

OUTCOMES

INTERMEDIATE **B1/B2**

Mike Sayer



ON THE COVER

Artists painting a mural on a public pavement in Toronto, Canada. © FOTOGRAFIA INC./Getty Images

THIRD EDITION

STUDENT'S BOOK



OUTCOMES

INTERMEDIATE

Hugh Dellar
Andrew Walkley

 **NATIONAL
GEOGRAPHIC**
LEARNING

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- Compare study goals and needs and find a study partner

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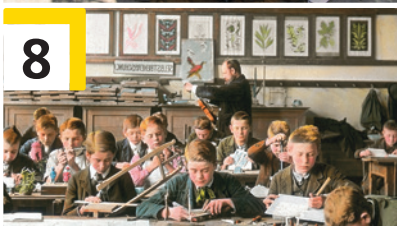
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| <ul style="list-style-type: none"> • <i>Must / can't</i> comments and replies • Talking about rules | <ul style="list-style-type: none"> • Describing jobs • Phrases with <i>be</i> and <i>get</i> • Work rules and laws | <ul style="list-style-type: none"> • A magazine article about different jobs | <ul style="list-style-type: none"> • Three conversations about what jobs people do • Three conversations about rules at work |
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| <ul style="list-style-type: none"> • Quantifiers • Future in the past | <ul style="list-style-type: none"> • Cultural events • Idioms • Describing events | <ul style="list-style-type: none"> • An article about nights out around the world | <ul style="list-style-type: none"> • Two friends arrange to go out • Three conversations about what people did last night |
| <ul style="list-style-type: none"> • <i>Managed to, be able to and be forced to</i> • Passives | <ul style="list-style-type: none"> • Identifying animals • Challenges and achievements • Natural resources | <ul style="list-style-type: none"> • An article about a mountain climber | <ul style="list-style-type: none"> • Three conversations about animals • A lecture about natural resources |
| <ul style="list-style-type: none"> • Talking about memories • Expressing regret using <i>wish</i> | <ul style="list-style-type: none"> • Talking about character • Friendships | <ul style="list-style-type: none"> • An article about becoming a grandparent | <ul style="list-style-type: none"> • Two friends discuss what other people are like • Five people talk about a shared friend |
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| <ul style="list-style-type: none"> • Reporting verbs • Defining relative clauses | <ul style="list-style-type: none"> • News stories • Important figures | <ul style="list-style-type: none"> • An article about celebrity news | <ul style="list-style-type: none"> • Five short conversations about news stories • Three conversations about historic figures |

1

First class

IN THIS UNIT, YOU:

- get to know people you've just met
- share and discuss language-learning tips
- compare study goals and needs, and find a study partner

SPEAKING

1 Work in pairs. Look at the photo. Discuss the questions.

- 1 What do you think the class is learning?
- 2 Do you know anyone who can use sign language?
- 3 Why do you think people might decide to take a course like this?
- 4 Would you like to take a course like this? Why? / Why not?

2 Work with a new partner. Discuss the questions.

- 1 Why are you learning English?
- 2 What English classes have you done before? Where?
- 3 Do you know anyone in this class?
- 4 Are you still friends with people from previous classes? Tell your partner about them.



Learning sign language at the Charles W. Howard Santa Claus School, Michigan, US.



Nice to meet you

IN THIS LESSON, YOU:

- get to know people you've just met
- talk about yourself and people you know
- practise listening to conversations in which people meet for the first time
- practise asking follow-up questions



Students learn English at Midwestern Career College, Chicago, US.

VOCABULARY All about me

- 1** Decide which two of these words and phrases could replace the words and phrases in *italics* in sentences 1–6 to talk about the same topic.

| | | | |
|--------------|--------------|-------------|--------------------|
| architecture | engaged | engineering | a flight attendant |
| hiking | a laboratory | a nursery | an only child |
| separated | a translator | a twin | working out |

- 1 I'm *the youngest of five kids*.
- 2 I'm *a software engineer*.
- 3 I work in *a university*.
- 4 I did a degree in *law*.
- 5 I'm really into *travelling*.
- 6 I'm *single*.

- 2** **P** **▶** Listen to the words from Exercise 1 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

- 3** Work in groups. How many true things can you say about yourself or people you know using the language from Exercise 1?

LISTENING

- 4** **▶** Listen to two conversations in which people meet for the first time. Answer the questions for each conversation.

- 1 Where do they meet?
- 2 Why are they there?

- 5** **▶** Work in pairs. Answer the questions. Listen again and check your answers.

Conversation 1

- 1 How is Harry feeling? Why?
- 2 Is Olivia a new student?
- 3 When did Harry start studying Spanish?
- 4 What does he think his strengths and weaknesses are?
- 5 According to Olivia, where is Spanish an official language?

Conversation 2

- How did Noah feel about the talk he attended?
- Where is Noah from? Where is he living now?
- When did Noah move to his current home?
- Has Giuliana visited the city Noah is living in?
- What does Noah do for a living?

6 Who was the last new person you met? Tell a partner as much as you can about them.

GRAMMAR

Auxiliary verbs

There are three auxiliary verbs: *be*, *do* and *have*. They're used with different forms of a main verb to make questions, negatives and other structures.

How's it going? (present continuous)

Did you enjoy it? (past simple)

I don't know. (present simple)

I haven't tried that. (present perfect simple)

I've learned quite a lot of vocabulary. (present perfect simple)

I'm employed on a temporary contract. (present simple passive)

7 Work in pairs. Read the questions from the conversations in Exercise 5 and answer questions 1–4.

- Do** you know it?
 - Did** you enjoy it?
 - Have** you studied here before?
 - Where **are** you based?
 - What **are** you doing there? **Are** you working?
 - How long **have** you **been** learning Spanish?
- Which auxiliary goes with the infinitive form of the verb?
 - Which auxiliary goes with the *-ing* form of the verb?
 - Which two auxiliaries go with a past participle (often an *-ed* form) of the verb?
 - Which two auxiliaries can be used together?

8 Complete the questions with the correct form of *be*, *do* or *have*.

- Where _____ you live?
- Who _____ you live with?
- How long have you _____ living there?
- Where _____ you born?
- How long _____ it usually take you to get to work / school?
- What _____ you do last weekend? Anything interesting?
- Why _____ you studying at this school?
- _____ you ever been to an English-speaking country?
- _____ anyone else in your family speak English?
- _____ anyone you know ever lived abroad? Where?

9 Work in pairs. Ask and answer the questions in Exercise 8.

G See Grammar reference 1A.

DEVELOPING CONVERSATIONS

Asking follow-up questions

After someone answers a question we've asked, we often ask a follow-up question. This helps us find out more details and keeps the conversation going.

A: *So **have you studied here before?***

B: *Yeah, last term.*

A: *Oh really? OK. **And did you enjoy it?***

B: *Yeah, it was amazing.*

10 Match the questions (1–6) with the follow-up question pairs (a–f).

- What are you studying?
 - Have you studied here before?
 - What do you do when you're not studying?
 - Have you got any brothers or sisters?
 - What did you do at the weekend?
 - What do you do?
- Which class were you in? / Where did you learn your English?
 - What year are you in? / What does that involve?
 - Older or younger? / Where do they live?
 - Where do you work? / Do you enjoy it?
 - How often do you do that? / Did you get anything nice?
 - How long have you been doing that? / What kind of music are you into?

11 Write one more follow-up question you might ask after someone answers questions 1–6 in Exercise 10.

CONVERSATION PRACTICE

12 Choose six questions from this lesson that you think are good to ask people when you first meet them. Then think of two more questions you could ask.

13 M Imagine you're at a party for language students from different countries.

- Using your questions, start conversations with other students and get to know them. You can answer in ways that are true for you or choose a person from File 3 on page 195 and pretend to be them.
- Try to find two things you have in common and two things that are different.

What did you do last weekend? Anything interesting? Yes, actually. I saw a horror film at the cinema with my brother and sister-in-law.

Me too! Well, I went to the cinema, but I watched a drama.

Learning languages

IN THIS LESSON, YOU:

- share and discuss language-learning tips
- talk about your language-learning experiences
- read a blog post about amazing language learners
- write a comment in response to a blog post

VOCABULARY Learning languages

- 1 Work in pairs. How many of these languages do you recognize?



- 2 Complete the sentences with these words.

| | | | |
|--------|-----------|--------------|-----------|
| accent | accuracy | express | fluently |
| get by | mastering | picked it up | struggled |

- I'm a bit embarrassed to speak sometimes because I know I have a strong _____.
 - I grew up bilingual, so I speak Ukrainian and English _____.
 - I really _____ with French when I was at school, and in the end, I just gave up.
 - I hate it when I can't _____ myself properly.
 - I never took any classes. I just _____ from talking to people.
 - I'm not interested in _____ the language. I just want to be able to read it for my job.
 - I know the basics – enough to _____ when I'm travelling there.
 - _____ is very important to me. It's not enough to just make myself understood.
- 3 Work in pairs. Discuss the questions.
- Why might people struggle with a language?
 - Apart from talking to people, how else can you pick language up?
 - What else do you think you can master – apart from a language?
 - What kinds of things can you say / do if you can get by in a language?
- 4 Work in groups. Discuss the questions.
- What languages have you studied? How well do you speak each one?
 - What languages do you know at least a few words in? What can you say?
 - How did you learn? Do you use these languages now?

READING

- 5 Read the blog post about language learning on page 11. Find out:

- 1 which three world records are mentioned.
- 2 what happened to one of the record holders.
- 3 what a hyperpolyglot is.
- 4 what hyperpolyglots and athletes might have in common.

- 6 Complete the blog post with these sentences. There are two sentences you don't need.

- This would explain their excellent memories and ability to process speech sounds.
- Knowing such people exist gives me hope and pushes me to learn more myself.
- Obviously, none of it was true.
- Accept mistakes and uncertainty.
- Anyone that could do this was a hero to me – someone I wanted to be like.
- Practice makes perfect.
- However, the damage was done and his name was taken out of the record books.

- 7 Work in pairs. Read the comments at the end of the blog post. Which ones do you agree with and which do you disagree with? Explain why.

- 8 Write your own comment in response to the blog post. Then share your comments in groups. Which do you agree with? Which do you like best?

SPEAKING

- 9 Work in pairs. Look at the advice on language learning in the last paragraph of the blog post. What do you think is the best tip? Why? Which pieces of advice do you already follow?

- 10 With your partner, write three more pieces of language-learning advice that you think other students might find useful.

- 11 **M** Work in groups. Share your tips. Ask each other to give reasons why these tips are useful, and suggest ways of rephrasing or improving each other's tips. Then decide on the two best pieces of advice.

What the best can teach the rest

Like many of you, I'm sure, I loved *The Guinness Book of Records* when I was a kid. Every Christmas, my parents used to give me the latest edition and I remember how much I enjoyed finding out about things like the tallest dog in the world (1.12 metres, in case you're wondering) and the most tennis balls held in one hand (27, believe it or not).

However, growing up bilingual (I spoke Arabic at home and Dutch in the world outside), one record impressed me more than any other: it was for most languages spoken by one person, and it was held by a man called Ziad Youssef Fazah, who claimed he could speak fifty-nine languages. As I was struggling to learn my third, fourth and fifth languages – English, German and French – at school, the idea that someone might master twelve times more than this seemed incredible! ¹ _____

I recently found out, though, that not everything was as it seemed. In 1997, the year I finished high school, Ziad Fazah appeared on a TV show in Chile and was asked questions in Arabic, Greek, Hindi, Farsi, Chinese, Russian and Finnish – and only managed to answer the first question. He later said that the test had been a surprise, that he hadn't had time to prepare and so got nervous – and on top of that, he was tired after a long flight. ² _____

By now, though, Ziad had got me interested and I found myself wanting to learn more about these abilities. I mean, being able to speak, say, ten languages fairly fluently and get by in several more is incredible, right? ³ _____

People who are fluent in six or more languages are known as hyperpolyglots – and there are only a tiny number in the world. While some make a lot of money from their talents, and others like Richard Simcott and Timothy Doner have become quite well-known, many other hyperpolyglots are quiet, shy people who study for fun and don't always use their languages to communicate.

Researchers believe that hyperpolyglots – like many top athletes – may have genetic advantages. ⁴ _____ However, making the most of whatever natural gifts you're born with requires years of hard work, and while most hyperpolyglots say it's important to find your own approach, there are certain pieces of advice that can help any language learner.

For instance, understand that the road is long and getting good takes time. Forget the idea of achieving 100% accuracy or having a native-like accent. It's not going to happen. Most people are happy if they can express themselves when talking about a range of subjects. ⁵ _____ And, finally, read and listen to the language as much as you can.

What do you think? I'd love to see your thoughts on hyperpolyglots and language learning in the comments.



Hyperglot Richard Simcott speaks over 12 languages.

COMMENTS

BobbyG: I know it's wrong of me to say this, but I kind of hate hyperpolyglots! I mean, I'm struggling to learn *one* new language.

♡ LIKE ↴ REPLY

unconvinced: I get that you can make good money if you speak lots of different languages, but I think you need to be rich to become a hyperpolyglot in the first place! Who has that much time to study?

♡ LIKE ↴ REPLY

daveD: I think you have to start learning languages when you're really young. If you don't, you'll never become fluent.

♡ LIKE ↴ REPLY

Emoling47: When people say they're bad at languages, they usually just mean that they don't want to spend the time required to learn.

♡ LIKE ↴ REPLY

r_sewell: You have to learn vocabulary in context. I never learn single words. I always learn words in groups.

♡ LIKE ↴ REPLY

Study buddies

IN THIS LESSON, YOU:

- compare study goals and needs and find a study partner
- discuss the role of traditional culture in education
- practise listening to people talk about language learning
- make plans and reject suggestions

LISTENING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What do you know about the Maori people and their culture?
- 2 What did you learn at school about traditional culture in your country?
- 3 Which parts of traditional culture are most / least interesting for you? Why?
- 4 Do you think schools should teach a country's traditional languages? Why? / Why not?

2 ▶ Listen to four short extracts. Answer the questions.

- 1 Which speaker doesn't talk about studying a language?
- 2 Which languages are the other speakers studying?

3 FS ▶ Linking words like *and* and *but* are often unstressed in fast speech. Listen to eight phrases. Which contain *and* and which contain *but*?

4 ▶ Listen again and write the phrases you hear.

5 ▶ Listen to the four extracts again. Choose the correct option (a–c) to answer the questions (1–4).

- 1 Why is the man in Extract 1 taking language classes?
 - a He's married to someone who speaks the language.
 - b He has a job in advertising that requires it.
 - c He wants to connect better with a colleague.

2 Why don't the speakers in Extract 2 arrange a time to meet?

- a She doesn't want to practise the language.
- b She's busy on the days he suggests.
- c She's working on Friday and Saturday.

3 Why are people surprised that the man in Extract 3 speaks German?

- a Because no-one in his family comes from Germany.
- b Because he's Brazilian.
- c Because he's never been to Germany.

4 Which sentence summarizes the woman in Extract 4's feelings?

- a Translating improves her French accent.
- b It's useful to translate from one language to another.
- c Translating texts helps you remember them better.

6 Work in pairs. Discuss the questions.

- 1 Do you know any families which speak more than one language? Why?
- 2 Where and when do you use English outside the classroom?
- 3 Have you ever practised English with your classmates outside of class?
- 4 Have you ever translated for people outside of class? If yes, when?



Maori boys perform a haka, Rotorua, New Zealand.

GRAMMAR

Present simple and present continuous

We can use the present simple and the present continuous to talk about both the present and the future.

Present simple

- a I **speak** German at home.
- b The flight **doesn't leave** till eleven.
- c Where **does she work**?

Present continuous

- d I'm **working** all day tomorrow.
- e I'm **not making** much progress.
- f **Are you coming** to class on Friday?

7 Work in pairs. Look at the examples in the Grammar box. Answer the questions.

- Which two examples are about habits / regular, repeated activities?
- Which example is about a future timetable?
- Which example is about a temporary, unfinished activity?
- Which two examples are about things in the future that are already decided and planned / arranged with other people?
- What is the connection between the verbs in the box?

| | | | | |
|-------|---------|--------|----------|--------|
| agree | believe | belong | disagree | forget |
| like | need | own | seem | want |

8 Complete the conversations with the present simple or present continuous form of the words in brackets.

- A: How _____? Are you still enjoying it? (your course, go)
B: Yeah, I am, but _____ it a lot harder than before. (I, find)
- A: Are you busy this weekend? _____ something? (you, want, do)
B: Yeah, maybe. _____ Saturday mornings, but I'm free in the afternoon. (I, work)
- A: What's your sister doing these days? _____? (she, still study)
B: Yeah. She graduated last year, but now _____ a Master's. (she, do)
- A: _____ a coat? _____ outside? (I, need / it, still rain)
B: Yeah, _____ worse, actually. (it, get)
- A: _____ any plans for tonight? (you, have)
B: Yeah. _____ an old friend of mine for dinner, actually. (I, meet)
- A: Some of us _____ after class tomorrow. _____ come with us? (go out / you, want)
B: I'd love to, but I can't, I'm afraid. _____ late tomorrow. _____ until ten. (I, work / I, not finish)

9 Write reasons to explain why you can't or don't want to do the things (1–5). Use the present simple or present continuous.

- A: Could you help me move this table to the back of the classroom?
B: Sorry, but I can't. _____.
- A: We're meeting after class today to practise. Would you like to join us?
B: I'd love to, but I can't, I'm afraid. _____.
- A: Can I borrow your dictionary for a few minutes?
B: No, sorry. _____.
- A: Can you turn the TV off? I can't study with all that noise.
B: No! _____.
- A: Would you like to go out with me on Friday?
B: Oh, it's nice of you to ask, but I can't. Sorry. _____.

10 Work in pairs. Take turns to read out the questions in Exercise 9. Say your responses and then continue each conversation for as long as you can.

G See Grammar reference 1C.

SPEAKING TASK

11 You're going to ask other students questions to find the best study partner for you. Read these questions (1–6) and think about how you'd answer them. Then add two more questions of your own (7–8).

- Why are you learning English?
- What are your strengths and weaknesses in English?
- How much time do you spend studying outside of class?
- Do you use English when:
 - playing games?
 - listening to music?
 - watching TV?
 - using social media?
- Do you ever use translation to help you study?
- What are you doing over the next few days to practise your English?
- _____?
- _____?

12 Choose a study partner to work with. Think about:

- what you have in common.
- how you can help each other in areas where you'd like to improve.

13 Work with the study partner you chose in Exercise 12. Suggest ways of helping each other with your studies.

MY OUTCOMES

Work in pairs. Discuss the questions.

- What was fun to learn in the unit?
- What can you do better now and why?
- What did you find challenging in this unit?
- What can you do at home to revise what you have learned?