

The background of the cover is a high-angle photograph of a mountain valley. The foreground and middle ground are filled with dense forests of trees with vibrant autumn foliage in shades of yellow, orange, and green. A winding river flows through the valley floor. In the background, rugged mountain peaks are visible under a sky filled with large, white, fluffy clouds. The overall scene is bright and scenic.

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

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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

		IN THIS UNIT YOU LEARN HOW TO:	GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
1	 ENTERTAINMENT page 6	<ul style="list-style-type: none"> talk about habits describe films, books and music politely disagree with opinions talk about pictures and art tell stories and discuss plots 	<ul style="list-style-type: none"> Habits Adjectives and adverbs 	<ul style="list-style-type: none"> Describing films, music and books Talking about pictures 	<ul style="list-style-type: none"> Heard it all before 	<ul style="list-style-type: none"> Films and the cinema A guided tour of an art gallery 	<ul style="list-style-type: none"> Disagreeing politely
2	 SIGHTSEEING page 14	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Relative clauses Talking about the future 	<ul style="list-style-type: none"> Buildings and areas Festivals and carnivals 	<ul style="list-style-type: none"> Ten days at the Venice Carnival 	<ul style="list-style-type: none"> Driving round Belgrade Places to visit 	<ul style="list-style-type: none"> Agreeing using synonyms
VIDEO 1: A Chinese artist in Harlem page 22 REVIEW 1: page 23 WRITING 1: Giving advice page 150							
3	 THINGS YOU NEED page 24	<ul style="list-style-type: none"> talk about a wide range of objects describe what things are for check you understand what people mean use suffixes and prefixes better describe problems with things give advice and express regrets 	<ul style="list-style-type: none"> Explaining purpose using <i>so, if and to</i> <i>should</i> and <i>should have</i> (should've) 	<ul style="list-style-type: none"> Useful things Word families How things go wrong 	<ul style="list-style-type: none"> I am ... Mr Trebus 	<ul style="list-style-type: none"> Asking for things Trying to get a refund 	<ul style="list-style-type: none"> Explaining and checking
4	 SOCIETY page 32	<ul style="list-style-type: none"> talk about the government and their policies talk about how the economy is doing respond to complaints discuss social issues comment on news stories describe correlations 	<ul style="list-style-type: none"> <i>so</i> and <i>such</i> Comparatives with <i>the ... the ...</i> 	<ul style="list-style-type: none"> The government, economics and society 	<ul style="list-style-type: none"> Only connect 	<ul style="list-style-type: none"> What do you think of your president? In the news 	<ul style="list-style-type: none"> Showing understanding Commenting on news stories
VIDEO 2: Wood-powered car page 40 REVIEW 2: page 41 WRITING 2: Letters of complaint page 152							
5	 SPORTS AND INTERESTS page 42	<ul style="list-style-type: none"> talk about what you do in your free time talk about how fit you are check you heard things correctly talk about sport comment on past events describe accidents and injuries 	<ul style="list-style-type: none"> <i>shouldn't have</i>, <i>couldn't have</i>, <i>wouldn't have</i> The present perfect continuous and simple 	<ul style="list-style-type: none"> Health and fitness Sport Injuries and accidents 	<ul style="list-style-type: none"> Sport – you've got to love it 	<ul style="list-style-type: none"> Unusual interests The mad uncle 	<ul style="list-style-type: none"> Checking what you heard
6	 ACCOMMODATION page 50	<ul style="list-style-type: none"> talk about places you have stayed in express opinions and show surprise discuss and deal with accommodation problems better understand idiomatic language talk about culture shock and settling in somewhere 	<ul style="list-style-type: none"> Modifiers <i>have/ got something done</i> 	<ul style="list-style-type: none"> Where you stayed Idioms 	<ul style="list-style-type: none"> Emails from Hong Kong 	<ul style="list-style-type: none"> Did you go away anywhere? Accommodation problems Culture shock 	<ul style="list-style-type: none"> Negative questions
VIDEO 3: Capoeira – the fighting dance page 58 REVIEW 3: page 59 WRITING 3: A leaflet or poster page 154							
7	 NATURE page 60	<ul style="list-style-type: none"> talk about your experiences of different weather talk about natural disasters make stories more dramatic talk about issues connected to animals and plants talk about trends use context to understand different meanings of words 	<ul style="list-style-type: none"> Narrative tenses Participle clauses 	<ul style="list-style-type: none"> Weather Plants and trees The different meanings of words 	<ul style="list-style-type: none"> Animals in the news 	<ul style="list-style-type: none"> Experiences of extreme weather Plant life 	<ul style="list-style-type: none"> Making stories more dramatic
8	 CRIME AND PUNISHMENT page 68	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Showing degrees of certainty with modal verbs Nouns and prepositional phrases 	<ul style="list-style-type: none"> Crimes Crime and punishment Trends and statistics 	<ul style="list-style-type: none"> Rigorous policing brings down crime 	<ul style="list-style-type: none"> Different kinds of crimes Punishment or rehabilitation? 	<ul style="list-style-type: none"> Comments and questions
VIDEO 4: The greenhouse effect page 76 REVIEW 4: page 77 WRITING 4: Stories page 156							



2

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?

SIGHTSEEING

8



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.

Student B

Say where you went.

Ask about or comment on the place.

Respond.

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

VIDEO 2



WOOD-POWERED CAR

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

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 //. 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.

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

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- 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

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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** ▶ **41** 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

Different vocab that you **need**

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
killed – went off	

- 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.

Think about how vocab is used

Words *and* grammar


VOCABULARY How things go wrong

- 1 Match these items with the problems in bold in the sentences below.

a desk	jeans	shoes	a top
face cream	a kettle	a tablet	a watch

- 1 When it arrived and I put it on, it **didn't fit**.
- 2 When I took it out of the box, I found the screen **was scratched**.
- 3 When I tried to put it together, I realised it had **a bit missing**.
- 4 It was supposed to be for sensitive skin, but it **gave me spots**.
- 5 When I filled it the first time, I realised it **had a leak**.
- 6 I only wore it for a week and the strap **came off**.
- 7 They **fell apart** after a month. The soles came off!
- 8 When I got home and tried them on I realised the back pocket **was ripped**.

PRONUNCIATION

- 2  17 Listen to the sentences and repeat them. Notice how words can link around pronouns.
- 3 Take turns to think of two more items that can have one of the problems in Exercise 1. Tell your partner the items you are thinking of. Can your partner guess the problem they might have?
A: A boat and a pipe can have this problem.
B: OK. They can both have a leak.

Texts and frequent words

[About](#)[Reflections](#)[Restaurant recommendations](#)[Recipes](#)[Photos](#)

FOOD, FRIENDS, FAMILY

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 roasting reputations. He essentially represents what I call the *MasterChefisation* 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 prizes 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 inedible.

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 judgement** 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? Have you got any memories connected with food?

PREVIOUS POSTS

granny's apple pie; first picnic of the year; other names for the children's menu; simple stews



Come on! He could be a top chef!



I'm sorry, but it'll still taste like a pumpkin!



Training students what to look for

UNDERSTANDING VOCABULARY

Prefixes

In the article, the author mentioned **non-existent differences** and a **semi-cooked dish**.

We make lots of words by using prefixes like *non-* and *semi-* before a root word. They modify the meanings of the words they are added to. For instance, *non-existent* differences are ones that don't exist, while a *semi-cooked* dish is not completely cooked.

6 Complete the definitions with these prefixes.

dis	mis	non	over	pro	semi
ex	multi	out	pre	re	super

- 1 many – as in ____-cultural or ____-lingual
- 2 no longer – as in ____-soldier or ____-president
- 3 wrongly – as in ____manage a situation or ____inform the public
- 4 more or better than – as in ____perform a competitor or ____grow your clothes
- 5 too much – as in ____stay your welcome or ____do it
- 6 not – as in ____-stick pan or ____-existent
- 7 opposite – as in ____obey an order or ____qualified
- 8 before – as in ____-war or ____-heat the oven
- 9 again – as in ____play a game or ____read a book
- 10 partly – as in ____-professional or ____-conscious
- 11 In favour of – as in ____-GM food or ____-democracy campaigner
- 12 extremely – as in ____-fit or a ____-posh hotel

7 Work in pairs. Challenge each other to think of another example for each prefix. Your partner should put their word into a sentence.

A: *pre-*

B: *I buy a lot of pre-cooked meals.*

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**

GRAMMAR

- 10 Look at these sentences from the radio show. Then work in pairs to answer the questions below.

should and should have (should've)

- a He **should have checked** the shoes at the point of sale.
- b Clearly, Fei **shouldn't have been treated** like that.
- c You **should start** from the view that they do have a valid point.
- d All companies **should see** complaints in this way – as a gift.

- 1 Which of the sentences give general advice or suggestions?
- 2 Which show a criticism or regret about a past action?
- 3 How are the two forms different?

G Check your ideas on page 170 and do Exercise 1.

- 11 Work in pairs. Use *should* / *should've* to say what advice you would give to:

- 1 Fel.
- 2 the shoe company.
- 3 assistants working in a shoe shop.

- 12 Use *should* / *should've* to add criticism, advice or suggestions to sentences 1–5.

It's your birthday today? You should have told me earlier. We should go out and celebrate!

- 1 You're never going to get anyone to buy that car.
- 2 We were stupid to have moved here!
- 3 It's your fault we haven't got any money.
- 4 Don't blame me for the fact your life is a disaster!
- 5 The country's a mess!

SHOULD AND SHOULD HAVE (SHOULD'VE)

We use *should* (not / never) + verb to give general advice, suggestions or criticism about a present situation.
You **should see** complaints as an opportunity to improve.
We **should never give** terrorists what they want.
We **should go** and try that new pizzeria that's just opened round the corner.

We use *should* (not / never) + have + past participle to show a criticism or regret about a past action.

He **should have / should've checked** the shoes at the point of sale.

They **shouldn't have parked** here. They've blocked me in.

Exercise 1

Complete the two dialogues with the correct form of *should* and the verbs in brackets.

A: You ¹ _____, bowling with us. We had a great time. (come)

B: Well, you ² _____ me so late. I couldn't rearrange things. (tell)

A: I know. Sorry. Maybe we ³ _____ next week sometime. (go)

A: The neighbours kept me awake last night again.

B: Really? Maybe you ⁴ _____ them next time. (report)

A: I have already, but the police didn't want to do anything.

B: They ⁵ _____ them at least. (come and warn)

A: I guess they felt they had more important things to do.

B: Did you tell them how often it's happening?

A: Not really. Maybe I ⁶ _____ so calm when I spoke to them. (be)

B: Yeah, maybe.

A: I don't know. Maybe we ⁷ _____ . (just move)

B: Yeah, but you ⁸ _____ . It's just wrong! (have to)

DID YOU KNOW?

Use *should be -ing* to refer to a current unfinished situation.
Stop distracting me. We **should be working** not chatting.

Use *should have been -ing* to refer to an unfinished / interrupted action in the past.

It was his own fault he crashed. He **shouldn't have been driving** so fast!

Exercise 2

Choose the correct option after *should*.

- 1 The new system has been a disaster. We should **have tested / have been testing** it properly before we introduced it.
- 2 With so much unemployment, the government shouldn't **cut / be cutting** jobs like it is.

COMMON MISTAKES

We should ~~to~~ go. We're late.

I should ~~travelling~~ be travelling there now, but I missed my bus.

He should ~~took~~ have taken it back to the shop sooner.

They should ~~of~~ have had it fixed by a professional.

Always follow *should* with a form of the infinitive (without to).

Exercise 3

Rewrite the sentences, correcting the mistake in each.

- 1 I'm sorry it's a bit late. I should rang you earlier, but I forgot.
- 2 They should of try to sort it out instead of blaming me.
- 3 When you take it back, you should to ask for some kind of compensation.
- 4 I sometimes think I should never go to university because I didn't enjoy it much and I have a huge debt now.
- 5 It's terrible I have to work tonight. I should celebrating my birthday with my friends!

Clear context
Guided discovery
Plenty of practice
Flow front and back
Natural examples
Great **OUTCOMES**

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Everything that makes **Outcomes** great

6 WRITING Reports

WRITING

- 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?
- Read the summary of the findings and complete the text with these words.

examples	interviewed	mentioned	respondents
factor	long	minority	vast
favourably	majority	rated	widely

INTRODUCTION

The survey that led to this report was conducted with people in the Northsea area. It aimed to find out how 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 month, four out of five people had used some alternative – train, bus, bike, motorbike or (electric) taxi.
- 90% said they would be willing to use alternative transport to the car.
- 83% 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 cars remain 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 ¹ _____ felt they would continue to use their car, no matter what.

Most ² _____ had used buses, and the ³ _____ said they would use them more often if they were cheaper and more convenient. ⁴ _____ of inconvenience that were ⁵ _____ on numerous occasions were the lack of timetable information and buses running infrequently and failing to connect with other routes.

Even though bus travel actually compares ⁶ _____ to car travel, cost-wise, the perception of the ⁷ _____ majority of people ⁸ _____ was that it was more expensive. Interestingly, those using the train ⁹ _____ it highly, **despite** it being more expensive than the bus. This suggests comfort is also a ¹⁰ _____.

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 ¹¹ _____ 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 a real difference, the council needs to invest in new buses in the ¹² _____ term to increase frequency and comfort.

- 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 the 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. Negatives are formed as is not to or isn't to. The main clause shows what must be done first, using need / must / have to, etc.

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

- 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.
- discourage waste / 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 told him not 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.*

- Look at the words in bold in the report on page 160. Then discuss the questions in pairs.

- Which word contrasts an idea with an idea in the previous sentence?
- Which three words help to link two parts of a sentence?
- Which two words could be swapped round?
- Which word is followed by a noun / -ing form?
- Where are the commas in the sentences with words in bold?

- Choose the correct words. One or two are correct in each sentence. Cross out any incorrect words.

- While / Despite / Even though* student numbers fell this year, the school is confident it can grow in the future.
- Most students were satisfied with their classes, *even though / despite / however* there was a lot of noise from ongoing repair work.
- The school doesn't have enough resources. *However / While / Despite this*, the teachers do an excellent job.
- Profits were down last year, *despite / however / even though* having more students.

- Rewrite the sentences using the words in bold so that your sentences mean the same.

- Despite the government investing in buses, most people still prefer to travel by car. **even though**
- While the cost of air travel to passengers has been falling, the cost to the environment has increased. **however**
- Most people rated the service as poor. However, the majority also praised the quality of the food. **while**
- Things have improved, but we're still struggling. **despite**

PRACTICE

- 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.

_____ out of _____ people are currently considered overweight.

_____ % of respondents felt public health was good or very good.

_____ tenth(s) of people could get an appointment with their doctor within 48 hours. The main reasons for using private healthcare were _____, _____ and _____.

- 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



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