OUTCOMES
Second Edition

From the Classroom to the World
“The thing that sets the OUTCOMES books apart is that they focus on ‘real life’ conversations and grammar.”

-Sheila Gordon-Schröder, Germany
If you are interested in...

**SPEAKING**, you should use OUTCOMES

**VOCABULARY**, you should use OUTCOMES

**GRAMMAR**, OUTCOMES is a fresh alternative
Why OUTCOMES is best for SPEAKING

- teaches real-world conversations
- variety - social, practical, academic, professional
- several opportunities for talk on every page
- full pronunciation syllabus
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NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning
IN THIS UNIT YOU LEARN HOW TO:
- describe buildings and areas in more detail
- agree using synonyms
- show people around your town or city
- talk about festivals and carnivals
- talk about future events in a variety of ways

SPEAKING
1. Work in pairs. Discuss the questions.
   - Do you know where this photo was taken?
   - What do you think of the photo? Is there anything that surprises you about it?
2. Change partners. Discuss the questions.
   - What's the most famous place you've been to? Did it live up to your expectations? Why? Why not?
   - Where would you most like to visit? Why? What would you do there?
   - Do you think the place where you live is a good tourist destination? Why? / Why not?
CRIME AND PUNISHMENT

IN THIS UNIT YOU LEARN HOW TO:
- talk about crimes and what they involve
- make comments and ask follow-up questions
- express varying degrees of certainty
- talk about prison and punishment
- talk about trends and statistics

SPEAKING
1. Work in pairs. Look at the photo. Discuss the questions.
   - What crime do you think the photo shows?
   - Where do you think it is taking place?
   - Why do crimes like this occur?
   - What punishment do you think the seller and/or buyers should get? Why?
   - Have you ever heard of any similar crimes where you live?
CONVERSATION PRACTICE

13 With a new partner, have a conversation about places you’ve been to. If you haven’t been anywhere recently, use the photos for ideas. Begin by using the guide below. Continue the conversation with comments, questions and responses. Then swap roles.

**Student A**

Ask if B went away in the holidays.

Say where you went.

Ask about or comment on the place.

Respond.

**Student B**


CONVERSATION PRACTICE

14 Think of a crime you have heard about. Write down five key words. Swap them with a partner. They should think of two comments and questions such as those in Exercise 8. Then have the conversations together.
Motivating texts chosen for the discussions that they generate
WOOD POWERED CAR

1. Look at the photo. Work in pairs. Discuss:
   - where the picture was taken – and what it shows
   - what the causes of this situation might be
   - whether anything similar has happened anywhere that you know
   - how possible it is that this could happen in your country in future

2. Watch the first part of a video about two Americans who are preparing for the collapse of the economy. Why are the following mentioned?
   1. supermarkets
   2. six or seven thousand dollars
   3. canned goods
   4. toilet paper

3. Compare your ideas with a partner.

4. You are now going to watch Scott describe his own preparations in more detail. Tell a partner three things you expect he will talk about.

5. Watch the rest of the video. Are the sentences true (T) or false (F)?
   1. Scott has very recently started growing wheat, corn and vegetables.
   2. It takes his daughter about ten minutes to grind enough flour for one day.
   3. To make beef jerky, Scott dries the meat using hot water, a heat exchanger and an old oven.
   4. He believes that helping with the preparations makes his kids feel safe and protected.
   5. Humans cannot survive more than two weeks without water.
   6. He’s using energy from the sun to help pump water out of a spring.
   7. Scott has invented his own way of using wood to power his car.

6. Work in pairs. Discuss the questions.
   - What is your impression of the two men and their lifestyle? Give reasons for your opinions.
   - Are there any other things you’d need to get or do if you were preparing for the future in this way?
   - Who’s the most self-sufficient person you know? In what way?

UNDERSTANDING FAST SPEECH

7. Look at this extract from the video. To help you, groups of words are marked with // and stressed sounds are in CAPITALS. Pauses are marked ///. Practice saying the sentence.
   It’s a LOT of WORK to HAND grind. It’s a lot Easier to // um// PELlet it with a Bicycle // and SO we’re GRINDing THIS // TODAY // and we’re gonna make BREAD from IT ///

8. Listen to how Scott said this sentence. Now you have a go! Practise saying the extract again fast.
1 Look at the photo. Work in pairs. Discuss:
   • where you think the picture was taken – and what it shows
   • what the causes of this situation might be
   • whether anything similar has happened anywhere that you know
   • how possible it is that this could happen in your country in future

6 Work in pairs. Discuss the questions.
   • What is your impression of the two men and their lifestyle? Give reasons for your opinions.
   • Are there any other things you’d need to get or do if you were preparing for the future in this way?
   • Who’s the most self-sufficient person you know? In what way?
Outcomes is best for **pronunciation**:

- Unique help with fast speech
- Full sound coverage at lower levels
- Integrated pron practice at all levels with *natural examples*
“If you can’t hear it, what’s the point of learning it?”

UNDERSTANDING FAST SPEECH

7 Look at this extract from the video. To help you, groups of words are marked with / and stressed sounds are in CAPITALS. Pauses are marked //. Practise saying the sentence.

It's a LOT of WORK to HAND grind. / it's a lot Easier to / um / PEDal it with a Bicycle // and SO we're GRINDing THIS / today / and we're gonna make BREAD from IT toMorrow.
Integrated pronunciation practice with natural examples

8 Put the words in order to make comments and questions. Add exclamation and question marks.
1 Was dreadful killed That's anyone
That's dreadful! Was anyone killed?
2 been must've That you awful Were OK
3 anything no valuable they Oh take Did very
4 parents What thinking were dreadful That's the
5 insured a What shame you Were
6 police Did you That's terrible report to the it
7 did joking they know Do who it You're
8 must it's What awful through his going family be

PRONUNCIATION

9 Listen to the comments and questions in Exercise 8 and notice the intonation. Repeat them.

10 Work in pairs. Using the prompts below, take turns to start conversations. Respond to each prompt with a comment and a question. Continue each conversation for as long as you can, adding extra comments and questions.
1 I had my camera stolen while I was on holiday.
2 We got caught in the middle of a riot.
3 We had our house broken into last night.
4 I had my bag snatched in the street.
5 Did you hear there's been a bombing in town?
6 Did you read about that guy who was murdered near here?
The best for **vocabulary**...

“The teachers really like the way that vocabulary is dealt with.”

-Dave Lowe, Australia
**VOCABULARY Crimes**

1. Complete sentences 1–9 with the pairs of verbs. You may need to reverse the order of the words.

| beaten – found | raided – seized |
| doing – caught | set – smashed |
| get hold of – gone | stolen – broken into |
| grabbed – came up to | vanished – came back |

1. I got a phone call from the bank saying I’d **gone** $1000 overdrawn. Someone must’ve **got hold of** my details somehow and used my card number.

2. I was ________ on camera and had to pay a €100 fine. I was only ________ about 65!

3. A local businessman was ________ dead in a park. Apparently, he’d been attacked and then ________ to death.

4. She went out to the shops and never ________ . She just completely ________ .

5. They made such a mess. They ________ shop windows, threw rocks at police and ________ fire to cars.

6. When we got back, we found the house had been ________ . Fortunately, they hadn’t ________ much.

7. I was standing outside the cathedral and this guy ________ me, ________ my bag and ran off.

8. Apparently, the police ________ this café near us and ________ 5 million dollars worth of ivory.

9. Luckily, there weren’t many people around when the device ________ so no-one was ________ , but it did a lot of damage.

Different vocab that you **need**
Think about how vocab is used

Words and grammar
Flicking through the channels last night trying to find something that wasn’t MasterChef (apparently there are versions in 40 countries now!), I came across the animated film, Ratatouille. I’ve seen it before, but I’d say it’s the best ever film about food, so I watched it again and realised it sums up what this blog’s about.

If you haven’t seen it, the film’s a rags-to-riches tale of how a rat becomes a chef in a top Parisian restaurant – silly, I know, but bear with me.

The rat has to defeat two rivals. On the one hand, there’s the head chef who has plans to use the name of the restaurant to brand frozen fast food. He represents the food industry – processed, cheap, inauthentic. On the other hand, we have the painfully thin food critic writing his reviews with a view to finding fault and rising reputations. He essentially represents what I call the Masterchefification of cooking, where drama is created out of subtle, not to say non-existent, differences.

The thing is, when it comes to taste, subtleties are actually lost on the vast majority of us. You’ll remember my amusement in a previous post at research which showed most people in double-blind tests thought cheap wine tasted better than ridiculously expensive ones. I also came across this research that showed even prices judged by so-called experts turn out to be completely random. The same judges assess the same wines differently every time. But of course, if you say something’s a prize winner or it costs a lot, people do believe it tastes better (see here for some research) and that’s what MasterChef is all about: it suggests taste is all about expense and fancy technique, so if you don’t cook your potato three different ways, using £1000 worth of kitchen equipment, it’s essentially ineptible.

Honestly, the other day I saw a chef reject one of the competitor’s dishes, not because it was semi-cooked, but because the tiny spots of sauce around the edge of the plate were unevenly spaced apart. ‘I can’t possibly serve that to my customers – start again!’ and he chucked it in the bin. And this in a country where the number of food banks providing free food for the poor has doubled in the last two years!

Which brings me back to Ratatouille and the key scene, which, in contrast to MasterChef, always fills me with joy. (Spoiler alert for those who haven’t seen it.) The miserable food critic has come to the restaurant to pass judgment on the new chef (the rat). How on earth will they impress him? The little chef prepares a dish of ratatouille, shocking the other cooks, who are convinced the critic will destroy them because ratatouille is such an unsophisticated dish – essentially vegetable stew. But on tasting the first mouthful, the critic is transported back to his childhood. He remembers coming home upset because he’d fallen over. His mother sits him down and places a plate of ratatouille before him. It’s fresh, it’s tasty, but more than anything, it’s the taste of comfort and of a mother’s love. The critic smiles.

The memories we collect connected with food and meals are so much more valuable and real than technique and expense. They say, ‘you are what you eat’, but I’d say we’re the memories of the food we eat. Anyway, let me know what you think. Do you agree? I have you got any memories connected with food?
Training students what to look for
Enhanced **Vocabulary Builder**

- online as part of the dedicated website
- pdf version following spreads
- frequent words
- phonetic script
- 'teacher' explanations
- collocations and examples
- searchable database with access to all the examples in the series
- word grammar exercises in VB and workbook
A fresh approach to grammar
Clear context
Guided discovery
Plenty of practice
Flow front and back
Natural examples
Great OUTCOMES
Universally acclaimed writings sections

Everything that makes Outcomes great
6 WRITING Reports

1 Read the introduction to a report about public transport and car use and then the list of its main findings. Discuss the questions in pairs.
   - What do you think the statistics would be if the report was about your city or area?
   - Considering the aim of the council, which of the statistics do you think is good news and which is bad? Why?
   - What action would you recommend to the council?
2 Read the summary of the findings and complete the text with these words:
   examples interviewed long majority mentioned respondents favourably majority rated widely

INTRODUCTION
The survey that led to this report was conducted with people in the Northea area. It aimed to find out how many people travelled and the reasons for their choices, with a view to the council developing policies to discourage car use.

Main findings:
* 75% use the car as their main form of transport.
* In the previous months, four out of five people had used some alternative — train, bus, bike, motorcycle or electric taxi.
* 90% said they would be willing to use alternative transport to the car.
* 85% of journeys by public transport were by bus.
* Only one tenth of those surveyed felt public transport provision was good or very good.
* The main reasons cited for not using public transport were cost and inconvenience.

SUMMARY OF FINDINGS
While the findings of the survey showed that can remains the main form of transport, there was some hope in the fact that there were high numbers of people willing to change. Only a small felt they would continue to use their car, no matter what.

Most had used buses, and the said they would use them more often if they were cheaper and more convenient. On numerous occasions the lack of timetable information and buses running infrequently and failing to connect with other routes. Even though it is the most popular mode of transport, it is also a

RECOMMENDATIONS
If the council is to encourage less car use, it clearly needs to develop bus services. It should improve timetabling and make information more available, for example through a website. In the short term, a campaign to raise awareness of the relative costs of buses and cars — as well as increasing parking fees in the centre — could help. However, to make real difference, the council needs to invest in new buses in the next a

3 Work in pairs. Discuss the questions:
   - What extra information is included in the report outside the main findings of the survey?
   - Do you think the summary is a fair summary of the main findings? Why / Why not?
   - Do you agree with the recommendations?

GRAMMAR

be to
In this report, you read:
- If the council is to encourage less car use, it clearly needs to develop bus services.
- be to + infinitive (without to) is often used with if-clauses to show a desired future result.

We must do something now if the situation is not to deteriorate further.

4 Write sentences with if, be to + infinitive (without to) and need, etc., using these ideas.
- the government / win the next election / change their policies now.
- we / improve our marketing / boost sales.
- we / reduce crime / increase the number of police.
- the company / reduce its debts / not go bankrupt.
- the council / build more cycle lanes / encourage more people to cycle to work.
- the government / introduce a tax on the amount of rubbish people throw away.

KEY WORDS FOR WRITING

while, despite, however, even though
Despite this can be used instead of however, and despite the fact that can be followed by a clause.

Despite the fact that I had had to, he took the car. However, can also come in the middle of a sentence. Cars are expensive to run. There are, however, ways to save.

5 Look at the words in bold in the report on page 160. Then discuss the questions in pairs.
   1. Which word contrasts an idea with an idea in the previous sentence?
   2. Which three words naq to link two parts of a sentence?
   3. Which two words could be swapped round?
   4. Which word is followed by a noun in this form?
   5. Where are the commas in the sentences with words in bold?

6 Choose the correct words. One or two are correct in each sentence. Cross out any incorrect words.
   1. While / Despite / Even though student numbers fell this year, the school continues to grow in the future.
   2. Most students were satisfied with their classes, even though / despite / however there was a lot of noise from ongoing repair work.
   3. The school doesn’t have enough resources. However / While / Despite this, the teachers do an excellent job.
   4. Profits were down last year, despite / however / even though having more students.

7 Rewrite the sentences using the words in bold so that your sentences mean the same.
   1. Despite the government investing in buses, most people still prefer to travel by car. even though
   2. While the cost of air travel to passengers has been falling, the cost to the environment has increased. however
   3. Most people rated the service as poor, however the majority also praised the quality of the food. while
   4. Things haven’t improved, but we’re still struggling despite

PRACTICE
8 You are going to write a report on improving public services in your area. First, complete the findings below with what you imagine the statistics are for your area. Then compare with a partner.

MAIN FINDINGS
% of people use private instead of public health services.
% visited their local hospital or clinic in the past year.
% of those who saw a doctor required no treatment.
% of respondents felt public health care was good or very good.
% said that they felt public health care was bad or very bad.

9 Write an introduction to the report to explain the survey and its purpose. Then write a summary and analysis based on the statistics you wrote. Finally, write a conclusion about how things could be improved.
“We love the fact it’s based on the way real people speak, as opposed to the idealised language you get in most textbooks. Plenty of valid communicative tasks, and juicy topics too.”
OUTCOMES
Real situations, real language, real outcomes

Keep in touch

www.facebook.com/hughdellarandrewwalkey

hugh@lexicallab.com