback when they are given a numeric mark as well.</p>
<p>Phrases</p> <p><input type="checkbox"/> ... spot on</p> <p><input type="checkbox"/> ... strikes a chord</p> <p><input type="checkbox"/> ... rings true</p> <p><input type="checkbox"/> ... a sweeping statement</p> <p><input type="checkbox"/> ... oversimplistic</p> <p><input type="checkbox"/> ... an element of truth</p> <p><input type="checkbox"/> ... a trite phrase</p> <p><input type="checkbox"/> ... patently not true</p> <p><input type="checkbox"/> ... a vacuous comment</p> <p><input type="checkbox"/> ... a complete fallacy</p>	<p>Phrases</p> <p><input type="checkbox"/> ... spot on</p> <p><input type="checkbox"/> ... strikes a chord</p> <p><input type="checkbox"/> ... rings true</p> <p><input type="checkbox"/> ... a sweeping statement</p> <p><input type="checkbox"/> ... oversimplistic</p> <p><input type="checkbox"/> ... an element of truth</p> <p><input type="checkbox"/> ... a trite phrase</p> <p><input type="checkbox"/> ... patently not true</p> <p><input type="checkbox"/> ... a vacuous comment</p> <p><input type="checkbox"/> ... a complete fallacy</p>	<p>Phrases</p> <p><input type="checkbox"/> ... spot on</p> <p><input type="checkbox"/> ... strikes a chord</p> <p><input type="checkbox"/> ... rings true</p> <p><input type="checkbox"/> ... a sweeping statement</p> <p><input type="checkbox"/> ... oversimplistic</p> <p><input type="checkbox"/> ... an element of truth</p> <p><input type="checkbox"/> ... a trite phrase</p> <p><input type="checkbox"/> ... patently not true</p> <p><input type="checkbox"/> ... a vacuous comment</p> <p><input type="checkbox"/> ... a complete fallacy</p>

1B GRAMMAR: nominal relative clauses

Cross the board

Choose a number. Follow the instructions in the shape. Complete the task correctly and you win the shape. Make a line of shapes across (→) or down (↓) the board and you win!

<p>1</p> <p>Complete the sentence below. <i>Wherever I ...</i></p>	<p>2</p> <p>Use the nominal relative clause below in a sentence: <i>whenever you can</i></p>	<p>3</p> <p>Reply to the question below. Include a nominal relative clause. <i>Would you like a coffee?</i></p>	<p>4</p> <p>Complete the sentence below. <i>Whoever ...</i></p>	<p>5</p> <p>Reply to the question below. Include a nominal relative clause. <i>How shall we get to the meeting?</i></p>
<p>6</p> <p>Explain the difference between these questions. <i>Choose whatever you like! / Choose whenever you like!</i></p>	<p>7</p> <p>Complete the sentence below. <i>Whenever I ...</i></p>	<p>8</p> <p>Replace the underlined phrase with one word. <i><u>The person who</u> took that photo is very talented!</i></p>	<p>9</p> <p>Complete the sentence below. <i>What other people think ...</i></p>	<p>10</p> <p>Complete the sentence below with a nominal relative clause. <i>That's exactly ...</i></p>
<p>11</p> <p>Reply to the question below. Include a nominal relative clause. <i>What time shall we meet?</i></p>	<p>12</p> <p>Replace the underlined phrase below with one word. <i>I'll share <u>the things that</u> I get with you.</i></p>	<p>13</p> <p>Complete the sentence below. <i>I'm happy whenever ...</i></p>	<p>14</p> <p>Complete the sentence below with a nominal relative clause. <i>It's just ...</i></p>	<p>15</p> <p>Complete the sentence below. <i>Whatever you ...</i></p>
<p>16</p> <p>Use the nominal relative clause below in a sentence: <i>wherever you want</i></p>	<p>17</p> <p>Reply to the question below. Include a nominal relative clause. <i>What do you want to do this weekend?</i></p>	<p>18</p> <p>Use the nominal relative clause below in a sentence: <i>what to say</i></p>	<p>19</p> <p>Reply to the question below. Include a nominal relative clause. <i>Where shall we have dinner?</i></p>	<p>20</p> <p>Replace the underlined phrase below with one word. <i>Call me <u>any time that</u> you need to talk.</i></p>
<p>21</p> <p>Complete the sentence below with a nominal relative clause. <i>This is precisely ...</i></p>	<p>22</p> <p>Replace the underlined phrase with one word. <i><u>Any person who</u> needs a desk can use mine.</i></p>	<p>23</p> <p>Complete the sentence below. <i>Whoever has ...</i></p>	<p>24</p> <p>Replace the underlined phrase with one word. <i><u>Any place that</u> I am, I never forget my roots.</i></p>	<p>25</p> <p>Use the nominal relative clause below in a sentence: <i>whatever you like</i></p>

1B VOCABULARY: collocations: education**Jigsaw discussion****Card A**

finding your own path fulfilling your potential taking the initiative

- 1 What do each of these collocations mean?
- 2 How do they relate to each other?
- 3 How important are these things in your education system and to you personally?

Card B

developing a nurturing environment establishing mutual respect
fostering good relationships

- 1 What do each of these collocations mean?
- 2 How do they relate to each other?
- 3 How important are these things in your education system and to you personally?

Card C

delivering a quality curriculum maintaining rigorous standards
striving for excellence

- 1 What do each of these collocations mean?
- 2 How do they relate to each other?
- 3 How important are these things in your education system and to you personally?

1C HOW TO ... manage interaction during a discussion

Mischief maker



Role A

Leader

- Start the discussion.
- Encourage everyone to participate.
- Keep the discussion on topic.
- Report back to the class.

Role B

Listener

- Listen carefully to others.
- Only contribute when you are asked to directly.
- Refer to other's ideas where possible.

Role C

Ideas person

- Contribute as many ideas as you can.
- Quantity is more important than quality!

Role D

Mischief maker

- Interrupt at least once! (Then apologise.)
- Try to take the discussion on a tangent and get the other participants talking off topic.

Discussion topics

- 1 What are the best ways to speed up progress when learning something new?
- 2 What are the three most important qualities in a successful language learner and why?
- 3 What are the most useful things learnt at school besides academic subjects?
- 4 Imagine an incredible guest speaker was invited to speak to your English class. Who would it be and what would they speak about?

2A GRAMMAR: advanced ways of comparing

There's nowhere as nice as ...



a bustling capital city

a large monument

a delicious dish

a breathtaking natural wonder

a picturesque town or village

a terrifying animal

a famous book

an enjoyable public holiday

a tricky skill to master

a popular pastime

a bustling capital city

a large monument

a delicious dish

a breathtaking natural wonder

a picturesque town or village

a terrifying animal

a famous book

an enjoyable public holiday

a tricky skill to master

a popular pastime

nothing / a bit / a little / somewhat /
rather / a lot

+ like

(not) as ... as

nothing like / nowhere near / easily /
equally

+ as

I can't think of anything / anywhere
more / less ...

It's more ... than ...

It's not a patch on ...

differ considerably

nothing / a bit / a little / somewhat /
rather / a lot

+ like

(not) as ... as

nothing like / nowhere near / easily /
equally

+ as

I can't think of anything / anywhere
more / less ...

It's more ... than ...

It's not a patch on ...

differ considerably

2A VOCABULARY: binomials
Finish my sentence


1 The market's really crowded. I didn't expect so much ...	c hustle and bustle.
2 It's a big day today. It's ...	f make or break for me!
3 I agree with you, ...	h by and large.
4 I'm sure you'll get a promotion ...	a sooner or later.
5 The solution to this problem isn't ...	k cut and dried.
6 I moved here ten years ago, ...	e give or take.
7 It'd be best to keep your speech ...	b short and sweet.
8 My flatmates aren't here right now. They're ...	i out and about.
9 The breakfast is a buffet, so you can ...	l pick and choose what you feel like eating.
10 I got used to the early starts. It was just ...	g part and parcel of the job.
11 I certainly won't do that again! You ...	j live and learn!
12 I'm heading to the countryside this weekend for a little ...	d peace and quiet.

2B GRAMMAR: reporting
A full report
Notes about my topic

<p style="text-align: center;">Factual information</p> <ul style="list-style-type: none"> • • • 	<p style="text-align: center;">Opinions</p> <ul style="list-style-type: none"> • •
<p>Topic</p> <hr style="width: 50%; margin: auto;"/>	
<p style="text-align: center;">Feelings</p> <ul style="list-style-type: none"> • • 	<p style="text-align: center;">Questions</p>

Notes about my partner's topic

<p style="text-align: center;">Factual information</p> <ul style="list-style-type: none"> • • • 	<p style="text-align: center;">Opinions</p> <ul style="list-style-type: none"> • •
<p>Topic</p> <hr style="width: 50%; margin: auto;"/>	
<p style="text-align: center;">Feelings</p> <ul style="list-style-type: none"> • • 	<p style="text-align: center;">Questions</p>

2B VOCABULARY: summarising verbs; multi-word verbs for reporting

Take a card



Tip your classmates **off** about a good deal or special offer.

Voice a concern that you have about the world today.

Reel off a list of things you have already done today.

Acknowledge someone who has had a positive influence on you.

Call for your classmates to speak up when they talk to you.

Try to **talk** your classmate **into** swapping something with you.

Comment on the weather.

Question your classmates about their reasons for attending this class.

Echo something that was said earlier in the lesson.

Share a fact and **cite** your source.

Ponder where you might be exactly ten years from now.

Imagine your classmates missed the last class. **Fill them in** on what happened.

2C HOW TO ... maintain and develop interaction**Strong views****Student A**

Topic 1: Films should only ever be subtitled, not dubbed. AGREE

Topic 2: English will still be a lingua franca in 50 years' time. DISAGREE

Topic 3: People should be able to present at international conferences in the language of their choice. AGREE

Student B

Topic 1: Films should only ever be subtitled, not dubbed. AGREE

Topic 2: English will still be a lingua franca in 50 years' time. AGREE

Topic 3: People should be able to present at international conferences in the language of their choice. DISAGREE

Student C

Topic 1: Films should only ever be subtitled, not dubbed. DISAGREE

Topic 2: English will still be a lingua franca in 50 years' time. AGREE

Topic 3: People should be able to present at international conferences in the language of their choice. AGREE

3A GRAMMAR: modal verbs and phrases
Guess the profession


I'm capable of ...	The odds are that ...	It's absolutely essential that ...
Inevitably, ...	I may well ...	In all probability, ...
There's a strong likelihood that ...	I'm supposed to ...	It's obviously my responsibility to ...
It's a given that ...	I'm bound to ...	It's highly unlikely that ...
There's a chance that ...	I have an aptitude for ...	I need to ...

3A VOCABULARY: collocations: job searching
Job hunt dilemmas


identify (someone's) strong
selling points

play to (someone's)
particular strengths

warrant a second look

jeopardise (someone's) chances

spread the word

leave a problematic
digital footprint

Situation 1

I'm a new graduate on the hunt for a job, but I lack the confidence to apply for any of the jobs I've seen. I'm worried I don't have enough experience.

Situation 2

My former classmate posted some photos of wild stuff we did when we were younger online and I think it's put people off hiring me.

Situation 3

I'm an employer looking to hire someone new at my company. I've advertised the position, but had only two applicants, and neither of them have much experience.

Situation 4

I'm ... _____

3B GRAMMAR: passives
Tell me more about ...

1 Complete any nine of the sentences (1–10) with your own words to make them true for you. You can choose either the positive or negative option for each sentence. Write your words in the shapes below. Don't write them in order.

- 1 I hate **not getting** / **getting** _____ .
- 2 _____ get paid too **little** / **much**.
- 3 **Being** / **Not being** _____ is important to me.
- 4 It **is** / **isn't** thought that _____ is good for a cold.
- 5 There's a **great deal** / **nothing** to be gained from spending time _____ .
- 6 _____ is **allowed** / **prohibited** where I **work** / **study**.
- 7 I would **never** / **like to** get _____ replaced at my place.
- 8 _____ is on my to-do list and **must be done soon** / **should be taken off!**
- 9 _____ is said to be **beneficial** / **terrible** for students.
- 10 There's a **lot of** / **very little** fun to be had in _____ .

2 Work in pairs. Swap your shapes. Guess your partner's sentences and complete sentences (1–10) in Ex 1 with their answers.

3B VOCABULARY: verb-noun collocations; metaphors

Pelmanism plus



1	alleviate	d	boredom
2	water down	g	your message
3	ease stress	f	levels
4	pour out	i	your frustration
5	boost	j	morale
6	strengthen	b	bonds
7	wet	e	blanket
8	engender	h	distrust
9	be flooded	c	with spam
10	keep your head	a	above water

3C HOW TO ... check understanding by paraphrasing and summarising

Jumping to conclusions



Student A

Your opinions

- 1 In the workplace, it's generally good for people to ...

- 2 When going to a job interview, you should ...

- 3 The best way to get a job is ...

- 4 A challenge in the workplace today is ...

- 5 A job I would love to try is ...

Phrases to respond

Let me rephrase that.
OK, I'll put it another way.
Not at all, what I said was ...
You're twisting my words.
No, let me put it another way.
No, you've got it all wrong.
Absolutely, that's exactly what I mean.

Your conclusions about Student B's opinions

- 1 Student B thinks a cover letter is the most important part of getting a job.
- 2 Student B is saying people always have to enjoy their jobs.
- 3 Student B is saying they prefer remote working.
- 4 Student B is saying that they are an expert at giving presentations.
- 5 Student B thinks you need this advice.

Phrases to check understanding

So, in other words, you're ...
So, am I right in thinking that ... ?
Please correct me if I'm wrong, but it sounds like you're talking about ...
So, what you're basically saying is ...
If I've got this right, you think ...
Are you suggesting that ... ?
Just to clarify, are you saying that ... ?

Student B

Your opinions

- 1 In a cover letter, you should always ...

- 2 Generally, people enjoy their jobs when ...

- 3 An advantage of working remotely is ...

- 4 When giving a presentation, ...

- 5 You could jeopardise your chances of getting a job if you ...

Phrases to respond

Let me rephrase that.
OK, I'll put it another way.
Not at all, what I said was ...
You're twisting my words.
No, let me put it another way.
No, you've got it all wrong.
Absolutely, that's exactly what I mean.

Your conclusions about Student A's opinions

- 1 Student A is talking about what's good for every single person in every single job.
- 2 Student A is trying to give you personal advice.
- 3 Student A is saying that this is the only way to get a good job.
- 4 Student A is saying that workplaces today are toxic.
- 5 Student A is saying that they don't really like their current job/studies.

Phrases to check understanding

So, in other words, you're ...
So, am I right in thinking that ... ?
Please correct me if I'm wrong, but it sounds like you're talking about ...
So, what you're basically saying is ...
If I've got this right, you think ...
Are you suggesting that ... ?
Just to clarify, are you saying that ... ?

4A GRAMMAR: verb patterns
-ing, infinitive or either?


1 We're meticulous about ...	2 We think it's not worth ...	3 We find it's more practical for us ...
4 We once forgot ...	5 Right now, we feel like ...	6 We can't imagine ...
7 We like the idea of ...	8 We go to great lengths ...	9 We've been involved in ...
10 Since ... we ...	11 We'd like someone ...	12 Next year, we'll try ...
13 We're bound ...	14 We doubt we'd ever be persuaded ...	15 We're determined to remember ...
16 We're prepared ...	17 We're looking forward to ...	18 In addition to ... we ...

4A VOCABULARY: adverb-adjective collocations

That's blindingly obvious!



Student A

1 Without using the bolded phrase itself, give an example of something that ...

... is **wildly inaccurate**.

... is **immediately important** for you to do.

... you're **vehemently opposed** to.

... is **infinitely preferable** to being here.

... costs a **ludicrously high** price.

... has **significantly reduced** in recent years.

... is **startlingly realistic**.

... is **blindingly obvious**.

2 Listen to your partner and respond to each thing they say. Tick the adverb-adjective collocations you use.

- ludicrously high
- blindingly obvious
- immediately important
- infinitely preferable
- significantly reduced
- vehemently opposed
- wildly inaccurate
- startlingly realistic

A: *The world's population doubles every year.*

B: *That sounds wildly inaccurate to me!*

Student B

1 Without using the bolded phrase itself, give an example of something that ...

... is **startlingly realistic**.

... costs a **ludicrously high** price.

... is **blindingly obvious**.

... is **immediately important** for you to do.

... you're **vehemently opposed** to.

... is **infinitely preferable** to being here.

... has **significantly reduced** in recent years.

... is **wildly inaccurate**.

2 Listen to your partner and respond to each thing they say. Tick the adverb-adjective collocations you use.

- ludicrously high
- blindingly obvious
- immediately important
- infinitely preferable
- significantly reduced
- vehemently opposed
- wildly inaccurate
- startlingly realistic

B: *Animation is incredible these days – it can look so real: the wind in someone's hair or ocean waves ...*

A: *Yes, it's startlingly realistic, isn't it?*

4B GRAMMAR: continuous and perfect aspects**Walk and talk ...**

What will you be doing exactly a month from now?

Tell the story of a time something unexpected happened to you.

What were you doing at this time last year?

Talk about how you met someone who has influenced you, like a good friend or a colleague.

What do you hope to have achieved by this time next year?

Before this class started, had you met any of your classmates before?

What are some things you've been thinking about lately?

How much had you been using English in your day-to-day life prior to joining this course?

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4B VOCABULARY: collocations: needing and giving;
adjectives to describe people

Connections

give a helping
hand

resourceful

appreciative

selfless

make ends
meet

face the day

intuitive

compassionate

spread the
word

aloof

conscientious

go through a
rough patch

have a
knock-on effect

enterprising

4C HOW TO ... present survey results

Gauging interest



Focus group A

I'm interested in _____.

strongly disagree	disagree	neutral	agree	strongly agree
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Notes

Focus group B

I'm interested in _____.

strongly disagree	disagree	neutral	agree	strongly agree
-------------------	----------	---------	-------	----------------

Notes

Focus group C

I'm interested in _____.

strongly disagree	disagree	neutral	agree	strongly agree
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Notes

5A GRAMMAR: giving emphasis: inversion, clefting, tailing, fronting

Five topics, four techniques



Student A	Student B	Student C
<p>Topic 1: Favourite foods Give emphasis with fronting.</p> <p><i>A good cooked breakfast, it's my favourite way to start the day.</i></p>	<p>Topic 1: Favourite foods Give emphasis with tailing.</p> <p><i>It's hard to beat it, top quality dark chocolate.</i></p>	<p>Topic 1: Favourite foods Give emphasis with inversion.</p> <p><i>So fresh are the pastries at my local bakery, they're sometimes still warm!</i></p>
<p>Topic 2: Influential people Give emphasis with tailing.</p> <p><i>I'm persuaded a lot by them, online influencers.</i></p>	<p>Topic 2: Influential people Give emphasis with inversion.</p> <p><i>Only when I know people personally do they really influence me.</i></p>	<p>Topic 2: Influential people Give emphasis with clefting.</p> <p><i>What really encourages me is when I have role models I can relate to.</i></p>
<p>Topic 3: Your short-term plans for fun Give emphasis with inversion.</p> <p><i>Only when I've finished everything I have to do will I be able to think about fun!</i></p>	<p>Topic 3: Your short-term plans for fun Give emphasis with clefting.</p> <p><i>What I'm hoping to do is to go away for the weekend.</i></p>	<p>Topic 3: Your short-term plans for fun Give emphasis with fronting.</p> <p><i>Watching a film, that's all the fun I'm planning for today.</i></p>
<p>Topic 4: Unique places Give emphasis with clefting.</p> <p><i>It's the Sahara desert that comes to my mind first.</i></p>	<p>Topic 4: Unique places Give emphasis with fronting.</p> <p><i>Antarctica, you can't get more unique than that!</i></p>	<p>Topic 4: Unique places Give emphasis with tailing.</p> <p><i>I think it's a really different city, Dubai.</i></p>
<p>Topic 5: Your interests Give emphasis in four different ways!</p>	<p>Topic 5: Your interests Give emphasis in four different ways!</p>	<p>Topic 5: Your interests Give emphasis in four different ways!</p>

5A VOCABULARY: adjectives and adjectival endings
Discussion cards


<p>1</p> <p>If someone says something completely implausible, how would you react? Would you find it disconcert _____ or would you be unperturb _____?</p>	<p>2</p> <p>Are you equally industri _____ across different areas in your life?</p>
<p>3</p> <p>Does it matter if handwriting is unintellig _____ these days?</p>	<p>4</p> <p>How common is it amongst the people you know to be self-deprecat _____?</p>
<p>5</p> <p>What would you feel more ber _____ without: your phone, hot water or company?</p>	<p>6</p> <p>To you, what makes someone come across as pomp _____?</p>
<p>7</p> <p>Do you consider being gull _____ or suscept _____ to practical jokes a negative trait?</p>	<p>8</p> <p>How do you feel about going out on success _____ nights of the week?</p>
<p>9</p> <p>What things do people do that can make them seem unapproach _____?</p>	<p>10</p> <p>Do you like the 'dishevell _____ look' for the sake of fashion? Why / Why not?</p>
<p>11</p> <p>Have you ever been somewhere where your accent was distinct _____? What was that experience like (or what do you think it would be like)?</p>	<p>12</p> <p>Would you be more likely to write a favourable or unfavour _____ review of a product online?</p>

5B GRAMMAR: participle clauses
Noughts and crosses

Make a suitable participle clause for each sentence using the word or phrase given.

Game 1

1 apple ... , my tooth came out.	2 each other The children ran inside, ...	3 fifty years ... , Helen retired.
4 snow ... , the village is popular among young and old alike in winter.	5 school ... , he nevertheless went on to become a household name.	6 excitement The football crowd suddenly roared, ...
7 1592 ... , thermometers are now widely used in many areas.	8 project experience I consider myself an excellent candidate, ...	9 quality chocolate ... , this is one cake you must try.

Game 2

1 dawn ... , we had everything completed by midday.	2 overjoyed ... , I jumped up and down.	3 Australia ... , they went back for a visit every year.
4 experts ... , the strategy takes only a few minutes each day.	5 situation ... , we propose the following solution.	6 lift ... , I started to panic!
7 bang The machine came to a sudden halt, ...	8 help ... , they volunteered during the week.	9 all day ... , my legs felt like jelly by the evening.

5B VOCABULARY: spreading misinformation
The rumour mill
**a**

A photograph is taken of a celebrity doing something mundane, looking slightly dishevelled. Once posted online, it doesn't take long for the photo to _____ viral.

f

With many shares, people _____ details more and more.

d

People comment on it, many who _____ key information for their own ends ...

e

The story continues to _____ to the point where it's picked up by news outlets and magazines.

h

Once it's in the mainstream media, theories _____ as to the reasons for the celebrity's 'downfall'. Their relationship has fallen apart! They're ill! They're broke!

b

The celebrity eventually addresses the rumour on social media to try and _____ it once and for all.

g

Their A-list pals also respond, trying to _____ public opinion back behind their friend.

c

However, the rumour has taken its toll. The celebrity needs to _____ their self-esteem ... they get dressed up and go for a wild night out on the town. They trip over, and a photograph is taken ...

abound

boost

distort

embellish

escalate

quash

go

sway

5C HOW TO ... use persuasive techniques in presentations

Pair points pitch

Score three points for each technique you use:



direct speech	simile or metaphor	negative inversion
repetition	rhetorical question	rule of three

Score one point for each phrase you use:



To be perfectly honest, you couldn't do better than ...	Just consider for a moment the benefits of ...	You might want to consider ...
If it were up to me, I would definitely ...	If what you want is ... , then the way forward is ...	I would recommend ... without a moment's hesitation.
There are no two ways about it, the answer is ...	Come on – what have you got to lose?	It's a win-win situation!

Persuade the other pair to ...

... try sky diving.

... not buy anything new for a year.

... write a novel.

... come on a sailing trip.

... audition for a film.

... take electric guitar lessons.

... adopt a pet that needs a home.

... or an idea of your own.

6A GRAMMAR: narrative tenses review

Roleplays



Student A

Situation 1

You arrived 40 minutes late to class.

Reasons:

- late night
- forgot to set alarm
- missed bus

Class has just finished. Answer Student B's questions.

Situation 2

Student B has recently returned from a trip. Find out how it went and how it was different to what they expected.

Situation 3

You gave a presentation at work yesterday – it was a great success.

Beforehand:

- spent hours doing research
- practising over and over
- couldn't sleep

Answer Student B's questions.

Situation 4

Something surprising happened to Student B last night. Find out what they'd been doing and what happened!

Student B

Situation 1

Student A arrived very late to class. The class has just finished. Find out why Student A was late.

Situation 2

You had a terrible stay at a hotel, which involved dirty pillows, a cold shower and no internet.

Before you went:

- good reviews online
- beautiful photos
- feeling excited

Answer Student A's questions.

Situation 3

Student A gave a presentation at work yesterday. Find out about their preparation and how it went.

Situation 4

Last night you were having a quiet evening at home. Someone arrived with twenty pizzas at your door. They had the wrong address.

Beforehand:

- relaxing
- deciding what to have for dinner
- thinking about pizza

Answer Student A's questions.

6A VOCABULARY: describing literature; describing books and films

My kind of thing

What resonates most for you?

Books, films and TV shows that ...

1 have a devoted following.

Not a fan

My kind of thing

2 break new ground in some way.

Not a fan

My kind of thing

3 are seen through the eyes of an unreliable narrator.

Not a fan

My kind of thing

4 plunge you into a fantasy world.

Not a fan

My kind of thing

5 address controversial subjects.

Not a fan

My kind of thing

6 are set against a familiar backdrop.

Not a fan

My kind of thing

7 are full of fiendishly clever word play.

Not a fan

My kind of thing

8 revolve around an unlikely friendship.

Not a fan

My kind of thing

9 are ingeniously plotted.

Not a fan

My kind of thing

Compare and discuss your answers. How similar are your tastes in books, films and TV shows? Can you recommend any good ones for your partner?

6B GRAMMAR: adverbials

Think of ...

	Me	My partner
1 a routine or habit you're heavily dependent on.		
2 an experience or business you thoroughly recommend.		
3 a product that's very widely available in your country.		
4 a favour you fully appreciate when others do it for you.		
5 a smell that instantly invokes a memory.		
6 two people who look remarkably similar.		
7 an action and a feeling that are inextricably linked.		
8 a place you distinctly remember from your childhood.		
9 a behaviour that would be completely atypical for you.		
10 a skill that comes relatively easy to you.		
11 a chore you find pretty difficult to motivate yourself to do.		
12 a topic you find quite fascinating.		

Sentence adverbials

Unbelievably ... Unsurprisingly ... Interestingly ...

Strange as it sounds ...

To be honest ...

Sad/Happy to say ...

With some embarrassment ...

Adverbs

very, really

totally, absolutely, completely,

remarkably, quite

fairly, pretty, relatively, slightly,

somewhat

6B VOCABULARY: reacting to poetry and song

Describe ...

famous classical piano pieces	the ringtone on your phone
a love poem on a greeting card	smooth jazz
today's pop music	a rhyming poem
work by a well-known poet or singer from your country	group drumming
a nursery rhyme	heavy rock music
modern slam poetry about social issues	a tragic opera

confrontational emotionally charged melancholic melodic
 poignant punchy rousing simplistic

I find ... haunting. ... does nothing for me. ... conjures up images of ...
 I can identify with takes me back to ... I relate to ...
 ... lifts my mood reduces me to tears.

6C HOW TO ... tell an anecdote

You won't believe what happened ...



a sprained ankle	an overpriced suit	a locked door
a picnic	a fire extinguisher	a flat tyre
a huge spider	a very uncomfortable chair	an old sock
a moonlit view of a city	an antique vase	a large crate of apples
an important train ticket	a snake	a lost suitcase
a very powerful vacuum cleaner	a broken window	a police chase

7A GRAMMAR: omitting words

Chit-chat



Cross out the words which can be omitted in informal questions. Write two more questions using omission.

- 1 How are you feeling today?
- 2 What did you get up to last night?
- 3 Are you doing anything that's interesting this weekend?
- 4 What's something that you enjoy doing when you have the time?
- 5 Are you planning any trips in the future?
- 6 How are you finding this class?
- 7 _____
- 8 _____

Ask and answer questions with your classmates.

In your answers, practise omitting:

- The subject**
Don't know yet!
- Pronoun + auxiliary**
Feeling great, thanks!
- Articles**
Car needs cleaning!

Cross out the words which can be omitted in informal questions. Write two more questions using omission.

- 1 How are you feeling today?
- 2 What did you get up to last night?
- 3 Are you doing anything that's interesting this weekend?
- 4 What's something that you enjoy doing when you have the time?
- 5 Are you planning any trips in the future?
- 6 How are you finding this class?
- 7 _____
- 8 _____

Ask and answer questions with your classmates.

In your answers, practise omitting:

- The subject**
Don't know yet!
- Pronoun + auxiliary**
Feeling great, thanks!
- Articles**
Car needs cleaning!

7A VOCABULARY: idioms for choices

How decisive are you?

Choose the answers that best reflect your behaviour.

- 1 At a restaurant, you're most likely to ...
 - A umm and ahh for ages over what to have.
 - B order something you selected online before you arrived.
 - C scan the menu and make a quick choice.
- 2 Your friends are arguing about a controversial topic. You're most likely to ...
 - A sit on the fence as you can see both sides.
 - B find yourself agreeing with the most persuasive person.
 - C immediately know which side of the debate you're on.
- 3 You get in a quandary about what to do with your life ...
 - A often. B sometimes. C never.
- 4 You're shoe shopping and try on a great but extremely expensive pair of shoes. You ...
 - A decide to sleep on the decision to buy them.
 - B call a friend for a second opinion on whether to buy them.
 - C immediately decide if you'll buy them or not.
- 5 Your flatmate asks for help with an errand that you're not keen on. You're most likely to ...
 - A change the subject while you think about what to do.
 - B take the path of least resistance and say yes.
 - C dig your heels in and refuse. It's their problem!
- 6 You're browsing for a film or TV show to watch and you're spoilt for choice. You ...
 - A feel overwhelmed.
 - B take your time, enjoying the selection process.
 - C find a suitable option quickly and efficiently.
- 7 Which of these sentences resonates most with you?
 - A I can't decide whether I'm decisive or not.
 - B It's normal to have second thoughts about something.
 - C No regrets, that's the way forward.



Scoring:

1 point for each A answer
 2 points for each B answer
 4 points for each C answer

Less than 9 points: Rarely decisive:

You are thoughtful and analytical.
 Sometimes that means decisions take
 a bit longer than you would like!

10–18 points: Sometimes decisive:

You usually weigh up your options carefully, but
 sometimes you surprise yourself by making a quick
 and definite decision!

19–25 points: Often decisive:

You can be quite decisive at times, using strategies
 such as asking for a second opinion or pre-selection
 to help you.

26+ points: Very decisive:

You know what you like and you go for it without
 hesitation.

7B GRAMMAR: prepositional phrases
Dominoes


of	aware	of	benefit
from	a focus	on	annoyed
with	in the face	of	proud
of	a reason	for	no hint
of	insist	on	common
for	no chance	of	talent
for	mindful	of	succeed
in	committed	to	specialise
in	keen	on	a possibility
of	concerned	about	at the beginning

7B VOCABULARY: idioms: books and reading
Question match


1 When did you last hit	d the books?
2 Are you a die-hard	h fan of any particular author?
3 When's the best time to curl	c up with a book?
4 Do you skip parts or read	f cover-to-cover? Why?
5 Would you persevere	g with a heavy-going book?
6 Who do you know who is a	a bookworm?
7 If your nose is	e in a book, what might it be?
8 How often do you get	b lost in a book?

7C HOW TO ... hedge an opinion and express reservations**Rock, paper, scissors, discuss****Discussion 1: Formal**

All marine mammals in captivity should be released.

+	-
+	-
+	-

Discussion 2: Informal

Students should be able to bring pets to their English class.

+	-
+	-
+	-

8A GRAMMAR: noun phrases

Build up the phrase



<p>1 I don't like <u>people</u>.</p>	<p>2 I enjoy <u>events</u>.</p>
<p>3 <u>An animal</u> doesn't make a good pet.</p>	<p>4 I'd prefer a <u>job</u>.</p>
<p>5 I live in a <u>place</u>.</p>	<p>6 A <u>connection</u> can mean a lot.</p>
<p>7 I'd like to meet a <u>person</u>.</p>	<p>8 I'd like to go to a <u>restaurant</u>.</p>
<p>9 <u>Friends</u> are important.</p>	<p>10 I'm into <u>everything</u>.</p>
<p>11 I have <u>skills</u>.</p>	<p>12 A <u>speech</u> is usually a success.</p>
<p>Before a noun, add ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> an adjective <i>close friends</i> <input type="checkbox"/> a noun as adjective <i>childhood friends</i> <input type="checkbox"/> a participle as adjective <i>valued friends</i> <input type="checkbox"/> an adverb + adjective <i>highly encouraging friends</i> <p>After a noun, add ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> a prepositional phrase/clause <i>a person in my apartment building</i> <input type="checkbox"/> a relative clause <i>a person who sells antiques</i> <input type="checkbox"/> a participle clause <i>a person studying in Berlin</i> <input type="checkbox"/> an adjective (a relative clause without <i>who/which/that + be</i>) <i>a person available for pet-sitting</i> <input type="checkbox"/> an infinitive with <i>to</i> <i>a person to discuss philosophy with</i> 	<p>Before a noun, add ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> an adjective <i>close friends</i> <input type="checkbox"/> a noun as adjective <i>childhood friends</i> <input type="checkbox"/> a participle as adjective <i>valued friends</i> <input type="checkbox"/> an adverb + adjective <i>highly encouraging friends</i> <p>After a noun, add ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> a prepositional phrase/clause <i>a person in my apartment building</i> <input type="checkbox"/> a relative clause <i>a person who sells antiques</i> <input type="checkbox"/> a participle clause <i>a person studying in Berlin</i> <input type="checkbox"/> an adjective (a relative clause without <i>who/which/that + be</i>) <i>a person available for pet-sitting</i> <input type="checkbox"/> an infinitive with <i>to</i> <i>a person to discuss philosophy with</i>

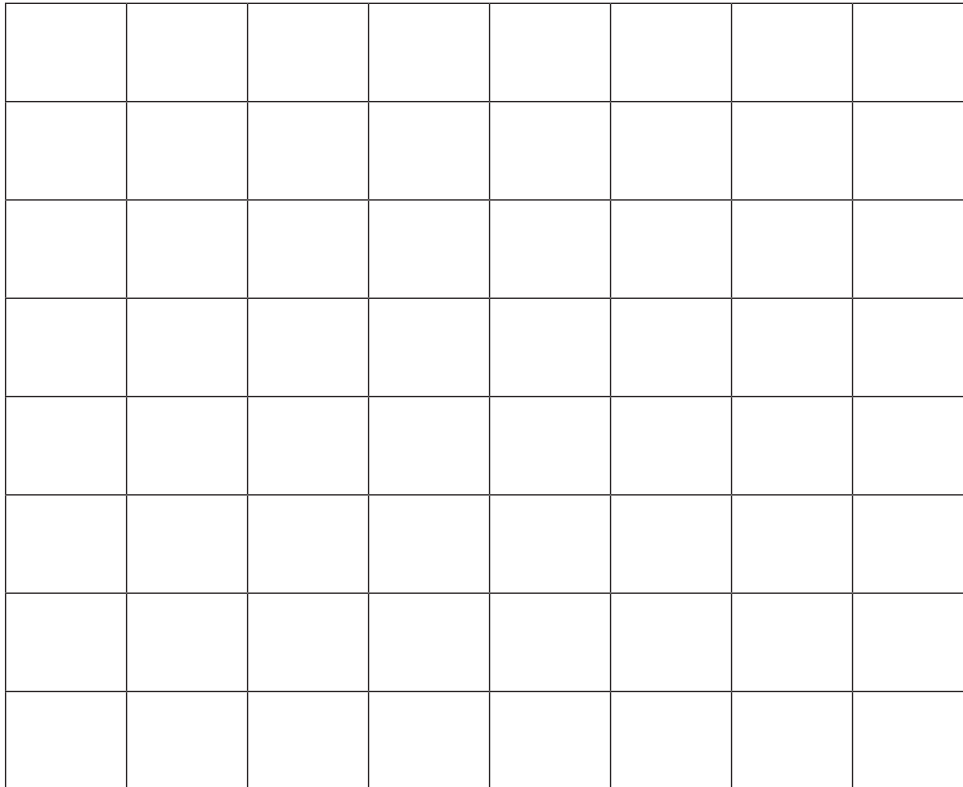
8A VOCABULARY: idioms and collocations: skills and abilities; compound adjectives

Find someone ...

... who has an upcoming special event.	... who has a lifelong friend they see regularly.
... whose long-term personal goals include travel to a specific destination.	... who has had to overcome a setback in a sport or hobby.
... who has a knack for remembering names.	... who is currently getting to grips with something new.
... who has stepped out of their comfort zone lately.	... who has an aptitude for numbers.
... who has seen someone with a rare gift perform.	... who has drive and determination to succeed in their study or career plans.
... whose study notes are in good shape.	... who takes part in a time-honoured tradition every year.

8B GRAMMAR: uses of *will* and *would*

Shade the squares



<p>1 a prediction about tomorrow's weather</p> <p>2 something someone you know is doing right now</p> <p>3 a polite request for help in class</p> <p>4 your typical way of getting to and from class</p>	<p>5 something you might enjoy doing if you had the opportunity</p> <p>6 something that you will have done by this time next year</p> <p>7 something that you'll be doing after class</p> <p>8 an unlikely dream</p>	<p>9 something you refuse to do</p> <p>10 something you refused to do in the past</p> <p>11 something you typically do to let loved ones know you care about them</p> <p>12 something that someone used to do for you</p>	<p>13 something you do that irritates others</p> <p>14 something you do that annoys you</p> <p>15 something you used to do that you've outgrown</p> <p>16 a prediction about life in the future</p>

8B VOCABULARY: adjectives to describe sensations
and reactions; verbs to describe reactions

Act it out or describe it



wince	tingling
distressing	grimace
clutch	shrill
unsettling	hypnotic
soothing	squirm
nostalgic	set your teeth on edge
comforting	gasp
flinch	volunteer

8C HOW TO ... explain the purpose and benefit of something
Win over a wet blanket


Explain the purpose and benefits of ...

... getting up at the same time every day.

- get more done
- sleep better at night
- helps you wake up naturally

Explain the purpose and benefits of ...

... going to an art gallery.

- inspire new ideas
- increase your awareness of art
- decrease in stress hormones

Explain the purpose and benefits of ...

... making conversation with strangers.

- make you less lonely
- make a positive connection with someone
- might make a new friend

Explain the purpose and benefits of ...

... making to-do lists.

- remember things you have to do
- make work seem more manageable
- help you prioritise tasks

Explain the purpose and benefits of ...

... having a tech-free day each week.

- give your eyes a rest
- focus on other areas of life
- feel less stressed

Explain the purpose and benefits of ...

... walking in the rain.

- refreshing, mood-boosting
- air is cleaner after rain
- fewer people outside

Explain the purpose and benefits of ...

... getting a puppy or kitten.

- a loving companion
- help you make friends
- reduce stress levels

Explain the purpose and benefits of ...

... writing down things you're grateful for.

- increase feelings of well-being
- a record you can look back on
- very quick and easy to do

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1A GRAMMAR: conditional forms

Hypothetically ...

Materials: One worksheet per student

Time: 15–20 minutes

Tell students that they are going to have a class mingle activity to practise conditional forms. Give each student a worksheet and point out that the questions ask about a range of past, present and future hypothetical situations. Explain that sections 9 and 10 are blank for students to write two of their own similar hypothetical questions, at least one of which should be about the past. Give students time to write these before the mingle, either individually or in pairs, while you circulate, assisting as required.

When they have finished, explain that students should ask and answer each question with a different member of the class. In their answers, they must include at least one of the conditional form prompts at the bottom of the worksheet, e.g. *If I were to learn an ancient language, I'd need a really specific reason, like being in a film or needing it for my job.* or *Had I more free time, I'd actually be quite interested in learning ancient Greek.* Students should tick the prompts as they use them to ensure they cover as many as possible.

Conduct the mingle. If students don't know each other already, encourage them to introduce themselves each time they find a new partner and to ask follow-up questions. Students should make a note of their partner's name in the name column, and answers in the details column (they do not need to write full sentences). Circulate, assisting as necessary. You could also consider taking part in the activity to informally assess your students at this early stage of the course.

After the mingle, put students in pairs to briefly discuss their notes, using various conditionals but in the third person, e.g. *Livia would learn an ancient language provided there was free travel included to ancient sites.* Finish by eliciting a few interesting things students found out in class feedback.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

1A GRAMMAR: conditional forms

Hypothetically ...

	Name	Details
1 Would you like to learn an ancient language?		
2 Would you have liked to have grown up anywhere else?		
3 Would you consider living in a tiny home?		
4 Would you like to have been born in a different era?		
5 Would you like to spend more time in the outdoors?		
6 Would you join a TV cooking show?		
7 When you were younger, would you have changed any of your school rules if you could have?		
8 Would you consider travelling to space?		
9 _____		
10 _____		

<input type="checkbox"/> Provided that ...	<input type="checkbox"/> Whether or not ...
<input type="checkbox"/> As long as I ...	<input type="checkbox"/> If it weren't for ...
<input type="checkbox"/> If I were to ...	<input type="checkbox"/> Providing that ...
<input type="checkbox"/> Should I ..., I ...	<input type="checkbox"/> Unless I ...
<input type="checkbox"/> Had I ...	<input type="checkbox"/> Even if ...

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1A VOCABULARY: describing attitudes

Ring true for you?

Materials: One worksheet per group of three, cut into nine statement cards and three phrase cards

Time: 15 minutes

Tell students that they are going to do an activity to practise phrases for describing attitudes. Put students in groups of three. Give each group a set of statement cards face down and each student a phrase card. Explain that each statement card has a statement related to learning on it. Groups are going to turn over the cards one-by-one and discuss the statement on it, using the prompts on their phrase card. They then need to decide whether the statement is generally true, partially true, or false, dividing the cards into those three categories.

Before students begin the task, write the categories on the board as a reference. Encourage them to incorporate the phrases into the discussion by ticking the ones they've used to ensure good coverage. They should also give reasons for their opinions, sharing how their own experiences do or do not support the statements given.

When students have discussed and categorised the statements, conduct class feedback by sharing the answers below. Ask students to compare and contrast their own ideas with these, incorporating the target phrases in their responses where possible.

1A VOCABULARY: describing attitudes

Ring true for you?

Statement 1 Your teacher's estimate of your ability affects how much you'll learn in their class.	Statement 2 Belief in your own ability to achieve your goals has a significant impact on your progress.	Statement 3 You'll perform better in an assessment if your favourite music is playing in the background.
Statement 4 Some people just aren't cut out for learning certain subjects like music or art.	Statement 5 Humour in lessons has a largely positive effect on student achievement.	Statement 6 People who watch TV regularly learn more.
Statement 7 Students do better on assessments after a summer holiday break.	Statement 8 Try your best! Putting in effort to learn makes you learn more!	Statement 9 Students are more likely to read a teacher's feedback when they are given a numeric mark as well.
Phrases <input type="checkbox"/> ... spot on <input type="checkbox"/> ... strikes a chord <input type="checkbox"/> ... rings true <input type="checkbox"/> ... a sweeping statement <input type="checkbox"/> ... oversimplistic <input type="checkbox"/> ... an element of truth <input type="checkbox"/> ... a trite phrase <input type="checkbox"/> ... patently not true <input type="checkbox"/> ... a vacuous comment <input type="checkbox"/> ... a complete fallacy	Phrases <input type="checkbox"/> ... spot on <input type="checkbox"/> ... strikes a chord <input type="checkbox"/> ... rings true <input type="checkbox"/> ... a sweeping statement <input type="checkbox"/> ... oversimplistic <input type="checkbox"/> ... an element of truth <input type="checkbox"/> ... a trite phrase <input type="checkbox"/> ... patently not true <input type="checkbox"/> ... a vacuous comment <input type="checkbox"/> ... a complete fallacy	Phrases <input type="checkbox"/> ... spot on <input type="checkbox"/> ... strikes a chord <input type="checkbox"/> ... rings true <input type="checkbox"/> ... a sweeping statement <input type="checkbox"/> ... oversimplistic <input type="checkbox"/> ... an element of truth <input type="checkbox"/> ... a trite phrase <input type="checkbox"/> ... patently not true <input type="checkbox"/> ... a vacuous comment <input type="checkbox"/> ... a complete fallacy

ANSWERS:

- True. A teacher's estimate of a student's future achievement is one of the most impactful factors on progress.
- True. This belief is called 'self-efficacy'.
- Partially true. Some research suggests that extroverts perform better with music and introverts perform worse.
- False. This kind of belief is called a 'fixed mindset' and is not true.
- Partially true. Humour does have a positive effect on student achievement, but it's very small.
- False. In many studies, watching television had a small negative effect on progress. Of course, it depends on what you're watching.
- False. Students generally do slightly worse on assessments after a summer holiday break.
- True. Although this may sound like a trite phrase, effort does have a large impact on achievement.
- False. When a mark is given, students are actually less likely to read the feedback!

1B GRAMMAR: nominal relative clauses

Cross the board

Materials: One worksheet per pair

Time: 15–20 minutes

Tell students that they are going to play a game to practise nominal relative clauses. Put students in pairs and give each pair a worksheet. Explain to students that each shape includes a task for them to complete. Students will take turns choosing a shape and completing the task. If they do this correctly, they 'win' the shape, marking it as theirs, e.g. with their initials or a coloured pen. To win the game, they need to make a complete line horizontally or vertically, so they should choose their shapes carefully to try to block each other, etc. where possible.

Students play the game. If they aren't sure their partner's answer is correct, they should check with you. If a student's answer is not grammatically correct, their turn is over and they don't win the shape. Circulate, assisting as required, until all students have completed the game. Fast finishers should work together to complete the remaining shapes. Finish by eliciting answers for a few of the shapes as a class.

Alternatively, this game can be played in teams of two students, pairs taking turns to complete the sentences and win shapes.

C1-C2 | PHOTOCOPIABLE ACTIVITIES

Speak out
 3RD EDITION

1B GRAMMAR: nominal relative clauses

Cross the board

Choose a number. Follow the instructions in the shape. Complete the task correctly and you win the shape. Make a line of shapes across (→) or down (↓) the board and you win!

1 Complete the sentence below. *Wherever I ...*

2 Use the nominal relative clause below in a sentence: *whenever you can*

3 Reply to the question below. Include a nominal relative clause. *Would you like a coffee?*

4 Complete the sentence below. *Whoever ...*

5 Reply to the question below. Include a nominal relative clause. *How shall we get to the meeting?*

6 Explain the difference between these questions. *Choose whatever you like! / Choose whenever you like!*

7 Complete the sentence below. *Whenever I ...*

8 Replace the underlined phrase with one word. *The person who took that photo is very talented!*

9 Complete the sentence below. *What other people think ...*

10 Complete the sentence below with a nominal relative clause. *That's exactly ...*

11 Reply to the question below. Include a nominal relative clause. *What time shall we meet?*

12 Replace the underlined phrase below with one word. *I'll share the things that I get with you.*

13 Complete the sentence below. *I'm happy whenever ...*

14 Complete the sentence below with a nominal relative clause. *It's just ...*

15 Complete the sentence below. *Whatever you ...*

16 Use the nominal relative clause below in a sentence: *wherever you want*

17 Reply to the question below. Include a nominal relative clause. *What do you want to do this weekend?*

18 Use the nominal relative clause below in a sentence: *what to say*

19 Reply to the question below. Include a nominal relative clause. *Where shall we have dinner?*

20 Replace the underlined phrase below with one word. *Call me any time that you need to talk.*

21 Complete the sentence below with a nominal relative clause. *This is precisely ...*

22 Replace the underlined phrase with one word. *Any person who needs a desk can use mine.*

23 Complete the sentence below. *Whoever has ...*

24 Replace the underlined phrase with one word. *Any place that I am, I never forget my roots.*

25 Use the nominal relative clause below in a sentence: *whatever you like*

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POSSIBLE ANSWERS (nominal relative clauses underlined):

- Wherever I go, I always take a backpack.
- Have an adventure whenever you can!
- Yes please, whenever you get to it.
- Whoever wants to join us after class for study group is welcome.
- However you like! We could walk or take the bus.
- The sentence with *whatever* means *Choose the things that you like*. The sentence with *whenever* means *Make your choice when you want to make it*.
- Whenever I hear that song, I think of you!
- Whoever** took that photo is very talented!
- What other people think doesn't really matter.
- That's exactly what I wanted.
- Whenever you like, I'm free all day.
- I'll share **whatever** I get with you.
- I'm happy whenever I'm with good friends, eating good food!
- It's just not what I expected. Sorry!
- Whatever you do, don't open that red box.
- Now that you've graduated, you can go wherever you want!
- Whatever my friends want to do!
- I don't always know what to say in meetings.
- Wherever you like!
- Call me **whenever** you need to talk.

- This is precisely what I was afraid of!
- Whoever** needs a desk can use mine.
- Whoever has taken my umbrella needs to bring it back!
- Wherever** I am, I never forget my roots.
- We can have whatever you like for lunch.

1B VOCABULARY: collocations: education

Jigsaw discussion

Materials: One A/B/C card per student

Time: 20 minutes

Tell students that they are going to do a discussion activity to practise collocations related to education. Give each student one A/B/C card, ensuring that there is an even spread over the class, and ask them to work in groups of three to five with students who have the same card (A–C). Ask students to discuss the questions and take notes on their card, because after this stage they will need to summarise what they have talked about. Students discuss the questions for five or six minutes while you circulate, assisting as required.

Reorganise students into groups made up of three students with different cards. Students present their collocations and summaries of their first discussion to the group. They then invite their new group members to respond and add additional ideas.

At the end of the activity, invite a few students to share what stood out to them from their discussion and why in class feedback.

POSSIBLE ANSWERS:

Card A

- 1 *Finding your own path* is about knowing yourself and making decisions that are right for you, rather than following other people or their expectations. *Fulfilling your potential* is about succeeding as well as you possibly can. *Taking the initiative* is the ability to make decisions and take action without waiting for someone to tell you what to do.
- 2 These collocations all relate to growth and action.
- 3 Students' own answers.

Card B

- 1 *Developing a nurturing environment* is about creating a space where people feel valued, cared for and are able to grow and learn. *Establishing mutual respect* is beginning a relationship where people treat each other with care and politeness. *Fostering good relationships* is general and means doing things that build and encourage a relationship between two or more people.
- 2 These collocations relate to positive relationships.
- 3 Students' own answers.

Card C

- 1 *Delivering a quality curriculum*, or running an effective learning programme, might be one way that a school or teacher maintains a high standard or strives for excellence. *Maintaining rigorous standards* implies that an extremely high standard has been met and needs to be continued. *Striving for excellence* is something institutions, teachers and learners can do. It means trying to reach very high standards.
- 2 These collocations relate to high quality, especially in education.
- 3 Students' own answers.

1B VOCABULARY: collocations: education

Jigsaw discussion

Card A

finding your own path fulfilling your potential taking the initiative

- 1 What do each of these collocations mean?
- 2 How do they relate to each other?
- 3 How important are these things in your education system and to you personally?

Card B

developing a nurturing environment establishing mutual respect
fostering good relationships

- 1 What do each of these collocations mean?
- 2 How do they relate to each other?
- 3 How important are these things in your education system and to you personally?

Card C

delivering a quality curriculum maintaining rigorous standards
striving for excellence

- 1 What do each of these collocations mean?
- 2 How do they relate to each other?
- 3 How important are these things in your education system and to you personally?

1C HOW TO ... manage interaction during a discussion

Mischief maker

Materials: One worksheet per group of four, cut into four role cards and one topics card

Time: 20 minutes

Tell students that they are going to do a discussion activity to practise managing interaction. Put students in groups of four and explain they will be discussing different topics for a fixed amount of time each, e.g. four minutes. Each student will take turns playing four different roles:

Role A is the Leader, who will manage the discussion on the topic.

Role B is the Listener, who will only contribute when asked directly.

Role C is the Ideas person, who will contribute as many ideas as they can.

Role D is the Mischief maker, who will interrupt and try to take the discussion on a tangent if they can.

Check students' understanding of the Mischief maker concept, i.e. may make a little bit of trouble (but not too much!) to test the leader's ability to manage interaction.


Give each group a set of cards. Each student takes a role card and reads it without showing the others. Encourage them (especially the discussion leader) to use the phrases from the Student's Book Grammar Reference on page 114 as prompts for the activity.

Set a time to discuss the first question, then circulate as students do the activity, monitoring so that you can provide feedback between the discussions, e.g. about phrases that were used well or need adjusting. When time is up, ask the leader from each group to report back their group's answer in one sentence. Students then rotate the role cards in their group and repeat the activity with the next discussion topic, and so on, until each student has taken on all four roles. Note that if your class doesn't split into groups of four, some students could work in groups of three, using the Leader card and two other cards in each discussion. Alternatively, if working in groups of five or six, copy and add in some extra Role B/C cards.

For extra practice, students could think of additional discussion questions based on their own interests.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

1C HOW TO ... manage interaction during a discussion

Mischief maker 

Role A	Discussion topics
Leader <ul style="list-style-type: none"> Start the discussion. Encourage everyone to participate. Keep the discussion on topic. Report back to the class. 	1 What are the best ways to speed up progress when learning something new? 2 What are the three most important qualities in a successful language learner and why? 3 What are the most useful things learnt at school besides academic subjects? 4 Imagine an incredible guest speaker was invited to speak to your English class. Who would it be and what would they speak about?
Role B	
Role C	
Role D	

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2A GRAMMAR: advanced ways of comparing

There's nowhere as nice as ...

Materials: One half worksheet per student

Time: 15–20 minutes

Tell students that they are going to do a discussion activity to practise advanced ways of comparing. Give each student a half worksheet and ask them to write an example word or phrase for each category on the sheet. Students should choose things and places they know something about, but also aim for more unusual answers where possible. (If every student writes the same examples, there will not be much to compare.) Check students understand the words for the categories, especially *brehtaking natural wonder*. Set a timer for students to complete the categories, e.g. three minutes.

Explain that students will now have a class mingle. Ask them to move around the classroom, forming different pairs to discuss their answers using the comparison language provided at the bottom of the worksheet. Point out that they should use advanced ways to compare things, aiming for at least three different comparison sentences within each conversation. They can either use comparison language to compare two answers, or compare their own answer to other things if necessary. Explain that if their partner does not know much about their answer for a particular category, they can briefly describe it, the other student asking follow-up questions.

Alternatively, students could work in pairs or groups of three to discuss and compare their answers.

Finish by eliciting which category/categories students had the most interesting discussions about, ensuring they use advanced language for comparisons in their answers.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

2A GRAMMAR: advanced ways of comparing

There's nowhere as nice as ...

a bustling capital city	a bustling capital city
a large monument	a large monument
a delicious dish	a delicious dish
a breathtaking natural wonder	a breathtaking natural wonder
a picturesque town or village	a picturesque town or village
a terrifying animal	a terrifying animal
a famous book	a famous book
an enjoyable public holiday	an enjoyable public holiday
a tricky skill to master	a tricky skill to master
a popular pastime	a popular pastime

nothing / a bit / a little / somewhat / rather / a lot
+ like

(not) as ... as
nothing like / nowhere near / easily / equally
+ as

I can't think of anything / anywhere more / less ...

It's more ... than ...
It's not a patch on ...
differ considerably

nothing / a bit / a little / somewhat / rather / a lot
+ like

(not) as ... as
nothing like / nowhere near / easily / equally
+ as

I can't think of anything / anywhere more / less ...

It's more ... than ...
It's not a patch on ...
differ considerably

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2A VOCABULARY: binomials

Finish my sentence

Materials: One worksheet per group of three, cut into cards

Time: 10–15 minutes

Tell students that they are going to do a matching activity to practise binomials. Put them in groups of three and give each group a set of cards in two piles (1–12) and (a–l). The numbered cards should be placed face down and the lettered cards spread out on the table so all group members can see them. Explain that students need to take turns picking up and reading a numbered sentence card aloud. The other students in the group race to pick up the correct binomial ending to complete the sentence. The first student to pick up the correct one keeps the pair of cards. (If they are unsure, they should check with you.) After each match, students should discuss possible contexts in which they might say that sentence, e.g. at a busy market, when you have a job interview, during a discussion about politics, etc. The student who has formed the most correct sentences when all the cards have been used is the winner.

Alternatively, groups could work together to match the cards.

When students have finished, explain that each group should work together to write four numbered prompts similar to 1–12. They then share their sentence starters with another group, or the class, who complete them with the target binomials.

As an optional follow-up activity, students could drill each other on the binomials by taking turns to pick up a card (a–l) and reading the first word in the binomial to the group. The first student to complete it correctly picks up the next card to read, and so on.

ANSWERS (possible contexts in brackets):

- 1 c (At a busy market.)
- 2 f (Speaking to someone before a job interview, an audition or an important exam.)
- 3 h (A work meeting between colleagues, a university tutorial discussion.)
- 4 a (Consoling a friend who didn't get a promotion.)
- 5 k (Work colleagues discussing a problem, someone giving advice.)
- 6 e (Meeting someone new in a professional or personal context.)
- 7 b (Giving someone advice about a wedding speech, work speech, etc.)
- 8 i (A guest has arrived at your flat, and you're the only one home.)
- 9 l (A travel agent or friend telling you about a hotel.)
- 10 g (A friend or acquaintance describing a job they used to have.)

2A VOCABULARY: binomials

Finish my sentence

1	The market's really crowded. I didn't expect so much ...	c	hustle and bustle.
2	It's a big day today. It's ...	f	make or break for me!
3	I agree with you, ...	h	by and large.
4	I'm sure you'll get a promotion ...	a	sooner or later.
5	The solution to this problem isn't ...	k	cut and dried.
6	I moved here ten years ago, ...	e	give or take.
7	It'd be best to keep your speech ...	b	short and sweet.
8	My flatmates aren't here right now. They're ...	i	out and about.
9	The breakfast is a buffet, so you can ...	l	pick and choose what you feel like eating.
10	I got used to the early starts. It was just ...	g	part and parcel of the job.
11	I certainly won't do that again! You ...	j	live and learn!
12	I'm heading to the countryside this weekend for a little ...	d	peace and quiet.

- 11 j (Speaking about a personal or professional mistake.)
- 12 d (A classmate or friend chatting about plans.)

2B GRAMMAR: reporting

A full report

Materials: One worksheet per student

Time: 15–20 minutes

Tell students that they are going to do an activity to practise reporting. Give each student a worksheet. Explain that students are going to prepare to talk to a partner about a topic of their choice for one to two minutes, which their partner will then report to another student. Direct students to the first grid (*Notes about my topic*). Point out the place for adding the topic in the centre of the grid, and the headings students need to make notes under. Explain that students should choose a topic they have an interest in and know quite a lot about, e.g. their job, a class they're taking, a traditional dish in their family, a place they've been recently, another language they know, a club they belong to, etc. Under the various headings, they should note some facts about their topic, opinions which can be theirs and/or other people's, feelings which can be theirs and/or other people's and questions that they wonder about or would like to know about the topic.

Circulate while students make notes under the headings, assisting as required, then put them in pairs. Students take turns talking about their topic while their partner listens and takes notes under the headings in the second grid (*Notes about my partner's topic*). After each student has spoken, organise students into new pairs. Each student uses their notes and the prompts in the Student's Book to report what their first partner said, using a range of reporting structures. Encourage students to have the Student's Book Grammar Reference open on page 116 and use a combination of phrases, adjectives and reporting verbs and collocations to do this.

To finish, invite a few students to report something interesting they found out during the discussion about their partner's topic, using reported speech structures in their answer.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

2B GRAMMAR: reporting

A full report

Notes about my topic

Factual information • • •	Opinions • •
Topic	
Feelings • •	Questions

Notes about my partner's topic

Factual information • • •	Opinions • •
Topic	
Feelings • •	Questions

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2B VOCABULARY: summarising verbs; multi-word verbs for reporting

Take a card

Materials: One worksheet per group, cut into cards

Time: 20–25 minutes

Tell students that they are going to do a group activity to practise summarising verbs and multi-word verbs for reporting. Put students in small groups and give each group a set of cards face down. Students take turns, each taking a card without showing their classmates and doing the task listed on it. The other students listen, then guess which summarising verb / multi-word verb is on the card, e.g. *You filled us in about the last class. / You echoed something that was said earlier.*

In class feedback, each group reports a few things people said using the verb for the relevant card, e.g. *Lina tipped us off about the two-for-one coffee special at the café across the road on Thursdays.*

C1-C2 | PHOTOCOPIABLE ACTIVITIES
Speak out
3RD EDITION

2B VOCABULARY: summarising verbs; multi-word verbs for reporting

Take a card

<p>Tip your classmates off about a good deal or special offer.</p>	<p>Voice a concern that you have about the world today.</p>
<p>Reel off a list of things you have already done today.</p>	<p>Acknowledge someone who has had a positive influence on you.</p>
<p>Call for your classmates to speak up when they talk to you.</p>	<p>Try to talk your classmate into swapping something with you.</p>
<p>Comment on the weather.</p>	<p>Question your classmates about their reasons for attending this class.</p>
<p>Echo something that was said earlier in the lesson.</p>	<p>Share a fact and cite your source.</p>
<p>Ponder where you might be exactly ten years from now.</p>	<p>Imagine your classmates missed the last class. Fill them in on what happened.</p>

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2C HOW TO ... maintain and develop interaction

Strong views

Materials: One worksheet per group of three, cut into cards

Time: 15–20 minutes

Tell students that they are going to do a discussion activity to practise expressing agreement, disagreement and interest. Give each student a card, ensuring that there is an even spread of A, B and C cards around the class. Explain that students are going to discuss three different topics, expressing the point of view given on their card (AGREE/DISAGREE) for each one. Point out that they need to argue the point of view they are given, regardless of their personal opinion on the topic. Ask students to work with someone with the same A/B/C card and brainstorm reasons to support each view, taking notes on their sheet. Then put them in A/B/C groups of three. Explain that students need to discuss each topic using a range of phrases from the lesson to express agreement, disagreement and interest. Ask them not to show each other their cards, so that they don't know who is going to agree/disagree with them. Monitor the discussions, assisting as necessary and noting good use of the target language as well as any corrections for feedback.

Finish by asking a few students to give a summary of what they discussed in relation to one of the topics.

If your class does not divide directly into three, the activity may be done in groups of four.

For a longer activity, students could form new groups with A/B/C students and repeat the activity aiming for increased confidence and fluency, with less use of the prompts.

2C HOW TO ... maintain and develop interaction

Strong views

Student A

Topic 1: Films should only ever be subtitled, not dubbed. AGREE

Topic 2: English will still be a lingua franca in 50 years' time. DISAGREE

Topic 3: People should be able to present at international conferences in the language of their choice. AGREE

Student B

Topic 1: Films should only ever be subtitled, not dubbed. AGREE

Topic 2: English will still be a lingua franca in 50 years' time. AGREE

Topic 3: People should be able to present at international conferences in the language of their choice. DISAGREE

Student C

Topic 1: Films should only ever be subtitled, not dubbed. DISAGREE

Topic 2: English will still be a lingua franca in 50 years' time. AGREE

Topic 3: People should be able to present at international conferences in the language of their choice. AGREE

3A GRAMMAR: modal verbs and phrases

Guess the profession

Materials: One worksheet per group of three, cut into cards

Time: 15 minutes

Tell students that they are going to do an activity to practise using modal verbs and phrases. Explain that the game is about guessing professions, then brainstorm a list of 20 jobs as a class and write them on the board. Put students in groups of three and give each group a set of cards. Students take turns to choose one of the professions from the board (without telling the other students in their group which it is). Students then pick one of the card prompts and make a sentence about their chosen job as if they are doing it, e.g. *I'm capable of helping people stay alive.* (nurse). The other students guess what their profession is. If they do not guess correctly, the student takes another prompt card and makes another sentence. This continues until someone in the group guesses correctly. Play then passes to the next student, who chooses a job, and so on.

Encourage students to keep the activity moving at a good pace. Once all students in a group have had a turn, they reshuffle and deal the cards again, choosing a job of their choice that is not on the board.

With a stronger class, you could skip the brainstorm of professions at the beginning. With a weaker class, ask groups to deal out five prompt cards ahead of the activity so students can spend a few minutes deciding what their sentences will be. They could also work in pairs to create sentences before sharing them with another pair.

As an alternative or optional follow-up, students could take turns to turn over prompt cards and make true sentences about their own profession or studies.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

3A GRAMMAR: modal verbs and phrases

Guess the profession 

I'm capable of ...	The odds are that ...	It's absolutely essential that ...
Inevitably, ...	I may well ...	In all probability, ...
There's a strong likelihood that ...	I'm supposed to ...	It's obviously my responsibility to ...
It's a given that ...	I'm bound to ...	It's highly unlikely that ...
There's a chance that ...	I have an aptitude for ...	I need to ...

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POSSIBLE ANSWERS:

Waiter

I'm capable of carrying a lot at once.
 The odds are that I work at a restaurant or café.
 It's absolutely essential that I wash my hands.
 Inevitably, my feet get a bit tired.
 I may well get some tips when I work.

Interior designer

There's a strong likelihood that I work for corporate clients or magazines.
 I'm supposed to be organised.
 It's obviously my responsibility to give advice about the spaces people live and work in.
 It's a given that I'm good with colours and patterns.
 I'm bound to have a beautifully arranged home myself!

Farmer

In all probability, I like the outdoors.
 It's highly unlikely that I live in a city.
 There's a chance that bad weather can affect my livelihood.
 I have an aptitude for growing things or raising animals.
 I need to be aware of the seasons.

3A VOCABULARY: collocations: job searching

Job hunt dilemmas

Materials: One worksheet per group of three, cut into cards

Time: 15 minutes

Tell students that they are going to do an activity to practise the collocations related to job searching. Put students in groups of three and give each group a set of collocation/situation cards (but hold back the Situation 4 cards). Explain that students should choose a situation to discuss, then think of advice for that situation using at least four of the collocations on the cards in their discussion. As they use a collocation card for advice, they can turn it face down to show it has been used. Explain that they should do this as naturally as possible, slipping them into conversation rather than saying specific individual sentences for each one. When they have decided on advice for a situation, they move on to discussing the next one.

To finish, elicit ways students used the collocations for each scenario.

As an optional follow-up, distribute the Situation 4 card to each group and invite students to make up their own situation related to job hunting. Students then swap cards with another group and discuss the new situation using the target collocations.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

3A VOCABULARY: collocations: job searching

Job hunt dilemmas

identify (someone's) strong selling points	play to (someone's) particular strengths
warrant a second look	jeopardise (someone's) chances
spread the word	leave a problematic digital footprint
<p>Situation 1 I'm a new graduate on the hunt for a job, but I lack the confidence to apply for any of the jobs I've seen. I'm worried I don't have enough experience.</p>	<p>Situation 2 My former classmate posted some photos of wild stuff we did when we were younger online and I think it's put people off hiring me.</p>
<p>Situation 3 I'm an employer looking to hire someone new at my company. I've advertised the position, but had only two applicants, and neither of them have much experience.</p>	<p>Situation 4 I'm ... _____ _____ _____</p>

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POSSIBLE ANSWERS:

Situation 1

In some jobs, your lack of experience may jeopardise your chances, but there will be many employers out there willing to take on a new graduate with enthusiasm. Make sure you identify your strong selling points and concentrate on all the good things that you can offer an employer.

Spread the word in your network that you're looking for a job – someone may be able to give you an introduction.

Go through the job vacancies again and choose three that warrant a second look. Ask a trusted friend or family member to help you write your cover letter for the jobs.

Situation 2

You could start by asking your friend to remove the posts or make them private, explaining that you're worried they'll leave a problematic digital footprint. You could prove to employers that you warrant a second look by contacting them for a chat and playing to your strengths during the conversation.

You could forget about the online post. Perhaps fewer people have seen it than you think.

Make sure you have some good references who can identify and share your strong selling points.

Situation 3

The applicants might warrant a second look. Even if they lack experience, they may have transferable skills and enthusiasm.

Spread the word on social media about the vacancies – perhaps you will get more applicants.

Readvertise the position, making sure you include the strong selling points of working for your company, for example, flexible hours, a great working environment, good pay, etc.

Check your company's digital footprint – is there anything that would discourage people from applying with you? What can you change to make yourself a more attractive employer?

3B GRAMMAR: passives

Tell me more about ...

Materials: One worksheet per student

Time: 15–20 minutes

Tell students that they are going to do an activity to practise advanced passives. Give each student a worksheet and explain that students are going to complete any nine of the sentences so that they are true for them. Point out that each prompt has a positive or negative option for students to choose from. Then give an example of a completed passive sentence using both alternatives from the first prompt, e.g. *I hate not getting listened to! I hate getting put on hold on the phone!* Explain that students should write the answer that completes their sentence in one of the shapes rather than in the sentence gaps, but out of order. They should write only the word or phrase, and not the whole sentence. Circulate while students complete their grids individually, assisting as required.

Demonstrate the next stage on the board by writing the phrase *revising notes* in an oval. Ask students to guess which prompt it refers to and how, emphasising that they should use passives in their guesses, e.g.

Student: Revising notes is allowed where you study!

Teacher: It is, but that's not my sentence.

Student: OK. Revising notes is said to be beneficial for students.

Teacher: Yes!

Put students in pairs. Ask them to tear along the dotted line and swap worksheets, then take turns to guess which prompt each phrase in the shapes refers to. Remind students to use passive constructions in their guesses. When they have guessed correctly, they complete the sentences on the top part of their sheet with their partner's answers and ask follow-up questions to continue the conversation, e.g.

A: Tell me more about revising notes. How often do you do it?

B: Well ...

When pairs have finished, ask a few students to share a sentence about their partner with the class.

Alternatively, instead of guessing after swapping sheets, students can take turns to ask about their partner's prompts, e.g.

A: Why did you write 'buying a gift'?

B: Well, buying a gift for my sister is on my to-do list. It must be done soon, as her birthday is this Saturday!

3B GRAMMAR: passives

Tell me more about ...

1 Complete any nine of the sentences (1–10) with your own words to make them true for you. You can choose either the positive or negative option for each sentence. Write your words in the shapes below. Don't write them in order.

- 1 I hate **not getting / getting** _____.
- 2 _____ get paid too **little / much**.
- 3 **Being / Not being** _____ is important to me.
- 4 It is / **isn't** thought that _____ is good for a cold.
- 5 There's a **great deal / nothing** to be gained from spending time _____.
- 6 _____ is **allowed / prohibited** where I **work / study**.
- 7 I would **never / like to** get _____ replaced at my place.
- 8 _____ is on my to-do list and **must be done soon / should be taken off!**
- 9 _____ is said to be **beneficial / terrible** for students.
- 10 There's a **lot of / very little** fun to be had in _____.

2 Work in pairs. Swap your shapes. Guess your partner's sentences and complete sentences (1–10) in Ex 1 with their answers.

3B VOCABULARY: verb-noun collocations; metaphors

Pelmanism plus

Materials: One worksheet per pair, cut into cards

Time: 10 minutes

Tell students that they are going to play a game to practise verb-noun collocations and metaphors. Put students in pairs and give each pair a set of cards. Students spread the shuffled cards face down on the table, then take turns to turn over two cards. If they form a target collocation/metaphor, they say a sentence using it and keep the cards. If the cards don't match, or the student cannot make a suitable sentence with their cards, they are turned face down again.

The student with the most pairs when all the cards have been used wins. Circulate during the game, checking sentences as needed. In weaker classes, the game could be played in groups of three, or with two pairs forming teams.

Alternatively, instead of pelmanism, pairs or groups could work together to match the phrases, then take turns to choose one and form a question for the other student(s) to answer using one of the phrases.


As an optional follow-up, students put cards a–j aside and place cards 1–10 face down in a pile. In groups of three, students take turns to draw a card and read it aloud. The other students have to call out the full phrase with the verb, e.g. *A: engender, B: distrust*. The student who calls out the full phrase correctly first keeps the card, otherwise it is placed on the bottom of the pile and the game continues. The student with the most cards at the end of the game wins.

ANSWERS:

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

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

3B VOCABULARY: verb-noun collocations; metaphors

Pelmanism plus 

1	alleviate	d	boredom
2	water down	g	your message
3	ease stress	f	levels
4	pour out	i	your frustration
5	boost	j	morale
6	strengthen	b	bonds
7	wet	e	blanket
8	engender	h	distrust
9	be flooded	c	with spam
10	keep your head	a	above water

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3C HOW TO ... check understanding by paraphrasing and summarising

Jumping to conclusions

Materials: One half worksheet per student

Time: 15–20 minutes

Tell students that they are going to do a roleplay activity to practise paraphrasing and summarising. Give each student a half worksheet, ensuring an even spread of A/B across the class. Explain that the first part of the activity is to complete five sentences with their own opinions. Give students a few minutes to do this (they could discuss their ideas with someone with the same A/B sheet if helpful).

Explain that in the second part of the activity, students will share their opinion sentences with each other. When Student A shares their first opinion, Student B is going to jump to a conclusion about what they mean based on the notes in the *Your conclusions about ...* section on their sheet. They should use one of the *Phrases to check understanding* to clarify what Student A has said. Student A then replies using one or more of the *Phrases to respond* to explain what they actually meant. The conversation continues until Student A's meaning has been made clear. Student B then shares their first opinion and so on, until both students have expressed all their opinions. Point out that the person jumping to a conclusion could sometimes deliberately misunderstand the point and twist their partner's words to challenge them, e.g.

A: In the workplace, it's generally good for people to have strong relationships.

B: So, are you saying it's not good for people to work alone?

A: Not at all, what I said was generally it's good for people to have good relationships with colleagues.

B: I know someone who works alone on their own business. Just to clarify, are you suggesting it's not good for her?

A: No, let me put it another way. If you're working with others, it's good for the relationship to be strong.

B: If I've got this right, you think good relationships are good for people, including at work.

A: Absolutely, that's exactly what I mean.

Circulate while students do their roleplays, monitoring use of language and assisting as necessary. Finish by inviting a few pairs to share one of their roleplays with the class.

Fast finishers could repeat the activity, aiming for increased fluency and less reference to the prompts the second time. Alternatively, they could swap prompt cards.

3C HOW TO ... check understanding by paraphrasing and summarising

Jumping to conclusions

Student A

Your opinions

- 1 In the workplace, it's generally good for people to ...
- 2 When going to a job interview, you should ...
- 3 The best way to get a job is ...
- 4 A challenge in the workplace today is ...
- 5 A job I would love to try is ...

Phrases to respond

Let me rephrase that.
 OK, I'll put it another way.
 Not at all, what I said was ...
 You're twisting my words.
 No, let me put it another way.
 No, you've got it all wrong.
 Absolutely, that's exactly what I mean.

Your conclusions about Student B's opinions

- 1 Student B thinks a cover letter is the most important part of getting a job.
- 2 Student B is saying people always have to enjoy their jobs.
- 3 Student B is saying they prefer remote working.
- 4 Student B is saying that they are an expert at giving presentations.
- 5 Student B thinks you need this advice.

Phrases to check understanding

So, in other words, you're ...
 So, am I right in thinking that ... ?
 Please correct me if I'm wrong, but it sounds like you're talking about ...
 So, what you're basically saying is ...
 If I've got this right, you think ...
 Are you suggesting that ... ?
 Just to clarify, are you saying that ... ?

Student B

Your opinions

- 1 In a cover letter, you should always ...
- 2 Generally, people enjoy their jobs when ...
- 3 An advantage of working remotely is ...
- 4 When giving a presentation, ...
- 5 You could jeopardise your chances of getting a job if you ...

Phrases to respond

Let me rephrase that.
 OK, I'll put it another way.
 Not at all, what I said was ...
 You're twisting my words.
 No, let me put it another way.
 No, you've got it all wrong.
 Absolutely, that's exactly what I mean.

Your conclusions about Student A's opinions

- 1 Student A is talking about what's good for every single person in every single job.
- 2 Student A is trying to give you personal advice.
- 3 Student A is saying that this is the only way to get a good job.
- 4 Student A is saying that workplaces today are toxic.
- 5 Student A is saying that they don't really like their current job/studies.

Phrases to check understanding

So, in other words, you're ...
 So, am I right in thinking that ... ?
 Please correct me if I'm wrong, but it sounds like you're talking about ...
 So, what you're basically saying is ...
 If I've got this right, you think ...
 Are you suggesting that ... ?
 Just to clarify, are you saying that ... ?

4A GRAMMAR: verb patterns

-ing, infinitive or either?

Materials: One worksheet per pair, cut into cards

Time: 15 minutes

Tell students that they are going to do an activity to practise verb patterns. Put students in pairs and give each pair a set of cards in a pile face down. Explain that each card has a sentence prompt using *we*. Students need to turn over the cards one at a time and complete the sentence so that it is true for both of them with the correct form of a verb (*-ing*, the infinitive or either form where appropriate). Emphasise that the prompt must be followed immediately by a verb rather than a pronoun, noun, etc. After completing the sentence verbally, students place the card in one of three piles based on whether it is followed by *-ing*, the infinitive or either form. Circulate during the discussion, monitoring and assisting as necessary. When students have finished, pairs could form groups of four to compare their answers. Check answers as a class, eliciting some sample sentences for the prompts.

Alternatively, students could do the activity in groups of three or four instead of pairs.

To add a game-like challenge to the activity, give students a time limit, e.g. five minutes, and see how many prompts they can complete with both true sentences and accurate verb forms within it. The pair who completes the most wins.

As an optional follow-up game, pairs could choose five sentences they made with the prompts and change two of the sentences so that they are not true. Then, put groups of two pairs together to share their five sentences. The other pair guesses whether each sentence is true or not.

ANSWERS:

-ing: 1, 2, 5, 6, 7, 9, 10, 17, 18

infinitive: 3, 8, 11, 13, 14, 16

either: 4, 12, 15

4A GRAMMAR: verb patterns

-ing, infinitive or either?

1 We're meticulous about ...	2 We think it's not worth ...	3 We find it's more practical for us ...
4 We once forgot ...	5 Right now, we feel like ...	6 We can't imagine ...
7 We like the idea of ...	8 We go to great lengths ...	9 We've been involved in ...
10 Since ... we ...	11 We'd like someone ...	12 Next year, we'll try ...
13 We're bound ...	14 We doubt we'd ever be persuaded ...	15 We're determined to remember ...
16 We're prepared ...	17 We're looking forward to ...	18 In addition to ... we ...

4A VOCABULARY: adverb-adjective collocations

That's blindingly obvious!

Materials: One half worksheet per student

Time: 15 minutes

Tell students that they are going to do an activity to practise adverb-adjective collocations.

Give each student a half worksheet, ensuring an even spread of A/B among the class. Explain that for the first stage of the task, students need to think of something to say related to each category in the first section of their worksheet, but without using the phrases in bold. They could work with someone with the same worksheet as them for this stage, brainstorming ideas of things to say and taking notes on the sheet as needed (without writing full sentences).

Next, put students in A/B pairs. Students take turns saying one of the answers they prepared. Their partner guesses which adverb-adjective collocation it refers to by using phrases from the second section in their answer, ticking them off in the box as they do. Go through the examples on the sheet. The goal is to use and guess as many of the collocations as possible over the course of the activity. Encourage students to keep momentum in the activity by giving a time limit, e.g. five minutes.

To finish, invite a few pairs to share one of their answer and collocation responses with the class.

4A VOCABULARY: adverb-adjective collocations

That's blindingly obvious!

Student A

1 Without using the bolded phrase itself, give an example of something that ...

... is **wildly inaccurate**.

... is **immediately important** for you to do.

... you're **vehemently opposed** to.

... is **infinitely preferable** to being here.

... costs a **ludicrously high** price.

... has **significantly reduced** in recent years.

... is **startlingly realistic**.

... is **blindingly obvious**.

2 Listen to your partner and respond to each thing they say. Tick the adverb-adjective collocations you use.

- ludicrously high
- blindingly obvious
- immediately important
- infinitely preferable
- significantly reduced
- vehemently opposed
- wildly inaccurate
- startlingly realistic

A: The world's population doubles every year.

B: That sounds wildly inaccurate to me!

Student B

1 Without using the bolded phrase itself, give an example of something that ...

... is **startlingly realistic**.

... costs a **ludicrously high** price.

... is **blindingly obvious**.

... is **immediately important** for you to do.

... you're **vehemently opposed** to.

... is **infinitely preferable** to being here.

... has **significantly reduced** in recent years.

... is **wildly inaccurate**.

2 Listen to your partner and respond to each thing they say. Tick the adverb-adjective collocations you use.

- ludicrously high
- blindingly obvious
- immediately important
- infinitely preferable
- significantly reduced
- vehemently opposed
- wildly inaccurate
- startlingly realistic

B: Animation is incredible these days – it can look so real: the wind in someone's hair or ocean waves ...

A: Yes, it's startlingly realistic, isn't it?

4B GRAMMAR: continuous and perfect aspects

Walk and talk ...

Materials: One worksheet, cut into cards /
One copy of the worksheet per student

Time: 15–20 minutes

Tell students that they are going to do an activity to practise the continuous and perfect aspects. Place the discussion cards around the classroom, taping or pinning them to the walls if possible. Put students in pairs. Explain that with their partner, they need to walk around the classroom and stop at each card to discuss the question, thinking carefully about the verb forms needed to answer it. Point out that students should focus on using continuous and perfect tenses in their answers, as well as listening for them in their partner's answers (checking any they are unsure of with you). Depending on your class, you could either allow students to move freely between the cards, or use a bell or other sound to indicate they should rotate to the next discussion point. Monitor, providing feedback on continuous and perfect aspects where appropriate. When students have finished, ask a few pairs to share something they discussed in class feedback.

If you have a weaker class, give each student a copy of the uncut worksheet. Allow them five minutes to read the questions and think about their answers (and verb forms) before conducting a class mingle where they ask and answer each question with a different classmate.

Alternatively, if your classroom set up is not conducive to a mingle activity, distribute sets of cards and ask students to discuss the questions in pairs or small groups.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

4B GRAMMAR: continuous and perfect aspects

Walk and talk ... 

What will you be doing exactly a month from now?

Tell the story of a time something unexpected happened to you.

What were you doing at this time last year?

Talk about how you met someone who has influenced you, like a good friend or a colleague.

What do you hope to have achieved by this time next year?

Before this class started, had you met any of your classmates before?

What are some things you've been thinking about lately?

How much had you been using English in your day-to-day life prior to joining this course?

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4B VOCABULARY: collocations: needing and giving; adjectives to describe people

Connections

Materials: One worksheet per pair

Time: 10–15 minutes

Tell students that they are going to discuss connections between phrases related to needing and giving, and adjectives to describe people. Put students in pairs and give each pair a worksheet. In pairs, students take turns to make sentences using two (or more) of the words and phrases in the ovals, e.g. *If you're **going through a rough patch** at work, it might **have a knock-on effect** on your personal life. / Being **resourceful** can help you **make ends meet**.* When students make a connection, they draw a line between the two ovals in the diagram. Point out that students can use the phrases more than once in their discussion.

Give students eight to ten minutes to make connections between the words and phrases, then put pairs in groups of four to compare and discuss their diagrams, making a note of any useful combinations of words and phrases. To finish, elicit some of the least connected words and phrases and work together as a class to make sentences with these words and phrases.

With stronger classes, you could challenge students to try and make further connections using the second words/phrases used by their partner, e.g.

A: *If someone **gives you a helping hand**, it's nice to be **appreciative**.*

B: *I was **appreciative** when someone helped me **through a rough patch**.*

A: ***Going through a rough patch** might make someone act **aloof** when they're actually just struggling.*

B: *If you're **aloof**, you may come across as less **compassionate** than others.*

C1-C2 | PHOTOCOPIABLE ACTIVITIES

Speak out
3RD EDITION

4B VOCABULARY: collocations: needing and giving; adjectives to describe people

Connections

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4C HOW TO ... present survey results

Gauging interest

Materials: One worksheet per group of three, cut into A/B/C cards

Time: 20–30 minutes


Tell students that they are going to do an activity to practise presenting survey results. Put students in groups of three and give each group an A/B/C card. Explain that they are going to choose a topic to survey their classmates about using the scale on the sheet (strongly disagree, disagree, neutral, agree, strongly agree), also known as a *likert* scale. Brainstorm some possible topics of interest with the class, e.g. making films, growing food, coding, adventure travel, investing in crypto currencies, poetry, starting a business, etc. When each group has decided on a topic, they each write it on their sheet. Ensure each group in the class chooses a different topic. Fast-finishing groups could speculate on how much interest there will be from classmates on what they have chosen.

Reorganise students into Focus groups A, B or C, depending on the letter on their card. Each student in the group takes turns presenting and gauging interest in their topic, noting it in the relevant column, e.g. strongly disagree – 2 people, neutral – 1 person, agree – 4 people, etc., then invites comments and takes brief notes on the reasons for these opinions. When each student has their notes, they return to their original group, where they report their findings to each other using the target phrases from the lesson, e.g. *There was a limited interest in the topic of poetry. / Most respondents tended to strongly agree with the notion of growing sustainable food. / Their interest presumably reflects concerns about climate change.*

After this stage, they compile their results to briefly present their findings to the class using language from the lesson. Alternatively, if your class is large, they could present to another group instead.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

4C HOW TO ... present survey results

Gauging interest 

Focus group A
I'm interested in _____

strongly disagree	disagree	neutral	agree	strongly agree
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Notes

Focus group B
I'm interested in _____

strongly disagree	disagree	neutral	agree	strongly agree
-------------------	----------	---------	-------	----------------

Notes

Focus group C
I'm interested in _____

strongly disagree	disagree	neutral	agree	strongly agree
-------------------	----------	---------	-------	----------------

Notes

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5A GRAMMAR: giving emphasis: inversion, clefting, tailing, fronting

Five topics, four techniques

Materials: One A/B/C card per student

Time: 15–20 minutes

Tell students that they are going to do an activity to practise giving emphasis using different techniques. Put students in groups of three and give each student an A/B/C card (pairs with different cards will also work for the activity). Explain that students will discuss five topics in turn for two to three minutes, and that you will let them know when it is time to move to the next topic. During the discussion, they should aim to use the emphasis technique noted on their card for that topic at least once, helping each other as needed. Encourage students to refer to the example on their card and the Grammar Reference in the Student’s Book on page 124 to help them. When you signal a topic shift, the emphasis technique they are using also shifts. Stress that students need to keep the conversation going by building on what each other says, asking follow-up questions, etc. Point out that students can fold their card along the line after each topic so that the new one is at the top for each round. Circulate during the activity, monitoring for accurate use of the emphasis techniques and assisting as necessary. To finish, elicit a few example sentences and ask other students to name the emphasis technique being used.

Alternatively, you could ask students to move and pair up with someone new for each discussion. After each topic, before swapping partners, they could try to name the technique their partner was using.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

5A GRAMMAR: giving emphasis: inversion, clefting, tailing, fronting

Five topics, four techniques

Student A	Student B	Student C
Topic 1: Favourite foods Give emphasis with fronting. <i>A good cooked breakfast, it's my favourite way to start the day.</i>	Topic 1: Favourite foods Give emphasis with tailing. <i>It's hard to beat it, top quality dark chocolate.</i>	Topic 1: Favourite foods Give emphasis with inversion. <i>So fresh are the pastries at my local bakery, they're sometimes still warm!</i>
Topic 2: Influential people Give emphasis with tailing. <i>I'm persuaded a lot by them, online influencers.</i>	Topic 2: Influential people Give emphasis with inversion. <i>Only when I know people personally do they really influence me.</i>	Topic 2: Influential people Give emphasis with clefting. <i>What really encourages me is when I have role models I can relate to.</i>
Topic 3: Your short-term plans for fun Give emphasis with inversion. <i>Only when I've finished everything I have to do will I be able to think about fun!</i>	Topic 3: Your short-term plans for fun Give emphasis with clefting. <i>What I'm hoping to do is to go away for the weekend.</i>	Topic 3: Your short-term plans for fun Give emphasis with fronting. <i>Watching a film, that's all the fun I'm planning for today.</i>
Topic 4: Unique places Give emphasis with clefting. <i>It's the Sahara desert that comes to my mind first.</i>	Topic 4: Unique places Give emphasis with fronting. <i>Antarctica, you can't get more unique than that!</i>	Topic 4: Unique places Give emphasis with tailing. <i>I think it's a really different city, Dubai.</i>
Topic 5: Your interests Give emphasis in four different ways!	Topic 5: Your interests Give emphasis in four different ways!	Topic 5: Your interests Give emphasis in four different ways!

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5A VOCABULARY: adjectives and adjectival endings

Discussion cards

Materials: One worksheet per group of three, cut into cards

Time: 20 minutes

Tell students that they are going to discuss some questions to practise using the adjectives and adjectival endings from the lesson. Put students in groups of three and give each group a set of cards in a pile face down. Explain that students should take turns to turn over a card and ask the question to other members of the group, completing the ending of the adjective(s). At the end of the task they will need to report back which were the three most interesting questions to discuss. In their groups, students discuss the questions. Encourage them to use the bolded adjectives again in their answers where possible. Circulate during the activity, helping with language and ideas as needed. Finish by eliciting adjective endings and which of the questions each group found the most interesting to discuss and why in class feedback.

ANSWERS:

- 1 ing, ed
- 2 ous
- 3 ible
- 4 ing
- 5 eft
- 6 ous
- 7 ible, ible
- 8 ive
- 9 able
- 10 ed
- 11 ive
- 12 able

5A VOCABULARY: adjectives and adjectival endings

Discussion cards

1 If someone says something completely implausible, how would you react? Would you find it disconcert _____ or would you be unperturb _____?	2 Are you equally industri _____ across different areas in your life?
3 Does it matter if handwriting is unintellig _____ these days?	4 How common is it amongst the people you know to be self-deprecat _____?
5 What would you feel more ber _____ without: your phone, hot water or company?	6 To you, what makes someone come across as pomp _____?
7 Do you consider being gull _____ or suscept _____ to practical jokes a negative trait?	8 How do you feel about going out on success _____ nights of the week?
9 What things do people do that can make them seem unapproach _____?	10 Do you like the ' dishevell _____ look' for the sake of fashion? Why / Why not?
11 Have you ever been somewhere where your accent was distinct _____? What was that experience like (or what do you think it would be like)?	12 Would you be more likely to write a favourable or unfavour _____ review of a product online?

5B GRAMMAR: participle clauses

Noughts and crosses

Materials: One worksheet per pair

Time: 20 minutes

Tell students that they are going to play a game of noughts and crosses to practise participle clauses. Put students in pairs. Give each pair a worksheet and assign one student noughts ('O') and the other crosses ('X'). Explain that they should take turns choosing a square, then use the words in the square to make a sentence with a participle clause. Point out that there is more than one possible answer for each square, but the answer must contain a participle clause, make sense and be grammatically correct. If a student makes a correct sentence with a participle clause, they win the square and can write their symbol ('O' or 'X') in it. If their sentence is incorrect, they lose their turn. Circulate and monitor during the game, checking any sentences students are unsure of. The first player to win three squares in a row horizontally, vertically or diagonally wins the game.

When students have finished, they can complete any of the squares not used during the game.

With a weaker class, students could play as above in teams of two.

Alternatively, play the game as a team challenge. Put students in groups of three and get them to work through the squares in order as quickly as possible (writing the answers) to see how many they can complete. After ten minutes, check the answers as a class. The team with the most correct answers wins.

POSSIBLE ANSWERS:

Game 1

- 1 Biting into the apple, ...
- 2 ... laughing and joking with each other.
- 3 Having led the business for fifty years, ...
- 4 Covered in snow, ...
- 5 Having left school at fifteen, ...
- 6 ... lifting their arms and waving with excitement.
- 7 Invented in 1592, ...
- 8 ... having had five years of successful project experience.
- 9 Made using 500 grams of top quality chocolate, ...

5B GRAMMAR: participle clauses

Noughts and crosses

Make a suitable participle clause for each sentence using the word or phrase given.

Game 1

1 apple ..., my tooth came out.	2 each other The children ran inside, ...	3 fifty years ..., Helen retired.
4 snow ..., the village is popular among young and old alike in winter.	5 school ..., he nevertheless went on to become a household name.	6 excitement The football crowd suddenly roared, ...
7 1592 ..., thermometers are now widely used in many areas.	8 project experience I consider myself an excellent candidate, ...	9 quality chocolate ..., this is one cake you must try.

Game 2

1 dawn ..., we had everything completed by midday.	2 overjoyed ..., I jumped up and down.	3 Australia ..., they went back for a visit every year.
4 experts ..., the strategy takes only a few minutes each day.	5 situation ..., we propose the following solution.	6 lift ..., I started to panic!
7 bang The machine came to a sudden halt, ...	8 help ..., they volunteered during the week.	9 all day ..., my legs felt like jelly by the evening.

Game 2

- 1 Having been up since dawn, ...
- 2 Feeling absolutely overjoyed, ...
- 3 Having left Australia some years ago, ...
- 4 Recommended by experts, ...
- 5 Having considered the situation carefully, ...
- 6 Stuck in the lift, ...
- 7 ... having made a loud bang.
- 8 Wanting to help others, ...
- 9 Having skied all day, ...

5B VOCABULARY: spreading misinformation

The rumour mill

Materials: One worksheet per group of three, cut into cards

Time: 15–20 minutes

Tell students that they are going to do an activity to practise vocabulary related to spreading misinformation. To teach *rumour mill*, you could draw a windmill on the board, elicit what it is and what it does (it goes around and around, producing something, e.g. flour/electricity), and then elicit what a rumour mill might be (the process by which rumours circulate and are produced). Put students in groups of three and give each group a set of cards. Explain that students need to complete the gaps on cards a–h by placing the verb cards over the gaps, and then order them to form a rumour mill process. Point out that while there is more than one way to order the cards, students should be able to justify or explain their choices if necessary. Circulate while the students do the activity, helping as required.

When students have finished, ask groups to compare their answers with another group, explaining and justifying their choices, (again emphasising that the exact order of the cards doesn't need to be identical), then check as a class.

Then ask students to put cards a–h aside. Using only the verb cards, students now work together to describe what typically happens in a rumour mill, including as many of the verbs on the cards as possible in their description.

ANSWERS:

- a** go
- b** quash
- c** boost
- d** distort
- e** escalate
- f** embellish
- g** sway
- h** abound

Possible order: a, f, d, e, h, b, g, c

5B VOCABULARY: spreading misinformation

The rumour mill

a
A photograph is taken of a celebrity doing something mundane, looking slightly dishevelled. Once posted online, it doesn't take long for the photo to _____ viral.

f
With many shares, people _____ details more and more.

d
People comment on it, many who _____ key information for their own ends ...

e
The story continues to _____ to the point where it's picked up by news outlets and magazines.

h
Once it's in the mainstream media, theories _____ as to the reasons for the celebrity's 'downfall'. Their relationship has fallen apart! They're ill! They're broke!

b
The celebrity eventually addresses the rumour on social media to try and _____ it once and for all.

g
Their A-list pals also respond, trying to _____ public opinion back behind their friend.

c
However, the rumour has taken its toll. The celebrity needs to _____ their self-esteem ... they get dressed up and go for a wild night out on the town. They trip over, and a photograph is taken ...

abound	boost	distort	embellish
escalate	quash	go	sway

5C HOW TO ... use persuasive techniques in presentations

Pair points pitch

Materials: One worksheet per pair

Time: 15–20 minutes

Tell students that they are going to do an activity to practise persuasive techniques in presentations. Explain that they are going to pitch new ideas to each other. Put students in pairs and give each pair a worksheet. Explain that they will have two minutes to attempt to persuade another pair to try out a new activity, either one from the sheet or their own idea. Point out the technique and phrase sections, which correspond to the target language on page 126 in the Student's Book Grammar Reference. For every technique or phrase on the sheet they use in their pitch, they will score the points indicated (note this only applies to the first time that they use the technique or phrase during the pitch). Emphasise that they need to incorporate these techniques and phrases into a bigger pitch – they can't just reel them off one by one. Give students a few minutes to decide which activity to pitch and think about how they could use the three-point techniques. Then combine pairs to form groups of four (or six if needed) with pairs who have chosen a different topic. Students take turns to give their pitch. The other pair listens to the pitch, stops them when their two minutes is up if they run over, and scores them using the sheet. The pair with the most points after all the pitches have been given wins.

For a longer activity, pairs could pitch more than once.

To challenge a stronger class, instead of pairs choosing which activity to pitch, another pair could choose for them!

C1-C2 | PHOTOCOPIABLE ACTIVITIES

Speak out
 3RD EDITION

5C HOW TO ... use persuasive techniques in presentations

Pair points pitch

Score three points for each technique you use: ☆☆☆

direct speech	simile or metaphor	negative inversion
repetition	rhetorical question	rule of three

Score one point for each phrase you use: ☆

To be perfectly honest, you couldn't do better than ...	Just consider for a moment the benefits of ...	You might want to consider ...
If it were up to me, I would definitely ...	If what you want is ... , then the way forward is ...	I would recommend ... without a moment's hesitation.
There are no two ways about it, the answer is ...	Come on – what have you got to lose?	It's a win-win situation!

Persuade the other pair to ...

- | | |
|------------------------------------|--------------------------------------|
| ... try sky diving. | ... not buy anything new for a year. |
| ... write a novel. | ... come on a sailing trip. |
| ... audition for a film. | ... take electric guitar lessons. |
| ... adopt a pet that needs a home. | ... or an idea of your own. |

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6A GRAMMAR: narrative tenses review

Roleplays

Materials: One half worksheet per student

Time: 10–15 minutes

Tell students that they are going to do some roleplays to practise using narrative tenses.

Give each student a half worksheet, ensuring an even spread of A/B cards across the class. Explain that students need to roleplay each of the situations, asking and answering questions related to the situations using appropriate narrative tenses. Point out that they can make up additional details / be creative with their answers. Give students a few minutes to prepare individually or with someone with the same card. Circulate to help with ideas as needed, then organise students into A/B pairs to do their roleplays. Fast finishers could repeat the roleplays aiming for additional fluency. Monitor for appropriate use of narrative tenses, assisting if necessary.

To finish, invite a few pairs to roleplay a situation for the class and/or elicit some of the narrative tenses they used and why, especially the use of past perfect / past perfect continuous.

6A GRAMMAR: narrative tenses review

Roleplays

Student A

Situation 1

You arrived 40 minutes late to class.

Reasons:

- late night
- forgot to set alarm
- missed bus

Class has just finished. Answer Student B's questions.

Situation 2

Student B has recently returned from a trip. Find out how it went and how it was different to what they expected.

Situation 3

You gave a presentation at work yesterday – it was a great success.

Beforehand:

- spent hours doing research
- practising over and over
- couldn't sleep

Answer Student B's questions.

Situation 4

Something surprising happened to Student B last night. Find out what they'd been doing and what happened!

Student B

Situation 1

Student A arrived very late to class. The class has just finished. Find out why Student A was late.

Situation 2

You had a terrible stay at a hotel, which involved dirty pillows, a cold shower and no internet.

Before you went:

- good reviews online
- beautiful photos
- feeling excited

Answer Student A's questions.

Situation 3

Student A gave a presentation at work yesterday. Find out about their preparation and how it went.

Situation 4

Last night you were having a quiet evening at home. Someone arrived with twenty pizzas at your door. They had the wrong address.

Beforehand:

- relaxing
- deciding what to have for dinner
- thinking about pizza

Answer Student A's questions.

6A VOCABULARY: describing literature; describing books and films

My kind of thing

Materials: One worksheet per student

Time: 10 minutes

Tell students that they are going to do an activity to practise using phrases to describe literature, books and films. Give each student a worksheet and explain that they need to think about each description and how much it appeals to them, marking a cross on the line to reflect their view. Put students in pairs to discuss and compare their views. When they have finished, they could try and recommend some books, TV shows or films their partner might like (or not like!).

To finish, ask a few pairs to report back a similarity or difference between their tastes.

6A VOCABULARY: describing literature; describing books and films

My kind of thing

What resonates most for you?

Books, films and TV shows that ...

1 have a devoted following.

Not a fan

My kind of thing

2 break new ground in some way.

Not a fan

My kind of thing

3 are seen through the eyes of an unreliable narrator.

Not a fan

My kind of thing

4 plunge you into a fantasy world.

Not a fan

My kind of thing

5 address controversial subjects.

Not a fan

My kind of thing

6 are set against a familiar backdrop.

Not a fan

My kind of thing

7 are full of fiendishly clever word play.

Not a fan

My kind of thing

8 revolve around an unlikely friendship.

Not a fan

My kind of thing

9 are ingeniously plotted.

Not a fan

My kind of thing

Compare and discuss your answers. How similar are your tastes in books, films and TV shows? Can you recommend any good ones for your partner?

6B GRAMMAR: adverbials

Think of ...

Materials: One worksheet per student

Time: 15–25 minutes

Tell students that they are going to do an activity to practise adverbials. Give each student a worksheet. Ask students to work through the sheet as quickly as possible, noting down the first thing that comes to mind for them for each category in the relevant column. When they have finished, put students in pairs to compare their answers using adverbials as they do so. Point out the language at the bottom of the sheet to use in their discussion. For example:

A: Unsurprisingly, I'm heavily dependent on having a cup of coffee in the morning.

B: I'd say that's relatively common. Interestingly, my answer is totally different. I'm dependent on checking my phone!

If time allows, join pairs together to form groups of four to discuss and compare their answers again, further emphasising the use of adverbials.

To finish, a few groups could share their answers for one of the topics and the other students guess which category it relates to.

6B GRAMMAR: adverbials

Think of ...

	Me	My partner
1 a routine or habit you're heavily dependent on.		
2 an experience or business you thoroughly recommend.		
3 a product that's very widely available in your country.		
4 a favour you fully appreciate when others do it for you.		
5 a smell that instantly invokes a memory.		
6 two people who look remarkably similar.		
7 an action and a feeling that are inextricably linked.		
8 a place you distinctly remember from your childhood.		
9 a behaviour that would be completely atypical for you.		
10 a skill that comes relatively easy to you.		
11 a chore you find pretty difficult to motivate yourself to do.		
12 a topic you find quite fascinating.		

Sentence adverbials

Unbelievably ... Unsurprisingly ... Interestingly ...
 Strange as it sounds ...
 To be honest ...
 Sad/Happy to say ...
 With some embarrassment ...

Adverbs

very, really
 totally, absolutely, completely,
 remarkably, quite
 fairly, pretty, relatively, slightly,
 somewhat

6B VOCABULARY: reacting to poetry and song

Describe ...

Materials: One worksheet per pair

Time: 15–20 minutes

Tell students that they are going to discuss their reactions to different types of poetry and music to practise the related vocabulary. Put students in pairs and give each pair a worksheet. Give them a couple of minutes to read the categories and ask about any that they are unsure of. (A *slam poem* is one that is written for performance rather than to be read on a page; a *nursery rhyme* is a short traditional poem or song for children.) Give students five to ten minutes to discuss and describe their thoughts about the 12 categories, aiming to use as many of the prompts at the bottom of the sheet as possible over the course of the discussion. Point out that reactions are personal and there are no right or wrong answers, as long as they can give a valid reason or example.

To lengthen the discussion, ask students to each decide on their favourite three categories of the 12 and give reasons (again using the language from the prompts where possible). Combine pairs to form groups of four to compare their ideas.

To finish, elicit a few ideas from the class.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

6B VOCABULARY: reacting to poetry and song

Describe ...

famous classical piano pieces	the ringtone on your phone
a love poem on a greeting card	smooth jazz
today's pop music	a rhyming poem
work by a well-known poet or singer from your country	group drumming
a nursery rhyme	heavy rock music
modern slam poetry about social issues	a tragic opera

confrontational	emotionally charged	melancholic	melodic
poignant	punchy	rousing	simplistic

I find ... haunting. ... does nothing for me. ... conjures up images of ...
 I can identify with takes me back to ... I relate to ...
 ... lifts my mood reduces me to tears.

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6C HOW TO ... tell an anecdote

You won't believe what happened ...

Materials: Three cards per pair

Time: 10–20 minutes

Tell students that they are going to do an activity to practise telling anecdotes. Put students in pairs and give each pair three cards, ensuring they are all different. Give pairs a time limit, e.g. five minutes, to come up with an anecdote about something unexpected that 'happened' to them that includes the three phrases on their cards. Explain that both students in the pair need to be able to retell the anecdote independently. Circulate, assisting with language and ideas as needed. When students have finished, remind them about the language features they can use when telling an anecdote.

Put students in different pairs to tell their anecdotes. Ask them to listen very carefully to each other because they will need to retell the anecdote they hear to their original partner. (The listening students could also guess which three words/phrases from the anecdote were on their partner's cards.)

When they have finished, students return to their original partners and retell the anecdotes they heard in the third person, e.g. *You won't believe what happened to Kim ...*

To finish, you could ask one or two students to retell their own or someone else's anecdote.

C1-C2 | PHOTOCOPIABLE ACTIVITIES

Speak out
3RD EDITION

6C HOW TO ... tell an anecdote

You won't believe what happened ... 

a sprained ankle	an overpriced suit	a locked door
a picnic	a fire extinguisher	a flat tyre
a huge spider	a very uncomfortable chair	an old sock
a moonlit view of a city	an antique vase	a large crate of apples
an important train ticket	a snake	a lost suitcase
a very powerful vacuum cleaner	a broken window	a police chase

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7A GRAMMAR: omitting words

Chit-chat

Materials: One half worksheet per student

Time: 15–20 minutes

Tell students that they are going to do an activity to practise omitting words in informal conversation. Explain or elicit the meaning of *chit-chat* (social conversation about not very important things / small talk), then tell students that they are going to engage in some chit-chat to practise omitting words. Give each student a half worksheet. In pairs, students decide which words can be omitted from each question in an informal setting and cross them out. They then work together to write two more similar questions using omission. Check the answers for questions 1–6 as a class, then check that students' own questions are correct.

Go through the sample answers on the sheet, then ask students to mingle and ask the questions to different classmates. Encourage them to practise omission in their answers.

To finish, elicit examples of omission which students used in their answers during the activity.

POSSIBLE ANSWERS:

- 1 How are you feeling today?
- 2 What ~~did~~ you get up to last night?
- 3 ~~Are you~~ doing anything ~~that's~~ interesting this weekend?
- 4 What's something ~~that~~ you enjoy doing when you have ~~the~~ time?
- 5 ~~Are you~~ planning any trips in the future?
- 6 How are you finding this class?

7A GRAMMAR: omitting words

Chit-chat

Cross out the words which can be omitted in informal questions. Write two more questions using omission.

- 1 How are you feeling today?
- 2 What did you get up to last night?
- 3 Are you doing anything that's interesting this weekend?
- 4 What's something that you enjoy doing when you have the time?
- 5 Are you planning any trips in the future?
- 6 How are you finding this class?
- 7 _____
- 8 _____

Ask and answer questions with your classmates.

In your answers, practise omitting:

- **The subject**
Don't know yet!
- **Pronoun + auxiliary**
Feeling great, thanks!
- **Articles**
Car needs cleaning!

Cross out the words which can be omitted in informal questions. Write two more questions using omission.

- 1 How are you feeling today?
- 2 What did you get up to last night?
- 3 Are you doing anything that's interesting this weekend?
- 4 What's something that you enjoy doing when you have the time?
- 5 Are you planning any trips in the future?
- 6 How are you finding this class?
- 7 _____
- 8 _____

Ask and answer questions with your classmates.

In your answers, practise omitting:

- **The subject**
Don't know yet!
- **Pronoun + auxiliary**
Feeling great, thanks!
- **Articles**
Car needs cleaning!

7A VOCABULARY: idioms for choices

How decisive are you?

Materials: One worksheet per student, cut along line indicated

Time: 10–15 minutes

Tell students that they are going to complete a questionnaire to practise idioms for choices. Elicit the meaning of being *decisive* and *indecisive* by giving a few examples of situations where decisions need to be made and what a *decisive* or *indecisive* action might be. Give each student the top part of the worksheet. Allow them a few minutes to complete the questionnaire independently. Then put students in pairs to discuss their answers and decide who is the more decisive of the two of them. When they have finished, give students the scoring key and ask them to add up their scores and see if they agree with the outcome.

Elicit some ideas and reflections in whole class feedback. As an optional follow-up, students could also discuss whether they would like to be more or less decisive in life and why or why not.

7A VOCABULARY: idioms for choices

How decisive are you?

Choose the answers that best reflect your behaviour.

- At a restaurant, you're most likely to ...
A umm and ah for ages over what to have.
B order something you selected online before you arrived.
C scan the menu and make a quick choice.
- Your friends are arguing about a controversial topic. You're most likely to ...
A sit on the fence as you can see both sides.
B find yourself agreeing with the most persuasive person.
C immediately know which side of the debate you're on.
- You get in a quandary about what to do with your life ...
A often. **B** sometimes. **C** never.
- You're shoe shopping and try on a great but extremely expensive pair of shoes. You ...
A decide to sleep on the decision to buy them.
B call a friend for a second opinion on whether to buy them.
C immediately decide if you'll buy them or not.
- Your flatmate asks for help with an errand that you're not keen on. You're most likely to ...
A change the subject while you think about what to do.
B take the path of least resistance and say yes.
C dig your heels in and refuse. It's their problem!
- You're browsing for a film or TV show to watch and you're spoilt for choice. You ...
A feel overwhelmed.
B take your time, enjoying the selection process.
C find a suitable option quickly and efficiently.
- Which of these sentences resonates most with you?
A I can't decide whether I'm decisive or not.
B It's normal to have second thoughts about something.
C No regrets, that's the way forward.

Scoring:

1 point for each A answer
 2 points for each B answer
 4 points for each C answer

Less than 9 points: Rarely decisive:
 You are thoughtful and analytical.
 Sometimes that means decisions take
 a bit longer than you would like!

10–18 points: Sometimes decisive:

You usually weigh up your options carefully, but
 sometimes you surprise yourself by making a quick
 and definite decision!

19–25 points: Often decisive:
 You can be quite decisive at times, using strategies
 such as asking for a second opinion or pre-selection
 to help you.

26+ points: Very decisive:
 You know what you like and you go for it without
 hesitation.

7B GRAMMAR: prepositional phrases

Dominoes

Materials: One set of cards per group of three

Time: 15–20 minutes

Tell students that they are going to play a game to practise prepositional phrases. Put students in groups of three and give each group a set of domino cards. Students shuffle and place the cards face down on the table, then take four cards each to start. One student puts a card on the table. The next student tries to place one of their cards at either end of it to form a prepositional phrase. If students are unable to place a card, they take another one from the pile, or miss a go if there is no pile left. When a student matches two cards, they must also say a sentence using that phrase. (If they can't say a sentence, they don't place the card.) Students continue to place cards until one student has no more cards left, or no more phrases can be made.

Alternatively, students could work collaboratively to make a chain of phrases from the cards, saying a sentence each time they match two cards. This could be done before, or instead of, the game above.

ANSWERS:

The prepositional phrases are matched correctly on the complete worksheet (aware of, benefit from, a focus on, annoyed with, in the face of, proud of, a reason for, no hint of, insist on, common for, no chance of, talent for, mindful of, succeed in, committed to, specialise in, keen on, a possibility of, concerned about, at the beginning).

7B GRAMMAR: prepositional phrases

Dominoes

of	aware	of	benefit
from	a focus	on	annoyed
with	in the face	of	proud
of	a reason	for	no hint
of	insist	on	common
for	no chance	of	talent
for	mindful	of	succeed
in	committed	to	specialise
in	keen	on	a possibility
of	concerned	about	at the beginning

7B VOCABULARY: idioms: books and reading

Question match

Materials: One set of cards per group of three

Time: 15–20 minutes.

Tell students that they are going to do an activity to practise idioms for books and reading. Put students in groups of three and give each group a set of cards. Students work together to match the cards to form questions. Check answers as a class. In their groups, students then discuss the questions, giving details and asking follow-up questions where relevant.

For class feedback, invite a student to answer a question then direct a different question to another student, and so on.

ANSWERS:

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

7B VOCABULARY: idioms: books and reading

Question match

1 When did you last hit	d the books?
2 Are you a die-hard	h fan of any particular author?
3 When's the best time to curl	c up with a book?
4 Do you skip parts or read	f cover-to-cover? Why?
5 Would you persevere	g with a heavy-going book?
6 Who do you know who is a	a bookworm?
7 If your nose is	e in a book, what might it be?
8 How often do you get	b lost in a book?

7C HOW TO ... hedge an opinion and express reservations

Rock, paper, scissors, discuss

Materials: One worksheet per student

Time: 20 minutes

Tell students that they are going to do an activity to practise hedging opinions and expressing reservations. Distribute the worksheets and briefly introduce the two topics. Ask students to work in pairs to discuss and try and come up with three points for and against each topic in preparation for the next stage of the activity. Explain that they must be ready to argue either side of the discussions and that both students should take notes on their sheets. Point out that the first discussion will be formal and the second will be informal. Circulate while students prepare, assisting as needed.

Then organise students into new pairs for the first discussion. To decide which opinion they will argue for, students play a short game of 'rock, paper, scissors'. The winner chooses the side and begins the discussion. Encourage students to use a range of phrases from the lesson to hedge and express reservations as they discuss their topic, sharing at least the three points they wrote on their sheet in the first stage of the activity. After about five minutes, have a brief class discussion where different students quickly feed back points and hedging language for both sides of the topic. Then ask students to move to work with a new partner and repeat the activity for the second discussion topic.

For a longer activity, you could ask students to work with the same partner again, but swap sides (for/against) of the discussion.

To finish, ask students to reflect individually on how well they hedged their opinions, and elicit any phrases they found especially useful and why.

7C HOW TO ... hedge an opinion and express reservations

Rock, paper, scissors, discuss

Discussion 1: Formal

All marine mammals in captivity should be released.

+	-
+	-
+	-

Discussion 2: Informal

Students should be able to bring pets to their English class.

+	-
+	-
+	-

8A GRAMMAR: noun phrases

Build up the phrase

Materials: One set of cards 1–12 per pair, one checklist card per student

Time: 10–15 minutes

Tell students that they are going to practise building noun phrases. To demonstrate the activity, write the phrase *I like fish* on the board. Point out that the noun *fish* is underlined. Invite students to ‘build up’ the noun phrase in the sentence by adding elements to make it true for them, e.g. *I like grilled fish served with lemon. / I like tropical fish at aquariums. / I like fish to be wild and free in the ocean!* Emphasise that students may only embellish the noun, not adjust other parts of the sentence. Put students in pairs and give each pair a set of cards 1–12 face down in a pile, and each student a checklist card. Explain that they need to take turns turning over and reading the cards, embellishing the noun into a more substantial phrase that is true for them. To ensure they use a range of ways to build the phrases, they should tick the different types of modification on the checklist card as they use them. Circulate during the activity, assisting as required. Stronger students could be encouraged to use more than one type of modification per sentence, e.g. *I live in a really tiny place in the central district of my city.*

Fast finishers could give each other some similar, simple sentences to build up using the target language.

Finish by eliciting some of the students’ favourite sentences from the activity in class feedback.

8A GRAMMAR: noun phrases

Build up the phrase

1 I don't like <u>people</u> .	2 I enjoy <u>events</u> .
3 <u>An animal</u> doesn't make a good pet.	4 I'd prefer a <u>job</u> .
5 I live in a <u>place</u> .	6 A <u>connection</u> can mean a lot.
7 I'd like to meet a <u>person</u> .	8 I'd like to go to a <u>restaurant</u> .
9 <u>Friends</u> are important.	10 I'm into <u>everything</u> .
11 I have <u>skills</u> .	12 A <u>speech</u> is usually a success.
<p>Before a noun, add ...</p> <p><input type="checkbox"/> an adjective <i>close friends</i></p> <p><input type="checkbox"/> a noun as adjective <i>childhood friends</i></p> <p><input type="checkbox"/> a participle as adjective <i>valued friends</i></p> <p><input type="checkbox"/> an adverb + adjective <i>highly encouraging friends</i></p> <p>After a noun, add ...</p> <p><input type="checkbox"/> a prepositional phrase/clause <i>a person in my apartment building</i></p> <p><input type="checkbox"/> a relative clause <i>a person who sells antiques</i></p> <p><input type="checkbox"/> a participle clause <i>a person studying in Berlin</i></p> <p><input type="checkbox"/> an adjective (a relative clause without <i>who/which/that + be</i>) <i>a person available for pet-sitting</i></p> <p><input type="checkbox"/> an infinitive with <i>to</i> <i>a person to discuss philosophy with</i></p>	<p>Before a noun, add ...</p> <p><input type="checkbox"/> an adjective <i>close friends</i></p> <p><input type="checkbox"/> a noun as adjective <i>childhood friends</i></p> <p><input type="checkbox"/> a participle as adjective <i>valued friends</i></p> <p><input type="checkbox"/> an adverb + adjective <i>highly encouraging friends</i></p> <p>After a noun, add ...</p> <p><input type="checkbox"/> a prepositional phrase/clause <i>a person in my apartment building</i></p> <p><input type="checkbox"/> a relative clause <i>a person who sells antiques</i></p> <p><input type="checkbox"/> a participle clause <i>a person studying in Berlin</i></p> <p><input type="checkbox"/> an adjective (a relative clause without <i>who/which/that + be</i>) <i>a person available for pet-sitting</i></p> <p><input type="checkbox"/> an infinitive with <i>to</i> <i>a person to discuss philosophy with</i></p>

POSSIBLE ANSWERS:

- people who are mean to others / people making a fuss / people in my personal space
- events held outside / big public events / events to bring people together
- An unpredictable animal / An animal with sharp teeth / An animal who isn't house-trained
- a job near here / a high-paying job with minimal responsibility / a job where I get to do different things every day
- a brick place in the suburbs / a place that three generations of my family have lived in / a place known for its hot climate
- A strong connection / A connection to the past / A connection made between strangers
- a person who is an expert in my field / a highly optimistic person / a person knowledgeable about the area my family comes from
- a beautiful Greek restaurant with an outdoor terrace / an award-winning restaurant / a locally-owned restaurant
- Old friends / Genuinely caring friends / Friends who you can speak openly with

- everything related to food / everything yellow / everything about football
- cooking skills / somewhat questionable communication skills / skills to learn English
- A short speech / An absolutely hilarious speech / A well-practised speech

8A VOCABULARY: idioms and collocations: skills and abilities; compound adjectives

Find someone ...

Materials: One worksheet per student

Time: 15–20 minutes

Tell students that they are going to do a class mingle activity to practise idioms for skills and abilities and compound adjectives. Give each student a worksheet and allow them a minute to read the prompts and think about what information they might share with the group.

Conduct the class mingle. Students circulate, trying to find a classmate with a positive answer to each prompt. When they find someone, encourage them to ask follow-up questions, making a note of their partner's answers on the sheet. Circulate during the mingle, assisting as necessary.

After the mingle, put students in pairs or groups to briefly discuss their notes, then elicit a few interesting things students found out in class feedback.

C1-C2 PHOTOCOPIABLE ACTIVITIES		Speak out 3 RD EDITION	
8A VOCABULARY: idioms and collocations: skills and abilities; compound adjectives			
Find someone ...			
... who has an upcoming special event.	... who has a lifelong friend they see regularly.		
... whose long-term personal goals include travel to a specific destination.	... who has had to overcome a setback in a sport or hobby.		
... who has a knack for remembering names.	... who is currently getting to grips with something new.		
... who has stepped out of their comfort zone lately.	... who has an aptitude for numbers.		
... who has seen someone with a rare gift perform.	... who has drive and determination to succeed in their study or career plans.		
... whose study notes are in good shape.	... who takes part in a time-honoured tradition every year.		
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8B GRAMMAR: uses of *will* and *would*

Shade the squares

Materials: One worksheet per pair, and a few extras, two different coloured pens or pencils for each pair

Time: 10–15 minutes

Tell students that they are going to play a game to practise uses of *will* and *would*. Put students in pairs and give each pair a worksheet. Explain that each student in the pair needs a different coloured pen or pencil and that the goal of the game is to shade the most squares in their colour. Students take turns to choose any prompt on the sheet (1–16) and make a true sentence with it using *will* or *would* appropriately (checking with you if they are unsure). If their sentence is correct, the student colours squares on the grid in the pattern indicated for the category of prompt, then crosses out the prompt so that it cannot be re-used. When no more shapes can be added to the grid, students count up the number of squares in their colour. The student with the most squares wins. Circulate during the activity to monitor the accuracy of *would* / *will* forms and checking answers as appropriate.

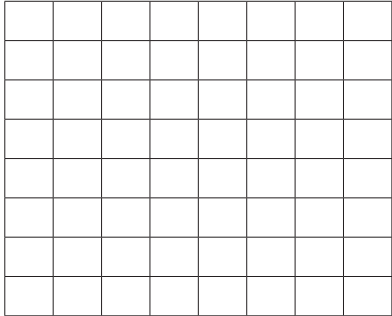
Fast finishers could think of sentences for any unused prompts, or play again with a new worksheet (making different sentences to the first time they played).





Finish by eliciting some examples of sentences for each prompt.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

8B GRAMMAR: uses of *will* and *would*

Shade the squares



			
1 a prediction about tomorrow's weather	5 something you might enjoy doing if you had the opportunity	9 something you refuse to do	13 something you do that irritates others
2 something someone you know is doing right now	6 something that you will have done by this time next year	10 something you refused to do in the past	14 something you do that annoys you
3 a polite request for help in class	7 something that you'll be doing after class	11 something you typically do to let loved ones know you care about them	15 something you used to do that you've outgrown
4 your typical way of getting to and from class	8 an unlikely dream	12 something that someone used to do for you	16 a prediction about life in the future

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POSSIBLE ANSWERS:

- 1 It'll probably rain.
- 2 My flatmate will be working at home.
- 3 Would you be able to give me a hand with this exercise?
- 4 I'll usually walk home if it's a nice day.
- 5 I'd love to learn how to do pottery.
- 6 I hope I'll have enrolled in university.
- 7 I'll be heading home!
- 8 I'd love to live in a huge mansion by the sea.
- 9 I won't watch horror movies – I can't stand them.
- 10 I wouldn't eat green beans when I was a kid, but now they're my favourite vegetable.
- 11 I'll send them a quick message or a photo of something that makes me think of them.
- 12 My dad would make me sandwiches every day for school.
- 13 I'll leave my dishes next to the sink from time to time.
- 14 I'll sometimes forget why I came into a room.
- 15 I'd bite my fingernails all the time when I was a student.
- 16 Something wonderful will happen to my teacher very soon.

8B VOCABULARY: adjectives to describe sensations and reactions; verbs to describe reactions

Act it out or describe it

Materials: One set of cards per group of three or four

Time: 10 minutes

Tell students that they are going to play a game to practise adjectives and verbs to describe sensations and reactions. Put students in groups of three or four and give each group a set of cards face down in a pile. Explain that each student will take turns to turn over a card and either act it out or describe it for the group, without using the target word. The first student who guesses the word or phrase correctly keeps the card. If students can't guess the item after about 30 seconds, it gets put back at the bottom of the pile. When all the cards have been successfully guessed, the student with the most cards is the winner.


As a follow-up, students make true sentences with the cards that they won to share with the group.

With a weaker class, students could shuffle and deal the cards among the group first, giving them time to consider the more challenging items and choose the order that they act out/describe their cards.

As an optional follow-up, ask groups to work together to divide the adjectives and verbs thematically into groups, e.g. *grimace / distressing / squirm / wince / unsettling* might be grouped as a negative category. Students could then compare answers with another group or with the class.

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

8B VOCABULARY: adjectives to describe sensations and reactions; verbs to describe reactions

Act it out or describe it 

wince	tingling
distressing	grimace
clutch	shrill
unsettling	hypnotic
soothing	squirm
nostalgic	set your teeth on edge
comforting	gasp
flinch	volunteer

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8C HOW TO ... explain the purpose and benefit of something

Win over a wet blanket

Materials: One set of cards per pair

Time: 15–20 minutes

Tell students that they are going to do an activity to practise explaining the purpose and benefit of something to persuade a *wet blanket*. Elicit/explain that a *wet blanket* is someone who seems to want to spoil other people’s fun, for example by refusing to join in with an enjoyable activity that they are doing. Put students in pairs and give each pair a set of cards, which they divide equally between them without showing their partner. Explain that students need to take turns to choose one of their cards and try and win over (convince) their (wet blanket) partner to try the activity by explaining the purpose and benefit of the action on the card, using the notes given and/or their own ideas. Encourage them to use a wide range of target phrases from the Student’s Book to do this. Circulate as students do the activity, monitoring the use of language for explaining the purpose and benefit of something, and giving feedback as needed.

Fast finishers could explain the benefits of some of their own ideas, or swap cards with their partner to explain the purpose of other ideas.

To finish, ask one or two volunteers to try and convince the class to try one of the items on the cards while the rest of the class acts as a wet blanket!

C1-C2 | PHOTOCOPIABLE ACTIVITIES **Speak out**
3RD EDITION

8C HOW TO ... explain the purpose and benefit of something

Win over a wet blanket

<p>Explain the purpose and benefits of getting up at the same time every day.</p> <ul style="list-style-type: none"> • get more done • sleep better at night • helps you wake up naturally 	<p>Explain the purpose and benefits of going to an art gallery.</p> <ul style="list-style-type: none"> • inspire new ideas • increase your awareness of art • decrease in stress hormones
<p>Explain the purpose and benefits of making conversation with strangers.</p> <ul style="list-style-type: none"> • make you less lonely • make a positive connection with someone • might make a new friend 	<p>Explain the purpose and benefits of making to-do lists.</p> <ul style="list-style-type: none"> • remember things you have to do • make work seem more manageable • help you prioritise tasks
<p>Explain the purpose and benefits of having a tech-free day each week.</p> <ul style="list-style-type: none"> • give your eyes a rest • focus on other areas of life • feel less stressed 	<p>Explain the purpose and benefits of walking in the rain.</p> <ul style="list-style-type: none"> • refreshing, mood-boosting • air is cleaner after rain • fewer people outside
<p>Explain the purpose and benefits of getting a puppy or kitten.</p> <ul style="list-style-type: none"> • a loving companion • help you make friends • reduce stress levels 	<p>Explain the purpose and benefits of writing down things you're grateful for.</p> <ul style="list-style-type: none"> • increase feelings of well-being • a record you can look back on • very quick and easy to do

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