



Pearson

Using Speak Out Productively



Level	CEFR	GSE
Starter	0 to A1	10 - 29
Pre-Intermediate	A2+ to B1	36 - 50
Upper Intermediate	B2 to B2+	59 - 75
Elementary	A1 to A2	22 - 35
Intermediate	B1 to B1+	51 - 58
Advanced	B2+ to C1	67 - 76



Phil Warwick

Tbilisi 2018



Pearson

- TAKE THE REGISTER
- CHECK THE HOMEWORK
- OPEN THE BOOK
- DO THE NEXT PAGE
- CHECK THE ANSWERS
- SET HOMEWORK

REPEAT



Level	Communication level	CEF	Number of hours
A1	Foundation	A1	80-120
1	Elementary	A2	180-200
2	Intermediate	B1	350-400
3	Upper intermediate	B2	500-600
4	Advanced	C1	700-800
5	Proficient	C2	1000-1200



You're not a robot

-be Authentic!

Authentic Learning

Authentic Situations

Authentic Materials

Authentic Tasks

Authentic Teachers

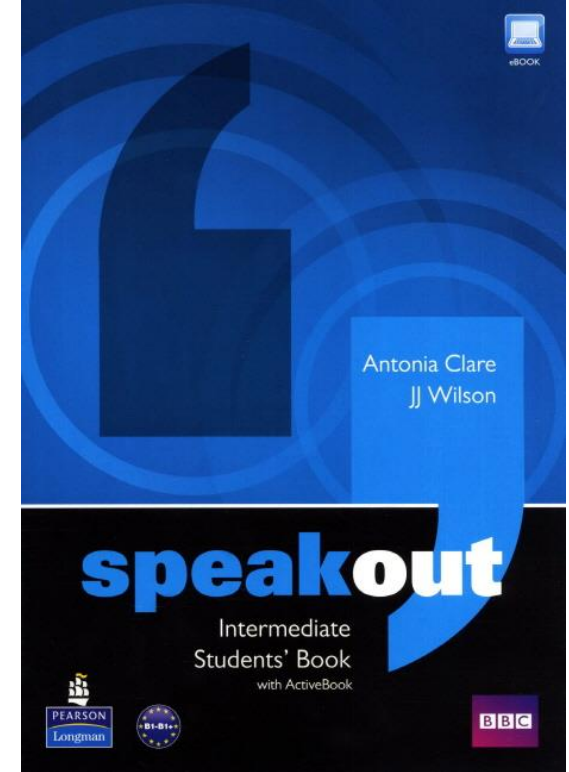




**ADAPTING THE
COURSE BOOK**

Course Book Quiz

- How many units are there?**
- How many parts to each unit?**
- Where can I find Grammar notes?**
- What are the 'Video' pages for?**
- Where are the audio scripts?**
- What are the communication activities?**
- What's at the back of the book?**
- How many units will we do this semester?**



Course Book Race **FIND....**

- Something to eat.**
- Something dangerous.**
- Somewhere to go on holiday.**
- An animal.**
- Someone to marry.**
- A job.**
- Something to wear.**
- A Christmas present**
- Somewhere to live**

UNIT 4

SPEAKING

- › Discuss the qualities needed for different jobs
- › Talk about past habits
- › Participate in a meeting
- › Describe a day in your life

LISTENING

- › Listen to people describing dream jobs gone wrong
- › Listen to people making decisions in a meeting
- › Watch a BBC comedy about a man's first day in a new job

READING

- › Read an article about millionaires
- › Read a covering letter
- › Read job advertisements

WRITING

- › Write a covering letter
- › Write about daily routines

BBC CONTENT

- › Video podcast: Is your job a 'dream job'?
- › DVD: Gavin and Stacey

UNIT

4

Antonia Clare
JJ Wilson

Speakout

Intermediate
Students' Book
with ActiveBook



jobs



› Millionaires P44



› Dream job P47



› That's a good idea P50

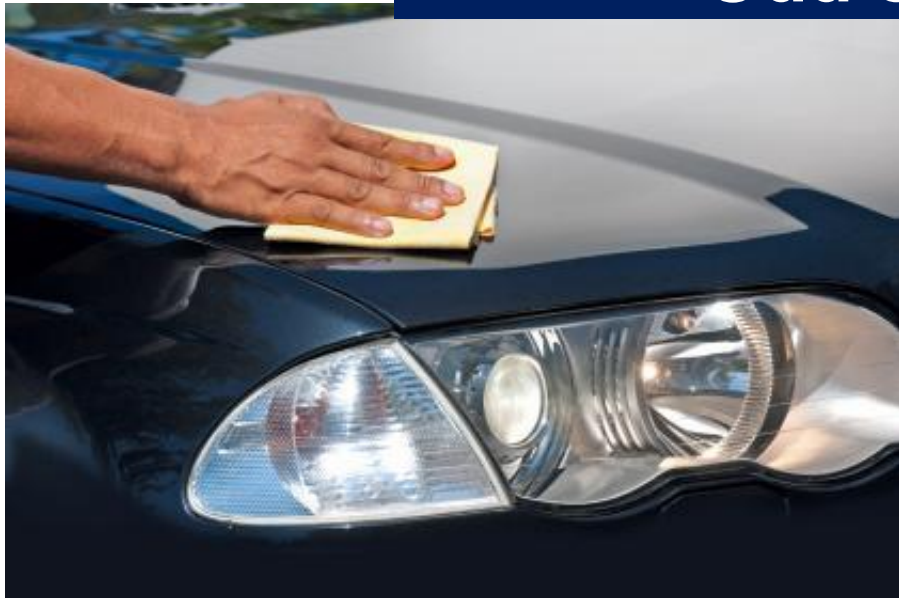


› Gavin and Stacey P52





Odd one out?

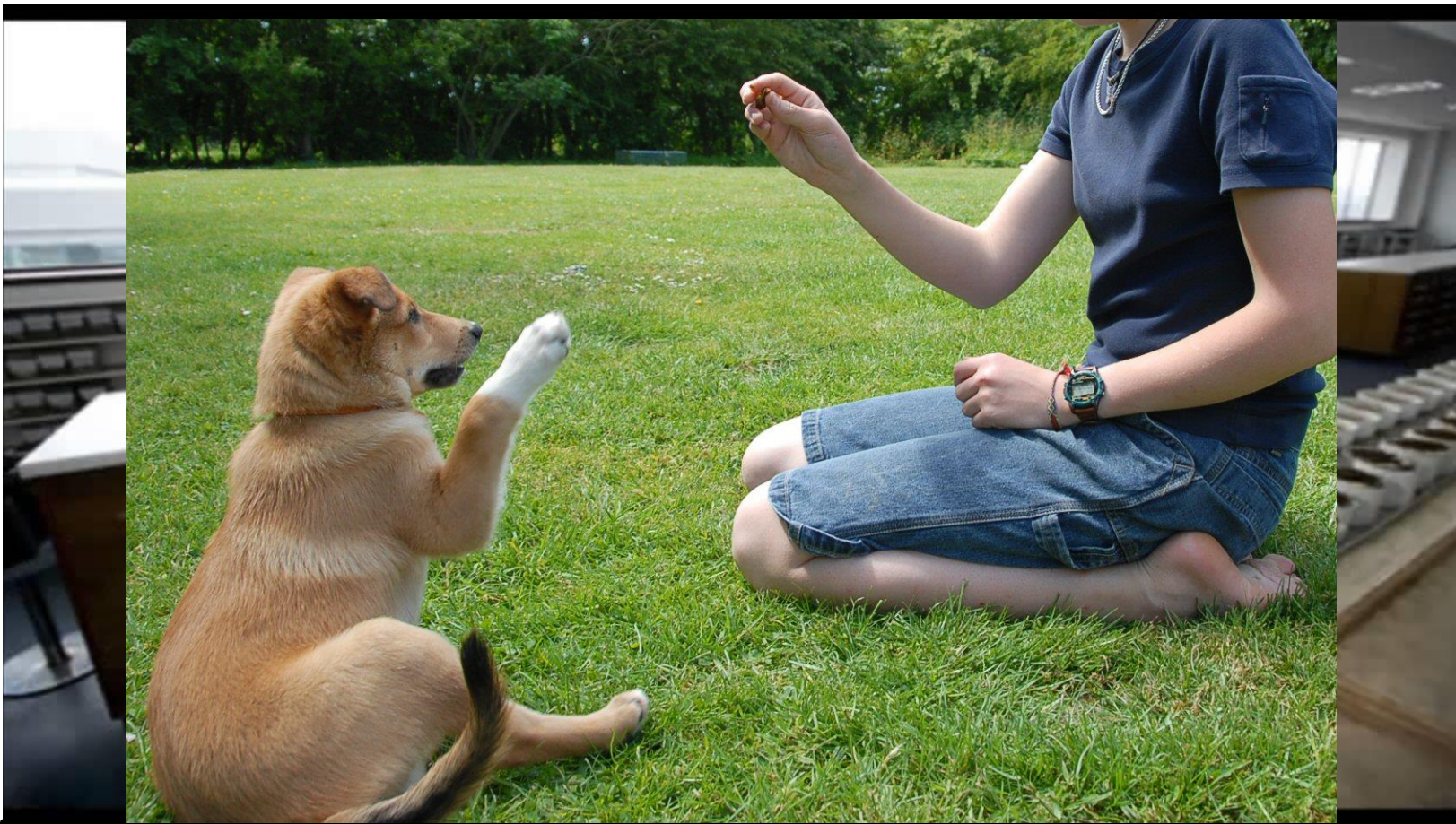


20 Questions

**What's my
job?**

**I can only answer
“Yes” or “No”.**





Dog Trainer

Categories Race

A job ...

...that is dangerous	...that involves travelling	...where you work alone	...where you wear a uniform

Beginning with... S

DRAW A/N.....

CREATIVE
JOB

LOW-PAID
JOB

DANGEROUS
JOB

NIGHT
JOB

POWERFUL
JOB

ENJOYABLE
JOB



VOCAB

1A Read about the jobs. Which jobs. Which

Winning always been a good leader what the decisions I can't be

I have classes working. I do for the children in my job, so think outside the box what they have resources, so you think outside

I'm a risk taker, so starting my own business wasn't difficult for me. I've always been very motivated and ambitious. I start work at 4.30a.m. every day. I don't enjoy sleep. You can't afford to be lazy if you want to make money.

B Match the definitions

- 1 work with a lot of effort _____
- 2 have problems making a decision _____
- 3 think differently or in a new way _____
- 4 want to be more successful than others _____
- 5 want to be successful or powerful _____
- 6 want to achieve something _____
- 7 person who does things which are dangerous _____
- 8 person who has the qualities to manage a group of people _____
- 9 person who can express ideas or feelings clearly to others _____

C Which company and compare

▶▶▶ page 15

READING

2A Read about the millionaires and think they are

- 1 Most millionaires are married
- 2 Millionaires are usually married
- 3 They work long hours
- 4 They do not work long hours
- 5 They do not like their jobs
- 6 They like their jobs

B Read the

VOCABULARY | personal qualities

1A Read about the qualities people need to do their jobs. Which jobs do you think they are talking about?

Winning is the always been a good leader what they're decisions I ma I can't be inde

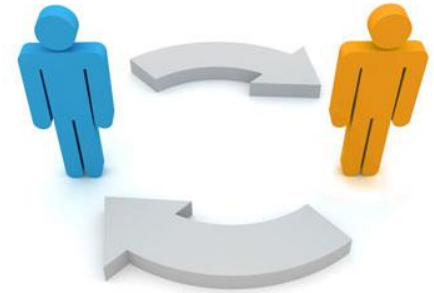
I have classes working. I do for the children in my job, so think outside the box what they have resources, so you think outside

I'm a risk taker, so starting my own business wasn't difficult for me. I've always been very motivated and ambitious. I start work at 4.30a.m. every day. I don't enjoy sleep. You can't afford to be lazy if you want to make money.

B Match the words and phrases in bold above with the definitions 1–9.

- 1 work with a lot of effort _____
- 2 have problems making a decision _____
- 3 think differently or in a new way _____
- 4 want to be more successful than others _____
- 5 want to be successful or powerful _____
- 6 want to achieve something _____
- 7 person who does things which are dangerous _____
- 8 person who has the qualities to manage a group of people _____
- 9 person who can express ideas or feelings clearly to others _____

TRANSFERANCE



Winning is the most important thing for me. I've always been **competitive**, so I love my job. I think I'm a **good leader**. It's important that all the players know what they're doing and it's my job to tell them. The decisions I make are important for the whole team, so I can't be **indecisive**.

What words would you have to change if the speaker was a/n....

TEACHER?

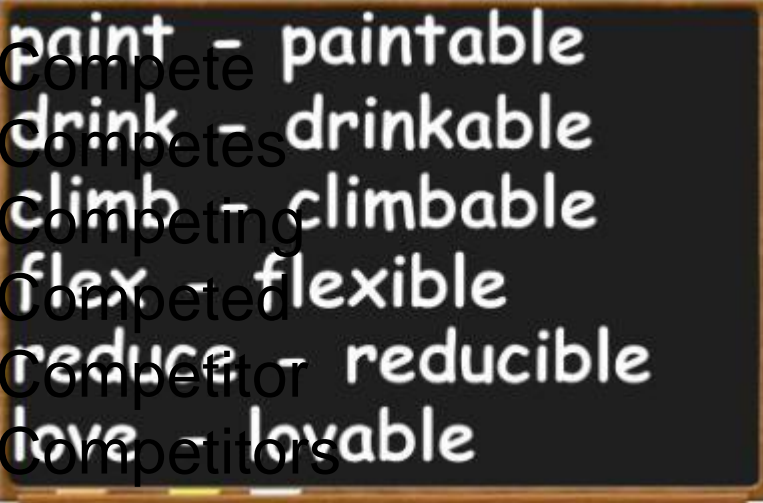
PRESIDENT?

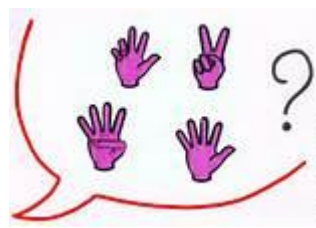
DOCTOR?

GENERAL?

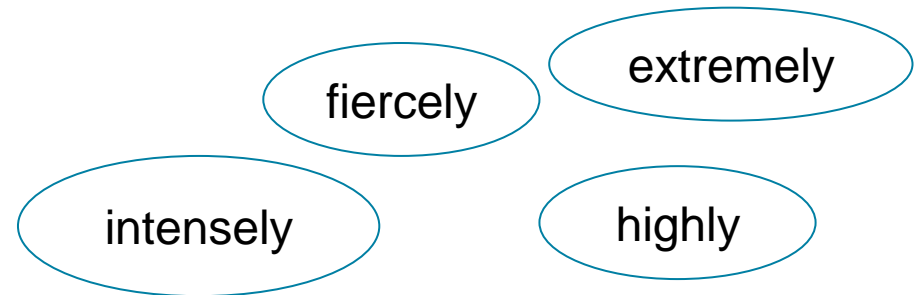
WORD FORMATION

competitive

- 
1. Compete – paintable
 2. Competes – drinkable
 3. Competing – climbable
 4. Competed – flexible
 5. Competitor – reducible
 6. Competitors – loveable
 7. Competition
 8. Competitions
 9. Competitively
 10. Competitiveness
 11. Uncompetitive
 12. Uncompetable



COLLOCATIONS



competitive



VOCABULARY | personal qualities

1A Read about the qualities people need to do their jobs. Which jobs do you think they are talking about?

Winning is the most important thing for me. I've always been **competitive**, so I love my job. I think I'm a **good leader**. It's important that all the players know what they're doing and it's my job to tell them. The decisions I make are important for the whole team, so I can't be **indecisive**.

I have classes of 80 to 100 children so I have to be **hard-working**. I do my best, because education is so important for the children. You need to be a **good communicator** in my job, so that you can get the children interested in what they have to learn. Often, we don't have very many resources, so we also need to be creative and be able to **think outside the box**.

I'm a **risk taker**, so starting my own business wasn't difficult for me. I've always been very **motivated** and **ambitious**. I start work at 4.30 a.m. every day. I don't enjoy sleep. You can't afford to be lazy if you want to make money.

B Match the words and phrases in bold above with the definitions 1–9.

- 1 work with a lot of effort _____
- 2 have problems making a decision _____
- 3 think differently or in a new way _____
- 4 want to be more successful than others _____
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- 7 person who does things which are dangerous _____
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- 9 person who can express ideas or feelings clearly to others _____

C Which qualities do you think you have? Work in pairs and compare your answers.

▶▶▶ page 151 **VOCABULARY BANK**

READING

2A Read statements 1–6 about millionaires. Do you think they are true (T) or false (F)?

- 1 Most millionaires are born rich.
- 2 Millionaires think that money is more important than love or marriage.
- 3 They work more than sixty hours a week.
- 4 They don't like to work when they're on holiday.
- 5 They do well at school and usually go to university.
- 6 They like spending money on designer goods.

B Read the article and check your answers.

Have you got what it takes

1 So you want to be a millionaire, but have you got what it takes? To find out what millionaires are really like and what motivates them, the BBC programme *Mind of a Millionaire* did a survey. Psychologists looked at self-made millionaires to try and understand what qualities are needed to make a million. So, what is really important to a millionaire?

You don't have to be born rich to be a millionaire.

2 The answer, not surprisingly, is money, money and more money. Money is more important than love or marriage. And if you give a millionaire money, they won't spend it, they'll invest it to make more money. But you don't have to be born rich to be a millionaire. Most millionaires come from relatively poor backgrounds. And you don't have to work hard at school either. A lot of successful entrepreneurs were lazy at school and didn't get good results. However, you must have clear idea of what you want to do (get rich) and you really ought to start early. A lot of millionaires left school early, to start their own businesses.



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PREDICTION – LEXICAL SETS

*Have you got
what it takes?*



LAZY

POOR

RICH

HARD-WORKING

SUCCESSFUL

GOOD

LUCKY

2 The answer, not surprisingly, is money, money and more money. Money is more important than ① or ②. And if you give a millionaire money, they won't ③ it, they'll ④ it to make more money. But you don't have to be born rich to be a millionaire. Most millionaires come from relatively poor ⑤. And you don't have to work hard at school either. A lot of successful ⑥ were lazy at school and didn't get good ⑦. However, you must have a ⑧ idea of what you want to do (get rich) and you really ought to start ⑨. A lot of millionaires left school early, to start their own ⑩.

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QUOTE ME.....

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I failed my test again!

I sold lemonade to my neighbours when I was seven.

I never did my homework

I have a detailed plan

I'll buy some shares with this cash

My parents were toilet cleaners

I have no time for romantic relationships

3 Underline words or phrases in the article that match meanings 1–6.

1 their family didn't have much money (paragraph 2)

6A Make sentences with the prompts. Use the positive or negative form of the word in brackets.

1 postmen / get up early in the morning (have)

Postmen have to get up early in the morning.

2 window cleaners / be afraid of heights (must)

3 nurses / be patient and care about other people (should)

4 businessmen often / travel a lot (have)

5 politicians / do their job because they want fame (should)

6 teachers / enjoy working with children (must)

7 doctors / train for several years before they can work (have)

8 teachers / work in the school during the holidays (have)

9 police officers / good communicators (have)

6 teachers / enjoy working with children (must)

7 doctors / train for several years before they can work (have)

8 teachers / work in the school during the holidays (have)

9 police officers / good communicators (have)

3 If you want to be a millionaire, not to work hard, but you should enjoy your work. You shouldn't take too many holidays. You should work more than sixty hours a week. You should be at the office while they're on holiday. Some of them refuse to switch off. Having a good work-life balance is fine for people who are not too moderately successful, but if you're really successful, you have to put in the hours.

4 What are millionaires like as people? They are competitive, they like to win, they are aggressive and self-confident. They can get what they want.

5 Millionaires can break all sorts of rules. One of the things they mustn't do is break the law. Surprisingly, most millionaires are careful spenders. They don't buy Gucci. Many of them choose not to buy expensive designer clothes – they would rather buy them on the high street. And they don't spend money on expensive meals in restaurants. They prefer to eat at home. However, they drive Mercedes and go on at least three expensive holidays a year. One last thing: millionaires don't care what other people think of them. So, if you want to be a millionaire, you shouldn't worry about what other people think of you. Just do your own thing.



Postmen have to get up early

must

Postwomen

late *should*

leave home

Dictation

Personal Dictation

Dictation Machine

Shouting Dictation

Running Dictation

Grammar Dictation

Include more dictation activities into your lessons

Have you got what it takes to be a millionaire?

Can you work your way to success? Try our survey to find out.

1 When your boss goes on holiday, do you:

- a) come in later and leave earlier?
- b) work as normal?
- c) work harder – you want to impress your boss's boss?

2 You see your dream job advertised. Unfortunately, it asks for five specific skills and you've only got two. Do you:

- a) resolve to get at least two more of the skills in the near future, so you can apply next time?
- b) apply for the job anyway, focusing on the skills you've got and ignoring the ones you haven't?
- c) not apply but do the rest of the rest of being interested again?

3 You

- a) go
- b) use
- c) use

4 If

- a) let
- b) let
- c) do

5 You

- a) w
- a) te
- b) te
- c) te

9A Underline the correct alternative in the sentences below. What is the difference between these words?

1 He suddenly *remembered/reminded* that he had to go to the bank.

2 Can you *remember/remind* me to call him later?

3 I've *forgotten/left* my keys in the car.

4 Did you *hear/listen* that noise?

5 Can you say that again? I'm sorry, I wasn't *listening/hearing*.

6 Being ill on holiday isn't much *fun/funny*.

SPEAK

7A Work

B Discuss score? Wh
entrepren

VOCAB

8 Read th

job · w
Work is
What kin
A job is
Sam's got

Job can be plural, but work cannot.

1 I've finished my degree, so I'm looking for a _____.

2 It's not easy to find _____ when you're my age.

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1 He suddenly *remembered/reminded* that he had to go to the bank.

2 Can you *remember/remind* me to call him later?

3 I've *forgotten/left* my keys in the car.

4 Did you *hear/listen* that noise?

5 Can you say that again? I'm sorry, I wasn't *listening/hearing*.

6 Being ill on holiday isn't much *fun/funny*.

B Turn to page 159 to check your answers.

3 If you _____ carefully, what noises can you hear at the moment?

4 Do you write notes to _____ yourself about important things?

5 How much did you _____ for your first job? What did you buy?

6 What do you like doing for _____? Do you like playing games?

B Work in pairs. Take turns to ask and answer the questions above.

▶▶▶ page 151 **VOCABULARY BANK**

Venusian Translation

- Explain to students that Venusian has exactly the same grammar as English, but different content words.
- Give students a couple of sentences in Venusian and get them to translate this into English. (Remember there is no correct answer for this)
- Next give students pairs of sentences and get them to translate so they mean the same.
- Get students to check in pairs and then in class.



Speable is spinter than any other splurge in her flomble.



- Mary is cleaner than any other person in her family.
- **Mary is the cleanest person in her family.**
- Tracy is better than any other doctor in her field.
- Linda is faster than any other athlete in her team.

Speable is the spintest splurge in her flomble.

***Bimble nixed if Doofy could
yump him her toogle for a few
simbles***



- Nigel asked if Anne could lend him her pencil for a few minutes.
- Nigel asked to borrow Anne's pencil for a few minutes.

***Bimble nixed to rimple Doofy's
toogle for a few simbles.***

Pair work transformations

- **Choose some transformation exercises.**
- **Write out a second sheet as a duplicate but this time with the transformations in the other sentence.**
- **Split the class into pairs and get the students to test each other.**
- **Students then exchange papers and repeat with a new partner.**
- **Students then have to complete both transformations from prompts.**



There is no one at home now.

There isn't _____ at home now

There is _____ at home now.

There isn't _____ at home now.

This _____ to the USA this year.

I _____ the USA three times this year

I'm sorry I broke your laptop – I _____ to.

I'm sorry I broke your laptop - _____ an accident

I'm sorry I broke your laptop – it was an accident.

I'm sorry I broke your laptop – I _____ to.

VOCAB RACE

A Pauline



B Monty




C Angie



LISTENING

1 Work in pairs. Look at the photos and answer the questions.

- 1 What are these jobs? Would you like to do them? Why/Why not?
- 2 What is your idea of a dream job?

2A  4.1 Listen to people talking about their dream jobs. Match the speaker to the photos opposite.

B What problem does each speaker talk about?

C Listen again and answer questions 1–10. Write Angie (A), Pauline (P) or Monty (M).

- 1 Who works very long hours? A
- 2 Who got bored of eating restaurant food?
- 3 Who gave up their dream job?
- 4 Who travels a lot for their job?
- 5 Who sometimes works seven days a week?
- 6 Who thought their job looked exciting?
- 7 Who is interested in the science of what they do?
- 8 Who previously worked in a bank?
- 9 Who has always loved fashion?
- 10 Who had put on a lot of weight?

C Listen again and answer questions 1–10. Write Angie (A), Pauline (P) or Monty (M).

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- 1 Who works very long hours? A
- 2 Who got bored of eating restaurant food?
- 3 Who gave up their dream job?
- 4 Who travels a lot for work?
- 5 Who sometimes works on weekends?
- 6 Who thought their job was boring?
- 7 Who is interested in fashion?
- 8 Who previously worked in a restaurant?
- 9 Who has always loved travelling?
- 10 Who had put on a lot of weight?



A Pauline

VOCABULARY strong adjectives

3 Read audio script 4.1 on page 168 and find the strong adjectives in bold. Match them to the gradable adjectives below.

- | | |
|-------------------------------------|-----------------------|
| 1 good: wonderful, _____, brilliant | 7 cold: _____ |
| 2 bad: awful, _____ | 8 tasty: _____ |
| 3 big: enormous | 9 angry: _____ |
| 4 small: tiny | 10 interesting: _____ |
| 5 tired: _____ | 11 pretty: _____ |
| 6 hot: boiling | 12 difficult: _____ |

VOCABULARY

3 Read audio script 4.1 on page 168 and find the strong adjectives in bold. Match them to the gradable adjectives below.

- 1 good: wonderful, _____
- 2 bad: awful, _____
- 3 big: enormous
- 4 small: tiny
- 5 tired: _____
- 6 hot: boiling

4A Complete conversations.

- 1 A: The food here's **really good**.
B: Yes, it's _____.
- 2 A: It's really hot out here.
B: I know. It's **absolutely hot**.
- 3 A: Was your girlfriend **really** beautiful?
B: Yes, she was **really** beautiful.
- 4 A: The view of the lake is really pretty.
B: Yes, it's _____, isn't it?
- 5 A: Do you find the job interesting?
B: I think it's **absolutely** interesting.
- 6 A: It's difficult to understand what he's saying.
B: I know. It's **really** difficult.

B **4.2** Listen and mark the stress on the strong adjectives. Notice how speaker B emphasises the stressed syllable in their intonation.

C Listen again and shadow speaker B's response.



Body Drill

- Choose some collocations.
- Write them on the board one at a time.
- Assign a physical gesture for each one.
- Get students to say the word with the gesture.
- Get students to say the word when you gesture.

***bitterly
disappointed***

***completely
confused***

painfully obvious

***fully
occupied***

highly suspicious

***greatly
reduced***

GRAMMAR *used to, would*

5A Read the texts. What did the children dream of doing? Have they achieved their dreams?

PRACTICE

6A Complete the texts. Where possible, use *would*. Where neither *used to* or *would* are possible, use the past simple.

Childhood dreams

When I was young, I spent afternoons imagining that I had my own rocket ship. I would invite my cousins and my friends to join my crew, and we would lie on our backs inside a very large cardboard box and go through a countdown, blast off into space, spend the whole day exploring other planets, and be back in time for dinner. So that was sort of the beginning – my earliest memories of being fascinated by space.

Chang Diaz, rocket scientist



We used to live in France, and as a child, I always used to collect small insects that I found in the fields near my house. One day I found a butterfly. It couldn't fly, so I put it in a jar and looked after it.

The next morning, when I opened the jar, the butterfly opened its wings and flew away. That was when I realised what I wanted to do with my life.

Lowri Davies, veterinary surgeon



B Look at the underlined words in sentences a)–d) and match them with rules 1–3.

- a) I would invite my cousins and my friends to join my crew.
b) We used to live in France.
c) I always used to collect small insects.
d) One day I found a butterfly.

Rules:

- 1 Use the past simple, not used to or would, to talk about specific events in the past.
2 Use used to or would to talk about a past habit. You can also use the past simple.
3 Use used to to talk about a past state. You cannot use would to talk about a past state.

It's every young girl's dream to be an actress when she grows up. I loved watching beautiful actresses on television. I was so sure that was what I wanted to do that I practised my Oscar speech in front of the mirror in the bathroom. I used a shampoo bottle instead of a microphone, and I thanked all my family and friends, even my three cats, for helping me!

My family lives in Sheffield, just near the football stadium, so as a child, I went to football matches most weekends. I remember the first match I went to, my granddad took me. I was very young, and I had never seen so many people in one place at one time. It was quite frightening, and I don't think I watched the game very much. But I remember that we won, and the crowd went crazy. After that, every week I asked Granddad if he had tickets, and usually he did.

B 4.3 Listen and repeat. Notice the pronunciation of used to /ju:stə/. Practise saying the sentences.

- 1 I used to play football when I was a kid.
2 I used to practise every day.
3 We used to live in London.
4 I didn't use to like classical music.
5 My father used to take me fishing.
6 I used to ski, but now I snowboard.
7 We used to go to the cinema a lot.

C Did you use to do any of the things mentioned above? Tell your partner.

SPEAKING

7 Work in pairs and discuss.

- 1 What were your childhood dreams? Have you achieved them?
2 Did you have any interests or hobbies in the past which relate to your life (job/studies) now? What were they?
3 How have your ideas, opinions, hobbies, etc., changed? Are there any things that you used to do, which you don't do now? Why did you stop? Would you do these things again?

As a child, I always used to dream about being an artist ...

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5A Read the texts. What did the children dream of doing? Have they achieved their dreams?

PRACTICE

6A Complete the texts. Where possible, use

SPEAKING

7 Work in pairs and discuss.

- 1 What were your childhood dreams? Have you achieved them?
- 2 Did you have any interests or hobbies in the past which relate to your life (job/studies) now? What were they?
- 3 How have your ideas, opinions, hobbies, etc., changed? Are there any things that you used to do, which you don't do now? Why did you stop? Would you do these things again?

As a child, I always used to dream about being an artist ...

Childhood dreams

When I was young, I spent afternoons imagining that I had my own rocket ship. I would invite my cousins and my friends to join my crew, and we would lie on our backs inside a very large cardboard box and go through a countdown, blast off into space, spend the whole day exploring other planets, and be back in time for dinner. So that was sort of the beginning – my earliest memories of being fascinated by space.

Chang Diaz, rocket scientist



We used to live in France, and as a child, I always used to collect small insects that I found in the fields near my house. One day I found a butterfly. It couldn't fly, so I put it in a jar and looked after it. The next morning, when I opened the jar, the butterfly opened its wings and flew away. That was when I realised what I wanted to do with my life.

Lowri Davies, veterinary surgeon



B Look at the underlined words in sentences a)–d) and match them with rules 1–3.

- a) I would invite my cousins and my friends to join my crew.
- b) We used to live in France.
- c) I always used to collect small insects.
- d) One day I found a butterfly.

Rules:

- 1 Use the past simple, not *used to* or *would*, to talk about specific events in the past. _____
- 2 Use *used to* or *would* to talk about a past habit. You can also use the past simple. _____ and _____
- 3 Use *used to* to talk about a past state. You cannot use *would* to talk about a past state. _____



WOULD/USED TO



**NEVER ALWAYS
SOMETIMES**

Wanted: Paradise Island Caretaker

We are looking for someone to work on a tropical island off the Queensland coast. No formal qualifications are needed, but candidates must be willing to swim, snorkel, dive and sail.

- The successful applicant will receive a salary of A\$150,000 (\$103,000, £70,000) for six months and get to live rent-free in a three-bedroom villa, complete with pool.
- The new recruit will work for just twelve hours a month. Duties include feeding some of the hundreds of species of fish and collecting the island's mail.
- They will also need to prepare a blog, a photo diary and video updates to attract tourists to the area.

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WRITING a cover letter

8 Read the advertisement

- 1 What kind of person would you like to see for the job?
- 2 Would you like to do the job? Why/Why not?

9A Read the covering letter for the job? Why/Why not?

¹Dear Richard Smith,

²I'm writing to you regarding Paradise Island which I saw application for the post. Please

As an experienced photojournalist travelling around the world, I have outlined in your advertisement

³• Good communicator with experience in writing magazine articles, given video weblog on my website.

• Interest in nature and conservation: During a six-month stay in Bermuda, I worked for a dolphin conservation programme, where I had hands-on experience of teaching visitors about these amazing animals and why we need to protect them.

• Proven ability in project management: Before travelling the world, I worked for a small company, organising community projects.

⁴If you require any further information, or would like to arrange an interview, please call me on 077895367289 or email me at alij@yahoo.com. I look forward to hearing from you at your earliest convenience.

⁵Yours sincerely,

Alison Jessop

a) What qualities are they looking for? Write three to four points that show you have these qualities. Use the same words as they use in the advertisement.

b) Address your letter to an individual. Only use 'Dear Sir/Madam' when you can't find out the recipient's name.

c) Finish with a call to action. What is going to happen next? Are you going to call them or should they call you?

d) Explain why you are contacting them. What is the job? Where have you seen it?

e) Use 'Yours sincerely' if you know their name or 'Yours faithfully' if you don't.

11 Look at the job advertisements on page 163 and write a covering letter for one of the jobs. Use the sample letter and useful phrases to help you.

B Is the wording of the letter formal or informal? Find examples of expressions which tell you this.

WORK



HOW
LONG?

WHICH?

EVER?

NEXT
SUMMER?

IF?

LAST
YEAR?

MUCH?

THAT?

THEN?

ME?

ON A TROPICAL ISLAND

We are looking for someone to work off the coast. No qualifications needed, but candidates must swim, snorkel, dive and sail.

We are looking for someone to work on a tropical island off the Queensland coast. No formal qualifications are needed, but candidates must be willing to swim, snorkel, dive and sail.

fo

- The successful applicant will receive a salary of A\$150,000 (\$103,000, £70,000) for six months and get to live rent-free in a three-bedroom villa, complete with pool.

g

- The new recruit will work for just twelve hours a month. Duties include feeding some of the hundreds of species of fish and collecting the island's mail.
- They will also need to prepare a blog, a photo diary and video updates to attract tourists to the area.

11.

the government announced today that it will increase funding to developing countries in particular more money will be made available to construct schools for girls they will focus on increasing young womens confidence and training them to set up their own businesses this initiative has been welcomed by local politicians

Section 2

11. The government announced today / that it will increase funding to developing countries. / In particular, / more money will be made available / to construct schools for girls. / They will focus on increasing young women's confidence / and training them / to set up their own businesses. / This initiative has been welcomed by local politicians.

Get them to practise punctuation and pauses

Teacher roles in Writing feedback

Reader or respondent

- E.g – ‘I liked your point about...’,

Writing teacher or guide

- E.g. “the paragraph in part one needs shortening”, “you may want to think about starting with a subject sentence.”

Grammarian

- E.g. “The third conditional, requires the use of the past perfect in the conditional clause.”

Evaluator or judge

- E.g. – “the effect on the target reader would be positive and the reader would be informed”



3 THAT'S A GOOD IDEA

FUNCTION | reaching agreement

VOCABULARY | business

LEARN TO | manage a conversation



VOCABULARY business

1A Read the review below. What do you think the programme *The Apprentice* is about?

VOCABULARY business

1A Read the review below. What do you think the programme *The Apprentice* is about?

by Lord Sugar. The team which loses has to go back to Lord Sugar and explain what happened. And each week one of the contestants gets fired.



Set up a catering company

Your team must start a business that organises and prepares food for customers, either for their businesses, or for events they organise.

Name: Food4events / Italy on the move / Buon Appetito

Company based: in central London / outside central London

Type of catering: company catering / events catering

Speciality Food: British / Mediterranean (Italian) / Indian

C Work in pairs. Would you apply to be on a programme like this? Why/Why not? Take turns to ask and answer the questions above.

_____ from their job?

b) I'm not sure that ... is a good idea.

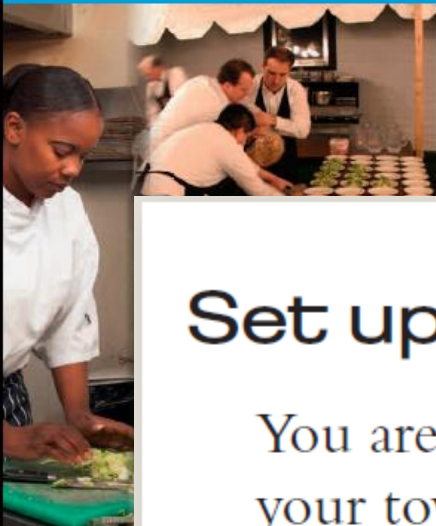
6 a) How about if we (call it) ... ?

b) Why don't we (call it) ... ?

C Work in pairs. Would you apply to be on a programme like this? Why/Why not? Take turns to ask and answer the questions above.

Word Grab

Of course	Whilst	Although	So
Looks as if	Seems	I'm afraid	Actually
Well	But what if	Something like	Don't you think
Naturally	How about	It depends on	Unfortunately
Because	When	Perhaps	Personally
Could we	Let's	On the other hand	Absolutely
I'm not convinced	Despite	I suppose	I can imagine


LEARN TO manage a discussion

5A Complete the underlined phrases for managing a discussion.

- 1 First of _____ we need to decide what food we want to sell.
- 2 Let's _____ on the issue of a theme for our food, you know like Indian, or Mediterranean ...
- 3 OK. So, moving on to the next _____ . where do we work from?

Set up a company to promote tourism

You are going to set up a tour company to promote tourism in your town/city/country. You need to decide the following:

- the name and location of the company
- what type of tours you will organise (themed tours/language tours/sports tours, etc.) and where they will go
- how you will promote tourism
- how the company will be different from other tour companies

3 Adc
table b

Givin

I (real

Comi

I (dor

Exact

Sugge

What

I sugg

pag

4A Pt

senten

1 deci

shot

2 goo

3 you

4 sugg

5 fine / that's / me / by

6 sure / I'm / that / agree / not / I

7 we / about / don't / it / Why / think / ?

8 business / a / the / about / what / for / name / ?

B 4.5 Listen to the phrases. Which words are stressed? Listen again and repeat.

are made. You will be the group's spokesperson and will have to sum up at the end of the meeting.

Student C: Try to come up with as many ideas as possible.

C When you are ready, start the discussion like this.

A: *Shall we start? First of all, ...*

D Tell the other groups about your business plan. Which group do you think has the best plan?

- 1.SET UP
- 2.SUPPLY
- 3.MAKE
- 4.VISIT
- 5.DESIGN
- 6.SELL
- 7.PRINT
- 8.PROMOTE
- 9.GET
- 10.CONSIDER

Then, After that,
Next,
Eventually

DVD PREVIEW

1A Match DVD extracts 1–7 to the correct responses a)–g).

- Mr Davies, good to see you again. b)
 - Did you get your welcome pack?
 - In the event of a fire, my motto is ...
 - Ready when you are.
 - Now here's somebody you've not met yet.
 - Parcel for you.
- It's from my wife.
 - Please, call me Huw. 1
 - Hi. Nice to meet you.
 - Yeah, I think so.
 - Run for your life?
 - Right, let's show you around.

B What type of situation do you think the DVD clip shows? Read about the programme below to find out.

BBC Gavin and Stacey

Gavin and Stacey is a BBC programme about a young couple. Gavin comes from Essex, near London, and Stacey comes from Cardiff, Wales. After a long-distance relationship conducted online and by telephone, they eventually get married and Gavin moves to Wales.

In this episode, Gavin starts a new job. On his first day, his family want him to do well and be happy at work.



2 Work in pairs and answer the questions.

- What type of things do you think Gavin needs to learn on his first day at work?
- Who will he need to meet and what advice will they give?

DVD VIEW

3 Watch the DVD. Tick which of the things below happen.

- He goes to his office. ✓
- He meets his new boss.
- He learns how to use the phone in his office.
- He speaks to a client on the phone.
- He finds out what to do if there is a fire.
- He learns how to use the company's website.
- He meets the website manager.
- He meets his personal assistant.
- He is visited by a family member.
- He receives a package.

4A Answer the questions.

- Why is Gavin's wife, Stacey, worried?
- What does Huw, the boss, give Gavin?
- Why does Gavin feel embarrassed in front of Huw?
- What does Owain, the website manager, invite Gavin to do?
- What does Uncle Bryn bring for Gavin?
- Who sends Gavin a message in a box? What does it say?

B Watch the DVD again to check.



speakout a day in the life ...

5A 4.7 Listen to someone describing a typical day in her life. Do you think she likes her job?

B Read the key phrases below. Complete each phrase by adding one word.

keyphrases

- I wake up _____ (about) 6.30.
 I leave home by 7.20 at the _____.
 The first _____ I do is check my mail.
 I check everything is _____ for the children.
 We try to do this at least _____ a day.
 I make _____ for the next day.
 I'm usually home _____ 5.00.

C Listen again to check. Then tick the key phrases you hear.

D Prepare to tell other students about a normal day in your life. Write notes about:

- hours of work/studying
- tasks you have to do
- people you spend your day with
- problems and challenges
- how you relax
- the best parts of your day

E Tell other students about your typical day. What do you have in common?

writeback your daily routine

6A Read an entry from *normallives.com*, a website that publishes descriptions of people's daily routines. Is Frank's routine similar to yours? How is it different?

I work as a gym instructor in a sports centre. I **get up at** 5.00a.m. every morning and make a cup of coffee. I can't function until I've had my coffee! I drive to work – it takes about fifteen minutes on a good day – **usually getting there at about 5.40**. The **first thing I do** is switch on the lights and the air conditioning if it's summer (heating if it's winter), and then the radio. We have the radio on all day because our clients like listening to the news and the music. The sports centre opens at 6.00a.m.

I work in a team of four, although only two of us are ever in the gym at the same time. The instructors all wear sports clothes. **It's important to be comfortable** because we sometimes need to show new clients how to use the machines. Apart from this, **our other tasks** are quite simple: we check that everyone has their membership card when they come in, and we check that the machines are clean and safe.

I have a one-hour break for lunch, and I usually do two more hours after lunch. **I go home at about 2.30**.

The best part of the job is meeting people. Our clients range from eighteen-year-old body builders to eighty-year-olds who come to exercise and chat. I've never had any problems at the sports centre. It's a really nice job, though it doesn't pay very well. In the evenings **I relax by** reading a book and cooking for myself, and I'm usually in bed by 9.30p.m.

Frank Carduna

B Write about your daily routine using the sentence starters in bold above and the key phrases to help.

DVD PREVIEW

1A Match DVD extracts 1–7 to the correct responses a)–g).

- 1 Mr Davies, good to see you again. *b)*
 - 2 Did you get your welcome pack?
 - 3 In the event of a fire, my motto is ...
 - 4 Ready when you are.
 - 5 Now here's somebody you've not met yet.
 - 6 Parcel for you.
- a) It's from my wife.
 - b) Please, call me Huw. *1*
 - c) Hi. Nice to meet you.
 - d) Yeah, I think so.
 - e) Run for your life?
 - f) Right, let's show you around.



Speakout 2nd Edition

Here you can find audio and video resources for Speakout 2nd Edition. If you have any problems playing or downloading these files, please [contact us online](#).



Classroom Audio



BBC DVD Clips



Workbook Audio



BBC Interviews



Speakout Extra



Study Boosters for Spanish-speaking learners of English



Student Book & Workbook reading texts audio

INTERMEDIATE

4.1

1A **4.1** FAST SPEECH
should Listen and w

B Read the Pronunciation and repeat the sentences.

speakout PRON

In fast speech, the first words change.

For example: have to /hævə/; and don't have to /nɒt/ sound, and is pronounced /ɪz/.

The same happens with which also often loses its /tʃ/ sound, and is pronounced /wɪtʃ/.

The pronunciation of changes depending on context. For example: should /ʃʊd/ and should /ʃʊd/.

4.2

2A **4.2** INTONATION
the best word to choose. Then listen and choose.

Then listen and choose.

1 A: That dinner was

B: Tasty? It was (was)

2 A: That goal was

B: Good? It was (was)

3 A: This room's a bit

B: Small? It's (is)

4 A: Are you tired?

B: Tired? I'm (am)

5 A: Was she angry?

B: Angry? She was (was)

6 A: That document

B: Interesting? It was (was)

fascinating/interesting.

B Notice speaker B's intonation. Does he/she emphasize the underlined words for sentences 2-6?

Tasty? It was delicious.

C Listen again and repeat the intonation.

INTERMEDIATE UNIT 4

1 Work in pairs and discuss.

- 1 What is a typical working day like in your country?
- 2 Is working from home an option for many workers?

2 Read the title of the article. What do you think the article will be about?

- 1 How we use technology at work and how it makes us work faster.
- 2 The types of jobs people do and how jobs will change.
- 3 Changes in how and where we work.

3 Read the article about how the working day has changed and answer the questions.

- 1 What happened to working days in the last century?
- 2 What has changed the way we work most of all?
- 3 Where couldn't people work in the past but can now?
- 4 What can people do if they are on the move?
- 5 What might happen in the future?



Comments 9

From fields and factories to the comfort of your sofa

The world of work has changed so much in the last few years, but what will it look like in the future? Two hundred years ago, the majority of people worked in fields on farms, working long hours and doing backbreaking work for little money. Then, for many countries, came industrialisation and the beginning of a modern urban life.

We saw the greatest changes in the last century, with people working shorter days and the beginning of the 9-to-5 routine and office life. The types of jobs we do have also changed dramatically, with people working more in the service industries, such as finance and banking. An even greater change has been where we work and when, due to technology.

Since the 1990s technology has advanced rapidly, with the greatest change being the birth of the internet. People now seem to spend most of their working days reading and sending emails in order to complete their daily tasks. The internet has also made an important difference to where people do their work and there is a growing trend for people to spend more time out of the office and working from home or in connected environments, such as cafés.

In many towns and cities across the world it has been common for some time now to see people tapping on their laptop keyboards in cafés, using the free wifi to get their work done. There has also been a huge increase in the number of people renting 'hot desks' for the day or even a few hours, so they can get their work done while on the move.

What about the future? How will we work in 100 years' time? Maybe the idea of a work-free weekend and 9-to-5 working will no longer exist. People will be able to choose when and where they want to work.

4 Read the article again. Find words/phrases that match the definitions 1-6.

- 1 very heavy or hard work
- 2 because of
- 3 everyday jobs
- 4 places that have the internet
- 5 typing
- 6 very big

5 Work in pairs and discuss.

- 1 Where do you prefer to work or study?
- 2 What time of day do you prefer to work and why?

6 **4.1** Listen to a job interview and answer the questions.

- 1 What kind of job has Zahra applied for?
- 2 Do you think she did well in the interview?

7 Listen again and answer the questions.

- 1 What is Margaret's job?
- 2 When did Zahra leave college?
- 3 What was Zahra promoted to?
- 4 Why does she enjoy her job?
- 5 Is Zahra an organised or disorganised worker?
- 6 What does she like most about the job she is doing now?

8 The words/phrases in the box are from the recording. Complete the sentences with the words/phrases.

application promoted deadline
schedule strength current job

- 1 My last job was working for a software company and my _____ is with an internet provider.
- 2 She was _____ because she worked very hard.
- 3 You must send your _____ for the job before you can be selected for the interview.
- 4 The team has a _____ for the coming month that includes working weekends.
- 5 I believe my greatest _____ is being efficient.
- 6 The _____ for completing the job is 1st February.

9 Work in pairs and discuss.

- 1 What tasks are you good at?
- 2 Are you an organised person?
- 3 Do you think it is easy or difficult to do well in a job interview?

4.2 used to, would

1 Underline the correct alternative. If both are possible, choose would.

When I was a child, I would/used to sometimes go to work with my dad. He would/used to be a travelling salesman and we would/used to drive hundreds of miles each day in the car for meetings in different parts of the country. You might think it was boring for me as a young child, but I would/used to love it. I would/used to go into the meetings with my dad and sit there quietly drawing a picture or reading a comic. And the people in the meetings were always nice to me. They would/used to play with me or tell me jokes. I also spent a lot of time with my dad, and I have good memories of that. On the day I used to start/started school and couldn't go with him any more, I used to be/was really sad.



2 Complete the sentences with the words in the box.

be didn't don't never to use used
watch went would

- 1 I _____ to love cream when I was little. Now I can't stand it!
- 2 We _____ to Morocco last summer for a holiday.
- 3 Did they _____ to live in the same street?
- 4 My grandmother _____ always give us sweets when we saw her.
- 5 Kieran _____ used to do much sport when he was younger.
- 6 I used to love going camping, but I _____ any more.
- 7 Did you use _____ play any instruments when you were younger?
- 8 When I was little, I would _____ TV every Saturday morning.
- 9 Cars _____ use to do her homework, but these days she always does.
- 10 Is that Joe? Didn't she use to _____ really shy?

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INTERMEDIATE UNIT 4

4.1 Personal qualities

1 Put the letters in *italics* in the correct order to make words that describe personal qualities. Decide if each quality is positive (+), negative (-) or both (+/-).

- I think I'm a *doog dealre*. I respect the people in my team. *good leader* +
- You need to be a *sikr atrek* to make a lot of money. _____
- I can never make decisions. I'm *viceinsid*. _____
- People say I'm *drha-knwrogi* because I don't listen to anyone. _____
- Sometimes you need to be creative and think outside the *xob*. _____
- A manager should be a *odgo artimococ* who knows how to talk to colleagues. _____
- If you enjoy your job, you'll be *teamdiv*. _____
- I know I'm *piecevmtot* because I always win. _____
- My sister's really *amobisuit*. She wants to start her own company one day. _____

2 Underline the correct alternatives.

- Liam lost his job for being too *aggress* *independent* after he shouted at a customer.
- Maryam gets to her new job an hour early every day. She's very *keen/moody*.
- I have to be *reliable/punctual* for work because my boss gets annoyed with me.
- I don't want my employees to ask me for favours. I want them to be *honest/independent*.
- My colleague's really *moody/sensible*. You never know if she's going to be happy or angry.
- You have to be *easy-going/bright* to study medicine as there's so much to learn.
- Sam's the most *reliable/sensible* person in the office. If he says he'll do something, he'll do it.

5 Underline the correct alternative.

- We're *actually/currently* experiencing turbulence. Please fasten your seatbelts.
- Annie has a great *career/love* for travel and lets her travel the world.
- If you don't hurry up, we'll miss the end of the film!
- Oh no! I left my umbrella at home. Can you *lend yours?*
- People think I'm Italian, but I'm *Spanish*.
- I don't have any money. Can you *lend me* £10?

4.2 Extreme adjectives

6 Match 1-8 with a-h) to make sentences.

- I can't write three reports in one day.
- It's over 35°C outside. It's *boiling*.
- The food at that restaurant was *simply delicious*.
- I loved that exhibition about the history of the world.
- I must remember to take a photo of the view.
- I had to take a photo of the view.
- I can't eat that piece of cake.
- I had to stay up all night to finish the project.

- really beautiful.
- exhausted!
- absolutely enormous.
- simply delicious.
- impossible.
- really fascinating.
- boiling!
- freezing later.

4.3 Business

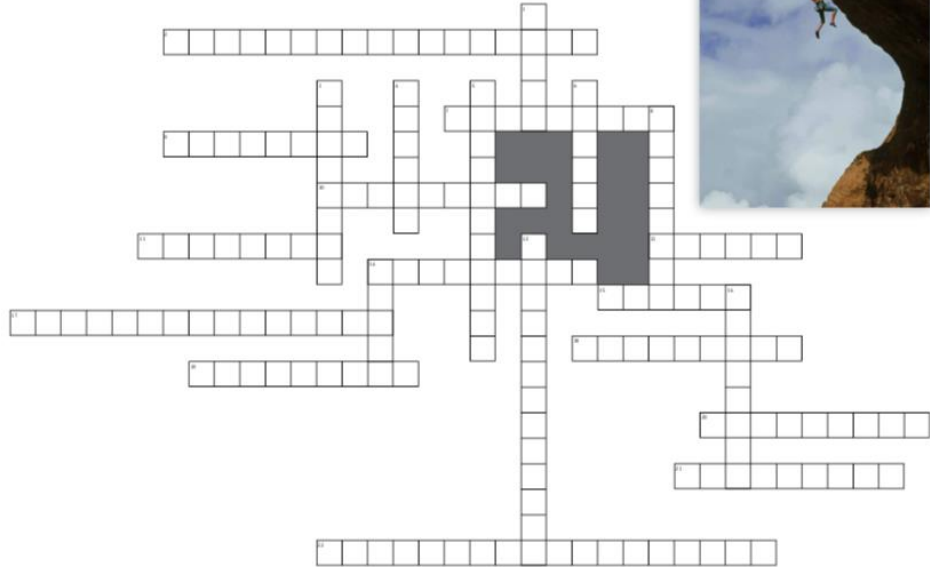
7 Complete the conversation with the words in the box.

charge compete fire idea
salary work

- A: How did your job ¹ _____?
- B: I think it went OK, but the ² _____ candidates to _____.
- A: Yes, finding ³ _____ days.
- B: I agree, especially finding ⁴ _____.
- A: I'd love to ⁵ _____ day. Maybe we can do it together.
- B: Yes, great! We can be in ⁶ _____ ourselves and no-one can _____.
- A: OK. We need a good business plan though.

Crossword

11 Use the clues to complete the crossword with words and phrases from Unit 4.



Across

- very angry (10, 7)
- relaxed and informal around other people (4-5)
- very cold (8)
- a meeting to consider a new employee (9)
- arrive on time (8)
- tell someone something they used to know (6)
- determined to be successful (9)
- add the latest information (6)
- be your own boss (4, 3, 8)
- very tasty (9)
- at this moment (9)
- really great (9)
- a person who takes chances (4-5)
- consider unusual, creative ideas (5, 7, 3, 3)

Down

- sometimes happy, sometimes angry for no reason (5)
- reasonable, practical (8)
- a job or series of jobs you do in your working life (6)
- very interesting (11)
- take an item from someone for a short time and then return it (6)
- lose your job, usually because you did something wrong (3, 5)
- be in your job for many hours a day (4, 4, 5)
- very bad (5)
- very large (8)

INTERMEDIATE UNIT 4

1 **OVERVIEW:** Watch the video. What dreams or ambitions do you have in common with the speakers?

2 Read the questions about Val and watch the video from 0:10–0:28. Circle the correct answers.

- What does Val do?
She's a) a musician at the BBC. b) a producer at the BBC.
- Is it her dream job?
a) Yes. b) No.
- What's she always wanted to do?
She's always wanted to be
a) in a successful band. b) the best producer at the BBC.
- What's she going to talk to people about today?
a) Their dreams. b) Dream jobs.



3 What do you do? Check you know the meaning of the jobs in the box. Then watch the video from 0:28–0:55 and number the jobs in the order you hear them. There are SIX extra jobs.

a teacher _____ a history and math teacher _____ a vet _____ a Salvation Army minister _____
 a student nurse _____ a footballer _____ a cellist _____ an architectural technologist _____
 a solicitor _____ a guitarist _____ a stand-up comedian _____ a brass instruments repairer _____
 a student _____ a paediatrician _____

Glossary: maths vs math – British and American English variations.
 Salvation Army – worldwide Christian church and charity which provides social care
 minister – a religious (or political) leader
 cellist – someone who plays the cello
 architectural technologist – provides design services to architects
 solicitor – a lawyer

4 What did you dream of doing, or being, when you were younger? Look at the people in the photos and read the jobs in the box in Exercise 3 again. Then watch the video from 0:57–2:12 and write the correct dream jobs in spaces 1–6. The speakers sometimes mention TWO jobs.



Susan



Paul



Philippe

1 I wanted to be a teacher.

2 I wanted to be _____.

3 I wanted to be _____.



Elizabeth



Fawn



Luke

4 I wanted to be _____.

5 I wanted to be _____.

6 I wanted to be _____.

a brass instrument repairer a stand-up comedian
an architectural technologist a student
a Salvation Army minister a student nurse
a history and math teacher a teacher



UNIT **4**

jobs

<https://www.english.com/gse>



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Teach English ▾

English for business ▾

Global Scale of English ▾

Blog



PEARSON ENGLISH > Global Scale of English

For every step of the journey

The Global Scale of English keeps learners moving forward in the right direction.



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English for learners

English in the workplace

The Global Scale of English: A new solution that's off the scale

The Global Scale of English (GSE), the world's first truly **global English language standard**, will allow you to measure progress accurately and easily. Our ultimate ambition is to provide learners – wherever they are in the world – with the answers to these questions:

- How good is my English?



Global Scale of English Score Converter

Estimate your GSE score by comparing CEFR levels or other recognised qualifications against the Global Scale of English. 

CEFR



Convert to



Enter your score

Convert

Your estimated score is:

--

Take a look at our useful illustrations for each level.

Reading

Writing

Speaking

Listening



Introducing the
Global Scale of English
Learning Objectives



The Global Scale of English Learning
Objectives

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Learning Objectives
for Young Learners



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Global Scale of English
Grammar
Initial Research Findings



GSE Grammar

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Global Scale of English Teacher Toolkit

INTERACTIVE GUIDE

The [Global Scale of English Teacher Toolkit](#) is a free, searchable database of CEFR and GSE learning objectives, vocabulary and grammar.

See how you can use the toolkit for course design, course planning, lesson delivery and more!

Select an option below to get started.



**Audit your
curriculum**



**Use vocabulary and
grammar at the right level**



**Create content or
lesson plans**

Components

Teacher

- Teacher's Guide with Resources Assessment Disc
- Class Audio CD
- ActiveTeach

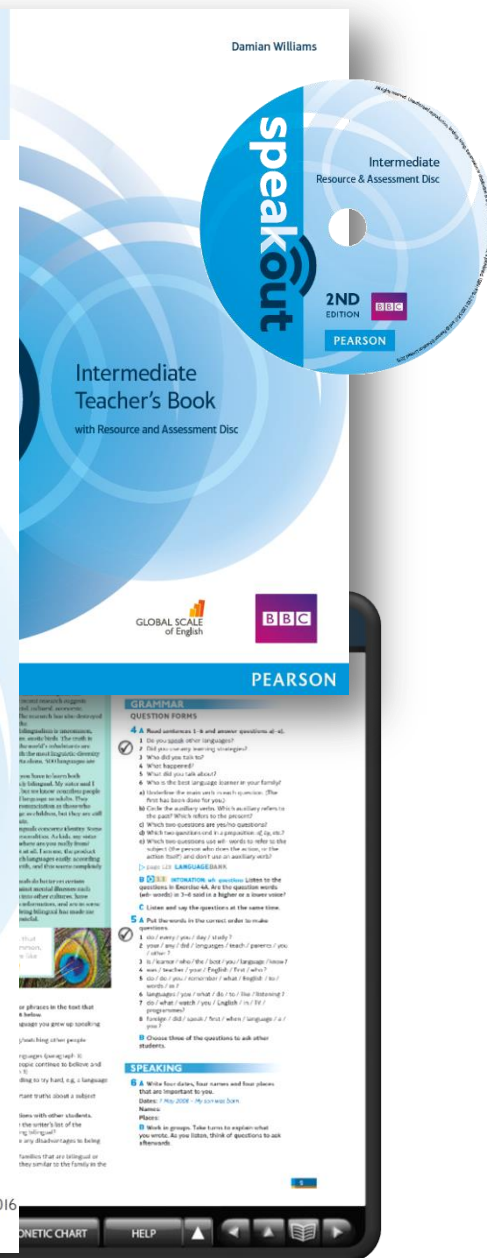


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**Speakout Intermediate
Second Edition**

**Alignment with the Global Scale
of English and Common European
Framework of Reference**

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Damian Williams

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GLOBAL SCALE
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**GRAMMAR
QUESTION FORMS**

4 Read sentences 1-8 and answer questions a-d.

1 Do you speak any languages?
2 Do you use any learning strategies?
3 What did you talk about?
4 What happened?
5 What did you talk about?
6 Who is the first language spoken in your family?
7 Describe the main verb tenses in English. (The first has been done for you.)
8 Circle the auxiliary verb, which auxiliary refers to the part which refers to the present?
9 Which two questions use verb forms to refer to the subject (the person who does the action, or the action itself) and don't use an auxiliary verb?
10 Write 1-11 LANGUAGE BANK

11 DO IT! **INTINATION** an **intention** Listen to the questions in Exercise 4A. Write the question words (verb forms) in 3-4 and a higher or a lower value?
C Listen and say the questions at the same time.

5 Put the words in the correct order to make sentences.

1 you / every / you / day / study /
2 year / any / did / languages / teach / parents / you / after /
3 in / before / the / last / you / language / learn /
4 was / teacher / year / English / first / what /
5 did / the / your / interested / what / English / day / words / at /
6 language / you / what / do / do / the / following /
7 did / what / teach / you / English / in / the / programme /
8 foreign / did / teach / first / when / language / a / you /

Choose three of the questions to ask other students.

SPEAKING

8 Write four dates, four names and four places that are important to you.
Dates / 1st 2008 - 1st 2010 was born
Names
Places
Think in groups. Take turns to explain what you write. As you listen, think of questions to ask afterwards.

1

PHONETIC CHART HELP

That's it

Thank you for your time and attention!