

Speak out

3RD EDITION

Welcome to the third edition of our best-selling eight-level general English course for adults – *Speakout*. Developed in association with BBC Studios, this new edition has been completely revised based on feedback from *Speakout* users from all over the world.

Speakout 3rd Edition offers 100% new content, all-new video, and a fresh new look and feel, all underpinned by flexible components for in-class, online and hybrid use.

- Easy-to-use teaching notes for all tasks, plus full answer keys and scripts
- Extra ideas for class, including digital activities, dyslexia adaptation, and mixed ability classes
- Full guidance for setting up and assessing the all-new mediation lessons
- Full Global Scale of English mapping information for every lesson

Teacher's Book with Teacher's Portal Access Code

- Presentation Tool with a digital version of the Student's Book and Workbook, lesson notes, audio, video and interactive exercises
- Online Practice of the Workbook activities with instant feedback, where teachers can assign activities
- Gradebook with student results from the activities in the Student's eBook and Online Practice
- Test Generator with assignable test activities and editable tests
- Virtual classroom with live video, sharable interactive whiteboard, live assignments with view of student performance, chat and hand-raising system
- Teacher's Resources, including exam alignment tables, training and support videos, and photocopyable activities

Speakout 3rd Edition is fully accessible on your computer, tablet and mobile phone so that you can enjoy the full functionality of your course wherever you are.

Also available

- Student's Book and eBook with Online Practice
- Student's eBook with Online Practice Access Code
- Workbook
- Split editions
- Teacher's Portal Access Code

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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test B1	Level 2 (B1)
B2	58-67	Benchmark Test B2	Level 3 (B2)
B2+	64-76	Benchmark Test B2	Level 3 (B2)
C1-C2	73-90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

ISBN 978-1-292-39955-3



Speak out

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3RD EDITION

A2

Teacher's Book with Teacher's Portal Access Code

A2

Damian Williams

Teacher's Book with Teacher's Portal Access Code



B B C

Speak < out

3RD EDITION



Teacher's Book

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SCOPE AND SEQUENCE

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
LEAD-IN p6			
1 me and you B B C VLOGS Who are you?			
1A Hi! p8	Present simple: <i>I, you, we, they</i>	Jobs and studies	Weak forms and linking: <i>do you</i>
1B Same but different p10	Present simple: <i>he, she, it</i>	Common verb phrases FUTURE SKILLS Self-management	Third person -s
1C Let's meet. p12	How to ... make suggestions	Adjectives for feelings; time phrases FUTURE SKILLS Self-management	Intonation to show interest
1D Family and friends p14	Possessive 's, s'	Family	
UNIT 1 REVIEW p16			
2 lifestyle B B C VLOGS What food do you like and dislike?			
2A Can't live without it p18	Countable and uncountable nouns; <i>a, an, some, any</i> FUTURE SKILLS Self-management	Food and drink	The weak /ə/ sound: <i>a, an, some</i>
2B Your lifestyle and you p20	Adverbs and phrases of frequency	Everyday activities	Linking
2C Eating out p22	How to ... order a meal in a restaurant	Restaurant words	Polite intonation FUTURE SKILLS Communication
2D The Indian Relay p24	<i>like, hate, love + -ing</i>		
UNIT 2 REVIEW p26			
3 home B B C VLOGS Do you ever have visitors staying in your home?			
3A Come in. p28	<i>this, that, these, those; here, there</i>	Rooms and furniture	/ɪ/ and /i:/
3B Too much stuff p30	<i>have got</i>	Common adjectives (1) FUTURE SKILLS Self-management	Sentence stress
3C What can I bring? p32	How to ... make invitations and offers	Social phrases	Rhythm in phrases
3D Your neighbourhood p34	<i>there is, there are</i>		
UNIT 3 REVIEW p36			
4 this world B B C VLOGS Do you enjoy quizzes?			
4A What a decade! p38	Past simple of <i>be</i> : <i>was, were</i>	Time phrases (1) and dates	Weak and strong sounds: <i>was, were</i>
4B Life in numbers p40	<i>how much, how many; how + adjective</i>	Amounts; numbers	Intonation to check understanding
4C Where can I get ... ? p42	How to ... get help in shops	Shops and shopping FUTURE SKILLS Self-management	Linking
4D Sakura time p44	<i>should, shouldn't</i> ; imperatives	Weather and seasons	
UNIT 4 REVIEW p46			

	READING	LISTENING/VIDEO	SPEAKING	WRITING
		Understand people introducing other people	Introduce and talk about yourself	Write a personal profile; use capital letters
	Read an article about twin brothers who are very different		Talk about a friend or a family member	
	Understand text messages between friends		Make suggestions MEDIATION SKILLS Make a free-time plan together	
		B B C Street Interviews about people and their families	Talk about people in your life	Describe five people in your life
		Understand people talking about food	Talk about food shopping and eating habits	Write an online comment; use linking words: <i>and, but, or</i>
	Read and do a lifestyle quiz		Discuss what is important in your life	
	Read an article about online photos of food		Order a meal in a restaurant	MEDIATION SKILLS Help someone understand a pizza menu
		B B C Programme <i>Mountain: Life at the Extreme</i>	Talk about a special event	Describe an event
		Understand someone talking about their apartment		Write a description of a home for a website; use commas
	Read about how to 'say goodbye' to clutter		Talk about and describe objects in your home	
	Read and do a questionnaire about how to be a good guest		Accept invitations FUTURE SKILLS Social responsibility	MEDIATION SKILLS Give advice to a friend about your country
		B B C Street Interviews about where people live	Talk about your local area	Write an email about your local area
		Listen to a podcast about events in the 2010s	Talk about a time in your life	Write about a special time; use time phrases
	Read an article with fun facts about numbers		Ask and answer questions about world number facts FUTURE SKILLS Communication	
	Understand text messages between friends		Get help in a shoe shop MEDIATION SKILLS Buy something for a friend	
		B B C Programme <i>Springwatch in Japan</i>	Talk about a good time to visit	Write an email about the best time to visit

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
5 the past B B C VLOGS When you were a child, what was your favourite thing/place/food/music? Why?			
5A Then and now p48	Past simple: regular verbs	Time phrases (2)	-ed ending of regular verbs
5B What went wrong? p50	Past simple: irregular verbs; wh- questions	Life events	Irregular verbs
5C Sorry I'm late. p52	How to ... apologise and make excuses	Excuses; saying the time	Intonation for apologising
5D My weekend was ... p54	Adjectives and modifiers		

UNIT 5 REVIEW p56

6 out and about B B C VLOGS Where do you spend time when you are in town?			
6A Meet me in town. p58	Present continuous	Clothes and appearance	Weak form of <i>are</i>
6B My way p60	Comparative adjectives	Common adjectives (2); transport collocations	Sentence stress
6C Getting around p62	How to ... give directions	Places	Stress to correct information
6D Cities: nature's new wild p64	Prepositions and adverbs of movement		

UNIT 6 REVIEW p66

7 work B B C VLOGS What job would you most like to do?			
7A Odd jobs p68	Articles: <i>a, an, the</i> , zero FUTURE SKILLS Self-management	Skills and qualities	Weak forms: <i>a, an, the</i>
7B An extra day p70	Present simple and present continuous	Phrasal verbs	Connected speech, the /t/ sound
7C I'm calling to check ... p72	How to ... phone for information	Phoning	Friendly intonation
7D Would you like to ... ? p74	Verbs and <i>to</i> infinitive		

UNIT 7 REVIEW p76

8 travellers B B C VLOGS What place in the world would you most like to visit?			
8A Trip advice p78	Superlative adjectives	Describing places	-t in superlatives
8B Surprise travel p80	<i>be going to</i>	Travel activities	Weak form of <i>to</i>
8C At a hotel p82	How to ... make requests and offers in a hotel FUTURE SKILLS Social responsibility	Hotel language; hotel rooms	The contraction 'll
8D Arctic Academy p84	Adverbs of manner		

UNIT 8 REVIEW p86

	READING	LISTENING/VIDEO	SPEAKING	WRITING
	Read an article about big life changes		Discuss your life 'then and now'	
		Understand people talking about events that went wrong	Describe an important life event	Write a mini-bio; use linking words: <i>after that, then, next</i>
	Read a short article about excuses in the digital age		Apologise and make excuses FUTURE SKILLS Social responsibility MEDIATION SKILLS Help a friend to tell a story	
		B B C Street Interviews about what people did at the weekend	Talk about last weekend	Write about a recent activity
		Understand someone describing a person	Describe people and what they are doing in a picture	Write a description of a group photo
	Read an article about unusual ways to get to work		Discuss journeys by different forms of transport	
	Read a leaflet about Dublin		Give and follow directions FUTURE SKILLS Communication	MEDIATION SKILLS Help a group make a plan
		B B C Programme <i>Cities: Nature's New Wild</i>	Talk about an experience	Write about an experience
	Read an article about interesting jobs		Talk about jobs that fit people in your class	
		Listen to a podcast about volunteer work	Discuss and choose volunteer jobs FUTURE SKILLS Collaboration	Write a blog post; use example language
		Understand an automated message	Phone to ask for or give information	MEDIATION SKILLS Give someone the information they need
		B B C Street Interviews about people's skills	Do a survey	Write a summary of a survey
	Read a discussion forum about travel		Talk about a good city to visit and the best things to do there	
		Understand a podcast about surprise travel	Interview someone and suggest a trip for them	Write a description of a trip; use linking words: <i>so, because</i>
	Read an article about hotel guests' questions		Make requests and offers in a hotel MEDIATION SKILLS Discuss a short story	
		B B C Programme <i>Arctic Academy</i>	Talk about a difficult trip	Write about a trip

Welcome to *Speakout 3rd Edition*

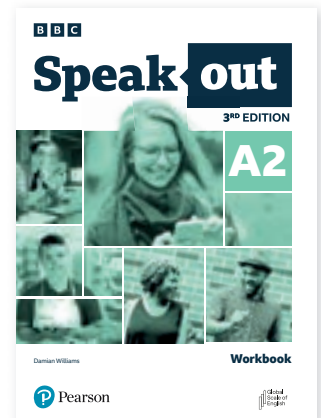
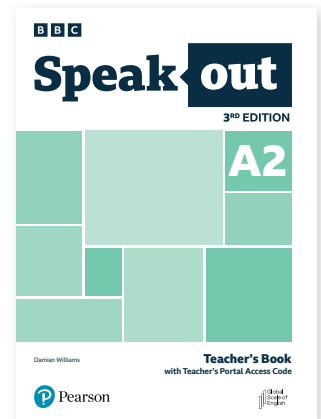
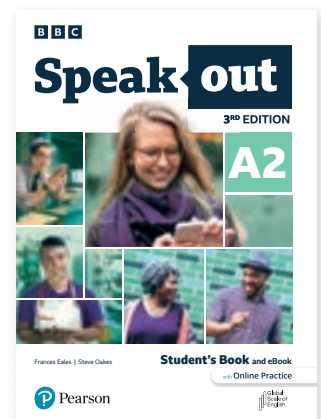
Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, *Speakout 3rd Edition* is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular emphasis on developing learners' confidence in speaking.

Speakout 3rd Edition is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh new look and feel. With a clearer layout and lesson flow, and an enhanced digital environment offering even more flexibility, the new edition Presentation Tool and Student's eBook can be used on any device – computer, tablet and mobile phone – and all activities from the eBook and the Online Practice report to the gradebook.

We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation syllabus, and interactive speaking practice activities which provide students with out-of-class, on-the-go speaking practice.

Speakout 3rd Edition features all-new BBC programme clips, street interviews, and vlogs filmed by people from around the world, all of which bring authenticity to the course and encourage students to be more motivated and confident in learning English. The Global Scale of English is embedded in the course, making it clear for learners and teachers *why* they are doing every task as well as providing a tangible framework for assessment and measurement of progress. 'How to ...' lessons and Future Skills boxes bring real-world strategies into the course, meaning that employability and personal growth are embedded within the lesson content. There are also independent Mediation lessons at the back of every Student's Book from A2 to C1–C2 to further develop learners' soft and employability skills. The course is also mapped to the Adult Benchmark Tests, which provide clear, at-a-glance reporting, helping learners become more purposeful about their learning, and to Pearson English International Certificate, which is for learners wishing to take a test that gives them a proficiency certificate (see page 24 for details).

We are also delighted to introduce our interactive 'Speak Anywhere' speaking practice activities. These digital speaking roleplays are an extension of the 'How to ...' lessons and are designed to give learners freer practice using the target language of the lesson, and also to give them some general fluency practice on the lesson topic. Students can do these activities on their own, outside the classroom, on a computer, tablet or mobile phone, and receive feedback on their performance within the activity.



Accessibility is of paramount importance for *Speakout 3rd Edition*, as Pearson English is committed as a company to providing education which is available to all. We offer extensive support for learners with many different accessibility needs, such as:

- All our digital content has an accessibility layer powered by a built-in screenreader. This allows learners to fully engage with the exercises and complete them successfully. We also offer a 'keyboard navigation only' mode.
- All informative images are equipped with Alternative text suitable for the learners' level.
- Media players are equipped with speed changing capability, as well as dynamic transcripts for audios, and subtitles and transcripts for videos.
- Content can be resized up to 400% without any disruption to user experience and a high contrast theme can be applied.
- Accessibility support for print components includes audio support for reading texts for the visually impaired and guidance for teachers on how to help students with Dyslexia.

The Global Scale of English

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: speaking, listening, reading and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

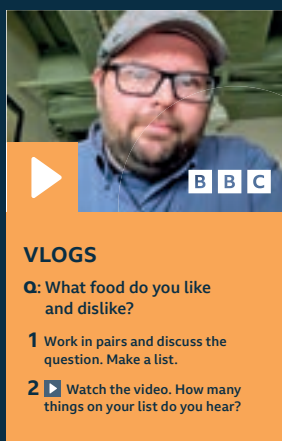
The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

The GSE chart on the back of each Student's Book shows the range of objectives that are covered within that level. Knowing this range helps you select course materials with the right level of challenge for your students to help them make progress.

Speakout 3rd Edition has been created using the GSE Learning Objectives for Adult Learners. These ensure that the content and activities are at the correct level and inform the lesson goals given at the start of each unit.



lifestyle 2



VLOGS

Q: What food do you like and dislike?

1 Work in pairs and discuss the question. Make a list.

2 Watch the video. How many things on your list do you hear?

Global Scale of English

LEARNING OBJECTIVES

2A LISTENING | Understand people talking about food: food and drink

Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*

Pronunciation: the weak /ə/ sound: *a, an, some*

Write an online comment; use linking words: *and, but, or*

2B READING | Read and do a lifestyle quiz: everyday activities

Discuss what is important in your life: adverbs and phrases of frequency

Pronunciation: linking

2C HOW TO ... | order a meal in a restaurant: restaurant words

Pronunciation: polite intonation

2D BBC PROGRAMME | Understand a documentary about the Indian Relay Race in the USA

Talk about a special event: *like, hate, love + -ing*

Describe an event

17

Measuring proficiency using the GSE

The Global Scale of English underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark Tests alongside **Speakout 3rd Edition**, you will be able to see the progress being made by learners during their course of study and receive rich score reports which identify strengths and weaknesses along with recommendations on how to address them using **Speakout 3rd Edition**. For this level of **Speakout 3rd Edition**, we recommend Benchmark Test Level A. Find out more about this test at www.pearsonenglish.com/exams-offer.

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 1 (A2). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 202–217).

For more information about how the GSE can support your planning, teaching and assessment, go to www.pearsonenglish.com/gse. Visit the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo – to set learning goals, find grammar resources and check the level of a text.

▲ GSE Learning Objectives on Unit Opener pages are written in a shorter, more accessible way to allow learners to understand what they will be learning in each lesson.

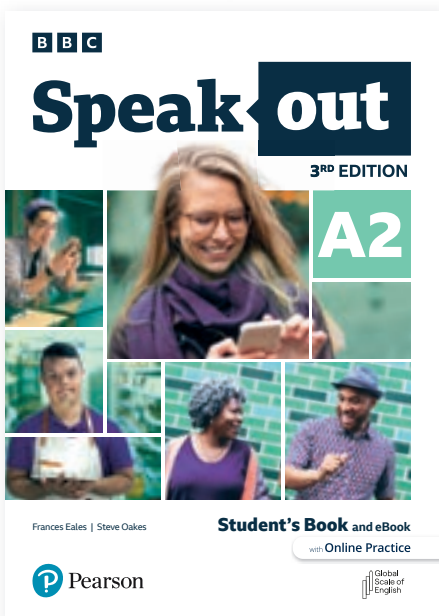
Student components

Student's Book with eBook and Online Practice

The student's digital components work together to provide a seamless experience between accessing resources, completing activities and reviewing results.

Student's eBook

- Syllabus built on the Global Scale of English (GSE)
- Interactive activities with instant marking
- Student results report to the Gradebook
- Embedded audio and BBC video clips
- See the walkthrough on pages 12–17 for unit details



Student's Book

- Print version of the Student's eBook
- Access code for the Student's eBook and Online Practice

Online Practice

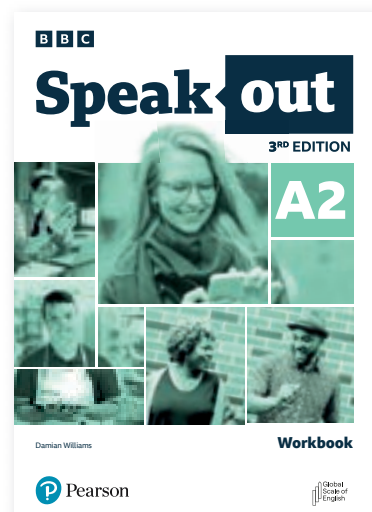
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

- Student's eBook and Online Practice activities report to the Gradebook so students and teachers can review performance and progress

Workbook

- Print version of the Online Practice activities
- Audio available online
- Includes Adult Benchmark Test task types



Teacher components

Teacher's Book with Teacher's Portal Access Code

The Teacher's Book includes access to the *Teacher's Portal*, where you can find everything you need to make your teaching more effective in class and online.

Teacher's Book

- Global Scale of English (GSE) Learning Objectives for every lesson
- Full teaching notes and Answer Keys for every activity
- Mediation lesson plans, plus output and evaluation guidance
- Digital activity ideas and cultural background notes
- Extra ideas and support for teaching mixed ability classes, and teaching students with dyslexia
- Audioscripts and videoscripts

Presentation Tool

- Student's eBook and Workbook with interactive activities for display in class and online
- Page-faithful view of the Student's Book for easy navigation between the Student's Book and the Presentation Tool
- Show answers one by one or all at once
- Embedded audio and video for seamless teaching in class
- Teaching notes for each lesson
- Teacher toolkit, including whiteboard

Online Practice

- Assign Online Practice activities in Assignments
- View student performance in the Gradebook

Tests Package

- All tests are offered in two versions: ready-to-print PDFs and editable Word documents. They can also be administered online via the Test Generator
- All tests have A and B versions, and there are specially adapted versions of the tests for students with dyslexia

See page 24 for more details.

Gradebook

- View individual student and class results for all student activities: from the Student's eBook, the Online Practice and the Test Generator

Teacher's Resources

- Photocopiable activities with full teaching notes and Answer Key
- Teaching with ***Speakout 3rd Edition videos***
- GSE Mapping Booklets showing how each level of the course aligns with the GSE and the CEFR
- Exam alignment tables showing detailed correlation between the Adult Benchmark Tests, Pearson English International Certificate, Cambridge Exams and each level of ***Speakout 3rd Edition***
- Downloadable PDF of the Teacher's Book
- Student's Book, Workbook and Tests Package audio and audioscripts
- All in-course BBC video and videoscripts
- Student's Book and Workbook Answer Keys
- Interactive phonetic chart



Virtual classroom

The virtual classroom enables you to teach fully interactive lessons online using the integrated video conferencing tools, with breakout rooms, chat and more. You can assign tasks and have a real-time view of student performance.

All digital components are accessible on computer, tablet and mobile phone so you and your students can enjoy the full functionality of the course anywhere.

All content is compliant with the WCAG 2.1 AA accessibility standard.

How the course works

Unit walkthrough

Course summary

Speakout 3rd Edition has eight levels: A1, A2, A2+, B1, B1+, B2, B2+ and C1–C2.

Each level contains eight units, each with four lessons, plus a Unit Opener and a Review section.

Each unit contains two main input lessons (Lessons A and B), a functional language, or ‘How to ...’, lesson (Lesson C), and the BBC video lesson (Lesson D).

The Grammar Bank and Vocabulary Bank at the back of the book are integral parts of the lessons when they occur. Language presented in these sections is considered to be taught, and is then recycled in subsequent activities. It may also appear in the unit review and the tests content.

Writing activities in the main input lessons have a Writing Bank at the back of the book, which contains the skills development work and the final output task.

The Mediation Bank contains eight standalone lessons. They can be taught at any point, but ideally they should follow the completion of each Lesson C.

The Tests Package contains tests to be used after each unit (including full unit tests and quick unit quizzes), after every two units, mid-course, and at the end of the course.

Unit Opener

Student’s Book



Stunning visuals related to the unit topic help to engage students and stimulate discussion.

The Unit Opener features BBC vlogs filmed by real people from around the world together with a mini-task to engage learners with the broad unit topic. The vlogs provide a good warmer for Lesson A.

The vlogs are embedded in the eBook, and can also be found in the Teacher’s and Student’s Resources.

The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 202–217.



The BBC vlogs and other videos are embedded in the Student’s eBook.

The buttons next to the GSE Learning Objectives are clickable and take you directly to each lesson.

All videos have subtitles that can be turned on and off.



Lesson A – main input lesson 1

All four skills are taught systematically in each unit. Lessons A and B are the two main ‘input’ lessons. Lessons A and B consist of two pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English Learning Objective.

Every lesson contains opportunities for personalised speaking practice.

Each lesson starts with a clear summary of lesson contents.

The Vocabulary Bank is clearly signposted on the lesson page. It is integral to the lesson, and contains either a continuation of the lexical set presented in the lesson, or presents a new set related to the lesson. The language in the Vocabulary Bank is used in subsequent tasks in the lesson.

Each unit features Future Skills. Also known as ‘soft’, ‘21st century’ or ‘transferable’ skills, these skills are becoming increasingly important. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community. *Speakout 3rd Edition* is aligned to the Pearson Personal and Social Capabilities (PSC) Framework.

The core grammar and vocabulary is contextualised in the Listening and Reading tasks.

The lesson leads towards a final GSE-based skills task. Learners have the opportunity to practise the grammar and vocabulary learnt in this lesson (including any sets presented in the Vocabulary Bank). The lesson page introduces the Writing task; the scaffolding activities are in the Writing Bank at the back of the book.

In the Student’s eBook, content is optimised for digital, so activity types may vary slightly between digital and print editions. The activities are designed to practise the same GSE Learning Objectives and language items.

After learners have completed the Student’s Book activities, you can go through the answers with them using the check answers one-by-one or check answers all at once buttons in the Presentation Tool.

Learners can practise the same lesson Learning Objectives in the Online Practice or using the print Workbook.

If you are using the print Workbook with your class, you also have a page-faithful view of the Workbook to refer to. This links to the Online Practice activities for easy answer checking.

Student’s eBook activity, Unit 2 Ex 1

Page-faithful view of print Workbook

Online Practice activity, Unit 2, Ex 1

Lesson B – main input lesson 2

Lesson B is the second of the two main input lessons. It consists of two pages, and practises all four skills, plus vocabulary, grammar and pronunciation.

Grammar is taught in all four lessons, and there is a page of Reference and Practice for each grammar point in the Grammar Bank. The Grammar Bank is designed primarily for self-study, but can also be used in class.

Vocabulary sets are contextualised in the Reading tasks.

Speakout 3rd Edition teaches grammar inductively. There is an activity on the lesson page that requires the learner to make a deduction and complete the rule. Learners can refer to a full grammar explanation in the Grammar Bank, and also complete practice activities.

GRAMMAR BANK

18 present simple: he, she, it

Reference

Positive and negative

Person	Positive	Negative
I	work	don't work
He/She/It	works	doesn't work
We/You/They	work	don't work

Practice

1 Look at the pictures and write eight sentences about the people in the pictures.

2 Complete the table with the correct form of the verb in brackets.

3 Read the text and answer the questions about the people in the text.

2B Your lifestyle and you

GRAMMAR adverbs and phrases of frequency

VOCABULARY everyday activities

READING 2A On the online quiz

PRONUNCIATION 4 Listen and repeat

2B

GRAMMAR adverbs and phrases of frequency

1 Look at the four signs. Write adverbs to describe the correct place in the diagram.

2 Choose the correct word to complete the rules. Use the sign to help you.

3 Complete the correct word to complete the rules. Use the sign to help you.

4 Listen and repeat. Go to the Grammar Bank.

5 Listen and repeat. Go to the Grammar Bank.

6 Put the words in the box in the correct place on the diagram.

7 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

8 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

9 Work in a different pair. Talk about your first partner. Complete things that are important to you. Put one thing from the same and one thing that is different.

The final GSE-based output task here is a Speaking task, bringing together the vocabulary and grammar learnt in the lesson.

The Workbook also contains speaking practice activities which students can do alone.

There is a prominent pronunciation syllabus providing practice of individual sounds, stress, intonation and features of connected speech. Learners can record themselves in the Student's eBook activities and Online Practice activities.

Audio for all activities is embedded in the Presentation Tool and Student's eBook, and can also be downloaded from the Resources. The audioscripts are at the back of the Student's Book and Workbook, and there are audioscripts in situ in the Student's eBook and Online Practice activities.

The teacher has access to a variety of resources directly from the Presentation Tool, including Teaching Notes and Answer Keys.

Speak out 3rd Edition A2

2B Lifestyle | Your lifestyle and you

Lifestyle quiz

1 Look at the four signs. Write adverbs to describe the correct place in the diagram.

2 Choose the correct word to complete the rules. Use the sign to help you.

3 Complete the correct word to complete the rules. Use the sign to help you.

4 Listen and repeat. Go to the Grammar Bank.

5 Listen and repeat. Go to the Grammar Bank.

6 Put the words in the box in the correct place on the diagram.

7 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

8 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

9 Work in a different pair. Talk about your first partner. Complete things that are important to you. Put one thing from the same and one thing that is different.

In the Presentation Tool, all lessons contain a link to a complete set of lesson notes.

Speak out 3rd Edition A2

2B Lifestyle | Your lifestyle and you

Teaching Notes

1 Look at the four signs. Write adverbs to describe the correct place in the diagram.

2 Choose the correct word to complete the rules. Use the sign to help you.

3 Complete the correct word to complete the rules. Use the sign to help you.

4 Listen and repeat. Go to the Grammar Bank.

5 Listen and repeat. Go to the Grammar Bank.

6 Put the words in the box in the correct place on the diagram.

7 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

8 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

9 Work in a different pair. Talk about your first partner. Complete things that are important to you. Put one thing from the same and one thing that is different.

The Presentation Tool and Student's eBook contain the audioscript for each exercise.

In the Presentation Tool, each activity contains the notes relevant to that particular activity.

Speak out 3rd Edition A2

2B Lifestyle | Your lifestyle and you

Answer Key

1 Look at the four signs. Write adverbs to describe the correct place in the diagram.

2 Choose the correct word to complete the rules. Use the sign to help you.

3 Complete the correct word to complete the rules. Use the sign to help you.

4 Listen and repeat. Go to the Grammar Bank.

5 Listen and repeat. Go to the Grammar Bank.

6 Put the words in the box in the correct place on the diagram.

7 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

8 Work in pairs. Complete things that are important to you. Put one thing from the same and one thing that is different.

9 Work in a different pair. Talk about your first partner. Complete things that are important to you. Put one thing from the same and one thing that is different.

Lesson C – functional language, or ‘How to ...’ lesson

In the ‘How to ...’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. ordering a meal in a restaurant, getting help in shops and phoning for information.

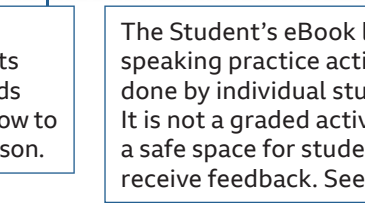
This lesson teaches practical, real-world skills that also align to the GSE.



A short reading text introduces necessary vocabulary in context and stimulates interest in the topic.



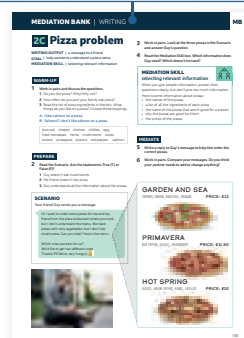
A quick exercise ensures that students understand the words they need for the ‘How to ...’ section of the lesson.



The Student’s eBook links to an interactive speaking practice activity. This is designed to be done by individual students outside the classroom. It is not a graded activity; its purpose is to provide a safe space for students to practise speaking and receive feedback. See below for more details.

There is often an out-of-class task at the end of this lesson, e.g. students take a photo of a meal to discuss in a subsequent class.

Lesson C contains a cross-reference to the Mediation Bank lesson at the back of the book. This is a standalone lesson relating to the topic of the main lesson. Find out more about Mediation in *Speakout 3rd Edition* on page 23.

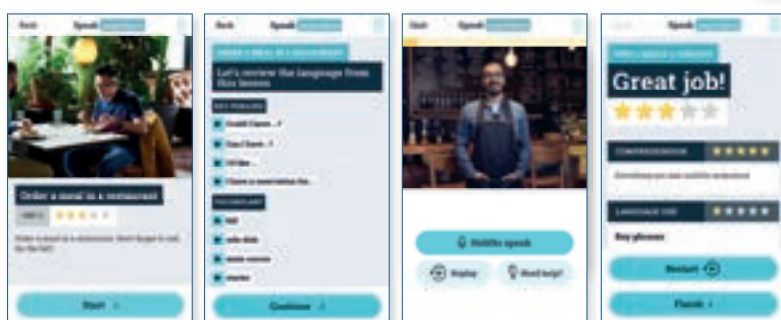


‘Speak Anywhere’ – interactive speaking activities

The Speaking Practice button in the Student’s eBook takes learners to ‘Speak Anywhere’, an interactive speaking activity based on the topic and Learning Objectives of Lesson C. Students speak to a bot, and have a conversation on an everyday topic, such as ordering a meal in a restaurant.

This activity is designed to be a fun activity for learners to do alone. It gives them a star rating for how well the bot could understand them, and a star rating for use of the target language from the lesson. It is a standalone activity for the learner and does not report to the Gradebook.

As with all the other activities in *Speakout 3rd Edition*, the ‘Speak Anywhere’ activities can be done on a computer, tablet or mobile phone.



‘Speak Anywhere’ on mobile phone



‘Speak Anywhere’ on computer

Lesson D – BBC video lessons

Lesson D might be the most enjoyable lesson in the book – the BBC video lesson! Units alternate between a programme clip from the BBC archive (even units), and bespoke BBC street interviews (odd units). Each lesson features a range of tasks to exploit the video fully.

Preview tasks and a summary of the video help to engage learners' interest, activate schemata and set expectations.

In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners' more detailed understanding.

Videos are embedded in the Student's eBook and the Presentation Tool, and can also be downloaded from the Resources.

The BBC video lesson teaches a grammar point that occurs in the video. This grammar point is an integral part of the grammar syllabus and is based on a GSE Learning Objective.

There is a substantial Speaking section, providing opportunities for personalised pairwork and groupwork related to the topic of the video.

The Workbook and Online Practice activities provide further practice of the target language from Lesson D. It isn't necessary for students to watch the videos again to do these activities.

Each BBC video lesson ends with a Writing task.

Online Practice

Workbook

Review

There is a one-page Review at the end of each Student's Book unit. The Review provides practice of the language from the unit. It is designed to consolidate learners' understanding, and includes listening and pairwork speaking activities.

2 REVIEW

GRAMMAR

- 1 A** Which words are countable (C) and which are uncountable (U)?
- onion bean broccoli butter
cucumber lemon lemonade
oil pear prawn yoghurt
- B** Choose five things from Ex 1A and write a list.

- C** Work in pairs. Ask what's on your partner's list.
- A: Do you have an onion on your list?
B: Yes, I do. Do you have any beans?

- 2 A** [R2.01] Listen and write the sentences.
- B** Change the sentences so they are true for you.
- I usually watch TV on Sundays.

- C** Work in pairs. Find two things that are the same and two things that are different for you and your partner.

- 3** Work in a different pair. Ask about the activities in Ex 2A. Use Do you like...? or Do you enjoy...?
- A: Do you enjoy watching TV?
B: Sometimes. It depends on the programme. I hate watching...

VOCABULARY

- 4 A** Name a type of food or drink that starts with these letters.
- 1 ce 2 av 3 gr 4 la 5 mu 6 no 7 r 8 le 9 sa 10 st
- B** Work in pairs. Student A: Say the first letter of a type of food or drink. Student B: Guess it for one more letter.
- A: r
B: One more letter, please.
A: r-i
B: Rice?
A: Yes

- 5 A** Match (1-6) with (a-f) to make questions.
- Do you...
1 go to bed a friends for coffee?
2 check b late at the weekend?
3 meet c your messages on a phone, tablet or laptop?
4 go to d shopping with friends or alone?
5 spend e time online at the evening?
6 go f parties at the weekend?

- B** Work in pairs. Take turns to ask and answer the questions in Ex 5A. Ask extra questions.
- Where? What time? Why/Why not?
Who with? What do you...?
Do you go to bed late at the weekend? What time?

- 6 A** Complete the words in the text.
- [R2.02] Listen and check.



ROBOT WAITERS

'Hello and welcome,' says the waiter. 'Are you ready to eat?'

'I say 'hello' and 'yes, I'm ready to order' but the waiter understood me? I don't know. You see, the waiter is a robot. I give my order—a steak for my ma course, potatoes for a 'st dish and an avocado salad. The robot says, 'Would you like 'so' to drink?' so I ask for some water. And I hope this works, because I'm very thirsty.

Robot waiters are not a new thing, and people have different feelings about them. Restaurant owners love them: 'I ha more customers now. People enjoy 'sing the robots with the trays of food. It's good for business. 'The human waiters aren't sure: 'I hope it 'do take my job'. And customers? Some love them: 'It's so cute! I want a selfie with 'm. Some hate them: 'They're not very friendly. They 'ne ... smile!'

And me? I'm not sure. I'm very hungry, and my lunch ... Ah, here it comes now!



The Student's eBook provides access to the Online Practice reviews. In the Online Practice and the Workbook, there is a two-page Review after every two units, a Cumulative Review after Units 1-4 and another after Units 5-8, as well as a Cumulative Review for Units 1-8.

1-2 REVIEW

GRAMMAR

- 1 A** Put the words in the correct order to make sentences and questions.
- 1 I love / them / just / I / do?
2 I am / and / happy / you / make?
3 I understand / I / get / I / can't / you?
4 I am / they / they / you / I / can't / you?
5 I love / I / you / I / like / you / do?
6 I am / I / you / I / like / you / do?
- B** Choose the correct words to complete the sentences.
- 1 I really liked / love / the movie.
2 Do you prefer / like / the car?
3 I like / love / the film.
4 I like / love / the job / you / do?
5 I like / love / the car / you / bought?
6 I like / love / the car / you / bought?
7 I like / love / the car / you / bought?
8 I like / love / the car / you / bought?

VOCABULARY

- 4** Put the words in brackets in the correct place in the sentences.
- 1 I get up late at the weekend. (late)
2 Susan works in the evening. (early)
3 I meet my mum for lunch Sunday. (early)
4 I like to wake up early. (early)
5 I play tennis with my friend Tuesday. (early)
6 I like to wake up early. (early)
7 My parents go on holiday twice a year. (early)
8 I always finish the evening. (early)
- 5 A** Complete the sentences with the -ing form of the verbs in the box.
- [get play run take write]
- 1 I like to break from work.
2 My sister loves to break from work.
3 I like to break from work.
4 I like to break from work.
5 I like to break from work.
6 I like to break from work.
7 I like to break from work.
8 I like to break from work.

1-2 REVIEW

GRAMMAR

- 1** Complete the conversation with the correct form of the verb in brackets.
- Sam: Thank you very much!
Ben: Oh, I'm glad you like it.
Sam: Well, it looks good. Do you want a...
Ben: Yes, please. I'll take it.
Sam: Good. I'll take it for you.
Ben: Thank you very much!
- 2** Complete the conversation with the correct form of the verb in brackets.
- Sam: What's up?
Ben: I'm busy. I can't go to the party.
Sam: Why not?
Ben: I have to go to work.
Sam: Oh, I see. Good luck!

VOCABULARY

- 4** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!
- 5** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!

GRAMMAR

- 1** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!

1-2 REVIEW

- 1** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!

1-2 REVIEW

- 1** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!

1-4 CUMULATIVE REVIEW

- 1** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!

1-4 CUMULATIVE REVIEW

- 1** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!

1-4 CUMULATIVE REVIEW

- 1** Complete the conversation with the correct form of the verb in brackets.
- Sam: I'm going to the gym.
Ben: Oh, that's good. Do you want to go with me?
Sam: Yes, I'd like to.
Ben: Great. Let's go.
Sam: Okay. See you there!

Course methodology

A note from the authors

OVERVIEW

Speakout 3rd Edition is designed to inspire both learners and teachers through engaging topics and authentic BBC material that brings those topics to life. At the same time, it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course suggests, speaking activities are prominent, but that is not at the expense of the other core skills, which are developed systematically throughout. With this balanced approach to topics, language development and skills work, our aim has been to create a course full of lessons that genuinely engage learners and really ‘work’ in practice.

Each unit begins with vlogs involving speakers from around the world answering a question related to the unit topic. These clips are informal, authentic and unscripted. They provide short, manageable models of language for students to work from, as well as acting as highly motivating ‘tasters’ for the unit. The four lessons that follow the vlogs are all related to the unit topic and contain a rich variety of skills and language work – everything you would expect of a modern language course and more.

We recognise that motivation is key to language learning, and in order to help learners stay engaged in the learning process and to track their progress, every section of every lesson has clear, identifiable learning goals. These goals are based on the Learning Objectives from the Global Scale of English (GSE) and focus on grammar, vocabulary, functional language and skills, all carefully pitched at the target level. The language builds incrementally throughout each lesson so that by the end, learners can engage in an extended speaking and/or writing task which offers them opportunities to use all the new language they have learnt in that lesson. There is also a substantial pronunciation syllabus.

Each unit ends with a BBC video lesson which features either a clip from a BBC programme (drama, documentary, news, entertainment or travel) or BBC street interviews where people are filmed on the street answering carefully chosen questions relating to the topic. These videos are a springboard to extended speaking and writing tasks.

Topics and content

In *Speakout 3rd Edition*, we focus on topics that are relevant to students’ lives. Authenticity is important to learners, so we have chosen audio and video material sourced directly from the BBC, as well as drawing on other real-world sources for reading texts and listening activities. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students whilst keeping the tone as authentic as possible.

Every unit contains a variety of rich, authentic input material, including the vlogs, street interviews, and BBC programmes featuring some of the best the BBC has to offer.

Grammar

Knowing how to recognise and use grammatical structures is central to our ability to communicate with one another. We believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice. There is also the chance to notice and practise features of pronunciation that are connected to the grammar area being taught.

In *Speakout 3rd Edition*, you will find:

- **Grammar in context** – The target grammar is almost always taken from the listening or reading texts, so that learners can see the grammar in context, and understand how and when it is used.
- **Noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and to complete rules or tables.
- **Clear language reference** – The Grammar Bank provides a clear summary of rules and usage. This serves as a reference that students can return to again and again, as well as providing related practice activities.
- **Focus on use** – We ensure that there is plenty of practice, both form- and meaning-based, in the Grammar Bank to give students confidence in manipulating the new language. On the main input page, we often include personalised practice, which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the Review pages, and again the focus here is on moving learners towards communicative use of the language.

Vocabulary

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is also important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use at the right moment.

In *Speakout 3rd Edition*, this is reflected in:

- **A prominent focus on vocabulary** – We include vocabulary in almost all lessons whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a video clip or reading text. Where we want students to use the vocabulary actively, we encourage them to talk about their own lives or opinions. The Vocabulary Bank extends the vocabulary taught in the lessons, often using photographs and pictures to support students' understanding, and providing audio support, too.
- **Focus on 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words. We get students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Focus on vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the Vocabulary sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, in the Vocabulary Bank at the back of the book, in subsequent lessons and on the Review page.

Functional Language (How to ...)

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (e.g. buying something in a shop or calling to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (e.g. talking about the weekend or responding appropriately to good news). As one learner commented, 'Grammar rules aren't enough – I need to know what to say.' In *Speakout 3rd Edition*, the focus on functional language comes in the 'C' Lesson in each unit, under the new heading of 'How to ...'.

The third lesson in every unit of *Speakout 3rd Edition* looks at one such situation and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both written and spoken formats.

Something that students often find frustrating when learning a language is the lack of opportunity to speak English outside class. At the end of the third lesson, students can do the 'Speak Anywhere' interactive speaking practice activity. These digital speaking 'roleplays' use speech recognition technology to give students the opportunity to build their confidence by having a realistic conversation with a bot on the topic of the lesson, and then receive feedback.

Also linked to the third lesson are the Mediation lessons. These standalone lessons appear at the back of the book and are based on GSE Mediation Learning Objectives.

Speaking

The dynamism of many lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for several minutes. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity in language use. Also, where appropriate, students should hear a model before they speak, in order to have a realistic goal.

There are several strands to speaking in *Speakout 3rd Edition*:

- **Communicative practice** – After introducing new language (vocabulary, grammar or functional language), there are many opportunities in *Speakout 3rd Edition* for students to use that language in activities which focus on communication as well as accuracy. These include personalised exchanges, conversations and roleplays.
- **Focus on fluency** – In every unit of *Speakout 3rd Edition*, we include opportunities for students to respond spontaneously. They might be asked to respond to a series of questions, to a short video or to a text, or to take part in conversations, discussions and roleplays. These activities involve a variety of interactional formations, i.e. in pairs or as groups.
- **Speaking strategies and sub-skills** – Throughout *Speakout 3rd Edition*, students are encouraged to develop speaking strategies and sub-skills highlighted in the GSE. Some examples include using fixed expressions to keep a conversation going, asking for clarification, managing a phone conversation and giving reasons for a viewpoint.

Introduction

- **Extended speaking tasks** – In the final lesson of each unit, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include a model, rehearsal time, useful language and a concrete outcome.

Listening

For most users of English (or any language), listening is the most frequently utilised skill. A learner who can speak well but who has problems understanding language to at least the same level is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening activities can act as a springboard to stimulate discussion in class.

There are several strands to listening in *Speakout 3rd Edition*:

- **Focus on authentic recordings** – We believe that it is motivating for all levels of learner to listen to authentic material. As such, each unit starts with vlogs and also includes either a clip from a BBC programme, or a street interview filmed in locations around central London. At the higher levels, there are also authentic, unscripted BBC radio and podcast extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where audio recordings, particularly at lower levels, are scripted, they nevertheless aim to reflect the patterns of natural speech.
- **Focus on sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. The latter are taken from the GSE and include, for example, listening and predicting what will come next, extracting key details, identifying chronological sequences, and understanding technical instructions.
- **As a context for new language** – We see listening as a key mode of input, and *Speakout 3rd Edition* includes many listening texts which contain target grammar, vocabulary or functional language in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, sometimes by using the audioscripts as a resource.
- **As a model for speaking** – In the third and fourth lessons of each unit, the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' own speaking.

Reading

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral skills. Within the classroom, reading texts can introduce stimulating topics and act as springboards for class discussion.

There are several strands to reading in *Speakout 3rd Edition*:

- **Focus on authentic texts** – As with *Speakout 3rd Edition* listening materials, there is an emphasis on authenticity. Many of the reading texts draw on real-world sources, including newspapers, magazines, media websites and books. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read, and the texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Focus on sub-skills and strategies** – In *Speakout 3rd Edition*, we strive to maintain authenticity in the way readers interact with a text. We always give students a reason to read and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and paying attention to discourse markers. As with the listening and speaking sub-skills, the reading sub-skills syllabus is based on the GSE.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency, and this can be most easily achieved through reading. In *Speakout 3rd Edition*, reading texts often serve as contexts for introducing grammar and vocabulary as well as discourse features.
- **As a model for writing** – In the writing sections, the texts serve as models for students in terms of overall organisation as well as style and language content.

Writing

Many students need to develop their formal writing for professional and exam-taking purposes, while others prefer to focus on less formal genres. For this reason, *Speakout 3rd Edition* covers both formal text types such as essays, formal emails and reports, and informal genres such as discussion forums, personal emails and social media posts.

There are several strands to writing in *Speakout 3rd Edition*:

- **Focus on genres** – In every unit, there is a section that focuses on a genre of writing, for example emails. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We then ask students to produce their own piece of writing. While there is always a written product, we also focus on the writing process, including stages such as brainstorming, planning and checking.
- **Focus on sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns. Strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking students to notice the feature. We then provide an opportunity for students to practise it.
- **Lesson D writing task** – At the end of the final lesson in each unit, following the final speaking task, we include a writing task. The idea is for students to develop fluency in their writing. While we always provide a model, the emphasis here is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout 3rd Edition*.

Pronunciation

For many learners the ability to pronounce English in a comprehensible way is very important. It is also vital in helping them to understand spoken English. In *Speakout 3rd Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items, or functional language. Where relevant to the level, a grammar, vocabulary or functional language focus is followed by a focus on a feature of pronunciation, for example, word stress, sentence stress, intonation or the weak forms of auxiliary verbs. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it. In the Vocabulary Bank, we give the pronunciation of each item. At A1 level, there is a comprehensive focus on common sounds and their spelling, as well as on potentially confusing sound–spelling relationships.

Future Skills

We recognise that in addition to language skills, students need to be equipped with a range of other skills to improve their levels of employability and help them to thrive in the future. For this reason, we include a Future Skills feature in roughly half the lessons. The key skills taught are: collaboration, communication, creative and critical thinking, leadership, self-management, and social responsibility. These sections comprise short notes highlighting the relevant skills as they occur naturally in the flow of the lesson, followed by mini-tasks that encourage students to develop those skills.

Teaching A2 Learners

Teaching any particular level of language learner presents the teacher with a unique set of challenges and rewards. Some are particular to that level only, while others are applicable to a number of levels. Here we will try to offer a few thoughts and guidelines for teaching A2 learners.

The first thing to bear in mind is that labels for levels can be very broad and any A2 class may consist of individuals with a range of different learning experiences, styles and preferences. Some learners may have studied a considerable amount of English already, perhaps many years ago, while others may have come straight from an A1 class. Some may be highly communicative and be able to get across a great deal with few words and a little grammar, while others may be 'above level' in their ability to do written grammar exercises or read a text but lack confidence when asked to speak because they feel their knowledge isn't enough to convey accurately what they want to say.

Many A2 students will be fairly new to language learning and may be relatively unfamiliar with the practices and characteristics of a communicative language classroom, for example, pairwork, mingling and less-controlled activities. These students will therefore need more orientation and explanation than higher-level students. They may also find it difficult to understand classroom instructions and won't understand the metalanguage that teachers sometimes use to talk about grammar.

However, a class of A2 learners can be very rewarding to teach. Progress is often fast and measurable and most A2 students thoroughly enjoy the interactivity of a modern language classroom as well as the camaraderie of the group. As regards level, we can generalise that the 'average' A2 student can already do a certain number of basic things in English, and could probably survive in an English-speaking environment using a number of words and phrases, albeit quite inaccurately and with many gaps in their knowledge.

Introduction

Students coming into an A2 class will benefit greatly from an initial review of key areas that they should have covered – and may well not have retained – at A1. The Lead-in material at the start of the A2 course is there for this reason, and we strongly encourage teachers to devote time to exploring this material while also taking the initial steps towards building up group cohesion via get-to-know-you activities and light-hearted games. Beyond this, we have a number of pointers that we think are worth bearing in mind when planning and teaching from **Speakout 3rd Edition A2**. Here are our Top Tips to help at this level:

- When planning your lessons, think through in detail how you will set up activities. When giving instructions, use gestures and always demonstrate an activity rather than explaining it; do it with a student yourself or ask two students to do it in front of the class. Whenever doing an activity type for the first time, it's worth taking time to make sure that students know what to do, not only so that the task goes as planned on that occasion, but also as an investment towards future lessons.
- Reviewing vocabulary is particularly important at A2 level, in part because the sound system of English will be new to A2 students, who will likely find retention of vocabulary particularly difficult. Try to include vocabulary review games and activities in your warmers and fillers.
- Grade your language so that it is easy to understand. As obvious as it may seem, it's important to remind yourself of this before and during a lesson. Grading language is a teaching skill that comes naturally for some teachers and which other teachers need to work on. Developing your own ability in this area will benefit your students enormously.
- Use gestures, visuals, real objects and concept questions when introducing language.
- Provide plenty of pairwork, not only for speaking activities, but also for checking answers after listening or reading activities so that students can build their confidence.
- Try to provide a good balance of communicative activities and more controlled accuracy-focused ones. A2 students need both.
- Don't expect freer activities to sustain themselves for very long. It's common for lower-level learners to shut down, get confused or feel unsure about a task.
- Whenever students do written tasks in their notebooks or on their devices, including copying from the whiteboard, closely monitor what they write. A2 students often have significant difficulties with English spelling, and it's important that the record they take home is accurate.

- If you have a monolingual group and speak the learners' first language, consider doing so very selectively. It's useful for learners to hear English as much as possible, and careful planning of instructions can make these valuable listening practice. And the more you rely on their first language to communicate, the more they will – and the greater difficulty they'll have becoming functional in English.
- Be consistent about giving and checking homework. A large proportion of learning – particularly retention – happens during self-study rather than during formal lessons.
- Finally, keep in mind that a language lesson may be an emotionally stressful experience for A2 students. For this reason, things that make each individual feel recognised and 'human' – encouragement, praise, the use of students' names, even a well-placed smile or moment of eye contact (where culturally appropriate) – can go a long way towards students leaving a lesson feeling positive and motivated and looking forward to the next one.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

Mediation

What is Mediation?

Mediation is a common feature of everyday language facilitating communication between people, or groups of people, who require the help of an interpreter or interlocutor to understand a text or a concept, to achieve consensus or to resolve a dispute. Mediation can be interlingual (between two languages) or intralingual (a single language). In an interlingual situation (between two languages), the interpreter translates from one language to another. Depending on the complexity of the topic, and the knowledge level of the person or people receiving the information, the interpreter may also have to moderate and simplify their explanation, even when explaining in the recipient's own language. In an intralingual situation (a single language), the interlocutor may have to absorb and understand the concept themselves, particularly if it is not their first language, and then interpret it in a different, perhaps simpler, way for the recipient. Mediation can be spoken or written.

Mediation and the CEFR and GSE

Mediation has become increasingly important in English language learning in recent years due to the addition of new Can Do statements in the CEFR Companion Volume with New Descriptors (2018). The Pearson GSE includes Mediation as a Communicative Skill, which is broken down into sub-skills and then further broken down into Learning Objectives (LOs).

The GSE Mediation sub-skills or competencies are:

- Acting as intermediary in informal situations (with friends and colleagues)
- Analysis and criticism of creative texts (including literature)
- Collaborating in a group
- Explaining data in speech (e.g. in graphs, diagrams, charts, etc.)
- Explaining data in writing (e.g. in graphs, diagrams, charts, etc.)
- Expressing a personal response to creative texts (including literature)
- Facilitating communication in delicate situations and disagreements
- Facilitating pluricultural space
- Leading groupwork
- Note-taking (e.g. lectures, seminars, meetings, etc.)
- Processing text in speech
- Processing text in writing
- Relaying specific information in speech
- Relaying specific information in writing
- Strategies to explain a new concept
- Strategies to simplify a text
- Translating a written text in speech
- Translating a written text in writing

An example of a GSE Mediation sub-skill and LO at two levels:

Speakout 3rd Edition levels	Examples of Mediation sub-skills featured	GSE LO
A2 GSE 30–38	Analysis and criticism of creative texts (including literature)	Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
C1–C2 GSE 73–85		Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of *Speakout 3rd Edition* can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 202–217).

Why is Mediation important?

Teaching Mediation helps students to become versatile and successful communicators in a rapidly changing and increasingly intercultural environment. More and more communication is carried out online, where the most common language is English. Global companies require their employees to be able to use a common language when communicating with each other. That common language is generally English. However, communicating is not just about words, it's about how we use language to cooperate with others. Students who wish to take up opportunities in international careers and education not only have to be able to speak English well, they also have to have the soft skills that employers and universities demand, for example communication, collaboration and teamwork, leadership, critical thinking, and self-management.

Mediation in *Speakout 3rd Edition*

In *Speakout 3rd Edition*, we have included eight standalone Mediation lessons per level – one for every unit. These lessons appear at the back of the book in the Mediation Bank and are linked from each Lesson C – the functional language lesson, which teaches practical, real-world skills. They are linked to the theme of the unit and are based on GSE Mediation Learning Objectives. Each lesson focuses on Speaking or Writing as the final output task. Teaching notes and the GSE LOs for the eight Mediation lessons at this level can be found in this Teacher's Book and in the Presentation Tool.

Please note that all Mediation activities in *Speakout 3rd Edition* are intralingual activities, designed to be carried out in English.

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

Speakout 3rd Edition offers a comprehensive package of tests. All tests are supplied in A and B formats (different tests which can be used for retakes) and there is also a version suitable for use with students with dyslexia. Tests are available as both ready-to-print PDFs and editable Word documents in the Teacher's Resources area on Pearson English Connect at www.pearsonenglish.com/speakout3e, or as tests assignable online via the Test Generator. The Tests Package audio, audioscripts, Answer Keys and marking guidelines for Writing and Speaking are also available in the Teacher's Resources area.

Types of test

Quick Day 1 Entry Test – a quick multiple-choice diagnostic test to allow teachers to identify any gaps in students' grammar knowledge from the previous level before beginning the current level

Full Unit Tests – a three-part test for every unit, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick Unit Quizzes – twenty-five multiple-choice questions testing Grammar, Vocabulary and Functional Language from the unit

Progress Tests – four tests for each level, for use after Units 2, 4, 6 and 8, with cumulative testing of the preceding two units; consists of Grammar, Vocabulary and Functional Language (Part A); Listening and Reading (Part B); and Speaking and Writing (Part C)

Mid-course Test – a multiple-choice cumulative test for use after Unit 4 of each level, testing Grammar, Vocabulary and Functional Language from the preceding four units

Full End of Course Test – a three-part cumulative test for use after Unit 8 of each level, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick End of Course Test – Part A of the Full End of Course Test is multiple-choice, and may be used as a standalone test

Adult Benchmark and Pearson English International Certificate

Speakout 3rd Edition is mapped to Adult Benchmark and Pearson English International Certificate.



Adult Benchmark

Benchmark takes the time, complexity and subjectivity out of the assessment process. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Tests alongside any English course to smooth and accelerate the journey to fluency.

Pearson English International Certificate



Pearson English International Certificate (PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, International Certificate is recognised by universities and employers in many countries around the world. The exam tests authentic communication skills in real-world contexts and is available in both paper-based and computer-based formats.

Lead-in

LESSON OVERVIEW

The activities on the Lead-in page are designed to provide revision and communicative practice in lexical sets, grammar and functional language that Ss at this level should be familiar with. Use the Lead-in page, according to your needs and those of your class, to assess your Ss' existing knowledge (as an informal diagnostic test, as you listen to and assess their current language skills) and/or to revise or teach the target language in each activity.

Online Teaching

If you're using these exercises online, you might find the following tips useful:

- **Ex 1B:** Use an online collaborative document for Ss to add their words, checking spelling while they work. You could create a table for them to add words to.
- **Vocabulary Bank, the alphabet, Exs 2 and 3:** Keep Ss in the same breakout rooms for these exercises. Give instructions for both activities before you put them in their rooms. For Ex 3, ask Ss to type their answers in the chat box privately to check.
- **Grammar Bank, subject pronouns and *be*, Ex 2:** In feedback, ask different Ss to type each sentence into the chat box to check answers.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources
Grammar Bank Lead-in
Vocabulary Bank Lead-in

For Students:

Online Practice Lead-in

VOCABULARY

- 1 A** Elicit the first answer as an example, then ask Ss to categorise the rest of the words alone, then check in pairs. Check answers as a class and write them on the board.

ANSWERS:

- | | |
|------------|------------|
| 1 notebook | 4 17 |
| 2 purple | 5 Thursday |
| 3 the UK | 6 G |

- B** Put Ss in pairs to come up with more words for each category. Monitor and help with ideas where necessary. When they have finished, elicit words from each pair and write them on the board (or invite Ss to come up and do so).

- C** Refer Ss to Vocabulary Bank Lead in on pages 130–132 to check if any of their ideas are there.

▶ pages 130–132 **VOCABULARY BANK** everyday objects, colours, nationalities and countries, the alphabet, days of the week, numbers 1–100

VB

The Vocabulary Bank pages are an integral part of the lessons and Ss will be referred to them frequently. You might want to explain this to your Ss at this point and show them where the Vocabulary Bank appears in the book. The activities should only be omitted from the lessons if you are confident that your Ss already know the vocabulary. If you don't work through the practice exercises in class, it would be a good idea to set them as homework.


everyday objects

- 1 A** Ss match the words with the photos individually, then check in pairs. Check answers with the class.

EXTRA IDEA If possible, bring in to class as many of the objects in Ex 1 as you can. Arrange Ss in a circle. Before they do the exercise, show each object and elicit or say what it is, then pass it to a student and ask them to say the word and pass it to the next student, who repeats. Feed in objects, repeating the process, until all objects have gone round the circle.

ANSWERS:

- | | | | | | |
|-----|-----|-----|------|------|------|
| 1 L | 2 K | 3 J | 4 B | 5 A | 6 C |
| 7 F | 8 I | 9 G | 10 D | 11 H | 12 E |

- B**  **VB.L.01** | Ask Ss to look at the photos. Play the recording for Ss to listen and repeat the words.

- VB 2** Elicit the first answer as an example, then put Ss in pairs to answer the questions. When they have finished, check answers with the class.

ANSWERS:

- 1 tissues, stamps, scissors, glasses
- 2 toothbrushes, laptops, purses, wallets, files, mobiles, driving licences, tickets

- 3** Demonstrate the activity by naming one object for each question, e.g. 'In the classroom – scissors. In my bag – mobile. In my home – driving licence. Put Ss in new pairs to discuss the questions.


colours

- 1 A** Elicit the first answer as an example and write it on the board. Ss reorder the letters to make the rest of the words alone, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find reordering activities difficult. In this case, give Ss the words with one or two letters taken out and ask them to complete them.

ANSWERS:

- | | |
|----------|----------|
| 1 red | 6 black |
| 2 yellow | 7 brown |
| 3 blue | 8 orange |
| 4 green | 9 purple |
| 5 white | 10 pink |

- B**  **VB.L.02** | Ask Ss to look at the colours. Play the recording for them to listen and repeat the words.


- 2** Read the example with the class and demonstrate the activity with a stronger student. Put Ss in pairs to practise saying objects and colours. Monitor and offer help where needed.

nationalities and countries

- 1 A** Read the example with the class, then ask Ss to complete the table with the rest of the countries, then check in pairs. Check answers with the class and write them on the board to check spelling. Review the other countries and nationalities in the table with the class.

ANSWERS:

- | | |
|---------------------|----------------|
| 2 Australia | 6 Russia |
| 3 Colombia | 7 Argentina |
| 4 the USA / America | 8 South Africa |
| 5 Mexico | 9 Italy |

- B**  **VB.L.03** | Play the recording for Ss to listen and repeat the words.

- 2** Read the example with the class, then ask Ss to cover the table when they're the one being tested, only looking if they need to. Ss test each other in pairs.


- 3** Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

ANSWERS:

- 1 Australia, America, South Africa, Scotland
- 2–3 Students' own answers

the alphabet

- 1 A** Read the examples with the class, demonstrating the same sounds. Explain that each group has the same vowel sound. Ask Ss to write the rest of the letters for each sound group, then check in pairs.

- B**  **VB.L.04** | Play the recording for Ss to listen and check then check answers with the class.

ANSWERS:

- A** H J K
B C D E G P T V Z (US – 'ZEE')
F L M N S X Z (UK – 'ZED')
I Y
O –
Q U W
R –

- 2** Read the example with the class, then ask Ss to choose words from the Vocabulary Bank to spell to each other in pairs. Remind them what a capital letter is.


- 3** Demonstrate first by spelling your name, then ask Ss to stay in the same pairs and practise spelling their name to each other. When they have finished, ask Ss to read what their partner wrote and check it's correct.

days of the week

- 1 A** Before starting this exercise, you may want to elicit the days of the week orally with the class to find out how much they know. Ss complete the words alone, then check in pairs. Check answers with the class and write them on the board.

ANSWERS:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- B**  **VB.L.05** | Play the recording for Ss to listen and repeat the words.

- 2** Ss discuss the questions in pairs. When they have finished, elicit the answer for each question from a different pair.

ANSWERS:


- 1** Saturday
2 Students' own answers, depending on the country they come from
3, 4 Students' own answers, depending on the day

numbers 1–100

- 1** Read the example with the class, then ask Ss to write the rest of the numbers alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

ANSWERS:

1, 12, 8, 20, 100, 15, 44, 11, 72, 90, 30

- 2**  **VB.L.06** | Elicit the answer for *twenty* as an example, then put Ss in pairs to mark the rest of the stressed syllables. When they are ready, play the recording for Ss to check. Check answers with the class.

ANSWERS:

one, twelve, eight, twenty, a hundred, fifteen, forty-four, eleven, seventy-two, ninety, thirty


- 3** Put Ss in different pairs, then demonstrate the activity with a stronger student by asking them to tell you five numbers for you to write them on the board. Ss then do the activity in pairs.

FUTURE SKILLS | Self-management

- 4** Read the Future Skills box with the class, then ask Ss to try the activity every day. Ask them to report back a week later to discuss how useful they thought it was.

GRAMMAR**subject pronouns and *be*; object pronouns and possessive adjectives**

- 2 A** Focus attention on the photos and ask Ss if they know who the people are (Ed Sheeran, Greta Thunberg, Michelle and Barack Obama). Elicit the first answer as an example, then ask Ss to complete the rest of the sentences. Don't give any answers yet.

- B**  **L.01** | Play the recording for Ss to check their answers. Check answers as a class.

ANSWERS:

A He's **B** Her **C** him **D** They're **E** It's

- C** The relevant parts of Grammar Bank Lead-in on pages 96–97 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 pages 96–97 **GRAMMAR BANK**

Focus Ss on the notes covering the form and use of subject pronouns and *be* and object pronouns and possessive adjectives. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of when we use possessive adjectives.

subject pronouns and *be*

- 1** This focuses on the form of *be*. Read the example with the class, then ask Ss to complete the rest of the conversations, then check in pairs. Remind Ss to use contractions where possible, pointing out that an apostrophe (') is used to represent a missing letter (or missing letters), e.g. *it's = it is*. Check answers with the class. Ask Ss to practise the conversations in pairs.

ANSWERS:

2 'm not **3** 'm **4** Are **5** am
6 's **7** Is **8** isn't **9** 's
10 Are **11** aren't **12** 're

- GB 2** This focuses on the form of subject pronouns and *be*. Read the example with the class, and demonstrate how the verbs need to be put into their correct form. Ask Ss to write the rest of the sentences alone, then check in pairs. Check answers with the class and write the sentences on the board.

ANSWERS:

- 1 My teacher's Maria. Her classes are very good. Our classroom's number thirty-two.
- 2 We're from Peru. We're in Tokyo on holiday. I'm Cecilia and my brother's name's Miguel. I'm nineteen and he's twenty.

object pronouns and possessive adjectives

- 1** This focuses on the form and use of object pronouns. Read the example with the class, then ask Ss to replace the rest of the words in bold alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2 us 3 it 4 them 5 her 6 them
7 them 8 us 9 him 10 it

- 2** This focuses on the use of object pronouns and possessive adjectives. Ss choose the correct options alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 our, her 2 us 3 my, me
4 They're, them 5 She's, her 6 It, my, his

question words

- 3A** Elicit the first answer as an example, then ask Ss to complete the rest of the questions, then check in pairs. Check answers as a class.

ANSWERS:

- 1 What's 2 Where 3 How
4 Who's 5 When's 6 Why

- B** Demonstrate by having Ss ask you the questions for you to share your answers to them with the class. Then put Ss in pairs to ask and answer the questions. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

- C** The relevant part of Grammar Bank Lead-in on pages 96–97 can be used in the lesson or for homework. Decide how and when the exercise will benefit your class.

▶ pages 96–97 GRAMMAR BANK

Go through the table for question words with Ss or let them read it alone. Check understanding where necessary, especially of word order in questions.

question words

- 1** This exercise focuses on the use of question words. Read the example with the class, then ask Ss to write the rest of the questions alone, then check in pairs. Encourage Ss to use contractions as in the example. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:


- 2 Where's Christina?
- 3 How are your mother and father?
- 4 When's lunch?
- 5 Who's your doctor?
- 6 Why are Gustavo and Julia here?

classroom language

- 4A** Read the example with the class, then ask Ss to complete the rest of the conversations individually. Ask Ss to check in pairs then check answers with the class. You may want to elicit or explain the use of *Sorry* to get someone's attention in conversation 5.


ANSWERS:

- 2 How
- 3 understand
- 4 again
- 5 page

- B**  **L.02** | With weaker classes, play the recording and pause after conversation 1 to elicit the correct answer before continuing. Otherwise, play the recording for Ss to listen and underline the main stressed word, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 What does 'singular' mean?
- 2 How do you spell it?
- 3 'Work together?' I don't understand.
- 4 Sorry, could you say that again, please?
- 5 Sorry, which page is it?

- C**  **L.02** | Play the recording again and ask Ss to listen and say Speaker A's sentences at the same time. Monitor and check they're stressing the right words, and drill chorally and individually if necessary.

1 me and you

Global Scale of English **LEARNING OBJECTIVES**

1A Hi!

- **LISTENING** | Understand people introducing themselves and other people: jobs and studies
- Introduce and talk about yourself: present simple: *I, you, we, they*
- Pronunciation: weak forms and linking: *do you*
- Write a personal profile; use capital letters

GSE INFORMATION

LISTENING

30 Can recognise phrases and content words related to basic personal and family information.

GRAMMAR

26 Can make affirmative statements using the present simple without time reference.

VOCABULARY

30–42 Can use language related to places of work.

SPEAKING

30 Can initiate and respond to simple statements on very familiar topics.

32 Can use brief, everyday expressions to ask for and give personal details.

WRITING

34 Can write basic personal details for a website profile, business card, etc.

24 Can use capital letters appropriately.

1B Same but different

- **READING** | Read an article about twin brothers who are very different: common verb phrases
- Talk about a friend or a family member: present simple: *he, she, it*
- Pronunciation: third person -s

GSE INFORMATION

VOCABULARY

30–42 Can use language related to everyday activities.

READING

30 Can understand short, simple texts about everyday activities.

GRAMMAR

26 Can use the present simple to refer to daily routines.

SPEAKING

30 Can describe a person's hobbies and activities using simple language.

1C Let's meet.

- **HOW TO ...** | make suggestions: adjectives for feelings; time phrases
- Pronunciation: intonation to show interest

GSE INFORMATION

VOCABULARY

30–42 Can use language related to expressing emotions.

READING

31 Can understand short, simple messages on postcards, emails and social networks.

HOW TO ...

34 Can respond to suggestions to do something using basic fixed expressions.

SPEAKING

31 Can make simple invitations using basic fixed expressions.

1D Family and friends

- **BBC STREET INTERVIEWS** | Understand street interviews about people and their families: family
- Talk about people in your life: possessive 's, s'
- Describe five people in your life

GSE INFORMATION

PREVIEW

30–42 Can use language related to family members and relationships.

VIEW

30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

GRAMMAR

30 Can use 's' to express possession with plural nouns.

28 Can use 's' to express possession with singular nouns.

SPEAKING

33 Can talk about their life (e.g. family, home, job), using simple language.

WRITING

27 Can write simple sentences about their family and where they live.

34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.



This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 1A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Read the questions in part 1 with the class to check they know what to listen for, then play the video for Ss to answer the questions. Put Ss in pairs to check their answers. Read the question in part 2, then play the video again for Ss to answer it. Put Ss in pairs to check their answers. If necessary, play the video once more, then check answers with the class.

ANSWERS:

- 1 Two: British (Jo) and Portuguese (João)
It can be inferred that Chad is American and that Sarah is British. The other speakers do not mention their nationality.
- 2 Three: Martha, Sarah and João

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to note the different jobs that are mentioned.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials**For Teachers:**

Presentation Tool Unit 1
Online Digital Resources
Videoscript Unit 1 Opener: BBC Vlogs

1A Hi!

GRAMMAR | present simple: *I, you, we, they*

VOCABULARY | jobs and studies

PRONUNCIATION | weak forms and linking: *do you*

LESSON OVERVIEW

In this lesson, Ss learn the present simple with *I, you, we* and *they* to talk about things which are always true. The context is a listening where they hear people introducing themselves to each other. This leads into the grammar, where Ss also practise weak forms and linking with *do you*. Ss also learn vocabulary related to jobs and studies. Ss then do a mingling speaking activity, where they practise introducing themselves to each other. The lesson ends with a writing activity, where Ss revise the use of capital letters and write a personal profile.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 2B:** Use a collaborative document for Ss to add their predictions. After they listen to the conversations in Ex 2B, return to the document to see how many Ss guessed correctly.
- **Ex 4A:** Display the questions on your device and share your screen. In feedback, elicit the main stressed word and highlight it on your screen.
- **Ex 5B:** Ask Ss to type their answers in the chat box so that Ss can compare.
- **Writing Bank 1A, Ex 2B:** Ask Ss to share their profiles via a collaborative document to read each other's writing.

Additional Materials**For Teachers:**

Presentation Tool Lesson 1A
Photocopiable Activities 1A
Grammar Bank 1A
Vocabulary Bank 1A
Writing Bank 1A

For Students:

Online Practice 1A
Workbook 1A

TO START

Write three sentences about yourself in the present simple on the board: two true, one false, e.g. 'I don't like cheese. I'm 21 years old. My favourite day of the week is Sunday.' Encourage Ss to ask you questions about each sentence to try and work out which is false.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.


LISTENING

1 Focus attention on the words and phrases in the bubble. Read the examples with the class and elicit one or two more possible questions they can ask. Put Ss in pairs to ask and answer the questions. Monitor while they are speaking so you can get an idea of how much they already know. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

2A Focus attention on the photos, then put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas but don't give any answers yet.

POSSIBLE ANSWERS:

- Photo A: outside / at a party; Photo B: at work / in an office
- Photo A: yes; Photo B: no (they are at work)

B  **1.01** | Play the recording for Ss to match the conversations with the photos, then compare answers in pairs. Check answers as a class.

ANSWERS:

1 B 2 A

AUDIOSCRIPT 1.01

**T = Timi D = Diane G = Gabriele H = Hannah
V = Val C = Charlie**


Conversation 1

T: Good morning, Diane.
D: Oh, hello, Timi. How are you?
T: Very well thanks. And you?
D: Fine thanks.
T: Do you know Gabriele? He works in our Rome office.
D: No, I don't. Hi Gabriele.
G: Hello. Nice to meet you.
D: And you. Do you work with Pietro, Gabriele?

G: Pietro Rizzo, in the Rome office? Yes, we work together.
D: I know Pietro well. Nice guy. Timi, do you have a minute? Can we talk about the meeting?
T: Of course. Can it be a bit later?
D: Sure, after lunch?
T: Yes, that's good for me.
D: Goodbye for now, Gabriele. Enjoy your time here.
G: Thank you.

Conversation 2

H: Hi Val!
V: Hi Hannah. How are things?
H: Good, thanks. How are you?
V: Not too bad.
H: This is Charlie. Charlie, this is Val.
V: Hi, nice to meet you.
C: Nice to meet you, too.
V: How do you know each other?
H: We work together.
V: Oh, really?
C: And you? How do you know each other?
V: Our children go to the same school. They're friends.
C: Oh, how old are your children, Val?
V: Five and three.
C: Oh, so the same age ...

C  **1.01** | Read the phrases with the class so they know what to listen for. Ss listen again and write their answers, then check in pairs. Play the recording again if necessary, then check answers with the class and write the phrases on the board.

EXTRA SUPPORT: TEACHER Ss may hear native speakers reply 'I'm good' in response to 'How are you?'. Although it is becoming increasingly common, the 'correct' grammar here is 'I'm well/fine' and 'I'm good' may be marked as incorrect in a test.

ANSWERS:

- Very well thanks.; Not too bad.
- And you.; Nice to meet you, too.
- We work together.; Our children go to the same school.

D Put Ss in pairs and read the example with the class. At this point you could ask a stronger student to demonstrate the activity with you. Monitor while Ss are practising the greetings and check they're pronouncing them correctly.

EXTRA CHALLENGE Tell Ss to practise these 'mini-conversations' in groups of three, as the dynamic will give them options to try out more of the language and possibly expand the conversations.

GRAMMAR**present simple: *I, you, we, they***

3A Elicit the first answer as an example, then ask Ss to complete the rest of the sentences. When they have finished, check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT With weaker classes, play the recording from Ex 2B for Ss to listen and complete the sentences.

ANSWERS:

1 Do; don't 2 Do; work 3 know; go

B Read the sentence with the class and elicit the correct answer. Explain that we use the present simple to describe things which are always true. You could also explain that with *I, you, we* and *they*, the present simple form is the same as the infinitive.

ANSWER:

always true

C The Grammar Bank on page 98 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 98 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how questions are formed and the form of short answers.

1 This activity practises the form of present simple questions. Read the example with the class, then ask Ss to order the rest of the questions alone. Ss check in pairs, then check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find reordering exercises like this difficult. In this case, give them the questions with one or two words missing for them to complete.

ANSWERS:

- 2 Do Mr and Mrs Brown live in New York?
- 3 Do Sonia and you know each other? / Do you and Sonia know each other?
- 4 Do your children go to the same school?
- 5 Do your children watch a lot of TV?
- 6 Are Ben and Janey married? / Are Janey and Ben married?
- 7 Do you come from near here?
- 8 Do you speak English at home?

2 This activity practises the form of short answers. Read the example with the class, then ask Ss to correct the rest of the answers, then check in pairs. Make sure they're aware that one of the responses is correct. Check answers with the class. As a follow up, you could put Ss in pairs to practise the questions and responses.

ANSWERS:

- 2 No, they don't ~~live~~.
- 3 Yes, we **do**.
- 4 No, **they** go to different schools.
- 5 Yes, **they** do.
- 6 No, they **aren't**.
- 7 correct
- 8 No, we **don't**. We speak Japanese.


3 This activity practises the form and use of *wh*-questions. Read the example question and point out that this asks about the first piece of information on the business card. Ss write the questions, then check in pairs. Check answers with the class and write them on the board. Alternatively, ask different Ss to come up and write the questions on the board.

ANSWERS:

- 2 How do you spell your surname / last name?
- 3 Where do you live?
- 4 What do you do?
- 5 Where do you work? (OR Who do you work for?)
- 6 Where do you come from?
- 7 When do you study?
- 8 Who's / Who is your teacher?

PRONUNCIATION

weak forms and linking: *do you*


4A  **1.02** | Focus attention on the questions, then play the recording for Ss to underline the main stressed word in each one. Check answers with the class, then ask them to listen again, paying attention to the pronunciation of *do you* (/dəjə/). Drill the questions with the class chorally and individually.

EXTRA SUPPORT: TEACHER In questions such as 2, there are other ways to place the stress, e.g. Do you have a minute? (to reinforce the length of time). You could point out the link between the main stresses and how other words, particularly auxiliaries and subject pronouns are weakened.

Note that the weakened sounds are taught progressively, because an A2 student using the weakest weak or contracted form (/dʒə/) can sound unnatural, given their lack of fluency and low speed of production.

ANSWERS:

- 1 How do you know each other?
- 2 Do you have a minute?

B  **1.03** | Ss listen and write the questions, then check in pairs. Check answers with the class and write them on the board. Play the recording again for Ss to listen and underline the main stressed word in each question (as in Ex 4A). Check answers with the class and drill the questions.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this exercise challenging for two reasons: it requires listening and reading at the same time, and the rubric contains multiple instructions. You could give them the questions and ask them to just listen and underline the main stress.

ANSWERS AND AUDIOSCRIPT:

- 1 Do you speak English?
- 2 Do you know her children?
- 3 Where do you live?
- 4 What do you do?
- 5 Where do you work?
- 6 What do you study?

C Remind Ss of the pronunciation of the weak form of *do you* in the questions, then put them in pairs to practise asking and answering the questions. When they have finished, ask a few Ss to report back to the class on what they found out about their partner.


VOCABULARY

jobs and studies

5A Read the example with the class. Ss complete the word webs alone, then check in pairs. Check answers with the class.

ANSWERS:

bus / train / taxi **driver**
 university / law / art **student**
 football / tennis / basketball **player**
 hotel / office / farm **worker**

B  **1.04** | Explain that Ss will hear some of the jobs from Ex 5A. Play the recording for Ss to listen and find the jobs they hear in the word webs in Ex 5A, then elicit the answers from the class. Then play the recording again, pausing after each mini-conversation for Ss to repeat the answers.

ANSWERS:

- | | |
|-----------------|---------------------|
| 1 hotel manager | 4 basketball player |
| 2 taxi driver | 5 office worker |
| 3 art student | |

AUDIOSCRIPT 1.04

- 1 A: What's your job?
B: I'm a hotel manager.
- 2 A: What do you do?
B: I'm a taxi driver.
- 3 A: What do you do?
B: I'm an art student.
- 4 A: What's your job?
B: I'm a basketball player.
- 5 A: What do you do?
B: I'm an office worker.

C Put Ss in pairs and read the example with the class. Ss discuss which jobs they'd like to do. In feedback, ask a few pairs if they have any answers in common, and if so which ones.

D Put Ss in pairs to come up with more jobs. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, refer Ss to the Vocabulary Bank on page 133 to check if any of their ideas are there.

EXTRA CHALLENGE Put Ss in small 'teams' and set a time limit of three minutes for Ss to come up with as many jobs as they can. When they have finished, award a point for each correct answer. The team with the most points at the end wins.

VB ▶ page 133 **VOCABULARY BANK** jobs


Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1** Read the example with the class, then ask Ss to match the jobs with the photos alone, then check in pairs. Check answers with the class.

ANSWERS:


2 J 3 L 4 I 5 H 6 G 7 F 8 E
9 D 10 C 11 B 12 A 13 M 14 O 15 N

- 2A** Remind Ss of when we use *a* (before a consonant sound) and *an* (before a vowel sound). Ss add the correct article to each job alone, then check in pairs. Don't give any answers yet.

- B**  **VB1.01** | Play the recording for Ss to check their answers to Ex 2A. Check answers with the class.

ANSWERS:

See answers to Ex 3.

- 3**  **VB1.01** | Ss listen again and underline the stressed syllables. Check answers with the class and drill the words chorally and individually.

ANSWERS:

1 a <u>do</u> ctor	9 a <u>pi</u> lot
2 a <u>nu</u> rse	10 a poli <u>ti</u> cian
3 an <u>a</u> ctor	11 a <u>sci</u> entist
4 a poli <u>ce</u> officer	12 a <u>wri</u> ter
5 a <u>sho</u> p assistant	13 a digital <u>desi</u> gner
6 a <u>si</u> nger	14 <u>reti</u> red
7 an <u>engi</u> neer	15 un <u>emp</u> loyed
8 a <u>law</u> yer	

- 4** Ss discuss the question in pairs. Point out that they can choose more than one job. When they have finished, elicit answers from a few Ss and find out if others agree.

SPEAKING

- 6** Read the examples with the class, then put Ss in groups. Ask them to stand up and imagine they're at a party. Encourage Ss to use the phrases to introduce themselves to each other. Alternatively, do this as a class activity. Put Ss in pairs and remind them of the phrases 'This is ...' and 'Nice to meet you, too'. Ask Ss to walk around in their pairs and introduce each other to other Ss in the class.

- 7A** As a class, elicit as many famous people as you can and write them on the board. Make sure everyone knows who all of the people on the board are.

- B** Read the example with the class and if necessary, demonstrate with a stronger student first. If you think they need it, elicit more possible questions Ss can ask first and write them on the board for Ss to use, e.g. 'Are you old/young?'; 'Do you travel a lot?'; etc. Put Ss in groups to ask and answer their questions. Set a limit of 10 questions before they should guess, then move on to the next person. When they have finished, ask a few Ss how many they guessed correctly.

EXTRA IDEA: DIGITAL Ask Ss to go online to research information about their chosen person so they can answer all their classmates' questions.

WRITING**write a personal profile; use capital letters**

- 8A** Focus attention on the website form and the information required to complete it. Ss read the form and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

1 b 2 a 3 b

- B** Refer Ss to the Writing Bank on page 88.

▶ page 88 **WRITING BANK**

- 1A** Focus attention on the texts and elicit what they are (a personal profile and a business card). Ss read the texts and answer the question alone, then check in pairs. Check the answer with the whole class and elicit where each piece of information can be found.

ANSWERS:

age, interests, languages, nationality

B Ss tick the correct rules and find examples in the texts, then compare answers in pairs. Check answers with the whole class. You could ask Ss if they have the same or different rules for capital letters in their language(s).

ANSWERS:

The following use capital letters:

- 1 a sentence – Hi, I'm Alexis! Or any other sentence.
- 2 cities – Tarragona
- 3 countries – Spain
- 4 businesses – AW Design
- 6 languages – Spanish, French, English
- 7 nationalities – American
- 8 people's names – Alexis
- 10 street names – Carrer Onze

C Ss complete the profile using capital letters where necessary, then check in pairs. Check answers with the class.

ANSWERS:

Hello, my name is **R**obert!

I'm a **h**otel **m**anager at the **C**entral **H**otel in the centre of **T**okyo. I'm married, and my wife and I live in an apartment near the **h**otel. **T**his is our first year here, and we would like to meet local **p**eople. We speak **E**nglish and **P**ortuguese (my wife is **B**razilian). **W**e're interested in meeting people to practise speaking **J**apanese. **C**ontact me if you're interested!

2A Ss should aim to write their own profiles in 80–100 words, though as this is the first unit a lower limit could be more realistic for some. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

B When they have finished, encourage Ss to read each other's profiles. In feedback, ask a few Ss to share any new information they found out with the class.

EXTRA IDEA: DIGITAL Ask Ss to choose a famous person they like and go online to research them and make notes. They then write their profile based on that information and inventing things like contact details.

TO FINISH

Write the following questions on the board: *Where do you post a personal profile like this? Do you have a personal profile online? Where and what for?* Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

1B Same but different

GRAMMAR | present simple: *he, she, it*

VOCABULARY | common verb phrases

PRONUNCIATION | third person -s

LESSON OVERVIEW

In this lesson, Ss learn common verb phrases used to talk about daily activities. They extend their knowledge of the present simple by studying forms with *he, she* and *it*. The context is a reading about twins with different lives. Ss also practise the pronunciation of third person -s. The lesson ends with a speaking activity in pairs, where they talk about someone they know.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Use an online poll for Ss to predict their answers before reading to check.
- **Ex 4C:** Drill the verbs individually round the class in the main room, as it's difficult to hear Ss during choral drilling online.
- **Ex 5C:** Use an online noticeboard for Ss to add sentences about themselves and their partner, then read other Ss' sentences.

Additional Materials

For Teachers:

Presentation Tool Lesson 1B
Photocopiable Activities 1B
Grammar Bank 1B

For Students:

Online Practice 1B
Workbook 1B

TO START

Write the following questions on the board: *Do you have any brothers or sisters? Or close friends? What is the same or different about you?* Put Ss in pairs or small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

common verb phrases

1 A With weaker classes, you may want to go through the words and phrases in 1–8 first and check understanding. Read the example with the class, then ask Ss to complete the rest of the phrases alone, then check in pairs. Check answers with the class and ask Ss to copy the groups in their notebooks.

ANSWERS:

2 get up	6 go
3 live	7 teach
4 have	8 play
5 study	

B Demonstrate the activity with a stronger student by saying a verb and asking them to say words which go with it. Put Ss in pairs to practise saying the words. Monitor and offer help where necessary.

C Read the example with the class and elicit ideas for other questions Ss can ask. Put Ss in pairs to ask and answer questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

FUTURE SKILLS | Self-management



D Read the Future Skills box with the class, then ask Ss to add one more word to each group in Ex 1A in their notebooks. Monitor and offer help where necessary.

EXTRA: FUTURE SKILLS Talk to Ss about how they usually record vocabulary, and share any techniques they have with the class. Encourage Ss to experiment with different ways of recording vocabulary over the next few lessons, e.g. by topic, by collocations and common phrases, with example sentences, with translations, etc., in order to find a system that works best for them.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

2 A Read the questions and example with the class, checking they understand the phrase *in common*, then put Ss in pairs to discuss. With weaker classes, you could write some prompts on the board to help e.g. age? where / live? interests? job? etc. When they have finished, ask a few Ss to report back to the class with what they found out.

B Draw Ss' attention to the photos and elicit what they can see, and what they think the people are like. Go through the phrases and elicit who Ss think each one refers to. You could write their ideas on the board.

C Set a time limit of three minutes for Ss to read the article quickly and check their ideas. Tell Ss not to worry if they don't understand every word, as they'll have a chance to read the article again more carefully afterwards. Check answers with the class. If you wrote their predictions on the board in Ex 2B, refer back to this during feedback and tick any which are correct.

ANSWERS:

1 S 2 S 3 A 4 A 5 A 6 S 7 S 8 A
9 S

D Ss read the article again more carefully and decide if the sentences are true or false, then check in pairs. Check answers with the class.

ANSWERS:

1 F 2 T 3 F 4 T 5 F

EXTRA IDEA Write on the board: *Do you know any twins? In what ways are they similar or different?* Discuss the questions as a class.

GRAMMAR

present simple: *he, she, it*

3 A With weaker classes, elicit the first answer as an example and write it on the board. Ss complete the sentences alone, referring back to the article in Ex 2 if necessary, then check in pairs. Check answers with the class and write the verbs on the board.

ANSWERS:

1 lives 2 teaches 3 doesn't

B Ss use the sentences in Ex 3A to help them complete the rule. Go through the answers with the class and explain that the rule isn't for the verb *be*, but for all other verbs.

ANSWERS:

es, doesn't

C Ss find more examples in the article alone, then check in pairs. Check answers with the class. If Ss notice the change from *study* to *studies*, you could ask them why. Ss learn about spelling rules in the Grammar Bank.

ANSWERS:

thinks, gets up, studies, loves, cooks, visits, likes, plays

- D** The Grammar Bank on page 99 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 99 **GRAMMAR BANK**

Read the notes with the class, or give them a few minutes to read alone then ask any questions they have. Draw their attention especially to the spelling rules for different verb endings. The exercises practise the form and use of the present simple with *he, she* and *it*.

- 1** Focus attention on the picture and elicit what Ss can see. Write up on the board any useful vocabulary related to the things in the picture. Ss write their sentences alone then compare answers in pairs. Check answers with the class and write their sentences on the board (or invite Ss to come up and do so).

ANSWERS:

- 1 Marta goes to Winston University.
- 2 She doesn't like dogs.
- 3 She watches TV.
- 4 She studies French.
- 5 She gets up at 6.00 a.m.
- 6 She plays (the) guitar.
- 7 She likes chocolate.
- 8 She has a cat.

- 2** Ss complete the text alone, then check in pairs. Check answers with the class and write the verbs on the board in the correct form for Ss to check spelling.

ANSWERS:

- | | |
|-----------|----------------|
| 1 works | 6 flies |
| 2 reads | 7 don't have |
| 3 teaches | 8 cooks |
| 4 enjoy | 9 doesn't like |
| 5 drives | 10 relaxes |

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide two options for each gap (the correct one and a distractor).

- 3** Read the example with the class, then ask Ss to write the rest of the questions. Check answers with the class and write the questions on the board.

ANSWERS:

- 2 What does she/Susie do in the afternoons?
- 3 What does she/Susie teach in the evenings?
- 4 Why do her/Susie's students enjoy her classes?
- 5 What does Ken drive?
- 6 What does he/Ken fly?
- 7 Does Susie like cooking?
- 8 What does she/Susie do on Sundays?

PRONUNCIATION

third person -s

- 4A** ▶▶ 1.05 | Write on the board: *picks, lives, matches*. Drill the words with the class and ask: 'What's the difference?' Elicit how the pronunciation of the third person -s changes for each word. Play the recording for Ss to listen and write the words in the correct place in the table, then check in pairs. Copy the table onto the board and elicit where each verb goes and write it in the correct place on the board. Drill the verbs chorally and individually and check Ss are pronouncing them correctly.

EXTRA SUPPORT If the pronunciation is not coming naturally to Ss, you could give them these rules:

- unvoiced/voiceless sound + /s/, e.g. *like–likes*
- voiced sound + /z/, e.g. *stand–stands*
- the sounds /tʃ/, e.g. *watch–watches*; /dʒ/, e.g. *change–changes*; /s/, e.g. *miss–misses*; /z/, e.g. *rise–rises*; /ʃ/, e.g. *wash–washes*; /ʒ/, e.g. *massage–massages* + /ɪz/.


ANSWERS:

- | | |
|------|-------------------|
| /s/ | cooks |
| /z/ | <i>lives, has</i> |
| /ɪz/ | teaches |

▶▶ **AUDIOSCRIPT 1.05**

lives
cooks
teaches
has

B If necessary, elicit the first answer as an example, then ask Ss to complete the table with the rest of the verbs. Don't give any answers yet.


C  **1.06** | Ss listen and check their answers. Check with the class and write them on the board. Then play the recording again for Ss to listen and repeat.

ANSWERS:

- /s/ sits, stops, works
- /z/ does, goes, stays, studies
- /ɪz/ finishes, watches

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the verbs on their phones, then listen back and check their pronunciation.

SPEAKING

5A  **1.07** | Play the recording, pausing after each question for Ss to write it down. Put Ss in pairs to compare answers, then play the recording again if necessary. Check answers with the class and write the questions on the board (or invite different Ss to come up and do so).

ANSWERS AND AUDIOSCRIPT:

- 1 Does she work or study?
- 2 Where does he live?
- 3 Is she married?
- 4 Does he have children?
- 5 What music does she like?
- 6 What languages does he speak?

B Go through the instructions and example with the class, then put Ss in A/B pairs to ask and answer questions. Monitor and check Ss are using the third person -s correctly. Note any common errors and/or examples of good language use for later class feedback.

C Read the example with the class, then ask Ss to discuss what they have in common with the person they chose in Ex 5B in the same pairs. When they have finished, ask a few pairs to report back to the class. Go over any common errors and examples of good language use with the class.

TO FINISH

Ask the class: 'What makes a good friend?' Discuss the question as a class.

1C Let's meet.

HOW TO ... | make suggestions

VOCABULARY | adjectives for feelings and time phrases

PRONUNCIATION | intonation to show interest

LESSON OVERVIEW

In this lesson, Ss learn functional language for making suggestions. They also learn adjectives to describe feelings, as well as time phrases. The context is a reading where they read some messages between two people arranging to meet. This leads into the functional language, where Ss also listen to and practise using intonation to show interest. The lesson ends with a speaking activity where Ss practise making suggestions.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the emojis and the adjectives on your device and share your screen. Make sure the annotate function is on. In feedback, ask different Ss to draw lines connecting them.
- **Ex 2A:** Ask Ss to share their screens in breakout rooms and use the pointer function to point at the emojis.
- **Ex 3B:** Use a collaborative document for Ss to write and share their answers.

Additional Materials

For Teachers:

Presentation Tool Lesson 1C
Photocopiable Activity 1C
Grammar Bank 1C
Vocabulary Bank 1C
Mediation Bank 1C

For Students:

Online Practice 1C
Workbook 1C

TO START

Write the following questions on the board: *Where do you usually meet friends in your free time? What do you do?* Put Ss in pairs or small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

adjectives for feelings


1 A Focus attention on the emojis and ask: ‘Do you use these when you send messages?’ Put Ss in pairs to discuss the questions. When they have finished, elicit Ss’ ideas and have a brief class discussion but don’t give away the answers to Ex 1B.

B Look at the example with the class, then ask Ss to match the rest of the emojis with the adjectives. Ask Ss to check answers in pairs, then check answers with the whole class.

ANSWERS:

B all right **C** angry **D** ill **E** bored
F hungry **G** relaxed **H** thirsty

C Write *all right* on the board and demonstrate that each word has one syllable by modelling them and explain that this vocabulary item has two syllables in total. The other adjectives are single words so this issue doesn’t arise again. Put Ss in pairs to decide if the rest of the adjectives have one or two syllables. You could encourage them to practise saying the adjectives out loud to help. Don’t give any answers yet.

D  **1.08** | Play the recording for Ss to check their answers, then check answers with the class. Drill the adjectives chorally and individually.

EXTRA SUPPORT: TEACHER It’s fine to say that *be* and *feel* are interchangeable in this context, even though there are differences in use with adjectives of feeling, as it would be too complex to explain at this level.

Also, note that the diphthong in *tired* makes it almost sound like two syllables, but it does just have one.

ANSWERS:

one syllable: bored, ill, tired
two syllables: all right, angry, hungry, relaxed, thirsty

AUDIOSCRIPT 1.08

- 1 I’m all right.
- 2 I’m angry.
- 3 I’m bored.
- 4 I’m hungry.
- 5 I feel ill.
- 6 I feel relaxed.
- 7 I’m thirsty.
- 8 I feel tired.

EXTRA CHALLENGE As well as the work on syllables, you could also check the syllable stress on *all right* oO, *angry* Oo, *hungry* Oo, *relaxed* oO and *thirsty* Oo.

2 A Read the example with the class and point out that Student A must be pointing at emoji A. If they were pointing at a different emoji, the answer would be ‘No, I’m not.’ If necessary demonstrate the activity with a stronger student. Put Ss in A/B pairs to test each other. Monitor and help where necessary.

EXTRA IDEA: DIGITAL If you have time, ask Ss to go online to research the most popular emojis this year. You could also ask them to discuss which of these they use the most in pairs.

FUTURE SKILLS | Self-management

B Read the Future Skills box as a class and encourage Ss to make a note of differences they find between English and their language(s).

EXTRA: FUTURE SKILLS Contrastive analysis – comparing features of one language against another – is a useful technique to use when learning a language as it helps Ss notice similarities and differences between their own language and English. When similarities are found, it makes learning new forms much easier as they already know the equivalents in their own language. It also helps Ss personalise their language-learning experience. It’s a good idea therefore to encourage Ss to do this regularly when they meet new language structures. For example, you could remind Ss of the present simple forms from Lessons 1A and 1B and ask them to think about how the form is similar or different to their own language.

READING

3A Focus attention on the messages and read through the questions with the class so they know what to read for. Ss read the messages and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:


1 friends 2 b

B Focus attention on the calendar entry and elicit the type of information missing from each gap, e.g. 1 an activity, 2 a time, etc. Ss read the messages again and complete the entry, then check in pairs. Check answers as a class and write them on the board.

ANSWERS:

1 meet for a coffee
2 10 a.m.
3 Eva
4 Coffee Club

How to ... make suggestions

4A  **1.09** | Read the question with the class and make sure Ss know what to listen for. Ss listen and answer the question, then check in pairs. Check answers with the class.

ANSWERS:

to meet today in the evening (date/time)
to see a film and have something to eat before the film (event)
to meet at the cinema (location)


AUDIOSCRIPT 1.09

L = Lisa E = Eva

L: Hello?
E: Hi Lisa.
L: Oh hi, Eva. Is everything OK?
E: Yes, I feel all right now. You?
L: Yeah, fine. Relaxed. Are we still OK for tomorrow morning?
E: Well, I finish work early today, so can we do something this evening?
L: Sure, that's great. What would you like to do?
E: Well, what about a film? Maybe that new Avengers film?
L: Yeah, I'd like to see that. OK. What time does it start?
E: At half past seven.

L: OK. Let's meet at the cinema at half past six and have something to eat first, in the cinema café.
E: So that's half past six at the cinema?
L: Yes, that's right.
E: Perfect. See you there.

B Ask Ss to choose the correct options from what they can remember in the phone conversation. Don't give any answers yet.

C  **1.10** | When they are ready, play the recording for Ss to check their answers. Check answers with the class.

ANSWERS:

1 Can 2 would 3 about 4 Let's

D Ss find more suggestions in the messages alone, then check in pairs. Check answers with the class and drill the phrases.

POSSIBLE ANSWERS:

Do you want to do something today?
What about tomorrow morning?
Can we meet for a coffee?
Let's try that new café near me ...
How about ten?

E The Grammar Bank on page 100 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 100 **GRAMMAR BANK**

This focuses on the form and use of functional language for making suggestions. Read the notes with the class, or give them a few minutes to read alone then ask any questions they have. Check understanding of the phrases, especially the difference between *Do you like* and *Would you like*.

1 Ss choose the correct options alone, then check in pairs. Check answers with the class. You could also put Ss in pairs to practise the conversations.

ANSWERS:

1 am, Let's
2 Can we, What about
3 Would you like to, How about
4 Would you like, can't

2 Ss complete the conversations alone, then check in pairs. Check answers with the class. Again, you could put Ss in pairs to practise the conversations.

ANSWERS:

1 to 2 'd 3 we 4 's
5 's 6 Another 7 about 8 Good

GB

- 3** Look at the example with the class to explain that they need to identify mistakes and then correct them, and then ask Ss to correct the rest of the conversation using the words in the box to make their corrections. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This is quite a challenging task for dyslexic learners as there are many options to choose from. In this case, provide two options for each part of the conversation.

ANSWERS:

(Only the sentences where a word is added are given)

Would you **like** to talk about it?

Yes. **Can** we meet now?

I'm sorry I **can't**. How **about** this afternoon?


Let's meet in the park.

Can **we** meet at five?

That's **perfect!** See you there.

PRONUNCIATION

intonation to show interest

- 5 A**  **1.11** | Ss listen and decide if the people are interested or not, then check in pairs. Check answers with the class and ask: 'How do you know?' (because of the intonation they use).

ANSWERS:

1 + 2 - 3 - 4 + 5 - 6 +

AUDIOSCRIPT 1. 11

- 1** A: Let's have a break.
B: Sure, fine.
- 2** A: Let's have a break.
B: Sure, fine.
- 3** A: How about a coffee after class?
B: Perfect.
- 4** A: How about a coffee after class?
B: Perfect!
- 5** A: Would you like to meet this evening?
B: I'd love to.
- 6** A: Would you like to meet this evening?
B: I'd love to!

- B** Focus attention on the prompts and explain that the prompts in the blue circles are for suggestions and those in the orange circle are for responses. Read the example with the class, then put Ss in pairs to practise their conversations. When they have finished, ask Ss to swap roles and practise again. Make sure Ss understand the focus here is on the intonation in the responses. When they have finished, ask a few pairs to perform their conversations for the class.

EXTRA IDEA: DIGITAL Ask Ss to record themselves showing interest and then listen back to themselves to check their intonation.

- C** Refer Ss to the Vocabulary Bank on page 134.

 page 134 **VOCABULARY BANK** time phrases


Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class it would be a good idea to set them as homework.

- 1 A** Go through the phrases in the table and check understanding. Ss put the phrases in the box in the correct group alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER We use both *this weekend* and *next weekend* to show the following weekend. We often use *next* on Saturday, Sunday, Monday (when we see the weekend to be far off) and *this* when we are closer to the weekend, e.g. from Wednesday onwards. But this varies by individual, so it's impossible to identify a fixed rule.

ANSWERS:

at half past nine, the weekend
on Saturday evening, Wednesday
this morning, week, afternoon, weekend
next week, Wednesday
- tonight, tomorrow morning

- B**  **VB1.02** | Play the recording for Ss to listen and repeat.

AUDIOSCRIPT VB1.02

at three o'clock
at noon
at half past nine
at the weekend
on Monday
on Tuesday afternoon
on Saturday evening
on Wednesday
this evening
this Wednesday
this morning
this week
this afternoon
this weekend
next Thursday
next weekend
next week
next Wednesday
tomorrow
today
tonight
tomorrow morning

- VB 2** Make sure Ss understand that they're looking at the phrases from the perspective of 9 a.m. on Thursday 5 November. Ss write the time phrases alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2** this afternoon **6** on Saturday evening
3 this weekend **7** on Tuesday / next Tuesday
4 (today) at noon **8** next week
5 next Wednesday


- 3** Read the example with the class, then put Ss in groups to find a time each student in their group is free. In feedback, ask a few Ss when they are free.

SPEAKING

- 6A** Go through the prompts with the class. With weaker classes, you could elicit what Ss might say in each turn. Put Ss in pairs to practise the conversation. Monitor and check Ss are using the phrases from the lesson correctly, as well as using intonation to sound interested.

EXTRA: ALTERNATIVE IDEA Depending on your Ss, they could agree on and write out a script for the conversation in their pairs and then hold the conversation trying not to look at their scripts or the prompts.

EXTRA PRACTICE Ask Ss to swap roles and change some of the details (i.e. the adjectives, activity, times, etc.) and practise the conversation in Ex 6A again.

- B** Ask Ss to close their books, then walk around the class and make arrangements to meet two other Ss. When they have finished, ask a few Ss what arrangements they have made and with whom.
- 7**  Ask Ss to think of someone they can send a message to in English. If appropriate, they could send a message to another student. Ask them to think of an activity, time and place to suggest, then use the phrases from the lesson to make a suggestion. At the start of the next lesson, find out how Ss got on and what arrangements they made.

TO FINISH

Tell the class how you feel, using adjectives from the lesson (e.g. I'm all right, I'm hungry, etc.). Ask a few Ss how they feel and have a brief class discussion.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

 page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES  page 186

1D BBC Street Interviews**Family and friends**

GRAMMAR | possessive 's, s'

SPEAKING | talk about people in your life

WRITING | describe five people in your life

LESSON OVERVIEW

In this lesson, Ss learn the form and use of possessive 's, s'. They also learn vocabulary related to family. The context is a video of interviews with people in the street introducing themselves. Ss then do a speaking activity, where they practise talking about people in their life. The lesson ends with a writing activity, where Ss write a description of five people in their life.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Use a collaborative document or online noticeboard for Ss to add words.
- **Exs 3A and 4A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 6A:** Use the annotate function to show your circles when demonstrating the activity.
- **Ex 6C:** Use a collaborative document for Ss to add the questions they think of.

Additional Materials**For Teachers:**

Presentation Tool Lesson 1D
 Online Digital Resources
 Grammar Bank 1D
 Vocabulary Bank 1D
 Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D
 Workbook 1D

TO START

Write the following questions on the board: *In what situations do you usually introduce yourself? What do you say?* Put Ss in pairs to discuss. When they have finished, elicit their answers and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Start by telling the class what information you usually give, e.g. 'I give my name, nationality and where I live, but I don't usually talk about my family.' Put Ss in pairs to discuss the information they usually give. When they have finished, ask a few Ss to share their ideas with the class.

B Elicit the first answer as an example, then ask Ss to match the rest of the sentences with the topics, then check in pairs. Check answers with the class.

ANSWERS:

- 1 job
- 2 family
- 3 name
- 4 interests/hobbies
- 5 nationality AND where you live

C Put Ss in new pairs to practise introducing themselves. Monitor and offer help where necessary. When they have finished, ask one or two Ss to introduce themselves to the class.

2 A Elicit one or two words as an example and write them on the board (e.g. *mother, son*). Put Ss in pairs and give them three minutes to think of and write as many words as they can. When they have finished, elicit their ideas and write them on the board (or invite Ss to come up and do so).

B Refer Ss to the Vocabulary Bank on page 135 to check their ideas.

VB  page 135 **VOCABULARY BANK** family


Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class it would be a good idea to set them as homework.

1 Focus attention on the family tree, and elicit the first answer as an example. Ss write the names individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 John
- 2 Amy
- 3 John and Amy
- 4 Henrik
- 5 Vitoria
- 6 Joel and Kenny
- 7 Barbara
- 8 Jenny
- 9 Freddie
- 10 Mikael, Sarah, Joel, Kenny and Barbara
- 11 Vitoria
- 12 Henrik
- 13 Joel and Kenny
- 14 Sarah
- 15 Joel and Barbara
- 16 Mikael and Sarah

EXTRA IDEA You may also want to teach these more informal versions of some of the family words: *mum* (mother), *dad* (father), *granddad/grandpa* (grandfather), *grandma* (grandmother).

2 A  **VB1.03** | Play the recording, pausing after each word to read the examples with the class. Then continue playing the recording, pausing after each word for Ss to write them in the correct place. Ss check in pairs, then check answers with the whole class. Drill the words chorally and individually for further practice.

ANSWERS:

- O** son, aunt, niece
- Oo** father, sister, brother, daughter, husband, parents, uncle, nephew, cousin
- Ooo** grandmother, grandparents, grandchildren

AUDIOSCRIPT VB1.03

wife	parents
mother	grandmother
grandfather	grandparents
father	grandchildren
sister	aunt
brother	uncle
daughter	nephew
son	cousin
husband	niece

- VB** **B** Read the example with the class, then put Ss in pairs to discuss. When they have finished, check answers with the class.

ANSWERS:

female: mother, aunt, niece, sister, daughter, grandmother
 male: son, father, brother, husband, uncle, nephew, grandfather
 both: parents, cousin, grandparents, grandchildren

VIEW

- 3A** **B** Read the two questions in the BBC programme information box with the class and explain that they're going to watch different people answering these questions. Ss watch the first part of the video, in which people answer the first question, and listen for the countries mentioned. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

Four: Canada, Australia, France, the United States

- B** Put Ss in pairs to try and remember the information. When they have finished, elicit their answers but don't confirm any answers yet.
- C** **B** Ss watch the video again and check or complete the sentences, then check in pairs. Play the video again if necessary, then check answers as a class.

ANSWERS:

1 company 2 journalist 3 London
 4 university 5 student

- 4A** **B** The speakers answer the second question, about their families, in this part. You may want to preteach/check: *kids*. Read the question with the class, then play the second part of the video for Ss to answer the question. Check answers with the class. Note that Rob doesn't mention whether or not he has brothers or sisters.

ANSWERS:

Three: Mon Zer, Rose, Jackson

- B** **B** Focus attention on the photos at the top of the page, then ask Ss to match the sentences with them. When they have finished, play the second part of the video again for Ss to check their answers. Check answers with the class.

ANSWERS:

1 Katy 2 Mon Zer 3 Serge 4 Rob
 5 Rose 6 Marcello

GRAMMAR**possessive 's, s'**

- 5A** Highlight the fact that, in the rules, the difference between the options is the position of the apostrophe. Ask Ss to read the sentences and choose the correct options alone, then check in pairs. If you're short of time, do this exercise as a class. Check answers with the class.

ANSWERS:

's for the possessive for one person
 s' for the possessive for two people or more

- B** The Grammar Bank on page 101 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

B page 101 **GRAMMAR BANK**

Check understanding of the notes with the class, especially when we don't use possessive s.

- 1** Ss choose the correct options to complete the sentences individually, then check answers in pairs. Check answers with the class.

ANSWERS:

1 Pete's laptop 4 John's
 2 Jennifer's 5 men's
 3 boys' 6 end of the film

- 2** Read the example with the class, then ask Ss to write the rest of the sentences individually, then check in pairs. Monitor and check Ss are putting the apostrophe in the correct place, prompting them where necessary. Check answers with the class and write them on the board.

ANSWERS:

2 Makiko's favourite colour is purple.
 3 My brothers' names are Zayn, Malek and Amir.
 4 Eddie is the children's father.
 5 This wallet is Nikolay's.
 6 My sister's husband's job is interesting.
 7 Juan has all the students' tickets.
 8 I'm in a women's football team.

- 3** Ss complete the text individually, then check answers in pairs. Check answers with the class.

ANSWERS:

Jacob's (contraction) an old friend of mine from university. His **wife's** (possession) name is Angela and they are both doctors at the local hospital. They have three children. Their **daughters'** (possession) names are Vicky and Sue and their **son's** (possession) **name's** (contraction) Jeff. **Vicky's** (contraction) at university and lives with them and **Sue's** (possession) flat is near the city centre. **Jeff's** (contraction) married and lives in his **wife's** (possession) **parents'** (possession) house.

- 4** Read the example with the class, then ask Ss to rewrite the rest of the sentences containing a word in bold individually, then check in pairs. Monitor and check Ss are putting the apostrophe in the correct place, prompting them where necessary. Check answers with the class and write them on the board.

ANSWERS:

- 2 It's Chris's.
- 3 No, it's my parents'.
- 4 No, it's Sam's.

SPEAKING**talk about people in your life**

- 6A** Demonstrate the activity first by drawing your own circles on the board. Ss draw their own circles in their notebooks, leaving space to add extra details.
- B** Demonstrate again by adding words next to the people in your circles, using the Key phrases to help with ideas, then ask Ss to do the same. Monitor and help with ideas where necessary.
- C** Put Ss in pairs to read the Key phrases again and add two more questions. Go round and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit Ss' ideas and write them on the board (or invite them to come up and do so). Feed in ideas from the possible answers if necessary.

POSSIBLE ANSWERS:

What does he/she do?
How old is he/she?
Where does he/she live?
Is he/she married?

- D** Read the example with the class, then arrange Ss in new pairs to ask and answer questions about their people. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

WRITING**describe five people in your life**

- 7A** Focus attention on the email, then ask Ss to read it and count the number of people she mentions. Check answers with the class and elicit who they are.

ANSWERS:

Six: Patsy and Vince (her parents); Marcella and Greta (her sisters); Marcel (Marcella's husband); Sofia (Marcel and Marcella's daughter).

- B** Go through the topics with the class, then ask them to read the email again and tick the topics mentioned. Check answers with the class.

ANSWERS:

ages, children, jobs, married or single, names, where they live

- C** Put Ss in pairs to find the examples. When they have finished, check answers with the class.

ANSWERS:

- 1 My sisters' names, our parents' house
- 2 Her husband's name is Marcel, their daughter's name is Sofia
- 3 Greta's a lawyer, Marcella's a teacher, She's married, it's funny, but it's true, she's eight years old, It's great!

- 8** Ss write their descriptions alone, including at least four of the topics from Ex 7B. Monitor and offer help where necessary, and check they are using possessive 's, s' correctly. When they have finished, put Ss in pairs to swap descriptions and read. You could encourage Ss to ask follow-up questions at this point to find out more information.

EXTRA IDEA: DIGITAL Ask Ss to share their descriptions online, either by emailing each other or in a collaborative document.

TO FINISH

Put Ss in different pairs to Ex 8 and ask them to discuss one of their favourite people in their lives.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 2A, 2B, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to use a collaborative document in pairs to write their sentences and then check.
- **Ex 1C:** Rearrange Ss into new breakout rooms to discuss their previous partners.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: present simple, possessive 's, s'; Vocabulary: jobs and studies, common verb phrases, adjectives for feelings, time phrases, family words; How to ... make suggestions). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Put Ss in pairs, but explain that they'll do this first activity individually. Read the example with the class, and ask them to complete the sentences, including the first, so that they say what they think is true about their partner. Monitor and check Ss are forming the present simple correctly.

POSSIBLE ANSWERS:

- 1 works / doesn't work
- 2 teaches / doesn't teach
- 3 gets / doesn't get
- 4 plays / doesn't play
- 5 lives / doesn't live
- 6 studies / doesn't study
- 7 has / doesn't have
- 8 goes / doesn't go


- B** Read the example with the class, then ask Ss to ask and answer the questions in pairs. With weaker classes, you may want to elicit the questions first and write them on the board.
- C** Rearrange Ss to work in different pairs and ask and answer the same questions about their previous partner. Make sure Ss change the verb forms for the third person. When they have finished, ask a few Ss to share any interesting information they found out about their partner's previous partner with the class.

- 2 A** Look at the example with the class, then ask Ss to correct the rest of the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2 Sorry, I'm busy. How **about** Monday?
- 3 Yes, she **does**. She studies Law at the university.
- 4 Yes. Let's get a coffee.
- 5 I don't **know** the answer. Ask the teacher.
- 6 He's at the University **of** London.
- 7 I'd **love** to, but I can't.
- 8 Would you like **to** have dinner?
- 9 He **doesn't** have a job at the moment.
- 10 This is the students' room. They work here.

EXTRA SUPPORT: DYSLEXIA You could provide two possible options from the box for each sentence for Ss with dyslexia.

- B**  **R1.01** | Read the example with the class and explain that one word in each sentence is different. Ss listen and correct the sentences, then check in pairs. Check answers with the class.

ANSWERS:

- 2 ~~Monday~~ tomorrow
- 3 ~~law~~ English
- 4 ~~coffee~~ sandwich
- 5 ~~teacher~~ police officer
- 6 ~~London~~ Paris
- 7 ~~love~~ like
- 8 ~~dinner~~ breakfast
- 9 ~~job~~ car
- 10 ~~work~~ relax

VOCABULARY

- 3A** Ss do the puzzle individually, then check in pairs. Monitor and offer help where necessary. When they have finished, check answers with the class and write them on the board.


ANSWERS:

2 uncle	3 cousin	4 unemployed
5 manager	6 tired	7 retired
8 thirsty	9 aunt	

job: scientist

- B** Read the example with the class, then put Ss in pairs to think of more words and note them down. When they have finished, elicit Ss' ideas and write them on the board.
- 4A** Focus attention on the photos and ask Ss if they have ever had a mood ring. Ss complete the text alone by completing the words with missing letters, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners will probably find this activity a challenge because of the partial presentation of the words as well as the range of answers. You could provide a gapped version of the text, with two possible options for each gap.

- B**  **R1.02** | Play the recording for Ss to check their answers, then check answers with the class and write the words on the board.

ANSWERS:

1 grandmother	2 right	3 relaxed
4 family	5 weekend	6 guitar
7 angry	8 hungry	

TO FINISH

Put Ss in pairs to describe a family member or a friend to each other.