BBC

Speakout 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 photocopiable 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 978-1-292-39956-0

Speakout

BBC Speakout 3RD EDITION B1 Teacher's Book with Teacher's Portal Access Code Lindsay Warwick

BBC

Speakout 3RD EDITION

B1

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Teacher's Book
with Teacher's Portal Access Code

Pearson

Global Scale of English

BBC

Speakout

3RD EDITION

Teacher's Book

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SCOPE AND SEQUENCE

LESSON		GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6						
1 people BBC VLOGS | How would your friends describe you?						
1A	**Who are you?** p8	Present simple and present continuous; state verbs; adverbs of frequency	People and relationships; personality adjectives	Connected speech: *do you*		
1B	**Good people** p11	Verb patterns	Jobs; work	Syllable stress	Read about people making a difference **FUTURE SKILLS** Social responsibility	
1C	**Let's talk!** p14	**How to ...** start and end a conversation; keep a conversation going	Conversation topics	Rhythm and intonation	Read a text about the benefits of talking to strangers	
1D	**Lifestyle** p16	Modifiers				
UNIT 1 REVIEW p18						
2 tale tellers BBC VLOGS | Tell me about a happy memory.						
2A	**What happened?** p20	Narrative tenses	Adjectives for feelings; *-ed/-ing* adjectives	Weak forms of *was*, *were* and *had*		
2B	**Storytelling** p23	Past simple and present perfect	Story words; types of film	Contracted *have* in the present perfect	Read about the history of storytelling	
2C	**A likely story** p26	**How to ...** apologise and give reasons	Collocations with *get* and *make*	Intonation for apologising		
2D	**The story of a place** p28	prepositions of time				
UNIT 2 REVIEW p30						
3 questions BBC VLOGS | What things are you curious about and why?						
3A	**Facts and figures** p32	Question forms	Knowledge; verbs and nouns	Stressed words in questions		
3B	**Decisions** p35	Future plans and intentions	Decisions	Weak forms of *are you* and *going to*	Read an article about making decisions	
3C	**Can I ask you ... ?** p38	**How to ...** make polite inquiries	Facilities; places in a city	Polite intonation	Read a webpage about Malta	
3D	**What matters most?** p40	Phrasal verbs				
UNIT 3 REVIEW p42						
4 winners BBC VLOGS | Have you ever won anything?						
4A	**Success** p44	Modals for rules and advice	Success	Silent letters		
4B	**First!** p47	Articles	Technology collocations; word building: suffixes **FUTURE SKILLS** Self-management	*the*	Read an article about famous tech firsts	
4C	**Taking part** p50	**How to ...** explain rules and procedures	Sports and games	*Can* and *can't*		
4D	**Top Gear: Nepal** p52	Present perfect + superlative				
UNIT 4 REVIEW p54						

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to people talking about the people and activities that are important to them	Use a diagram to describe people who are important to you	Write a personal profile page
		Tell a news story	
	Listen to three conversations between strangers	Roleplay conversations with people you don't know **FUTURE SKILLS** Communication **MEDIATION SKILLS** Agree on a community project	
	BBC Street Interviews about lifestyle	Interview your partner about their lifestyle	Write a blog post about a day in your life
	Listen to a story about two friends travelling in India	Tell an anecdote about a personal memory **FUTURE SKILLS** Communication	Write a story about a memorable experience
		Complete a class questionnaire	
	Listen to six conversations about problems	Conversations offering and accepting apologies **MEDIATION SKILLS** Solve a problem between work colleagues	
	BBC Documentary *Mediterranean with Simon Reeve*	Talk about a place that is special to you	Write a review of a place
	Listen to two friends discussing a quiz	Ask your partner quiz questions **FUTURE SKILLS** Communication	Write an email asking for information
		Talk about future plans and intentions **FUTURE SKILLS** Leadership	
	Listen to three conversations in which people make inquiries	Roleplay two situations and make inquiries	**MEDIATION SKILLS** Give a friend advice about where to study English
	BBC Street Interviews about what's important in life	A conversation about what is important to you	Write an online forum comment
	Listen to a podcast about rules for success	Discuss advice about success at work and your personal goals **FUTURE SKILLS** Goal-setting	Write an email/letter giving advice
		Discuss your use of social media	
		Give a presentation about a sport or game **FUTURE SKILLS** Communication **MEDIATION SKILLS** Help someone understand a game	
	BBC Entertainment *Top Gear*	Talk about a memorable journey	Write a travel writing competition entry

LESSON		GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
5 news BBC **VLOGS** | How do you get your news?						
5A	**Fake news** p56	Relative clauses	News and social media	*wh-*	Read an article about real and fake news **FUTURE SKILLS** Critical thinking	
5B	**Newsmakers** p59	Reported speech	Social issues; the environment	silent letters **FUTURE SKILLS** Self-management		
5C	**Good news** p62	**How to ...** give and respond to personal news	Events and occasions	Intonation to exaggerate feelings		
5D	**The future of news** p64	*will*, *might* and *be going to* for predictions				
UNIT 5 REVIEW p66						
6 creators BBC **VLOGS** | What creative things do you do or are you interested in?						
6A	**The two Pablos** p68	*Used to*	The arts; the arts: people, places, things	*Used to*	Read an article about Pablo Picasso and Pablo Casals	
6B	**Be creative** p71	Comparatives and superlatives	Creativity: word building **FUTURE SKILLS** Creativity	Word stress in word families		
6C	**Why do you think that?** p74	**How to ...** ask for and give opinions and reasons	Extreme adjectives	Intonation for expressing opinions		
6D	**An artist at work** p76	Present perfect + *for*, *since* and *yet*				
UNIT 6 REVIEW p78						
7 travel BBC **VLOGS** | Where do you feel happiest?						
7A	**Good tourists** p80	First and second conditionals	Travel and tourism	Contractions	Read an article about responsible tourism	
7B	**Globetrotters** p83	Quantifiers	New experiences; the natural world	Emphasising quantity		
7C	**You must see ... !** p86	**How to ...** make and respond to recommendations	Describing places	Sounding enthusiastic **FUTURE SKILLS** Communication	Read a travel guide for Shanghai	
7D	**Go solo?** p88	Reflexive pronouns				
UNIT 7 REVIEW p90						
8 know-how BBC **VLOGS** | Are you good or bad at fixing things?						
8A	**Doers and dreamers** p92	*Can*, *could*, *be able to*	Practical abilities; abilities: phrasal verbs	Weak forms of *can*, *could* and *be able to*		
8B	**Video everywhere** p95	Active and passive	Video collocations; technology 1	Emphasising important information	Read an article about uses of video	
8C	**Help!** p98	**How to ...** describe a problem and make recommendations	Technical problems; technology 2	Contrastive stress		
8D	**A gifted learner** p100	*-ing* form				
UNIT 8 REVIEW p102						

GRAMMAR BANK p104 **VOCABULARY BANK** p136 **COMMUNICATION BANK** p146 **MEDIATION BANK** p150

	LISTENING/VIDEO	SPEAKING	WRITING
		Retell a news story	
	Listen to a podcast about young people in the news **FUTURE SKILLS** Social responsibility	Present a campaign to solve a local problem	Write an online comment offering a solution to a problem
		Share good and bad personal news **MEDIATION SKILLS** Agree on a plan	
	BBC Street Interviews about types of news	Plan and present an idea for a news app	Write a webpage about a news app
		Talk about a hobby you used to have	
	Listen to four people talking about creativity	Discuss ways to become more creative	Write a review
		Discuss your favourite things in art and media **FUTURE SKILLS** Critical thinking **MEDIATION SKILLS** Agree on a book to read for a book club	
	BBC Documentary *What do artists do all day?*	Nominate someone for a creative genius award	Write a nomination for an award
		Discuss solutions to problems with tourism **FUTURE SKILLS** Social responsibility	
	Listen to someone talking about about moving to Brazil	Talk about new experiences	Write a description of an experience
	Listen to a conversation about visiting Shanghai	Talk about a place and make recommendations **MEDIATION SKILLS** Tell someone useful information	
	BBC Street Interviews about travelling	A discussion about travel	Write an essay about why we travel
	Listen to four people talking about their practical skills	Ask and answer questions about your abilities	Write an anecdote about learning a skill
		Plan or present a video or video channel **FUTURE SKILLS** Creativity	
	Listen to three conversations about technical problems	Roleplay two conversations about technical problems **MEDIATION SKILLS** Make instructions easier to understand	
	BBC Documentary *Inside the Human Body*	Discuss the best ways to learn a language	Write a forum comment about language learning

AUDIOSCRIPTS p158 **VIDEOSCRIPTS** p170 **IRREGULAR VERB TABLE** p174

Welcome to *Speakout 3rd Edition*

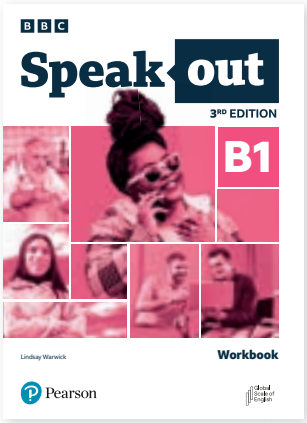
Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, ***Speakout 3rd Edition*** is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular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

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.

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 B1. 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 2 (B1). 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 214–223).

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

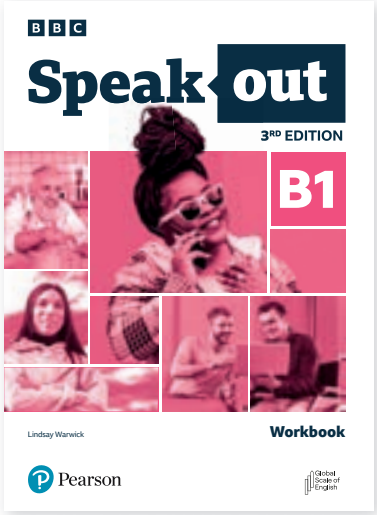
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

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.

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 214–223.

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.

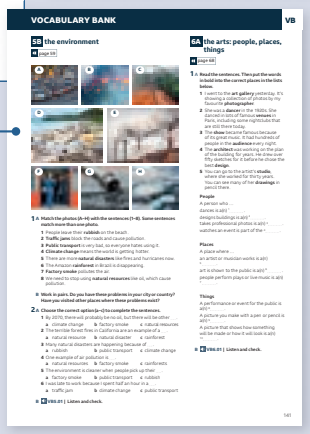
Lesson A – main input lesson 1

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 three pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English (GSE) 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.



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 final scaffolded GSE-based output task here is a Speaking task.

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

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.

Student's eBook activity

Please note that this is a spread from Lesson A; it is not the complete lesson.

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.

Page-faithful view of print Workbook

Online Practice activity

Lesson B – main input lesson 2

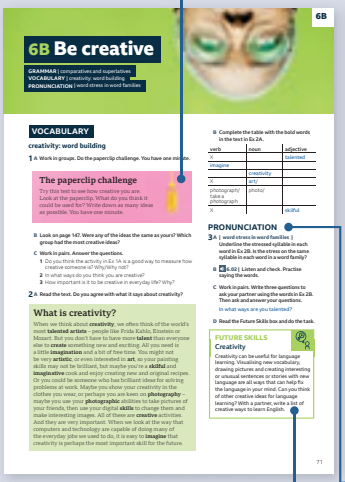
Lesson B is the second of the two main input lessons. It consists of three pages, and practises all four skills, plus vocabulary, grammar and pronunciation.

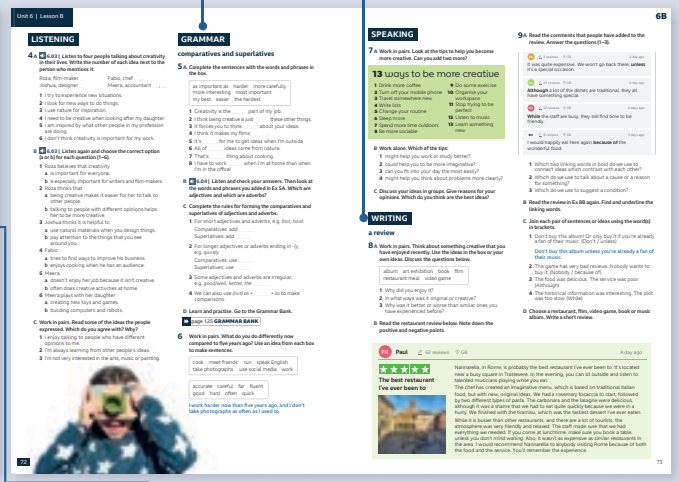
Vocabulary sets are contextualised in the Reading tasks.

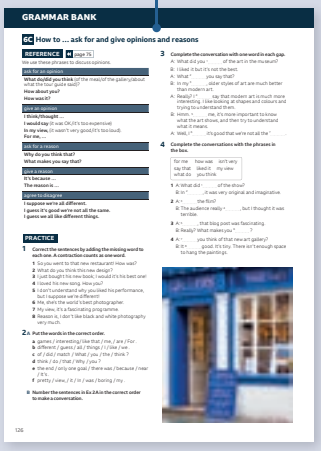
Speakout 3rd Edition teaches grammar inductively. There is an activity on the lesson page that requires the learner to make a deduction and complete the rule. Learners can refer to a full grammar explanation in the Grammar Bank, and also complete practice activities.

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

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.







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.

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.

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

Please note that this is a spread from Lesson B; it is not the complete lesson.

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.

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

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

In the ‘How to …’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. asking for and giving opinions and reasons, making and responding to recommendations, starting and ending a conversation and keeping a conversation going.

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

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.

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.

‘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 giving opinions.

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.

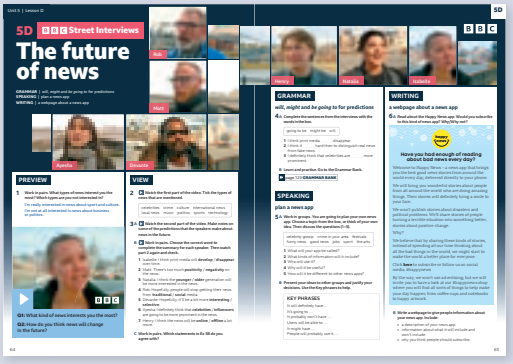
As with all the other activities in ***Speakout 3rd Edition***, the ‘Speak Anywhere’ activities can be done on a computer, tablet or mobile phone.

‘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.

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.

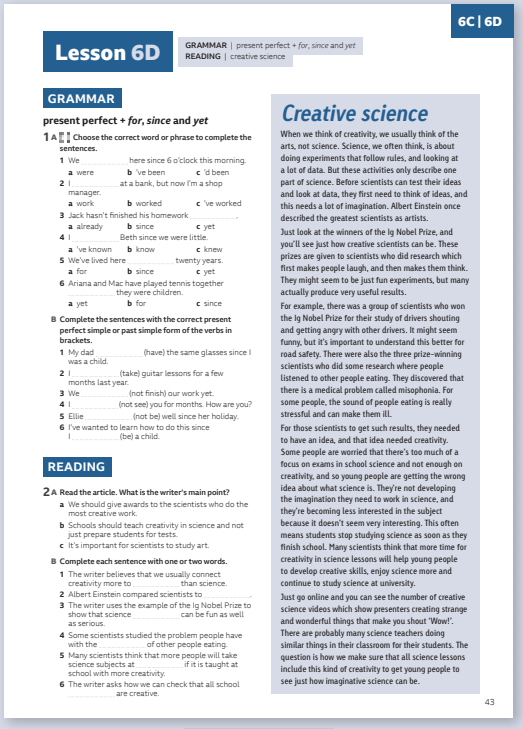
Each BBC video lesson ends with a Writing task.

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.

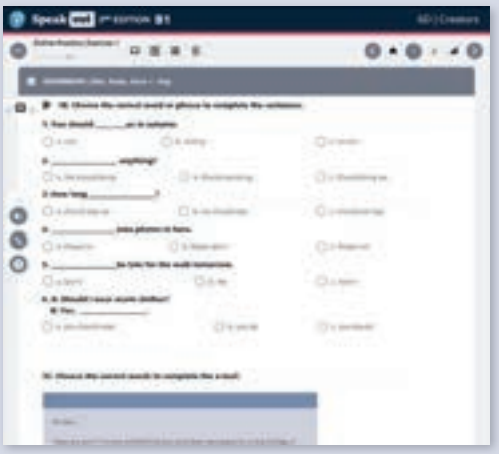
Videos are embedded in the Student's eBook and the Presentation Tool, and can also be downloaded from the Resources.

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.



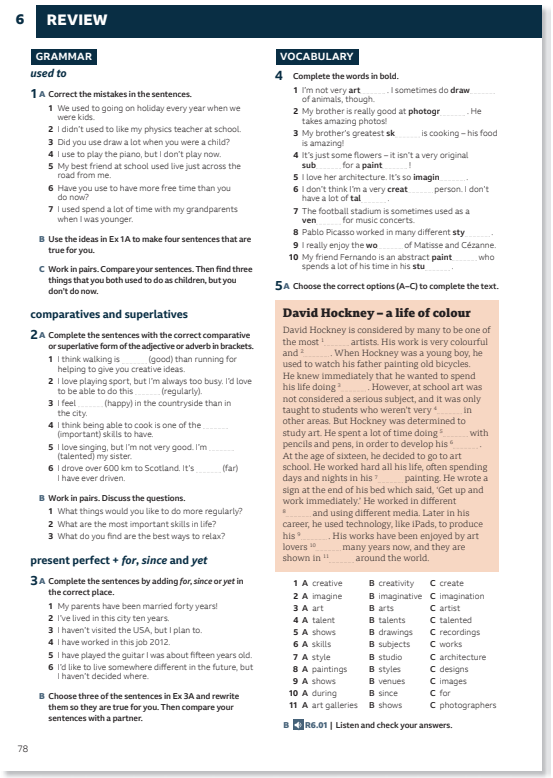
Workbook



Online Practice

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.



6 REVIEW

GRAMMAR

used to

1 A Correct the mistakes in the sentences.

1 We used to going on holiday every year when we were kids.
2 I didn't used to like my physics teacher at school.
3 Did you use draw a lot when you were a child?
4 I use to play the piano, but I don't play now.
5 My best friend at school used live just across the road from me.
6 Have you use to have more free time than you do now?
7 I used spend a lot of time with my grandparents when I was younger.

B Use the ideas in Ex 1A to make four sentences that are true for you.

C Work in pairs. Compare your sentences. Then find three things that you both used to do as children, but you don't do now.

comparatives and superlatives

2 A Complete the sentences with the correct comparative or superlative form of the adjective or adverb in brackets.

1 I think walking is _____ (good) than running for helping to give you creative ideas.
2 I love playing sport, but I'm always too busy. I'd love to be able to do this _____ (regularly).
3 I feel _____ (happy) in the countryside than in the city.
4 I think being able to cook is one of the _____ (important) skills to have.
5 I love singing, but I'm not very good. I'm _____ (talented) my sister.
6 I drove over 600 km to Scotland. It's _____ (far) I have ever driven.

B Work in pairs. Discuss the questions.

1 What things would you like to do more regularly?
2 What are the most important skills in life?
3 What do you find are the best ways to relax?

present perfect + *for*, *since* and *yet*

3 A Complete the sentences by adding *for*, *since* or *yet* in the correct place.

1 My parents have been married forty years!
2 I've lived in this city ten years.
3 I haven't visited the USA, but I plan to.
4 I have worked in this job 2012.
5 I have played the guitar I was about fifteen years old.
6 I'd like to live somewhere different in the future, but I haven't decided where.

B Choose three of the sentences in Ex 3A and rewrite them so they are true for you. Then compare your sentences with a partner.

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VOCABULARY

4 Complete the words in bold.

1 I'm not very **art**_____. I sometimes do **draw**_____ of animals, though.
2 My brother is really good at **photogr**_____. He takes amazing photos!
3 My brother's greatest **sk**_____ is cooking – his food is amazing!
4 It's just some flowers – it isn't a very original **sub**_____ for a **paint**_____!
5 I love her architecture. It's so **imagin**_____.
6 I don't think I'm a very **creat**_____ person. I don't have a lot of **tal**_____.
7 The football stadium is sometimes used as a **ven**_____ for music concerts.
8 Pablo Picasso worked in many different **sty**_____.
9 I really enjoy the **wo**_____ of Matisse and Cézanne.
10 My friend Fernando is an abstract **paint**_____ who spends a lot of his time in his **stu**_____.

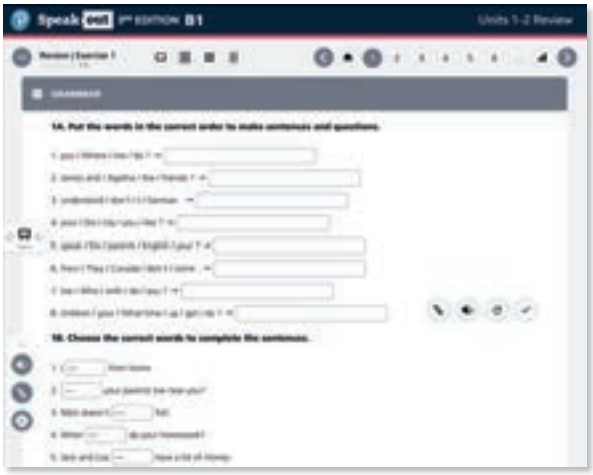
5 A Choose the correct options (A–C) to complete the text.

David Hockney – a life of colour

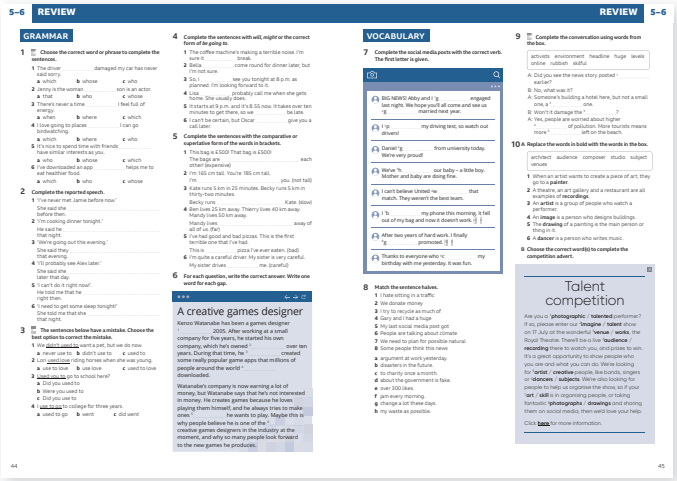
David Hockney is considered by many to be one of the most [1]_____ artists. His work is very colourful and [2]_____. When Hockney was a young boy, he used to watch his father painting old bicycles. He knew immediately that he wanted to spend his life doing [3]_____. However, at school art was not considered a serious subject, and it was only taught to students who weren't very [4]_____ in other areas. But Hockney was determined to study art. He spent a lot of time doing [5]_____ with pencils and pens, in order to develop his [6]_____. At the age of sixteen, he decided to go to art school. He worked hard all his life, often spending days and nights in his [7]_____ painting. He wrote a sign at the end of his bed which said, 'Get up and work immediately.' He worked in different [8]_____ and using different media. Later in his career, he used technology, like iPads, to produce his [9]_____. His works have been enjoyed by art lovers [10]_____ many years now, and they are shown in [11]_____ around the world.

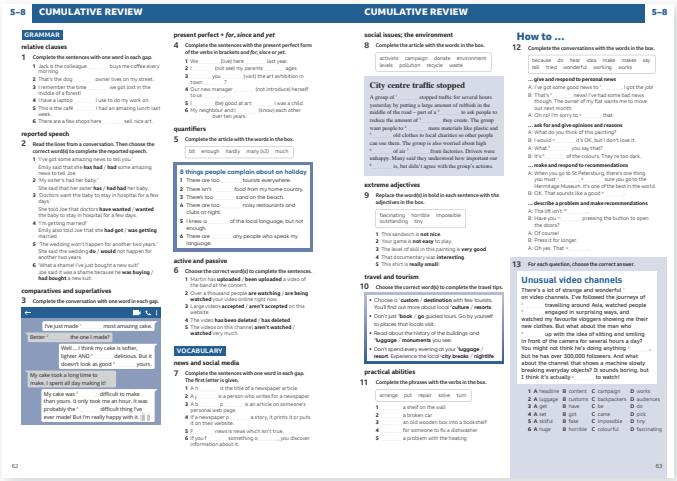
1	A creative	B creativity	C create
2	A imagine	B imaginative	C imagination
3	A art	B arts	C artist
4	A talent	B talents	C talented
5	A shows	B drawings	C recordings
6	A skills	B subjects	C works
7	A style	B studio	C architecture
8	A paintings	B styles	C designs
9	A shows	B venues	C images
10	A during	B since	C for
11	A art galleries	B shows	C photographers

B R6.01 | Listen and check your answers.



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.





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.

- **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 B1 Learners

B1 can be tremendously rewarding to teach. In contrast to lower levels, the students now have enough English to really express themselves. They can begin to use and understand humour; they can engage in discussions about serious issues; and they can use language creatively. At B1, the class begins to relax a little, as students start to communicate more freely without needing so much input and guidance from the teacher. There is a shift of focus from what they don't know (everything, at the lower levels) to what they do know, and what they are able to do with it. At the same time, for many students the B1 level marks a 'plateau'. They are able to deal with most of the basic functions they need and, consequently, many learners never get beyond this level.

While B1 students have already covered the most important grammatical areas and probably learned a good deal of basic vocabulary, there will almost certainly be major gaps in their knowledge and in their ability to produce effective spoken and written discourse.

At this level, other elements become important beyond simply getting a message across. For example, there is the issue of register: can the student modulate his or her speech to fit both formal and informal occasions? There is range: is the student-as-speaker confident attempting a variety of speech acts such as describing a place, giving instructions, or narrating a story? There is also range of input: is the student-as-listener/watcher able to cope with different genres of authentic material such as podcasts, video clips, and live interaction? These questions underpin the approach to the teaching of skills in a B1 class.

Besides skills, one of the most important areas for B1 students to work on is vocabulary. While they may 'know' the meaning of many words where one word equates with one idea, they often do not know collocations and idioms that use those same words. For example, they know the words *take* and *part*, but not the expression *take part in something*. The English language has thousands of these expressions, and it is at the B1 level that students really begin to grapple with the depth and breadth of the language.

In terms of grammar, the approach needs to encompass both consolidation and gradual broadening of the repertoire. Structures that have been 'half-learnt' at lower levels should be revisited with the goal of developing automaticity so that the student does not have to search for the right forms. At the same time, there is plenty of new grammar (and new uses for old grammar!) to keep B1 students challenged.

It has often been noted that B1 can be a wide-ranging level. There may be large discrepancies between students in terms of what they are capable of doing with the language. While some may still struggle with, say, reading a course book text, others are able to read whole books in English. Besides being aware of differences in level, teachers also need to focus on individual needs. At the beginner levels all students have similar needs (basic language skills), but many students at B1 will start to have specific requirements depending on their reasons for learning English, whether for work, exams, travel, or fun. Try to use this variety to benefit the class. There is much scope for peer teaching (both language and content), project work, and extended group work based on mixed abilities and interests in B1 classes.

Here are our top tips for teaching at this level:

- Help the students to become independent learners through the use of strategies. Try to get students interacting with the language on their own by using authentic materials such as video, songs, magazines, and podcasts.
- Challenge the students in different ways. B1 students probably know a lot about how they learn best and the types of activities that motivate them. Although teachers cannot please everyone all the time, we can provide a wide range of activity types, including both analytical exercises and hands-on experiential learning, activities using technology and activities without.
- Do a lot of work on collocation. At this level, the students should be able to work with phrases and chunks of language.
- Use teaching strategies to counteract a feeling articulated by many B1 students that 'I'm not learning anything new'. Keep records of all new vocabulary learned and regularly recycle the words/expressions; film learners doing speaking activities at different stages of the course; and keep portfolios of their written work.
- Invite students to extend shorter responses. Set pre-speaking goals such as 'each student should speak for two minutes' or assign group monitors to keep conversations flowing. For written assignments, set word counts that go beyond students' normal output. Particularly in classes where students don't get much of a chance to interact in English outside the class, it's vital that the students use their opportunities to speak the language.
- Identify and deal with fossilised errors. These start to become an issue at B1. Use various techniques: keep a common mistake file and revisit it regularly. Use extended post-speaking activities in which the students self-correct and analyse their language use. Besides using it for correction, use this slot to highlight examples of interesting and successful language use.
- Keep encouraging and motivating students. You can do this through comments on student journals or written work, one-to-one tutorials, or while giving feedback to the whole class. While progress may sometimes seem slow at this level, one of the keys to teaching B1 students is to see the level as a transition point rather than an end point.

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 214–223).

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 PTE GENERAL

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 and grammar 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/teach the target language in each activity.

Ss begin by reviewing auxiliary verbs in sentences and questions with different tenses. They then read a forum comment and find examples of various language forms. Next, Ss match words with the same vowel sounds. They correct language mistakes in a set of sentences and identify what kind of mistakes they are. Finally, they focus on reviewing common phrases related to work and free time.

Online Teaching

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

- **Ex 1B:** To make it worthwhile putting Ss into breakout rooms, you might want to ask Ss to ask and answer all of the questions 1–5.
- **Ex 2B:** Allow Ss to annotate your screen. Display the text and nominate different Ss to circle or highlight one of the different features.

Additional Materials

For Teachers:

Presentation Tool Lead-in

Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

1 A Explain that the sentences are about the past, present and future, so Ss need to think about what verbs are used. Do the first one together as a class to demonstrate. When checking answers in Ex 1B, ask Ss to identify whether the sentences and questions are in the past, present or future and which tense is used in each.

B Check answers as a class before Ss ask and answer questions in pairs. Focus Ss on the questions in Ex 1A (1–5). Demonstrate the task by choosing two questions and asking them to a confident learner in the class. Give Ss a minute to choose two questions, then put them into pairs to do the task themselves. Monitor and listen carefully to Ss' use of language and tenses in particular. Identify strengths and areas for development. You may want to give constructive feedback, or you may simply want to give praise to build confidence at this stage of the course, and use the information about weak areas to inform future lessons.

ANSWERS:

1 Are	**2** did	**3** have
4 are	**5** does	**6** wasn't
7 won't	**8** has	

2 A Explain that Yusuf is introducing himself to people on an online forum. Check Ss understand the meaning of *have in common with*. After they've read the text, ask Ss to work with a partner and tell each other what they have in common with Yusuf. Invite one or two Ss to share this with the class.

B Elicit the first answer from the class to demonstrate the task. You could elicit an example of items 1–8 not in the text before Ss complete the task, e.g. *1 I'm studying*. Ss can then either work alone or in pairs to complete the task. Check answers.

ANSWERS:

1 'm living	**6** can
2 chose, arrived, was	**7** … , which is an amazing city.
3 've been	**8** love getting
4 'm going to stay	
5 The best/worst	

PRONUNCIATION

3 A Elicit the pronunciation of each word from the class, especially *queue*. Use the example to explain the task. Monitor and model the words correctly to help Ss. Don't give away the answers yet.

B L.01 | **Play the recording so Ss can check their answers. Help them to hear the same vowel sound in each pair, showing Ss the position of the mouth used to pronounce each one, especially the ones that learners have problems with in your context. Particularly difficult sounds are often the diphthongs /əʊ/ (*boat*/*show*) and /ɔɪ/ (*oil*/*toy*), and the long vowel sound /iː/. When checking answers, display the pairs of words on the board. You could play the recording again so that Ss can listen and repeat the words clearly.**

ANSWERS AND AUDIOSCRIPT:

boat, show	fight, shy	heat, seen	mail, take
oil, toy	put, took	queue, through	

C Refer Ss to the pairs of words on the board when doing this task. Elicit ideas from around the class.

COMMON ERRORS

4A Elicit the first answer together as a class to demonstrate the task. Ss should look for errors in verb forms, word order and punctuation, as well as for missing words and words that are not needed.

ANSWERS:

1 My sister ~~don't~~ **doesn't** like football.
2 Which film **did** you watch last night?
3 I'm from **F**rance.
4 We love listening **to** music.
5 Let's discuss ~~about~~ this later.
6 When ~~I can~~ **can I** go home?
7 I'm **a** teacher.
8 I ~~live~~ **have lived** here since 2018.

B Explain that this task is helpful because it focuses learners' attention on types of errors so that they can recognise their own and try to avoid them. Elicit the first answer as a class to demonstrate. Ss could do the task in pairs. Check answers. You could ask Ss to share typical errors they make with a partner.

ANSWERS:

1 sentence 4	**2** sentence 5	**3** sentence 8
4 sentence 6	**5** sentence 2	**6** sentence 3
7 sentence 1	**8** sentence 7	

VOCABULARY

5A Focus Ss on the example and check they understand the meaning of *colleague* before they complete the task.

EXTRA SUPPORT: DYSLEXIA Exercises such as this where options are presented in a box can be challenging for Ss with dyslexia as they can find the options difficult to read in this format. You could provide two options (one correct and one incorrect) per gap or, to reduce the reading load, provide the options in a well-spaced vertical list (either on the board or in a handout).

ANSWERS:

2 go	**3** post	**4** chat
5 do	**6** send	**7** watch
8 listen to	**9** do	**10** take

B This task checks Ss' understanding of the meaning of the phrases in Ex 5A. Ss could complete their answers in pairs.

ANSWERS:

work:	chat to a colleague, do some work, send an email, take a break
free time:	go out with friends, post a photo on social media, watch a film, listen to some music, do some sport/exercise

C Put Ss into pairs and ask them to answer the first question. Give them a time limit for this, then elicit ideas from the class. Record them on the board and check all Ss understand them if you feel they may not. Ss then discuss the second question. Monitor and assess their use of these phrases. Provide feedback as described in the notes for Ex 1B.

EXTRA IDEA Set up an online forum for the class and ask Ss to use Yusuf's introduction as a model, and share their own introductions. They can then respond to at least three other Ss' introductions with a question to start a conversation.

1 people

Global Scale of English LEARNING OBJECTIVES

1A Who are you?

- LISTENING | Understand people talking about the people and activities in their life: people and relationships; personality adjectives
- Talk about different people and activities in your life: present simple and present continuous; state verbs; adverbs of frequency
- Pronunciation: connected speech: *do you*
- Write a personal profile; use linking phrases

GSE INFORMATION

VOCABULARY
43–58 Can use language related to family members and relationships.

LISTENING
45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.

GRAMMAR
29 Can tell when to use the present simple and when to use the present continuous.

SPEAKING
47 Can give straightforward descriptions on a variety of familiar subjects.

WRITING
43 Can write a short online profile.

1B Good people

- READING | Read a news article about people with unusual jobs: jobs; work
- Talk about jobs and work: verb patterns
- Pronunciation: syllable stress
- Invent a news story

GSE INFORMATION

VOCABULARY
43–58 Can use language related to jobs.

READING
44 Can scan short texts to locate specific information.

46 Can derive the probable meaning of simple unknown words from short, familiar contexts.

GRAMMAR
47 Can form and use phrases with prepositions + verbs (+ '-ing').

47 Can use a range of verbs taking 'to' + infinitive.

SPEAKING
45 Can narrate a story.

1C Let's talk!

- HOW TO … | start and end a conversation; keep a conversation going: conversation topics
- Pronunciation: rhythm and intonation

GSE INFORMATION

VOCABULARY
43–58 Can use language related to discussion and conversation.

HOW TO …
44 Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right').

SPEAKING
47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).

1D Lifestyle

- BBC STREET INTERVIEWS | Understand people talking about their lifestyle
- Talk about your lifestyle: modifiers
- Write a blog post about a day in your life

GSE INFORMATION

GRAMMAR
49 Can use 'quite' and 'quite a(n)' as adverbials with adjectives and noun phrases.

SPEAKING
50 Can carry out a simple informal interview.

WRITING
44 Can write about personal experiences in a diary or online posting, given a model.

For full coverage of GSE Learning Objectives go to page 214.

BBC VLOGS

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.

Ask Ss to think of as many adjectives that describe personality as possible, giving one or two ideas to start (e.g. *friendly*, *lazy*). Play the video and ask Ss to complete part 1 of the task. Put Ss into small groups and ask them to compare the adjectives they noted down. Elicit some of the adjectives from the whole class and clarify meaning where necessary, e.g. checking the difference between *fun* (enjoyable) and *funny* (makes you laugh). Note that, as this is authentic video, some less frequent adjectives are used, therefore the idea is not for Ss to note down all the adjectives, just those they recognise. They will learn more adjectives to describe personality during this unit.

Put Ss into pairs to complete the second part of the task and discuss how their friends would describe them. On the board, write: *My friends would describe me as …* to help get them started. Elicit ideas from around the class.

ANSWERS:

1 creative, artsy, humorous, bearded, caring, genuine, funny, loud, chaotic, friendly, reliable, kind, caring, late, smiley, happy, fun, energetic, generous, honest

2 Students' own answers

EXTRA CHALLENGE In Lesson 1A, Ss will be introduced to more adjectives that describe personality via the Vocabulary Bank. To challenge Ss further, play the video after Ss have completed the Vocabulary Bank activities and use it to teach additional, less frequent adjectives.

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 Who are you?

GRAMMAR | present simple and present continuous; state verbs; adverbs of frequency

VOCABULARY | people and relationships; personality adjectives

PRONUNCIATION | connected speech: *do you*

LESSON OVERVIEW

In this lesson, Ss talk about different people, activities and roles in their lives. The lesson begins with Ss learning vocabulary related to people and relationships. They then listen to three people talking about people and activities important to them. From this listening, Ss learn and practise using adjectives that describe personality, review and practise the present simple and present continuous, and notice and produce the pronunciation of *do you* in connected speech. Ss complete a speaking task where they describe different roles they have. Finally, they write a personal profile for a website, with a focus on linking words.

Online Teaching

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

- **Ex 3A:** Don't forget to tick the box that allows the sharing of audio when you share your screen, so that Ss can hear the recording effectively. If streaming audio live is problematic with your class due to bandwidth, share the MP3 with Ss and give them time to listen on their own device.
- **Ex 7A:** Ss can share their sentences privately via the chat box. You can then provide feedback individually or as a whole class.

Additional Materials

For Teachers:

Presentation Tool Lesson 1A

Photocopiable Activities 1A

Grammar Bank 1A

Vocabulary Bank 1A

For Students:

Online Practice 1A

Workbook 1A

TO START

On the board, write the lesson title: *Who are you?* Then, introduce yourself to the class, and put Ss into small groups to do the same. If you have already introduced yourselves, tell Ss about your roles instead, for example 'I'm a mother, a daughter, a sister, a teacher, a cook, a hockey player …'. Put Ss into pairs or small groups for them to answer the question in the same way. Ask Ss to share anything particularly interesting 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

people and relationships

1 A **Give Ss time to think of the answers before they work in pairs. Ask one or two pairs to share what they learnt in open class.**

B **Point out the photo of Pedro in the centre. Elicit what Ss can see in the other photos to help them prepare for the reading in Ex 2A.**

POSSIBLE ANSWERS:
football, family life, children, work, work colleagues, music, friends, parents, family, staying in touch with family

2 A **In feedback, ask Ss to identify the photo(s) described in each quote to show understanding. Ask them which words help them to do this, e.g. *football team*, *match*, *pitch*, *game*.**

ANSWERS:
1 blue photo, top right
2 blue photo, bottom left; pink photo, centre right
3 pink photo, bottom left; blue photo, bottom right
4 blue photo, bottom right; pink photo, top left

B **Check Ss understand the meaning of *friendships*. Add the first word to the table as a class to demonstrate, then give Ss time to do the rest on their own. In feedback, check Ss understand the meaning of the words (e.g. by pointing to the people in the photos). Clarify that *partner* in this context means one of two people who live together, but who may not be married. However, it can also mean one of the owners of a business. Drill the pronunciation of *colleagues*. Ss can add further words to each group in pairs or small groups. They could find those included in the text in Ex 2A to start them off (friendships/personal life: best friend; family: parents, children, daughter, mother).**

EXTRA SUPPORT Before Ss complete the table, read out the following definitions and ask Ss to write down the word in bold which matches them. Check answers as a class. 1 My father's mum and dad. (*grandparents*) 2 The person who tells me what to do at work. (*manager*) 3 The people I work with. (*colleagues*) 4 The person I live with, but I'm not married to them. (*partner*) 5 The people I know very well and like very much. (*close friends*) 6 The people I play a sport with. (*teammates*)

ANSWERS:
work: colleagues, manager
sport: teammates
friendships/personal life: partner, close friends
family: grandparents

C **Check Ss understand the definitions before they match them to the highlighted phrases, in particular *have a good relationship* (e.g. be good friends), *relative* (e.g. cousin, grandfather) and *respect* (admire). Write the phrases on the board and highlight the stressed words (*get on well with, be friendly with, look up to, stay in touch with, take after*). Drill the phrases in the sentences in the text in Ex 2A (i.e. *I get on well with my teammates*).**

ANSWERS:
1 get on well with, be friendly with
2 take after **3** look up to **4** stay in touch with

D **Demonstrate this with your own sentences first, encouraging Ss to ask follow-up questions for each one, e.g. You: 'I look up to my dad because he does a lot of work for our community.' Ss: 'What kinds of things does he do?' Give Ss time to think about what they can say before they do the task in pairs. Monitor and encourage follow-up questions. Provide feedback on Ss' use of the phrases in Ex 2C.**

EXTRA SUPPORT You could give prompts to help learners, e.g. *I get on well with … / I'm really friendly with … / I look up to … / I usually stay in touch with … by … / I take after … .*

LISTENING

3 A **1.01 | Explain what Ss will hear then play the recording. Before checking answers with the class, put Ss into pairs to compare what they noted down. Check Ss' understanding of *hockey*.**

POSSIBLE ANSWERS:
Tomasz: *studies*, parents
Michaela: a sport, a grandparent
Jo: work, children

AUDIOSCRIPT 1.01

Tomasz: Studying is important to me. I'm a student at Manchester University. I'm studying design and I love it! I'm living with a few of the people on my course at the moment and we're really close friends. They're so funny, and great to be with, so we spend a lot of time together. We study during the day and then we usually cook together in the evening. We sometimes go out to eat. The other people that are important to me are my family. My parents live back home in Poland, so I hardly ever see them, but I try to stay in touch with them and speak to them every day on the phone. They're getting older, so they need more help nowadays. Luckily, my sister gets on well with them and lives nearby, so she often visits them to make sure they're OK.

Michaela: Hockey is really important to me. I always train twice a week and play matches at weekends. We're training for a big competition at the moment, which is exciting. I'm not the best player in the team, but I do my best to be a reliable teammate. When it comes to the people in my life, my relationship with my grandmother is one of the most important to me. She's such a kind and generous person and she's always cheerful. I spent several years living with her when I was younger. I look up to her because she worked as a nurse for years while bringing up three children. She's amazing. And I also have a very close group of friends. We were all at school together. Now, many of them are living in different parts of the world, but we stay in touch, and when they come home, we always try to meet up.

Jo: I think as we get older, we seem to have a lot of different roles in life. I'm a mum, a partner and a friend. But I'm also a manager in a marketing company. My work is really important to me. It's really busy at the moment because we've got a big project to finish next month. But I'm lucky because I work with a big team of people. They are hard-working and very reliable. When I get home, I have a whole set of other roles. I'm the main chef in the house, as well as the dog walker and sometimes the taxi driver for my teenage son. My roles at home are more exhausting than my job, and I don't get paid!

B 1.01 | Give Ss time to read the questions before playing the recording again. Check understanding of *mention*. Play the recording, or parts of the recording, twice if necessary.

EXTRA SUPPORT: DYSLEXIA The number of questions here may pose a challenge for Ss with dyslexia. It will help them if you read through the questions with the class and then pause the recording after each speaker to check answers.

ANSWERS:

Tomasz

1 He's studying design at Manchester University.
2 He lives with people from his course / his friends.
3 He hardly ever sees his parents, but he tries to talk to them every day.

Michaela

4 Three times a week. She trains twice a week and plays matches at the weekend.
5 She admires her grandmother because she worked as a nurse while she was bringing up three children.
6 She met her close friends at school.

Jo

7 Jo is a manager (in a marketing company).
8 It's busy because they've got a big project to finish next month.
9 chef, dog walker, taxi driver for teenage son

EXTRA IDEA After checking answers, you could ask Ss which speaker is the most similar to them and why, either in pairs or as a whole class.

C Give Ss time to read the questions and think of answers. Elicit possible follow-up questions to help them create a discussion (e.g. *How did you meet your friends? How often do you see them?*). During the task, monitor and note Ss' ability to ask follow-up questions and extend their discussion. Provide feedback on this.

EXTRA CHALLENGE Ask Ss to use at least four of the vocabulary items in Exs 2B and 2C in their discussion. Give them time to think about how they can do this.

4A This task uses the context of the recording to introduce personality adjectives, before Ss move on to the Vocabulary Bank. Ask Ss to identify who each description is talking about as a whole class before they discuss questions 1–3 in pairs. You might want to give Ss time to answer the questions individually first. When checking answers, check Ss understand the meaning of the adjectives well and drill them.

ANSWERS:

a people on his course / his close friends
b her grandmother
c her colleagues / the other people in her team
1 All the adjectives have a positive meaning.

B Refer Ss to the Vocabulary Bank on page 136.

VB page 136 **VOCABULARY BANK** personality adjectives

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 Give Ss a chance to share ideas in pairs when they have completed the exercise. Monitor if possible and note any challenging words. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA The number of options and items here may cause difficulties for Ss with dyslexia. You could divide the exercise up into shorter sections, with the corresponding options from the box, or provide two options (one correct and one incorrect) for each gap.

EXTRA SUPPORT Before Ss complete the sentences, ask them to focus only on the adjectives in the box. Get them to work alone to put the words into these categories:

Red: I don't know what it means.

Amber: I'm not sure what it means, but I can guess.

Green: I know what it means.

Ss then work in small groups and help each other with words in their red/amber categories. Monitor and note what these are. In feedback, focus on these words, asking groups to explain the meanings to each other where possible, and you explaining where not.

B VB1.01 | After Ss listen and check their answers, check if there are any words Ss are unsure of, addressing those that you noticed were challenging when monitoring Ex 1A. Drill the pronunciation of the words, especially *patient* and *reliable*.

ANSWERS:

1 easy-going	**2** generous	**3** rude
4 serious	**5** crazy	**6** patient
7 polite	**8** tidy	**9** helpful
10 noisy	**11** kind	**12** bossy
13 funny	**14** reliable	

EXTRA CHALLENGE Ask Ss to think of opposites to the adjectives in the box or search for these online.

POSSIBLE ANSWERS:

bossy – passive; crazy – sane; easy-going – uptight; funny – boring; generous – mean; helpful – unhelpful; kind – unkind; noisy – quiet; patient – impatient; polite – impolite; reliable – unreliable; rude – polite; serious – funny; tidy – untidy

C Give Ss time to answer the questions alone. Check answers to the first question as a class, then put Ss into pairs to share their ideas for the second. Encourage Ss to give examples, e.g. 'I'm usually polite. I try to hold doors open for people and thank people who do things for me.' Provide feedback on Ss' use of the adjectives.

ANSWERS:

Positive: easy-going, funny, generous, helpful, kind, patient, polite, reliable, tidy
Negative: bossy, crazy, noisy, rude
Neutral: serious

EXTRA CHALLENGE You could play the video for the BBC Vlogs again at this point and use it to teach additional, less frequent adjectives.

GRAMMAR

present simple and present continuous; state verbs; adverbs of frequency

5 A This exercise focuses Ss' attention on the form of the present simple and present continuous. You could refer Ss to the Grammar Bank notes on page 104 to check their answers before you check answers as a class. If helpful, note the forms on the board so that Ss can record these themselves.

ANSWERS:

1 'm studying: present continuous; love: present simple
2 'm living: present continuous
3 study, cook: present simple
4 live: present simple
5 come, try: present simple

B This exercise helps Ss to understand the uses of both the present simple and present continuous. Check Ss understand the meaning of *temporary* and *routine* before they do the task. Put Ss into pairs to share their ideas after they do the task individually. You could refer Ss to the Grammar Bank notes on page 104 to check their ideas. Check Ss understand the uses clearly when checking answers. Use 2 may be new at this level so you may want to focus more on that.

ANSWERS:

1 sentence 4: live
2 sentence 1: 'm studying; sentence 2: 'm living
3 sentence 3: study, cook; sentence 5: come, try
4 present simple
5 sentence 1: love

EXTRA IDEA Explain that there are verbs which describe actions and verbs which describe states. The latter aren't usually used in the continuous form, e.g. *I don't understand anything he says*. NOT ~~*I'm not understanding anything he says*~~. Write the verbs in the key below on the board in a random order and ask Ss to organise them into Action verbs and State verbs.

ANSWERS:

Action verbs: call, live, open, play, use, watch
State verbs: believe, belong, know, need, seem, understand

C The Grammar Bank on page 104 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 104 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

1 This exercise focuses on both the use and form of the present simple and present continuous. Ss should pay attention to time expressions to help them. Ask Ss to explain their answers when checking them.

POSSIBLE ANSWERS:

1 Are, living	**2** Does, know	**3** are, listening
4 do, see	**5** 'm/am trying	**6** stay

2 This exercise focuses on the meaning of expressions of frequency. After checking answers, elicit where these usually come in a sentence, i.e. at the end of a clause or sentence except for *hardly ever* which usually sits between the subject and main verb (or after the verb *be*). Ss can look at the Grammar Bank notes to check their ideas.

POSSIBLE ANSWERS:

never, hardly ever, twice a year, once in a while, from time to time, once a month, every weekend, every day, always

3 This exercise focuses on the position of adverbs of frequency and other time expressions. Refer Ss to the Grammar Bank notes to help them with the position of these words.

ANSWERS:

1 (a) **Usually** our manager deals with problems. It's her job.
2 I get up early (b) **every day** and go for a run.
3 She's a close friend but we (b) **rarely** see each other – maybe only once a year.
4 I (a) **always** clean the house at the weekend. I hate it when it's a mess.
5 (a) **Once in a while**, I speak to my manager – maybe once a month.
6 I (b) **never** work late at night because I get too tired and I can't concentrate.
7 We go out for a meal together (b) **occasionally**.
8 I (a) **sometimes** wish I worked part-time because I'd love to spend more time with my family.

PRONUNCIATION

connected speech: *do you*

6A 1.02 | This helps Ss with both listening and speaking. Ask Ss how *do you* is pronounced in fast speech to engage them (/djə/). Play the recording so they can check.

B 1.03 | This gives Ss practice in hearing the weak forms and connected speech in the question forms. Play the recording twice if necessary. Display the answers via the Presentation Tool for Ss to check if possible. Otherwise, ask Ss to read out their answers.

EXTRA SUPPORT: DYSLEXIA If you have dyslexic learners in your class, you could turn this activity into an oral one. Put Ss into pairs, A and B. Play the first question and pause the recording. Student A repeats the question to Student B who checks it's correct. Elicit the question from the class and note it on the board. Then play the second question. This time Student B repeats it to Student A, who checks it's correct. Elicit the question from the class and note it on the board. Repeat, alternating between Student A and Student B each time.

ANSWERS AND AUDIOSCRIPT:

1 What time do you usually start work?
2 Do you enjoy playing sport?
3 Do you get on well with your colleagues?
4 Do you usually get up before 7 a.m.?
5 How often do you see your close friends?

C **Drill the questions before Ss do this task to help them to produce *do you* in connected speech as effectively as possible. Use the recording in Ex 6B if you prefer. Monitor when Ss complete the task and feed back on their production of *do you*.**

7A **This exercise and Ex 7B give Ss practice in making sentences, asking questions, pronouncing *do you* and using adverbs/expressions of frequency. Demonstrate the task by writing a sentence about yourself on the board, for example 'I often work late at night.' Monitor if possible and help Ss produce accurate sentences.**

POSSIBLE ANSWERS:

I hardly ever cook dinner. We always eat out in a restaurant.

Nowadays I hardly ever visit my grandparents because they live far away.

I'm enjoying my job at the moment.

I never get up before 6 a.m.

I'm studying for exams at the moment.

I sometimes find my course difficult.

B **Demonstrate this task with a confident student. Ask them to share a sentence and you ask a follow-up question or two. Ask the student to do the same with you. Alternatively, use the example conversation in the book. When Ss complete the task, monitor and provide feedback on their questions, their pronunciation of the questions and their use of adverbs/expressions of frequency.**

SPEAKING

8A **Exs 8A–8D give learners the opportunity to develop fluency, as well as use the language presented in this lesson. Ask Ss to look at the diagram and answer the questions. After checking answers, ask them to identify language they have seen in the lesson (*teammate*, *friendly*, *fun*, *best friend*, *funny*, *tidy*, *brother*, *bossy*, *partner*, *kind*, *colleague*). Explain the meaning of *charming*.**

ANSWERS:

Her best friend is Alice.

She works with Maria.

B **Monitor as Ss complete this task and provide feedback on their use of language from the lesson in particular.**

EXTRA IDEA: DIGITAL Ss could complete their diagrams using a digital word web tool.

C **Encourage Ss to make notes, and to think about what language from the lesson they can use. You might want to point out that in answering question 4, they will need to use both the present simple and present continuous.**

D **Use the example to explain the task. Ss use their notes to talk about the people in their diagrams. Monitor and give feedback on Ss' use of language presented in this lesson. Ask Ss to share any interesting information they learnt with the class.**

EXTRA IDEA: DIGITAL Ss could complete this task for homework and record themselves using a digital voice or video recorder. Ask them to share the recording, listen to at least three other recordings and comment on them.

WRITING

a personal profile

9A **Check Ss understand what a personal profile is (a short text giving information about a person's life). Ask Ss to look at the photo and predict information in Matt's profile. Ss read the profile to check their ideas and answer the question to establish where a profile can be found. Ask how many Ss in the class have a personal profile and where.**

ANSWER:

b

B **Check Ss understand the meaning of all the words in the box, in particular *awards won*, *current projects* and *personal beliefs*. Give Ss time to do this task alone before they check answers in pairs. Check answers with the class.**

ANSWERS:

awards won, current projects, hobbies, home town, job, name, nationality, professional experience

EXTRA IDEA Ask Ss if they like Matt's personal profile and why/why not.

10A **Before Ss complete the task, ask them what the purpose of the words in bold is (to link two ideas). In feedback, ask the class to identify the position of each linker in a sentence (*because* joins two clauses; *as well as* introduces a noun phrase; *too* comes at the end of a sentence; *also* appears before a main verb; *for example* introduces a noun phrase or clause).**

ANSWERS:

a because **b** as well as, too, also
c for example

B **Refer Ss back to the position of the linkers discussed in Ex 10A before they do this task. Explain that in 3, the clauses could be swapped round (*Because I love learning about nature, I'm studying biology.*).**

ANSWERS:

1 too **2** For example **3** because
4 as well as **5** also

C **Ask Ss to decide what kind of website they are writing for and consider who will read their profile. Then, ask them to note down information they want to include on the topics included in Matt's profile. Ss should follow the order of Matt's profile. They can write their profiles in class or out of class. As some Ss may have more to say than others, you can probably expect a word count of 100–140 words at this level. If learners ask for a word count, you might want to give this range to allow for different language levels in the class. Provide feedback on the content of the profiles, their organisation and their use of linkers.**

EXTRA SUPPORT: DYSLEXIA Dyslexic learners sometimes write long sentences that continue on to the next idea without a full stop. Remind learners to keep sentences short with no more than two clauses if possible.

EXTRA IDEA If you think it would help the class, you could put Ss into pairs to share and explain their writing plans for their profile. On the board, write: *I particularly like …* and *You could also …* . Ss give feedback by completing the prompts. Ss could complete the same task with the finished profiles before submitting a final draft.

TO FINISH

Ask Ss to note down three new words they learnt during the lesson that they think are particularly useful for them. They can submit these to you via a piece of paper or an online tool. Review them to learn more about your class.

1B Good people

GRAMMAR | verb patterns
VOCABULARY | jobs; work
PRONUNCIATION | syllable stress

LESSON OVERVIEW

In this lesson, Ss talk about people who help others. They begin with jobs where people help others and vocabulary related to jobs. They focus on stress in job titles with three syllables. They then read a text about someone who helps others and summarise it for other Ss. They look at verb patterns in the texts and practise using those. Finally, they complete a speaking task where they invent and tell a story about a person who helped others.

Online Teaching

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

- **Vocabulary Bank 1B, Ex 1C; and Ex 3C:** Ss can share their sentences privately via the chat box. You can then provide feedback individually or as a whole class.
- **Ex 3A:** Allow Ss to annotate your screen, asking Ss to mark the stress for the other Ss to check.
- **Ex 5B:** Use the survey tool in your platform, or an alternative polling tool to find out which person Ss admire the most. Then elicit reasons why from the class.

Additional Materials

For Teachers:
Presentation Tool Lesson 1B
Photocopiable Activities 1B
Grammar Bank 1B
Vocabulary Bank 1B

For Students:
Online Practice 1B
Workbook 1B

TO START

Put Ss into small groups. Give them two minutes to think of as many jobs as they can and note them down. The group with the most jobs wins.

EXTRA IDEA: DIGITAL Ss can do the 'To start' activity via an online tool. Groups can type the jobs in and only post them when the two minutes is up. Everyone will be able to see everyone else's words then.

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

jobs

1 A Ask Ss to look at the photo and elicit what the job involves. Elicit the idea that medical workers help others and elicit one more job (e.g. firefighter) that does this before Ss work alone or in pairs to come up with five more.

POSSIBLE ANSWERS:
charity worker, dentist, doctor, nurse, police officer

EXTRA IDEA Ask Ss what kind of person becomes a medical worker, referring back to the personality adjectives in Lesson 1A.

B Ask Ss to share their ideas in their groups and make a list. They then rank the jobs from most to least helpful. In open class, ask each group to share their top three most helpful jobs and find out if any are common to all groups.

2 A 1.04 | Before Ss listen, drill the jobs, in particular *mechanic*, *financial consultant* and *plumber* (highlighting the silent 'b'). Ss could mark the stressed syllables. Play the recording, or parts of the recording, twice if necessary.

ANSWERS:
2 e **3** h **4** f **5** a **6** c **7** b **8** g

AUDIOSCRIPT 1.04

1 I help people to make decisions about their money. I give advice on what to do with the money they save.
2 I know all about water pipes, toilets and heating systems. I repair them when they go wrong. I think people are very happy to see me because they need help.
3 I write stories for newspapers and magazines. I try to inform people about the real world.
4 I work in the kitchen at a restaurant, preparing food. We hope to give people a great experience at the restaurant and help them relax.
5 I play in a band. We play in front of live audiences and also record songs.
6 I serve customers. When they ask to see a product I show it to them, and help them buy what they need.
7 I work in a garage and repair cars when they have a problem.
8 I grow and sell fruit and vegetables. We help people by providing healthy, natural food.

EXTRA IDEA To exploit the recording further, write the prompts below on the board and ask Ss to predict the verbs.

1 g_____ advice, 2 k_____ about something, 3 i_____ people about something, 4 p_____ food, 5 p_____ in a band, 6 s_____ customers, 7 r_____ cars, 8 g_____ fruit and vegetables

Play the recording again for Ss to check their answers.

ANSWERS:

1 give	**2** know	**3** inform	**4** prepare
5 play	**6** serve	**7** repair	**8** grow

B This exercise checks Ss' understanding of the jobs. Ss could do this individually or in pairs.

ANSWERS:
1 shop assistant, financial consultant, journalist
2 shop assistant, chef, gardener
3 mechanic, financial consultant, plumber, chef
4 mechanic, shop assistant, financial consultant, plumber, gardener

C Use the examples to explain the task. Encourage Ss to use personality adjectives from Lesson 1A when describing each type of person. In feedback, find out which is the most popular job with Ss.

D Refer Ss to the Vocabulary Bank on page 136.

page 136 **VOCABULARY BANK** work

VB

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 Check Ss understand the meaning of *banker*, *loads of*, *competition* (people who compete against you) and *homeless*. Ss could use a dictionary to help them complete this task. Put them into pairs to check answers. Don't give away the answers yet.

EXTRA SUPPORT If you think your class will struggle with the vocabulary in this activity, give Ss the answers and then ask them to use the information in the texts to work out the meaning of each word/phrase. You could provide definitions for them to match.

EXTRA CHALLENGE Ask Ss to cover the words in the first box, read the text and predict the missing words. Ss then uncover the word box and complete the sentences. Ss repeat this with texts 2 and 3.

VB

B VB1.02 | When checking answers, check Ss understand the meaning of *volunteer at a shelter for homeless people*. Elicit the part of speech of each word/phrase. Note that *volunteer* can be both a noun and verb. Highlight that *-eer* is the stressed syllable in *career* and *volunteer*.

ANSWERS:

1 part-time	**2** career	**3** wages
4 run	**5** responsible for	**6** full-time
7 out of work	**8** profession	**9** qualifications
10 volunteer		

C Use the examples to demonstrate the task. Monitor as Ss write their sentences if possible. Provide individual or whole class feedback.

EXTRA SUPPORT You could give prompts to help learners, e.g. *I have / would love a career in … / In my job, I'm responsible for … / I'd like to volunteer … .*

PRONUNCIATION

syllable stress

3A Ask Ss how many syllables the words have (three) before they discuss the questions in pairs. Elicit answers to assess how well Ss are able to identify the stress, but don't give away the answers yet.

B 1.05 | Play the recording for Ss to check their ideas in Ex 3A and decide if the statement is true or false. Establish the general rule about stress on three-syllable jobs and then play the recording again so that Ss can listen and repeat. Note that this is a general pattern for three-syllable words, but there are exceptions, for example *positive, recommend*.

ANSWERS:

assistant consultant journalist mechanic musician

Journalist has a different stress pattern because the stressed syllable is the first syllable. All the other words have the stress on the second syllable.

The statement in Ex 3B is true.

C This gives Ss the chance to produce the correct pronunciation in a sentence. Use the example to demonstrate the task and give Ss time to write their own sentences. Monitor if possible and help them with accuracy. When reading their sentences to a partner, monitor and help Ss produce the correct pronunciation.

READING

EXTRA SUPPORT: DYSLEXIA There are recordings of the reading texts available to help dyslexic learners.

4A Explain that Ss will read a text about someone who helps others. You could write all three titles on the board and ask Ss to predict how. Preteach *patient* (n) and *boiler*. Divide the class into groups of three and each group of three into Students A, B and C. Have one or two groups of four if necessary, with two Student As. Give Ss time to read their articles and do the task.

EXTRA SUPPORT: DYSLEXIA If possible, divide the class into groups and allocate them Student A, B or C roles before the class and share the relevant audio file with learners with dyslexia. As Ss work on their own in Ex 4A, they can then read and listen to the text if they prefer.

B Monitor if possible and point out any mistakes for Ss to self-correct, but don't give away the answers to Ss reading different texts.

ANSWERS:

	Text A	Text B	Text C
Who is the text about? Where?	Lou Ridsdale, Ballarat, Australia	Zeal Akarawai, Lagos, Nigeria	James Anderson, Burnley, UK
What is their job? What do they do for other people?	Provides free food to those in need	He's a financial consultant. Pays strangers' medical bills	Does free plumbing for older people and people with disabilities
Why do they do it?	She heard about a man in LA who gives away food. / The city has problems with food: lack of affordable food and lack of education about healthy eating.	Because he is kind and caring.	Older people need his services, especially in winter.
Do they run an organisation?	Yes. It's a programme.	No	Yes. He started a company that does free plumbing.
What do they say about what they do?	No one is judged on what they bring or take as long as they leave with a smile. / She wants to see it catch on all over Australia.	He wants patients to tell people what happened – an unknown person paid their bill.	Many people don't have a lot of income and don't like to ask for help. / He hopes his kindness will catch on.

EXTRA SUPPORT After Ss read their article and complete their part of the table, put As, Bs and Cs together to check their answers before they move on to Ex 5A.

5A Encourage Ss to use their notes to share information rather than read from the text.

B In feedback, do a quick poll to find out which person is admired the most. Elicit reasons from the class.

C Identify the first word as a class to demonstrate the activity. Ask Ss to read the other sentences and check any words they don't know with you (e.g. *behaviour*). When checking answers to the task, ask what kind of bills a person has (e.g. electricity, restaurant, hotel) and for examples of kindness (e.g. giving a homeless person money).

ANSWERS:

1 bill **2** kindness **3** income
4 catch on **5** make sure

FUTURE SKILLS | Social responsibility

D Ask Ss to read the box and put them into pairs to discuss the questions. On the board, write: *A good person …* and elicit ideas for how to complete the sentence from the class. Ask Ss to explain their ideas where relevant. Then elicit answers to the other questions. Find out if Ss agree.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to work in small groups and discuss how employees can all be good (or better) people in society, and how companies can be good companies. They should think about relationships, behaviour, community and the environment. Elicit ideas in open class.

GRAMMAR

verb patterns

6A Ask what form the highlighted verbs take (infinitive or *-ing* form). Explain to Ss that they are going to look closely at why. Clarify the meaning of *subject* and *preposition* if necessary. Ss work alone to complete the task, then check answers in pairs. You could refer Ss to the Grammar Bank notes to help them check their answers.

EXTRA SUPPORT: DYSLEXIA Write the highlighted verb patterns from the texts in a vertical list on the board or on a handout for dyslexic learners so they can read them more easily. If you provide a handout, it's a good idea to use double spacing.

ANSWERS:

1
Text A: Helping people is what Ridsdale does.
Text B: Helping people is what he does …
Text C: Helping people is what he does.

2
Text A: After leaving
Text B: After visiting
Text C: After finishing

3
Text A: began to go, need to learn, help to make, hopes to see
Text B: need to know, want to receive, helped to pay, hopes to see
Text C: needed to borrow, like to ask, decided to start, agreed to work

B Make sure Ss understand that one sentence is correct, but the others have one incorrect verb form, which might mean changing a form or adding a missing word.

ANSWERS:

1 After leaving school, I decided **to** do a plumbing course.
2 She hopes ~~for~~ **to** become a chef.
3 You need to ~~speaking~~ **speak** to a financial consultant.
4 correct
5 Before ~~study~~ **studying** to be a doctor, he worked as a volunteer in a hospital.

EXTRA CHALLENGE When you check answers with the class, ask Ss to explain the reasons for their corrections. On the board, write: *It should be … because it comes after …* to help Ss do this.

C The Grammar Bank on page 105 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 105 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Both the exercises focus Ss on the form of verbs in verb patterns. In the first exercise Ss have to think about meaning, too.

1 **This focuses on the form which verbs should take when they follow other verbs, but Ss also have to select verbs with the right meaning. Preteach *adventures* and *monuments*.**

EXTRA SUPPORT Tell Ss which verbs go with which sentence. They then only need to decide on the form.

ANSWERS:

1 to repair
2 to have
3 to go
4 living
5 drinking ('to drink' is possible but less common)
6 to play
7 swimming
8 to finish
9 reading ('to read' is possible but less common)
10 to visit

2 **Refer Ss to the Grammar Bank notes to help them complete this task, and when checking any answers that Ss got incorrect.**

ANSWERS:

1 to be	**2** to fly	**3** learning
4 attending	**5** hating	**6** doing
7 to love	**8** Learning	**9** studying
10 to become		

EXTRA CHALLENGE Ask Ss to write their own texts entitled 'A person who helped me' and try to use at least five verb patterns, e.g. by using *want*, *decide*, *love*, *after* and *by*. Ss could do this out of class.

SPEAKING

7A **Ask Ss to read the headlines and ask them which one is about doing gardening (second), creating something fun (third) and helping people with their health (first). Check Ss understand the meaning of *raises €1,000,000* (collects money) and *recycling* (using things that have already been used). Give pairs plenty of time to choose a headline and think of ideas. Monitor and help where appropriate.**

B **Encourage Ss to make notes, but not to write full sentences to avoid reading aloud rather than developing speaking fluency.**

C **Monitor as Ss do the first part of this task and then provide feedback to the class, especially on their use of verb patterns. Put Ss into new pairs to do the second part of the task. Again, monitor and provide feedback. Highlight progress made and good examples of verb patterns used. Elicit corrections to common errors.**

EXTRA IDEA: DIGITAL Ss could use their phones to record themselves practising telling their story in the first part of the task, and then listen back and think about two things they did well and two things they could improve. They could then work on improving these things when they do the second part of the task.

D **Put two pairs together to do this task. Invite Ss to share any interesting stories with the whole class.**

TO FINISH

Ask Ss to write two true sentences and one false sentence about themselves, each using a different verb pattern. Ss share their sentences in pairs and guess which is false.

1C Let's talk!

HOW TO … | start and end a conversation; keep a conversation going

VOCABULARY | conversation topics

PRONUNCIATION | rhythm and intonation

LESSON OVERVIEW

In this lesson, Ss start, continue and end conversations. The lesson begins with an article about the benefits of talking to strangers. Ss then listen to three conversations between strangers and focus on useful phrases to start, continue and end a conversation, and the rhythm and intonation used when producing these phrases. Finally, Ss do a roleplay to practise starting, continuing and ending a conversation themselves.

Online Teaching

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

- **Ex 1A:** Ask Ss to share their predictions via the chat box so you can see everyone's ideas.
- **Ex 2B:** Ask Ss to share their answers via the chat box.
- **Ex 7D:** Reassign one student in each breakout room to a new room so they have a new partner.
- **To finish:** Ask Ss to share their ideas via the private chat so only you see it.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1C
Workbook 1C

TO START

Elicit who a *stranger* is (a person you don't know). Put Ss into pairs and ask them to tell each other about the last time they had a conversation with a stranger: Who was it? Where was it? What did they talk about? Ask the class for the most common topic(s) of conversation. Ask them if they have ever had a conversation with a stranger in English.

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

conversation topics

1 A Use the photo to teach *bench*. Put Ss into pairs to discuss their ideas before eliciting ideas as a class. Don't give away the answer yet.

B On the board, write: *A 'Happy to chat bench' is … .* Ss complete this after reading the text. Elicit ideas from the class.

POSSIBLE ANSWERS:

A 'happy to chat bench' is a bench where people can sit if they are happy to talk to strangers. Lots of people might use it, particularly if they are feeling lonely, perhaps old people or people who have recently moved to a new place.

C When eliciting ideas from around the class in feedback, you could ask Ss if they think the same topics of conversation in their culture are popular in English-speaking countries and other countries internationally. In the UK, the weather is a popular topic among strangers, but they are likely to avoid politics. In the USA, strangers often discuss where they are from.

ANSWERS:

3 Students' own answers, but some people might want to avoid politics and religion.

2 A Check Ss understand the meaning of *election*, *finance* and *pastries* before they do the task. When checking answers, ask Ss to say which words helped them to match the questions to the topics correctly.

EXTRA SUPPORT: DYSLEXIA Learners with dyslexia would benefit from having the numbered questions read out in class before they do the activity. Having the topics provided as a vertical list would also help them do the task.

ANSWERS:

1 the news
2 clothes and fashion
3 the weather
4 politics
5 hobbies and free-time activities
6 sport or music events
7 work or studies
8 food and eating out
9 holiday experiences

B Either elicit ideas from the whole class or put Ss into pairs to come up with some ideas. If time is tight, you might want to ask them to think of a question for three or four topics.

POSSIBLE ANSWERS:

clothes and fashion: Where did you get your coat?

food and eating out: What would you recommend to eat here?

hobbies and free-time activities: Have you ever tried skiing?

holiday experiences: Are you going anywhere nice this summer?

politics: What did you think about Harris's speech yesterday?

sport or music events: The match was disappointing, wasn't it?

the news: Did you hear about the situation in London?

the weather: Horrible day, isn't it?

work or studies: What do you do for a living?

How to ...

start and end a conversation; keep a conversation going

3 A 1.06 | Explain that Ss will hear three conversations between strangers. Pause the recording between conversations so that Ss have time to write down notes. Not all Ss will find it easy to do that while listening.

ANSWERS:

1 on a bus, the/a music festival

2 at work, where to get a coffee, how long you have worked here

3 in a train station, weather, holiday experiences

AUDIOSCRIPT 1.06

1

A: Excuse me, is anyone sitting here?
B: No, go ahead.
A: Thanks.
B: No problem.
A: Are you going to the music festival?
B: Yes, I am!
A: Me, too. Have you been to the festival before?
B: Yes, I go every year. How about you?
A: Oh, it's my first time. I'm really excited.
B: Yeah, it should be good fun. Are you meeting some friends there?
A: No, I'm meeting my sister.
B: Ah, right. Well, have a good time.
A: Thanks. You, too.

2

A: Excuse me, do you know where I can get a cup of coffee?
B: Yes, there's a machine over here, but the coffee is much better in the café downstairs.
A: Oh, thank you.
B: No problem. Are you new here?
A: Yeah, I just started yesterday.
B: Oh right. How's it going?
A: Not too bad, thank you. What about you? How long have you worked here?
B: Me? I've worked here for a couple of years. I'm B, by the way.
A: Hi, B. I'm A.
B: Great. Well, Justine, I've got to go. Nice to meet you.
A: Yes, nice to meet you, too.

3

A: Excuse me, do you mind if I charge my phone here?
B: Not at all. Be my guest.
A: Thanks. That's very kind. It's a lovely morning, isn't it?
B: Yes, it is. It's beautiful. Are you here on holiday?
A: No, I live locally. And you?
B : I just came here for the weekend, visiting a friend.
A: Really? Was it your first time here?
B: Yes. It's such a beautiful city. I don't want to go home! ... Oh, that's my train. Nice talking to you.
A: Safe journey home!

B 1.06 | You could put Ss into pairs to discuss their ideas before you play the recording. This may help weaker listeners. When checking answers, ask Ss to correct the false statements.

ANSWERS:

1 F (goes every year)
2 T
3 F (Kate prefers the coffee in the café downstairs.)
4 F (a couple of years ago)
5 F (lives locally)
6 T

4A Give Ss time to read and try to complete the extracts. Check Ss understand the meaning of *charge my phone* (put electricity into it). Ss could check answers in pairs. Do not give the answers away yet.

B 1.07 | Play the recording and then note the answers on the board as Ss may have misheard them in connected speech.

ANSWERS:

1 is anyone	2 ahead	3 problem
4 about	5 way	6 got to
7 meet you, too	8 you mind	9 Be
10 talking		

5A Ss could check answers in pairs before you check answers as a class.

ANSWERS:

1 c 2 a 3 b 4 c 5 a 6 a 7 b 8 b

B Put Ss into pairs to think of other phrases. They can then share these with the class and the other Ss can listen and say which category they belong to.

C The Grammar Bank on page 106 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 106 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. These exercises focus on both the use and form of the phrases.

1 Do the first question as a class to demonstrate the task. Ss should refer to the Grammar Bank notes to check their answers before you check answers as a class.

ANSWERS:

1 Excuse me, go ahead	5 to, I've got to
2 if, No	6 Do, Be my
3 your, about	7 by the, nice to meet
4 have you lived, And	8 This is, enjoy

2 When checking answers, you could elicit whether each sentence is starting a conversation, keeping a conversation going, or ending a conversation.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia will find reordering exercises such as this challenging. Provide the sentences in the right order, but with one word or a phrase gapped. Ask them to fill the gap with the right word(s).

ANSWERS:

1 Nice talking to you.
2 Are you doing anything nice at the weekend?
3 Is anyone using this?
4 Have a good time.
5 Do you mind if I charge my phone here?
6 OK, nice to meet you.
7 This is my train.
8 See you later.

3 Ss complete the conversation alone. After checking answers, put them into pairs to practise reading the conversation out.

ANSWERS:

1 b 2 e 3 c 4 f 5 d 6 a

PRONUNCIATION

rhythm and intonation

6A 1.08 | Play the recording twice so that Ss can get a feel for the rhythm and intonation. Put them into pairs to discuss what they noticed. In feedback, help Ss to recognise that it is usually the final stressed syllable of each phrase which is given the main sentence stress and that the speaker's voice rises on that and then falls. Play the recording again so that Ss can listen and repeat. Point out that *Go ahead.* is often accompanied by an open palm hand gesture, especially when talking about an empty seat.

B Get Ss to identify the final stressed syllable of each phrase (*later*, *meet*, *go*, *weekend*). Put Ss into pairs to practise saying the phrases out loud. Elicit whether the pattern is the same or different to that in Ex 6A, but don't give away the answer yet.

C 1.09 | **Play the recording twice – once for Ss to check and once for Ss to repeat. Help Ss to get the right rhythm and pronunciation.**

ANSWERS:
All the phrases follow a similar kind of intonation/ rhythm pattern – starting high, and finishing low.

D Put Ss into pairs and ask them to write conversations of three to four sentences. You could elicit one from the whole class first to demonstrate. Monitor and help Ss to produce accurate conversations.

E Ask Ss to do this task with their partners from Ex 6D. Monitor and help Ss to produce appropriate rhythm and intonation.

SPEAKING

FUTURE SKILLS | Communication

7A Give Ss time to read the box, refer to the audioscripts and answer the question individually before they work in pairs to discuss the answer.

ANSWER:
How about you? What about you? And you?

EXTRA: FUTURE SKILLS On the board, write: *A good listener …* and *A bad listener …* . Put Ss into pairs and ask one student in each pair to complete the first prompt and the other to complete the second prompt with as many ideas as possible. Ss then compare their ideas with their partner. Elicit a list from the class. Ask Ss to discuss with their partner whether they think they are a good listener or not and how they could improve, or, if the class would prefer, simply reflect and make a note of their ideas without sharing.

POSSIBLE ANSWERS:

A good listener listens carefully to the speaker, uses body language to respond, looks at the speaker, doesn't interrupt, waits for the speaker to pause before speaking, asks questions to check understanding, notices the speaker's body language.

A bad listener doesn't look at the speaker, doesn't listen carefully, interrupts, focuses on what they want to say next, doesn't pay attention to the speaker's body language.

B Explain the task and ask Ss what a successful conversation includes. Note down their ideas on the board to create assessment criteria, for example, *have a conversation for at least a minute, use phrases from Ex 4A correctly, use the right rhythm and intonation, listen carefully to my partner.* Divide the class into two halves – A and B, and put Ss into pairs with someone in the same half as them to plan what they could say. Refer them to the conversation topics in Ex 2A. Then, put an A and B together to complete the roleplay.

C Ask pairs to assess their conversations using the criteria on the board and discuss the questions in the task. Provide feedback using the criteria yourself. Ask each student to think of one thing they would like to improve or do differently and how they can do this.

D Rearrange the class into new A/B pairs. Ask Ss to try to improve the weak area identified in Ex 7C. You could ask them to swap roles, this time with A starting the conversation and B continuing it. When finished, they can tell their partner if they think an improvement was made. Provide feedback using the criteria on the board again.

EXTRA IDEA: HOW TO … Put two pairs together. Ask them to each take turns to roleplay either their conversation from Ex 7D or a new one on a new topic, and provide feedback to each other using the criteria they came up with in Ex 7B. If your Ss are in English-speaking countries, you could ask them to start a conversation with a stranger for out-of-class work, obviously being careful about who they choose to speak to.

TO FINISH

Ask Ss to think about one specific thing they are pleased with about their performance in this lesson e.g. 'I was pleased with the way I …'. They can share it with you, e.g. via a note or digital tool, or tell a partner.

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

page 150 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES page 198

1D BBC Street Interviews
Lifestyle

GRAMMAR | modifiers
SPEAKING | an interview about lifestyle
WRITING | a blog post about a day in your life

LESSON OVERVIEW

In this lesson, Ss watch a video of interviews with people on the street about how they would describe their lifestyle. They begin by selecting words to describe their own lifestyle before they watch the interviews and complete a set of viewing tasks. There's a focus on modifiers such as *quite/fairly*, before Ss interview a partner about their lifestyle and then write a blog post about a day in their life.

Online Teaching

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

- **To start:** Send the list of words to half the class before the lesson, or share it in the lesson and ask just one student in each pair to open it.
- **Ex 2A:** 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 students time to watch the video on their own device before moving on.
- **Ex 4A:** Ask Ss to submit their questions to you via private chat if possible, or at least one or two questions for you to check. You can then provide feedback to the class.
- **Ex 5B:** Ask Ss to share their blog posts digitally (even if it's a photo of a handwritten text), read at least three other posts and decide whose day is the most similar to theirs.

Additional Materials

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

For Students:
Online Practice 1D
Workbook 1D

TO START

Put Ss into pairs. Ask one student in each pair to sit facing the board, and the other to sit with their back to the board. Write the adjectives in Ex 1 on the board in a list, but in a different order to that in the exercise (*normal*, *quiet*, etc.). The student who can see the words defines them, the other student has to guess. Ss could then find the four pairs. Note that you may want to leave out words or pairs that Ss may not know yet, e.g. *alternative*.

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 **Check Ss understand the meaning of all the adjectives, e.g. *alternative* (different to normal). Monitor as Ss work in pairs and listen for the most common adjectives used. Do a quick poll to find out how many Ss in the class describe their lifestyles using each adjective and elicit reasons why. Find out which Ss would use different adjectives and why.**

VIEW

2A **Explain that Ss will watch some street interviews where people describe their lifestyles. Explain the task, then play the video. Put Ss into pairs to compare their answers. Check answers as a class.**

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

ANSWERS:
1 normal, alternative (conservative and comfortable are also used)
2 any of the following: exercise more, go out more, explore the country more, visit different places, save more money, travel more, work less, have a more exciting job, live somewhere warmer

B **Play the first part of the interviews again. Ss can check answers in pairs. Check answers as a class. Play any parts of the video again to help Ss hear and select the right answers.**

EXTRA SUPPORT Pause the video after each speaker to give Ss a chance to write the speaker's name next to the right activity.

ANSWERS:
1 Alice **2** Vambai **3** Philip **4** Lotte

C **Give Ss time to read the sentences and predict the answers. Check Ss understand the meaning of *go for a run* and *have time to himself.* Play the second part of the interviews again. Note that the sentences are slightly paraphrased, but not very much, so Ss can listen out for the key words. Check answers as a class. Play any parts of the video again where necessary. Ss may find it difficult to hear the difference between *spend* and *save* (Tom).**

ANSWERS:
1 T **2** T **3** F **4** T **5** F **6** T **7** T

EXTRA IDEA You could put Ss into pairs and ask them to say what they would change about their lifestyle.

GRAMMAR

modifiers

3A **Explain what modifiers are so that Ss understand that they come before an adjective and describe how much or how little. Focus Ss on the words in bold in sentences a–e and ask them to answer questions 1 and 2. Put Ss into pairs to discuss their answers. When checking answers as a class, make sure Ss understand that all the modifiers mean 'not very'. Highlight features of form, e.g. '*modifier* + adjective', but '*quite a* + (adjective) noun'.**

ANSWERS:
1 less than **2** similar meanings

B **Repeat the same procedure as in Ex 3A with this second set of sentences and questions. When checking answers, clarify the difference in meaning and features of form, i.e. '*(quite) a lot of* + noun', '*a bit/lot more* + adjective/noun' and 'verb + *a bit/lot more*'. Record all the forms from Exs 3A and 3B on the board.**

ANSWERS:
1 a small amount **2** a large amount

C **The Grammar Bank on page 107 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.**

page 107 **GRAMMAR BANK**

GB

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

1 **This task focuses on the form of the modifiers rather than their meaning.**

ANSWERS:
1 quite an **2** quite **3** fairly
4 pretty **5** a bit more **6** a bit less
7 a bit more **8** a lot more

2 **Refer Ss to the grammar notes and the forms you recorded on the board in Ex 3B when completing this task, and when you check answers.**

ANSWERS:
1 I live in **quite** a small flat.
2 We have a **relatively** comfortable life.
3 I work **a lot** more these days.
4 My new car was **quite** expensive.
5 It's **reasonably** cheap to live in an area like this.
6 I have **quite** an easy job at the moment.
7 My life is **pretty** boring most of the time!
8 I'd like to exercise **a bit** more.

3 **Ss need to think about both meaning and form when completing the sentences. Do the first one together as a class and check that Ss are happy with their choice in terms of both meaning and form before you clarify the answer. Monitor, if possible, as Ss do the task and provide support where necessary. Remind them to use the grammar notes to help them.**

EXTRA SUPPORT: DYSLEXIA Provide the phrases in the box in a vertical list on the board or on a handout instead. These can be easier for dyslexic learners to read.

ANSWERS:
1 quite a creative
2 quite an alternative
3 a bit more productive
4 fairly healthy
5 work a bit less
6 pretty bored
7 a bit more healthily
8 a bit more time

EXTRA IDEA Ask Ss to tell a partner if each sentence in the exercise is true or false for them and why.

4 **Ss need to think carefully about form when writing the sentences. Do the first one together as a class, pointing out the use of the structure '*quite a* + (adjective) noun'.**

ANSWERS:

1 I'm quite a positive person.
2 We'd like to have a bit more time with our grandchildren.
3 We had quite a nice time at the beach.
4 I need to start spending a lot less money.
5 This is quite a useful app.
6 Raisa would like to be a bit more easy-going.

SPEAKING

an interview about lifestyle

4A **Explain the task, using the example questions to help you. It may be useful for Ss to know who their partners are before they create their questions. Monitor, if possible, and help Ss to create accurate questions.**

EXTRA SUPPORT You could provide question prompts, e.g. *Do you ever … ? Do you like … ? How often do you … ? What kind of … ? What/When … ? Would you like to … ?*

B **Point out the Key phrases that Ss can use in their answers and give Ss time to read them. Encourage Ss to use modifiers in their answers. Ss then interview their partners. Remind them to make notes. Monitor and listen to Ss' use of modifiers.**

EXTRA SUPPORT Ask Ss to record their questions in Ex 4A and share them with their partner before they complete Ex 4B. Give Ss time to think about their answers, and how they can use the Key phrases provided and modifiers in their answers.

C **Ask Ss to look at their notes and choose an adjective from Ex 1. Ss then tell their partners and give their reasons. Their partners say if they agree or not. In open class, ask Ss to share what kind of lifestyle they think their partner has, i.e. give an adjective to describe them and explain how they came to that decision. They should also say if their partner agrees or not and why/why not. Provide feedback on Ss' use of modifiers.**

WRITING

a blog post about a day in your life

5A **Ask Ss to read the blogger's name and job (Kim, games designer). Elicit what Ss think a typical day is for Kim. Ss then read the blog post to check their ideas. Ask Ss what they guessed correctly and what they guessed incorrectly to check their understanding.**

B **Ask Ss what information Kim included in the blog post (time she gets up, early morning activities, travelling to work, work activities, lunch, evening activities). Ask them to underline the modifiers she used in her post (*a bit of yoga*, *a fairly healthy breakfast*). Ask Ss to take notes on each bullet point, and then think about the modifiers they could use in their blog post. Ss then write their posts, either in class or out of class. As this is the first unit in the book, you might want to ask Ss to write around 100 words.**

EXTRA SUPPORT Before Ss write their posts, you could point out or ask Ss to identify useful phrases in Kim's blog post that they can use in their own writing, i.e. *I'm a … and I live in … / On a typical day, … / First, … / At work, … / For lunch, … / After work I … .*

EXTRA IDEA Ss share their blog post with a student they haven't worked with in the lesson yet and decide if their days are similar or different.

TO FINISH

Display the following sentences on the board or via a digital poll and ask Ss to choose which one describes them.

1 *I used the modifiers very well in the speaking and writing tasks.*
2 *My use of modifiers in the speaking and writing tasks was quite good.*
3 *I found it difficult to use the modifiers and need a bit more help with them.*

Use the results to provide useful feedback to learners, and to inform future lessons.

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 1A, 3A, 4A, 5A, 6A) 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 1B:** This could be done as a whole class activity if putting Ss into breakout rooms will be too time-consuming or you feel you would prefer to monitor the whole class. Nominate Ss to ask other Ss in open class.
- **Ex 5C:** Ss could do this in pairs in breakout rooms and type their sentences onto a shared document which you can display in the main room.
- **Ex 6A:** Use the chat box to gather answers and then nominate Ss to explain their answers for all or some questions.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember the language they studied in Unit 1 (Grammar: present simple and present continuous, state verbs, adverbs of frequency, verb patterns, modifiers; Vocabulary: people and relationships, personality adjectives, jobs, work, conversation topics; How to … start and end a conversation, keep a conversation going). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

adverbs of frequency

1 A **Before Ss complete the task, elicit some examples of adverbs and expressions of frequency (e.g. *usually, regularly, once in a while, hardly ever*). Point out the short answers that answers a–f begin with, highlighting that it's common to answer these questions in this way.**

ANSWERS:

1 d **2** a **3** f **4** e **5** c **6** b

EXTRA CHALLENGE You could ask Ss to cover the questions and focus only on the answers. They write a question for each answer, and then uncover the questions to compare their ideas.

B **Monitor Ss' use of adverbs and expressions of frequency and their position in particular. Check Ss answer the questions naturally. Provide feedback on this.**

present simple and continuous

2 **Refer Ss to the relevant page and focus their attention on the picture and the example given. Elicit another example from the class to check they understand what to do. Give Ss the choice to work alone at first and then work in pairs to share and check their sentences, or create their sentences in pairs. Monitor and provide feedback on the use of tenses.**

verb patterns

3 A **Refer Ss to the Grammar Bank notes to help them with this.**

ANSWERS:

1 to give	**2** to work	**3** writing
4 to create	**5** studying	**6** to be

B **On the board, write: *I finished … / I decided … / I spent time … .* Encourage Ss to share information using those prompts so they use the verb patterns. Give an example yourself to demonstrate, e.g. 'Last year, I finished my doctorate. It was very difficult, but it felt great to finish!' Monitor and provide feedback on Ss' use of verb patterns.**

modifiers

4A **Ask Ss what words usually come after the phrases in the box (i.e. *a bit more / fairly / a lot more* + adjective; *quite a/an* + (adjective) noun. Ask Ss to complete the task.**

ANSWERS:

1 quite an **2** a bit more **3** quite a
4 lot more **5** fairly

B **Give an example yourself to demonstrate, e.g. 'I think my lifestyle is fairly healthy because I go to the gym three times a week and try to eat healthy food like salads and vegetables rather than a lot of snacks.' Put Ss into pairs and give them some time to personalise the sentences. They then compare them with their partner. Monitor Ss' use of the modifiers. In feedback, ask Ss if their sentences were similar to their partner's.**

VOCABULARY

5A **Explain that the words with missing vowels come from different lessons in the unit. Write the full words on the board in feedback so that Ss can check their spelling.**

EXTRA SUPPORT: DYSLEXIA This type of exercise, with incomplete words, can be difficult for learners with dyslexia. Adapt the exercise so that those learners have the missing words in full in a vertical list and the whole words/phrases in the sentences are gapped.

ANSWERS:

1 get on well, colleagues
2 profession, patient
3 look up to, grandparents
4 partner, funny
5 musician, full-time
6 financial consultant, reliable

B **Monitor as Ss do this task and provide feedback on Ss' pronunciation of the words/phrases where appropriate.**

C **You could put Ss with a different partner for this task, so they speak to someone new. Use the example to demonstrate the task.**

EXTRA: ALTERNATIVE IDEA Rather than giving spoken answers, you could ask Ss to complete this as a writing task. Monitor where possible and help Ss with accuracy.

6A **On the board, write: *Voluntary Service Overseas*. Ask Ss if they know or can guess what this organisation does. Ask them to read the text quickly, ignoring the gaps, to check their ideas. Ss then read the text again and complete the task. Monitor and note down any consistently incorrect answers, but don't check answers yet.**

EXTRA SUPPORT: DYSLEXIA This type of activity can present difficulties for Ss with dyslexia due to the distance the eye needs to travel between the gaps and the options. You could tell Ss to cover the parts of the text they don't need to refer to and the other options when they fill each gap to reduce distractions. Alternatively, if possible, divide the text into sections and provide the corresponding sets of options directly next to or beneath each section.

B **R1.01 | Play the recording. You might want to check Ss' answers orally, too, especially those that Ss found difficult. You could ask Ss to explain their answers.**

ANSWERS:

1 A **2** C **3** B **4** C **5** A
6 B **7** B **8** C **9** A **10** C

EXTRA IDEA Ask Ss to discuss if they would like to work for VSO in pairs and why/why not. Do a quick poll around the class to find the most popular answer.

TO FINISH

Ask Ss to write down three specific things they can do now that they couldn't do at the start of the unit, e.g. 'I can use/understand the word …', 'I can talk about …', 'I can describe …'. Monitor and get a sense of how Ss feel about their progress.