

Speak out

3RD EDITION

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

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

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

Teacher's Book with Teacher's Portal Access Code


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

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

Also available

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

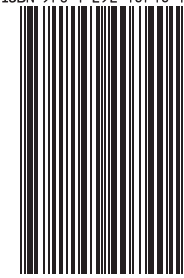
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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test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

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Speak out

Speak out

3RD EDITION

A1

A1
Teacher's Book with Teacher's Portal Access Code

Kate Fuscoe

Kate Fuscoe

Teacher's Book
with Teacher's Portal Access Code



B B C

Speak < out

3RD EDITION



Teacher's Book

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SCOPE AND SEQUENCE

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
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LEAD-IN p6

1 welcome! **B B C** VLOGS | Where are you from?

1A	Hello p8	Present simple <i>be: I, you</i>	Hello and goodbye; countries and nationalities	Intonation in greetings
1B	Two jobs p10	Present simple <i>be: he, she, it</i>	Jobs	Word stress in jobs
1C	Checking in p12	How to ... ask and answer simple questions	The alphabet	The alphabet
1D	What's your name? p14	Singular and plural nouns; <i>a, an; have, has</i>	Common objects	

UNIT 1 REVIEW p16 **SOUNDS AND SPELLING** syllables, stress and /ə/, /s/, /z/, /ɪz/ in plurals

2 people **B B C** VLOGS | Where are you now?

2A	Where are they? p18	Present simple <i>be: we, you, they</i>	Numbers 11–100; common adjectives (1)	Word stress in numbers
2B	Family and friends p20	Possessive adjectives	Family; people	Syllables
2C	Small talk p22	How to ... have short conversations	Feelings	Stress in phrases FUTURE SKILLS Self-management
2D	Best Home Cook p24	<i>wh-</i> questions + <i>be</i>		

UNIT 2 REVIEW p26 **SOUNDS AND SPELLING** short and long sounds (1): /ɪ/, /i:/, /ʊ/, /u:/; /w/ and /h/ in question words

3 things **B B C** VLOGS | What's your favourite thing?

3A	Favourites p28	Possessive 's	Things; colours	Possessive 's
3B	What's on your desk? p30	Present simple <i>have + yes/no</i> questions (<i>I, you, we, they</i>)	Desk objects	Sentence stress
3C	How much is it? p32	How to ... shop for clothes	Clothes	Intonation
3D	Shopping p34	Likes, dislikes and opinions	Shops	

UNIT 3 REVIEW p36 **SOUNDS AND SPELLING** voiced and unvoiced consonants (1): /p/ and /b/, /k/ and /g/, /t/ and /d/; sounds at t

4 every day **B B C** VLOGS | What's your favourite meal of the day – breakfast, lunch or dinner?

4A	Time for lunch! p38	Adverbs of frequency	Food and drink	Word stress
4B	A day in the life p40	Present simple: regular verbs (<i>he, she, it</i>)	Everyday activities (1); telling the time	Third person -s
4C	Can I have ... ? p42	How to ... order in a café	Café words	Intonation in <i>or</i> phrases
4D	Earth From Space p44	Present simple: <i>yes/no</i> questions (<i>he, she, it</i>)		

UNIT 4 REVIEW p46 **SOUNDS AND SPELLING** short vowels: /e/, /æ/, /ʌ/; *does*: /dʌz/ or /dəz/?

	READING	LISTENING/VIDEO	SPEAKING	WRITING
		Understand people saying 'hello'	Introduce yourself	Write a chat message to introduce yourself; use capital letters, full stops and question marks
	Read an article about people with two jobs		Talk about people and their jobs	
		Understand people asking and answering simple questions	Ask and answer simple questions FUTURE SKILLS Self-management	
		B B C Street Interviews about what's in your bag	Talk about what's in your bag	Write a lost and found post
	Read a blog about two people		Talk about groups of people	
		Understand someone talking about their family around the world	Talk about your friends and family	Write a description of a photo; use <i>and</i>
		Understand short conversations	Have short conversations	
		B B C Programme <i>Best Home Cook</i>	Ask about three people	Write a message about a friend
	Read a blog about people's favourite things		Talk about people's things	Write about favourite things; use <i>and, but</i>
		Understand a radio phone-in about people's desks	Talk about your desk FUTURE SKILLS Collaboration	
		Understand conversations about shopping for clothes	Have shopping conversations	
		B B C Street Interviews about people's shopping habits	Ask and answer questions	Write a personal profile
		Understand people from different countries talking about lunch	Talk about food	Write an email to a friend
	Read an article about an influencer's daily routine		Ask and answer about your daily routine	
		Understand conversations in a café	Order in a café	
		B B C Programme <i>Earth From Space</i>	Ask about someone's routine	Write a quiz

the end of words

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
5 action B B C VLOGS Tell me about your job.			
5A p48	Object pronouns	Common verbs (1) FUTURE SKILLS Self-management	Linking with object pronouns
5B p50	<i>can</i> for ability	Verbs of ability	<i>can</i> : weak and strong forms
5C p52	How to ... make requests and offers	Common adjectives (2)	Weak forms: <i>could you</i>
5D p54	Ordinal numbers; dates	Months	

UNIT 5 REVIEW p56 **SOUNDS AND SPELLING** voiced and unvoiced consonants (2): /f/ and /v/, /θ/ and /ð/; silent e (1): /ɪ/ to /aɪ/

6 where? B B C VLOGS Where are you and what can you see?			
6A p58	Prepositions of place	Rooms and furniture FUTURE SKILLS Self-management	Sentence stress
6B p60	<i>there is, there are</i>	Places in town (1)	Linking with <i>there</i>
6C p62	How to ... ask where a place is	Places in town (2); signs in buildings	Weak forms with <i>to, of</i> and <i>the</i>
6D p64	<i>the</i>		

UNIT 6 REVIEW p66 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/; /tʃ/ and /dʒ/

7 healthy lives B B C VLOGS Do you eat healthy food?			
7A p68	Present simple: <i>wh</i> - questions	Everyday activities (2)	Sentence stress
7B p70	<i>was, were</i>	Common adjectives (3)	Weak and strong forms: <i>was, were</i>
7C p72	How to ... say you're not well	Parts of the body	Word stress
7D p74	Imperatives	Sports and exercise	

UNIT 7 REVIEW p76 **SOUNDS AND SPELLING** consonants: /b/, /v/, /w/, /l/ and /r/; silent e (2): /æ/ to /eɪ/

8 time out B B C VLOGS How was your last holiday?			
8A p78	Past simple: regular verbs	Common verbs (2)	- <i>ed</i> endings
8B p80	Past simple: irregular verbs	Free-time activities; time phrases	Silent letters: <i>didn't</i>
8C p82	How to ... buy a travel ticket	Transport and tickets	Word stress in prices
8D p84	<i>want, would like</i>		

UNIT 8 REVIEW p86 **SOUNDS AND SPELLING** short and long sounds (2): /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ə/ and /ɜ:/; silent e (3): /ɒ/ to /əʊ/

WRITING BANK p88 **GRAMMAR BANK** p92 **VOCABULARY BANK** p124 **COMMUNICATION BANK** p140

	READING	LISTENING/VIDEO	SPEAKING	WRITING
	Read a text about a good colleague		Talk about people	Write about a good friend; use pronouns
		Understand everyday conversations	Do a quiz and talk about your abilities	
		Understand people making requests and offers	Make requests and offers	
		B B C Street Interviews about birthdays	Talk about your birthday	Write about your birthday
	Read an article about lost things		Say where things are	
		Understand people talking about their neighbourhood	Talk about your perfect town	Write a post about your area; use commas
		Understand conversations about finding a place	Ask where a place is	
		B B C Programme <i>The Travel Show</i>	Talk about six hours in a city	Describe a city tour
		Understand a podcast about things that make people happy and healthy	Ask about everyday activities	Write an online post; punctuation
	Read an article about people's childhood heroes		Ask about famous people FUTURE SKILLS Collaboration	
		Understand conversations about not feeling well	Have conversations about health problems	
		B B C Street Interviews about keeping fit	Do a sport and exercise survey	Write a Top Tips post
		Understand someone talking about a weekend break	Talk about past actions	
	Read a group chat about people's weekends		Talk about past activities FUTURE SKILLS Communication	Write a group chat; linkers: <i>and, but, then</i>
		Understand conversations about buying travel tickets	Ask for travel information	
		B B C Programme <i>Kodo drummers</i>	Talk about something you want to try	Complete a questionnaire

Welcome to *Speakout 3rd Edition*

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

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

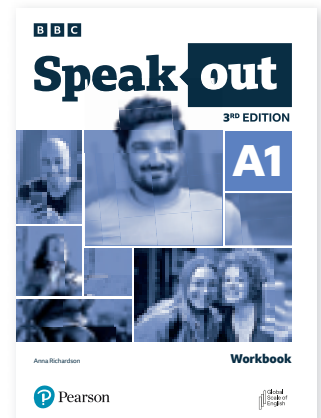
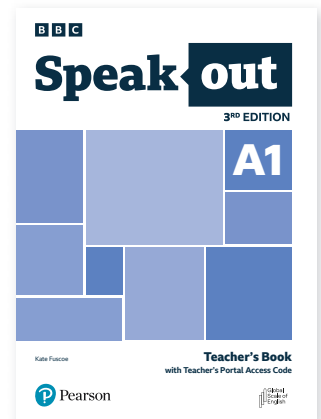
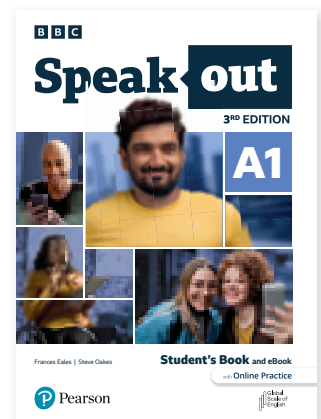
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation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

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

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

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

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



The Global Scale of English

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

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

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

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

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



where?

6



VLOGS

Q: Where are you and what can you see?

1 Read the question.

2 Watch the video. How many speakers can see trees? How many speakers can see books?

Global Scale of English

LEARNING OBJECTIVES

6A READING | Read an article about lost things: rooms and furniture

Say where things are: prepositions of place
Pronunciation: sentence stress

6B LISTENING | Listen to people talking about their neighbourhood: places in town (1)

Talk about your perfect town: *there is, there are*
Pronunciation: linking with *there*

Write a post about your area; use commas

6C HOW TO ... | ask where a place is: places in town (2); signs in buildings

Pronunciation: weak forms with *to, of and the*

6D BBC PROGRAMME | Understand a show about Ade Adepitan in Rome

Talk about six hours in a city: *the*
Describe a city tour

57

Measuring proficiency using the GSE

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

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

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) A1. 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 222–233).

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

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

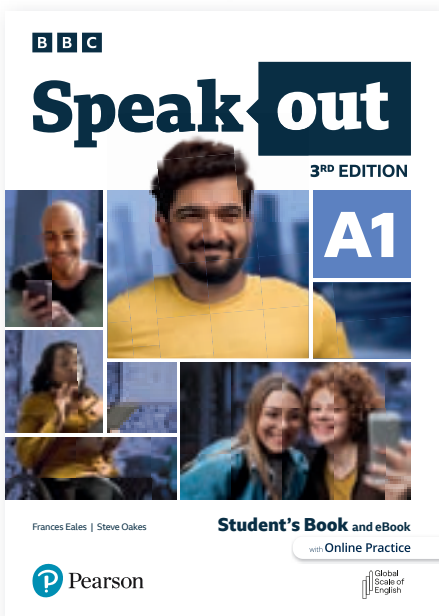
Student components

Student's Book with eBook and Online Practice

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

Student's eBook

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



Student's Book

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

Online Practice

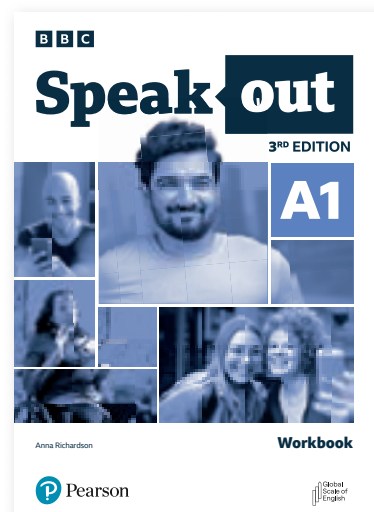
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

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

Workbook

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



Teacher components

Teacher's Book with Teacher's Portal Access Code

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

Teacher's Book

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

Presentation Tool

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

Online Practice

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

Tests Package

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

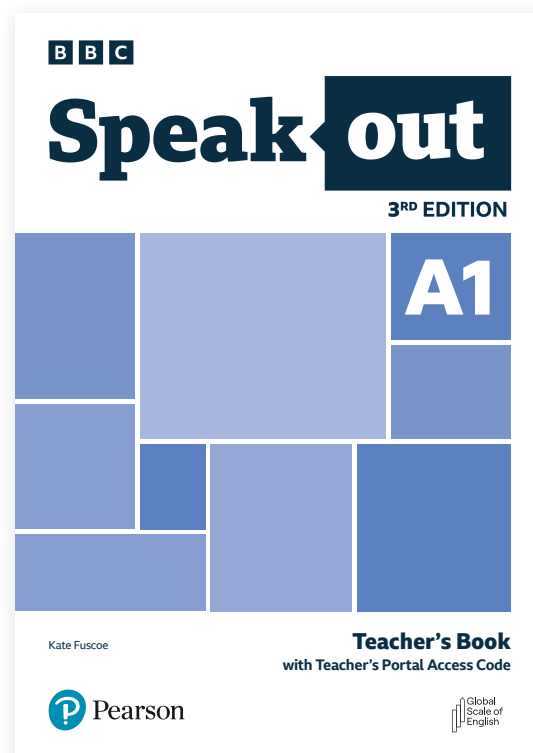
See page 24 for more details.

Gradebook

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

Teacher's Resources

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



Virtual classroom

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

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

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

How the course works

Unit walkthrough

Course summary

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

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

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

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

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

The Sounds and Spelling section at the back of the book contains eight standalone lessons. The Review page at the end of every unit includes a cross reference to this section.

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 222–233.



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

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

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



Lesson A – main input lesson 1

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

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.

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.

Every lesson contains opportunities for personalised speaking practice.

The final GSE-based output task here is a Speaking task, bringing together the vocabulary and grammar learnt in the lesson. The Workbook also contains speaking practice activities which students can do alone.

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

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

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

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

Student’s eBook activity

Page-faithful view of print Workbook

Online Practice activity

Lesson B – main input lesson 2

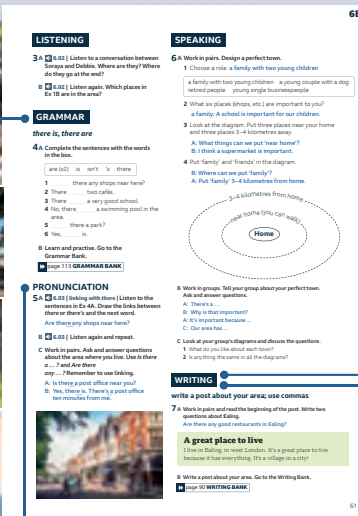
Lesson B is the second of the two main input lessons. It consists of two pages, and practises all four skills, plus vocabulary, grammar and pronunciation.

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.

Vocabulary sets are contextualised in the Listening input.

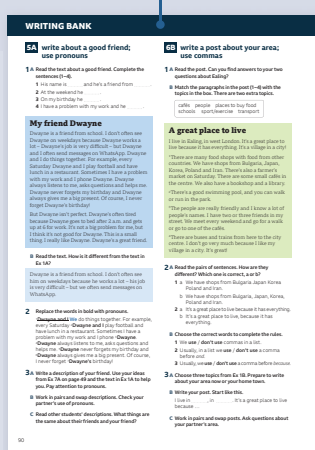
There is a prominent pronunciation syllabus providing practice of individual sounds, stress, intonation and features of connected speech. Learners can record themselves in the Student's eBook activities and Online Practice activities.

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 final GSE-based output task here is a Writing task, bringing together the vocabulary and grammar learnt in the lesson. The scaffolding activities are in the Writing Bank at the back of the book.

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



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.



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

In the ‘How to ...’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. asking where a place is, shopping for clothes and ordering in a café.

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

Vocabulary is introduced in context to stimulate interest in the topic.

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

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



‘Speak Anywhere’ – interactive speaking activities

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

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.



*examples are from level A2

‘Speak Anywhere’ *on mobile phone

‘Speak Anywhere’ *on computer

Lesson D – BBC video lessons

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

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

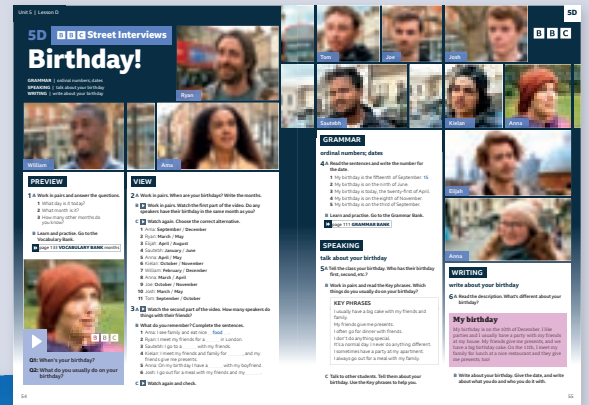
In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners' more detailed understanding.

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

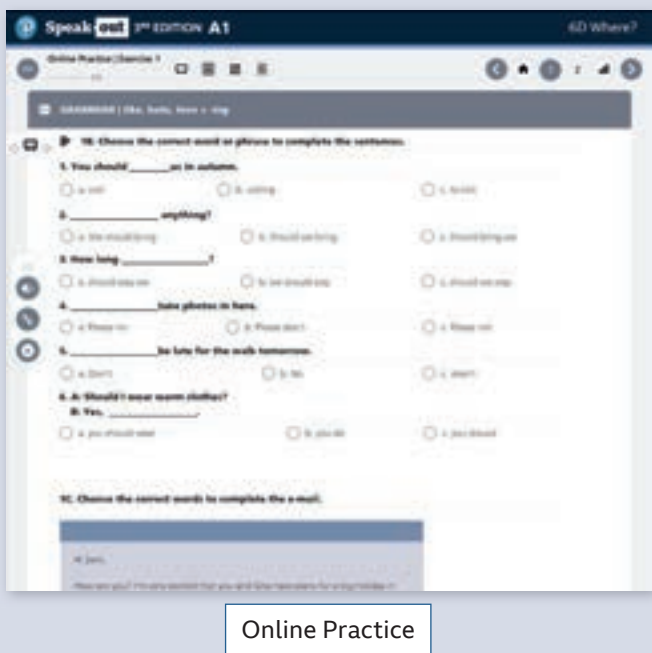
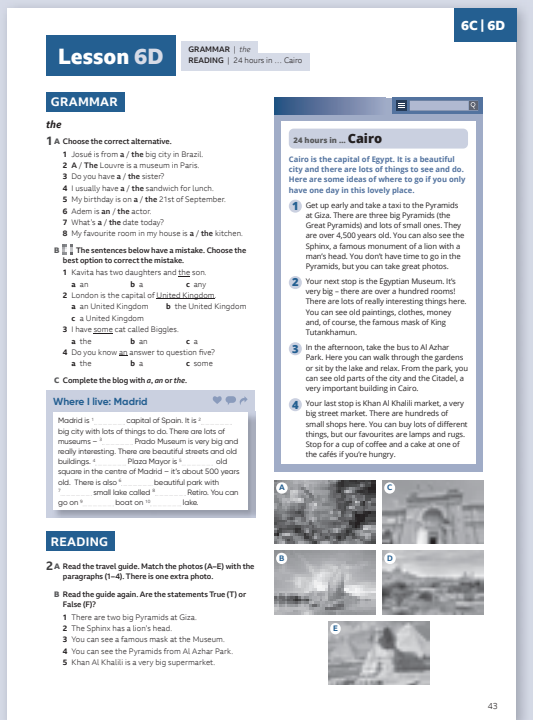
The BBC video lesson teaches a grammar point that occurs in the video. This grammar point is an integral part of the grammar syllabus and is based on a GSE Learning Objective.

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

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



Each BBC video lesson ends with a Writing task.



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

1 A Complete the questions with *Is there* or *Are there*.

- 1 six desks in the room?
- 2 a bottle of water on the teacher's desk?
- 3 a chair near the door?
- 4 any windows?
- 5 a cafe in the building?
- 6 four people in the room?

B Match the answers (a-f) with the questions (1-6) in Ex 1A.

- a Yes, there are.
- b No, there aren't.
- c Yes, there is.
- d No, there isn't.
- e Yes, and there is a bag on it.
- f No, but there is a glass of water.

C Complete the answers in Ex 1B with *there is/are*, *there isn't* or *there aren't*.

D Work in pairs. Ask and answer the questions in Ex 1A about where you are now.

2 A Complete the prepositions.

- 1 The man is of the house.
- 2 The car is the bus.
- 3 The house is the bank.
- 4 The man is the trees.
- 5 The cafe is the bank.

B Look at the picture and write two true and two false sentences. Use the sentences in Ex 2A to help you.



C Work in pairs. Student A: Read one of your sentences from Ex 2B. Student B: Look at the picture and say if Student A's sentence is true or false.

VOCABULARY

3 A Complete the words. The number of letters in each word is in brackets.

Rooms and furniture	Places	Signs
armchair (8)	al... (7)	en... (8)
la... (4)	ho... (8)	li... (4)
sh... (5)	ho... (5)	st... (6)
to... (6)	sc... (6)	in... (6)
	sp... (6,6)	de... (11,4)
	ce... (6,6)	wa... (3,3)

B Work in groups.

Student A: Say a heading from Ex 3A and a word.

Student B: Repeat the word and add a new word.

Student C: Repeat the first two words and add a new word.

- A: Places: airport.
- B: Airport, sports centre.
- C: Airport, sports centre, hospital.

4 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

muzeu(m) muzeu(m) televi(z)on teli(z)on

B Learn and practise. Go to Sounds and Spelling.

page 156 SOUNDS AND SPELLING voiced and unvoiced consonants (3): /s/ and /z/, /j/ and /dʒ/, /r/ and /dʒ/

5 A Choose the correct alternative.

Summer house by the sea
★ 4.62 (109 reviews)

This beautiful house is perfect for your summer holiday. **There's / There are** three bedrooms and two bathrooms. The kitchen **there's / there are** a new fridge and cooker and a big **table / lamp** with six chairs - dinner for six! **There are / There is** a big living room / window with two armchairs, a sofa and a television. There's a garden **behind / between** the house - great for kids - and all the shops are **in / near** the house. You can walk to the post office, the **supermarket / bookshop** (fresh fish - yum!), the cinema, the museum and the library. And the water is 100 metres from your front door! Price: €900 per week.

B 06.01 Listen and check.



The Review page includes a cross reference to the Sounds and Spelling lesson at the back of the book. Find out more about Sounds and Spelling in *Speakout 3rd Edition* on page 23.

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.



5-6 REVIEW

GRAMMAR

1 Match the subject pronouns (1-7) with the object pronouns (a-g).

- 1 I
- 2 you
- 3 he
- 4 she
- 5 it
- 6 we
- 7 they

2 Choose the correct word to complete the sentences.

- 1 Can I see laptop?
- 2 is your cat?
- 3 is the name of the city?
- 4 is the name of the book?
- 5 is the name of the film?
- 6 is the name of the sport?
- 7 is the name of the animal?

3 Write sentences about your class and use the information in the table and/or on page 5.

Activity	Location	Use
Reading a book	Library	at school
Listening to music	At home	at home
Watching TV	At home	at home
Doing sports	At school	at school
Having a lesson	At school	at school
Having a lesson	At school	at school

4 Complete the sentences with the number word or ordinal word of the number in brackets.

- 1 I was born on the (10) of January.
- 2 There are (20) people in my class.
- 3 There are (100) people in my class.
- 4 This is my (1) lesson.
- 5 My birthday is on the (15) of May.
- 6 I live on the (2) floor.

5 Choose the correct option (a-b) to complete the sentences.



- 1 The window is the table.
- 2 The table is the sofa.
- 3 The sofa is the window.
- 4 There is a book the table.
- 5 There is a lamp the table.
- 6 There is a chair the table.
- 7 There is a chair the table.
- 8 There is a chair the table.
- 9 There is a chair the table.
- 10 There is a chair the table.

6 Complete the descriptions with the correct form of there is / are (use the words in the box).

- Living apartment, perfect for a weekend break. Two bedrooms and a nice view of the sea. There is a (1) bedroom and a (2) bedroom. There is a (3) living room and a (4) kitchen. There is a (5) bathroom and a (6) terrace. There is a (7) balcony and a (8) garden.

7 Complete the sentences with an *is* or *are*.

- 1 There a big house in my street.
- 2 There a big house in my street.
- 3 There a big house in my street.
- 4 There a big house in my street.
- 5 There a big house in my street.
- 6 There a big house in my street.
- 7 There a big house in my street.
- 8 There a big house in my street.
- 9 There a big house in my street.
- 10 There a big house in my street.

VOCABULARY

8 A Choose the correct alternative.

- 1 I could get the table for my colleague on Monday morning.
- 2 The manager's great. She always / says / helps us for work.
- 3 Our new teacher is / helps / our class.
- 4 I never / forget / call on my friends.
- 5 I can't / read / books. I prefer to watch my favourite TV.
- 6 I can't / read / books. I prefer to watch my favourite TV.
- 7 My neighbour is very friendly. He always / helps / me.
- 8 My friend David / calls / me every week.
- 9 I can't / read / books. I prefer to watch my favourite TV.

B Complete the phrases with the words in the box. There are five extra words.

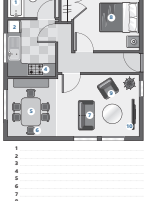
- since / since / play / read / remember / paint / not / sleep / turn / this / like / use
- 1 people
 - 2 people
 - 3 people
 - 4 people
 - 5 people
 - 6 people
 - 7 people
 - 8 people
 - 9 people
 - 10 people

9 Complete the sentences with the opposite of the words in brackets.

- 1 I'm very because I don't work at all.
- 2 The house is because it's too big.
- 3 The computer is because it's too slow.
- 4 The car is because it's too expensive.
- 5 The car is because it's too expensive.
- 6 The car is because it's too expensive.
- 7 The car is because it's too expensive.
- 8 The car is because it's too expensive.
- 9 The car is because it's too expensive.
- 10 The car is because it's too expensive.

10 REVIEW

10 Write the furniture or parts of the house (1-10).



11 Find eight places in a town in the word cloud.



12 Complete the words in the conversation.

- A: Hello, are you here?
B: Yes, this is my first day (1) in class. I'm a bit nervous.
A: Welcome to our class. Don't worry. I'll help you. Do you like the school?
B: Yes, it's nice. I like the teachers. They're all very friendly.
A: That's good. Do you like the school? Do you like the school?
B: Yes, I like the school. I like the school. I like the school.
A: That's good. Do you like the school? Do you like the school?
B: Yes, I like the school. I like the school. I like the school.

5-8 CUMULATIVE REVIEW

GRAMMAR

1 Repeat the words in bold with an object pronoun.

- 1 I really like my best friends. **They** are my best friends.
- 2 I really like my best friends. **They** are my best friends.
- 3 I really like my best friends. **They** are my best friends.
- 4 I really like my best friends. **They** are my best friends.
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- 9 I really like my best friends. **They** are my best friends.
- 10 I really like my best friends. **They** are my best friends.

2 Complete the sentences about the pictures with the correct form of the verb in brackets.

- 1 The man (read) the newspaper.
- 2 The woman (cook) the dinner.
- 3 The children (play) in the garden.
- 4 The dog (sleep) on the sofa.
- 5 The cat (sit) on the table.
- 6 The man (talk) to the woman.
- 7 The woman (look) at the picture.
- 8 The man (listen) to the music.
- 9 The woman (watch) the TV.
- 10 The man (play) the guitar.

3 Choose the correct alternative.

- 1 A: Where's the book?
B: It's on the table.
A: Is it on the table?
B: Yes, it's on the table.
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4 Complete the sentences with the correct form of there is / are, some, any, a or an.

- 1 There a book on the table.
- 2 There some water in the glass.
- 3 There any people in the room?
- 4 There a cat in the garden.
- 5 There any food in the fridge?
- 6 There a car in the garage.
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Course methodology

A note from the authors

OVERVIEW

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

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

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

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

Topics and content

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

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

Grammar

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

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

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

Vocabulary

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

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

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

Functional Language (How to ...)

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

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

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

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

Speaking

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

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

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

Introduction

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

Listening

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

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

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

Reading

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

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

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

Writing

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

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

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

Pronunciation

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

Future Skills

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

Teaching A1 Learners

Teaching any particular level of language learner presents the teacher with a unique set of challenges and rewards. Some are particular to that level only, while others are applicable to a number of levels. Here we will try to offer a few thoughts and guidelines for teaching A1 learners.

A1 can be the most rewarding level to teach; every lesson brings learners tangible advances in knowledge and skills, as they leave the lesson able to do or say something that an hour or two before was completely unknown to them. The particular challenges a teacher faces with A1 learners require less in terms of knowledge of the language and more in terms of technique, in particular the ability to convey the meaning of new language and instructions to people who may have heard little or no English in their lives.

It's sometimes said that there are no true A1 learners in English among adult learners, because of the omnipresence of the language, but of course there are many who are beginning their study of English with no more than a handful of words and phrases and perhaps very little experience of learning a language in a classroom. This point is perhaps one of the most important to keep in mind – that your A1 students may find the context and routines of your classroom completely alien. Their expectations will be informed by their previous learning experiences, and may include a view of the teacher's role as authoritarian and directive. Routines and formats we take for granted, like checking an exercise in pairs, completing communicative activities with more attention to meaning than form, and working out grammar rules and meanings of words from context, may be new and strange to the A1 learner. For this reason, considerable attention needs to be given to orienting A1 learners to what's expected of them, to how to complete basic procedures, and most of all to taking the initiative in indicating when they don't understand something. The nodding, smiling face of an A1 learner may be hiding an utterly confused individual too afraid to show their disorientation, and it's vital that the teacher establishes a clear communication with students from the start, so that minutes and lessons don't pass where one or more students don't know what's going on.

Introduction

Here are our Top Tips to help at this level:

- When planning your lessons, think through in detail how you will set up activities. It can be useful for A1 learners to hear instructions in English and become familiar with some basic expressions, and that should be part of your routine. It's also important to invest time in demonstrating to students how an activity is supposed to be done. This is essentially learner training; training students how to function in a modern language classroom.
- Be realistic in your expectations of what A1 learners can produce; while some learners at this level can comfortably carry out speaking tasks in the Student's Book, some will be very reticent about saying anything at all. Aside from providing encouragement and support, often there is little you can do to hurry the pace of their learning.
- Review of vocabulary is important at any level, but at A1 it is crucial. In part because the sound system of English is new, A1 learners find retention of vocabulary extremely difficult. Try to work vocabulary review games and activities into your warmers, fillers and coolers.
- Whenever learners do written tasks, whether they're copying from the whiteboard or completing a task in their books or tablets/laptops, closely monitor what they write. It's common for A1 learners to have serious difficulties with English spelling, and important that the record that they go home with is accurate.
- If you have a monolingual group and speak the learners' first language, consider doing so very selectively. It's useful for learners to hear English as much as possible, and careful planning of instructions can make these valuable listening practice. And the more you rely on learners' L1 to communicate, the more they will – and the greater difficulty they'll have becoming functional in English.
- If you have a multilingual group, consider providing extra support and/or homework for learners who are not able to rely on having similar words or grammar in their language or who have particular skills needs, for example coping with a different script.
- Grade your language so that it is easy to understand. As obvious as this may seem, it's important to remind yourself before and during a lesson. Grading language is a teaching skill that comes naturally for some teachers and which other teachers need to work on. Developing your own ability in this area will benefit your students enormously.

- Use gestures, visuals, real objects and concept questions when introducing language.
- If you're the kind of teacher who likes to adapt the Student's Book, consider limiting the extent to which you do this at A1. A first English course can be daunting for beginners, and the Student's Book can serve as a kind of anchor for them; and if they found a lesson completely overwhelming, it's much easier for them to go home and review the lesson if it came directly from the Student's Book.
- Be consistent about giving and checking homework, such as exercises online. A large proportion of learning – particularly retention – happens during self-study rather than during formal lessons.
- Finally, keep in mind that a language lesson may be an emotionally very stressful experience for A1 learners, more than at any other level. For this reason things that make each individual feel recognised and 'human' – encouragement, praise, the use of students' names, even a well-placed smile or eye contact (where culturally appropriate) – can go a long way towards learners leaving a lesson feeling positive and motivated, and looking forward to the next one.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

Sounds and Spellings

The importance of sounds for A1 students

At A1 level, it's important for students to become aware of some basic elements of English pronunciation which will help lay a good foundation for the rest of their learning. In the main lessons, they learn about sentence stress and intonation as well as some useful patterns such as the pronunciation of the third person -s in the present simple and -ed endings in the past simple. The lessons also include an initial introduction to how to link words in connected speech. However, for many students the sounds of a new language will present a number of specific challenges and this often depends on their first language and which sounds are very different for them or do not exist in their language. A focus on sounds at this level can help learners with all four language skills:

- **Listening:** When we know about the sounds of a language, we can become better at 'bottom-up listening', that is we can build up words and phrases from hearing their sounds. Of course, at the same time we use a lot of 'top-down listening', that is guessing what is being said from context and background knowledge.
- **Speaking:** When we learn to speak a new language, we often need a good amount of practice in making sounds and words. We may have to learn to use our mouth and voice in a way that is new to us. It's very confidence-building when we can pronounce words and phrases in a way that's understood by other people.
- **Reading:** When we're reading, most of us sub-vocalise the sound of words as part of our process of understanding what we're reading. Students need to be able to recognise the typical pronunciation of certain combinations of sounds to increase their ability to read fluently.
- **Writing:** Although these days many of us have spell-checking software and often write informally in messages and on social media where accurate spelling may not be so vital, many of us want or need to learn to write accurately in another language. Therefore it's important to focus on spelling and its relationship with sounds right from the beginning of our language learning.

The content of the Sounds and Spelling section

In the Sounds and Spelling section students have the opportunity to learn about some key recurrent elements of English pronunciation and writing:

- syllable stress in words and the schwa /ə/ sound often used in unstressed parts of words
- voiced and unvoiced consonant sounds
- short and long vowel sounds
- typical spellings for the three elements above
- common words which have 'special' spellings
- the final silent e and how this affects pronunciation

Using phonetic* symbols

Phonetic symbols can be a very useful tool for A1 students. They are particularly helpful:

- when students want a record of how a word is pronounced (and don't have access to an online recording!)
- when the spelling and sounds of a word are different, e.g. *women* /'wʊmɪn/, *listen* /'lɪsən/
- when two or three letters are only one sound, e.g. *repeat* /rɪ'pi:t/, *colour* /'kʌlə/

You may feel that it's a bit too challenging at this level for your students to learn the symbols, especially if they are coping with a new alphabet. However, we suggest that you think of the phonetic alphabet as a tool kit, and introduce the individual 'tools' to your students as needed, rather than approaching the phonetic alphabet as a system that students have to learn in its entirety as soon as possible.

**phonetic* = the sounds of all languages; *phonemic* = the sounds of one language – we use phonetic in the teacher's notes because it is a more internationally recognised word.

Targeted practice of sounds.

Guidance on common spellings of the sounds.

The screenshot shows a lesson page with the following sections:

- 6 PRONUNCIATION FOCUS 1** voiced and unvoiced consonants (B, N and V, /f/ and /v/)
- PRONUNCIATION FOCUS 2** /tj/ and /dʒ/
- PRONUNCIATION TIP** The sounds /v/ and /dʒ/ are unvoiced. The sounds /v/ and /dʒ/ are voiced.
- SPELLING TIP** In words we often spell: /v/ 1 2 3, /dʒ/ 1 2
- 2 A** Listen and write the questions. B Find five examples of each sound in the questions in Ex 2A.
- 3 A** Complete the table.
- SPPECIAL SPELLINGS** Write the words in bold in Ex 3a and the correct sound under each difficult spelling.

Pronunciation and spelling focuses relating to content from the unit.

Clear pronunciation guidance with supported practice.

Tips on English spelling that learners have encountered in the unit.

Fun activities to help students practise what they've learned.

This feature focuses on patterns of spellings that are particularly challenging to learners.

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

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

Types of test

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

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

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

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

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

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

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

Adult Benchmark and Pearson English International Certificate

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



Adult Benchmark

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

Pearson English International Certificate



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

1 welcome!

Global Scale of English **LEARNING OBJECTIVES**

1A Hello

- LISTENING | Understand people saying 'hello': hello and goodbye
- Introduce yourself: present simple *be: I, you*; countries and nationalities
- Pronunciation: intonation in greetings
- Write a chat message to introduce yourself; use capital letters, full stops and question marks

GSE INFORMATION

LISTENING

22 Can understand the main information when people introduce themselves (e.g. name, age, where they are from).

GRAMMAR

24 Can use subject pronouns with the correct form of the verb 'be' in the simple present.

VOCABULARY

10–29 Can use language related to greeting and saying hello.

10–29 Can use language related to introductions.

SPEAKING

13 Can ask someone what their nationality is.

10–29 Can use language related to nation, nationality and language.

WRITING

24 Can write a few basic sentences introducing themselves (e.g. name, age, where they are from), given prompts or a model.

1B Two jobs

- READING | Read about people with two jobs: jobs
- Pronunciation: word stress in jobs
- Talk about people and their jobs: present simple: *be: he, she, it*

GSE INFORMATION

VOCABULARY

10–29 Can use language related to jobs.

READING

28 Can extract personal details in a limited way.

GRAMMAR

24 Can use subject personal pronouns.

SPEAKING

27 Can say what someone's job is, using familiar common job names.

1C Checking in

- HOW TO ... | ask and answer simple questions: the alphabet
- Pronunciation: the alphabet

GSE INFORMATION

VOCABULARY

11 Can say the letters of the alphabet.

10 Can write the letters of the alphabet in upper and lower case.

HOW TO ...

22 Can understand the main information when people introduce themselves (e.g. name, age, where they are from).

SPEAKING

25 Can ask and answer simple questions in areas of immediate need or on very familiar topics.

1D What's your name?

- BBC STREET INTERVIEWS | Understand street interviews about what's in your bag: common objects
- Talk about what's in your bag: singular and plural nouns; *a, an; have, has*
- Write a lost and found post

GSE INFORMATION

PREVIEW

10–29 Can use language related to household objects and possessions.

VIEW

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

22 Can understand the main information when people introduce themselves (e.g. name, age, where they are from).

GRAMMAR

25 Can use common forms of 'have' in the present tense.

WRITING

25 Can write simple sentences about things that they and other people have.

SPEAKING

28 Can exchange personal details (e.g. where they live, things they have).

► For full coverage of GSE Learning Objectives go to page 222.

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.

▶ Introduce yourself to the class, saying *My name's ... I'm from ...*. As you do this, gesture to yourself and write the statements on the board. Then to their left write the two questions, i.e. *What's your name?* and *Where are you from?* Explain that Ss will watch a video of people answering these questions. They should listen and count how many speakers are from England. Play the video for Ss to answer the question. Put them in pairs to check their ideas, then play the video once more if necessary. Check the answer with the class.

ANSWER:

Two speakers are from England.

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to listen for the other countries. (Note that Ss will need to write the names of five countries in Lesson 1A, Ex 6, so this may be good preparation for that.)

If your class is weaker, provide greater support to exploit the video material by giving them these countries as a list, and asking Ss to tick the countries as they hear them: *Australia, China, England, Japan, Poland, Portugal, Serbia, Spain, the United States*.

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 Hello

GRAMMAR | present simple *be: I, you*

VOCABULARY | hello and goodbye; countries and nationalities

PRONUNCIATION | intonation in greetings

LESSON OVERVIEW

In this lesson, Ss learn greetings for different times of the day, and countries and nationalities. They practise asking and saying where they are from, using different countries. Ss are introduced to intonation and how we can use it to show friendliness. The lesson ends with a writing activity where Ss write a chat message to introduce themselves and practise using basic punctuation.

Online Teaching

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

- **Exs 1B and 1C:** Display the task and share your screen. After Ss listen to the conversations, annotate the task to show the correct answers.
- **Ex 3A:** Display the conversation on your device and share your screen. In feedback, elicit the answers and write them in. Ask individual Ss to read sentences aloud.
- **Ex 3C:** Ask Ss to type their answers in the chat box so that they can learn about each other.
- **Writing Bank 1A, Ex 2B:** Ask Ss to share their messages via a collaborative document to read each other's writing.

Additional Materials

For Teachers:

Presentation Tool Lesson 1A

Photocopiable Activities 1A

Grammar Bank 1A

Vocabulary Bank 1A

Writing Bank 1A

For Students:

Online Practice 1A

Workbook 1A


TO START

Say 'hello' in a bright way and wave your hand to show that you are greeting. If appropriate, you could shake hands with one or two learners and encourage them to say hello to you and even each other.

EXTRA SUPPORT: TEACHER Starting the lesson in English and giving instructions in English may be new for many learners. Ss benefit from picking up language in this way, so persist with it and explain, in Ss' first language if necessary, why you are doing it.

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

LISTENING

1 A  **1.01** | Focus attention on photos A and B. Tell Ss they will hear two conversations and they should match each conversation with a photo (A or B). Play the first conversation and put Ss in pairs to discuss their answer, then play the second conversation. Allow them to confirm or change their answer in their pairs, then elicit Ss' answers. If necessary, play the conversations again.

EXTRA SUPPORT: TEACHER Ss may be anxious about listening to English and their anxiety can mean they find even simple tasks challenging. Support them by explaining before they listen that you don't expect them to understand every word, and that you will play the recording twice. They should just focus on the task and they will find listening easier each time.

ANSWERS:

1 B 2 A

AUDIOSCRIPT 1.01

Conversation 1

J = James S = Sonia

J: Erm, hi.
 S: Hello.
 J: Are you a student?
 S: Yes, I am. Are you?
 J: Yes, I am. What's your name?
 S: I'm Sonia.
 J: I'm James. Nice to meet you.
 S: Nice to meet you, too. Where are you from, James?
 J: I'm from Canada.
 S: Oh, where in Canada?
 J: From Vancouver. And you, Sonia?
 S: I'm from the UK, from Manchester.


Conversation 2

A = Anna J = Jack

A: Good morning, everyone. Today, Jack Brown is with us. Jack?
 J: Hi, everyone. I'm Jack, Jack Brown.
 A: Good morning, Jack.
 J: I'm in China. So for me it's 'good afternoon'.
 A: Are you in Beijing?
 J: No, today I'm in Shanghai.
 A: So, let's go round the table and ...

B Focus attention on the information in the table. Point out the example and as you do so say *James is from Canada. He's from Vancouver.* Ask Ss to match the other names with a country and a city, by drawing a line. Point out that there are three extra cities they don't need. Ss can compare answers in pairs, but don't check the answers as a class yet.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and reading or writing at the same time, challenging. In this exercise, you could play the recording in segments, pausing after each speaker to allow time for them to read the names and answer. When they have finished, play the recording without stopping so Ss can listen and check.

C  **1.01** | Play the recording again. Check answers as a class.

ANSWERS:

Sonia – the UK – Manchester
 Jack – China – Shanghai

GRAMMAR

present simple *be: I, you*

2A Focus attention on the exercise and gaps. Point out that this is an extract from the first conversation in the recording and that 'm is the short form of *am*. Read the first line aloud then elicit the first answer as an example, then ask Ss to complete the rest of the sentences. When they have finished, check answers with the class and write them on the board.

EXTRA SUPPORT With weaker classes, point to yourself and say 'I', then gesture to one or more Ss and say 'you'. Then say 'I am', emphasising the verb, and 'you ...' to see if Ss can produce the verb. Repeat both forms a few times chorally, with Ss gesturing to themselves for 'I am' and to another student for 'you are'. Write these on the board. Point out that *I'm* and *you're* are the contracted forms.

ANSWERS:

1 Are 2 am 3 'm

EXTRA IDEA Ask Ss to practise reading the conversation aloud in pairs. When they have finished, they can change roles. You could also point out that this is the present simple form of the verb *be* and that when we make questions the verb and subject change place. Show this on the board with arrows.

B The Grammar Bank on page 92 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 92 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, focusing especially on how we replace a missing letter with an apostrophe. Point out that contracted forms, where the subject and its verb or the verb and *not* join with an apostrophe, are completely usual and Ss should aim to use these rather than full forms. There are some occasions when we don't contract because it's hard to say. For example: the first person (*am*) and the negative (*not*) are not contracted (~~*amn't*~~).

1 This exercise practises the form of *be*. Read the instruction with the class and point out that A and B are two people, then ask Ss to work alone and write the words in the gaps in the conversation. Ss check in pairs, then check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Provide two alternatives for each gap, one correct and one distractor, for Ss to choose from. This is more closely focused and reduces the writing load.

ANSWERS:

2 I 3 Are 4 not 5 are 6 you 7 am 8 I

EXTRA SUPPORT: TEACHER You could point out that *are* in gap 3 needs a capital letter because it is at the beginning of a sentence, but don't worry about this too much at this point as Ss will learn more about using capital letters later in this lesson and will be taught the full alphabet in Lesson 1C.

EXTRA IDEA Ss will benefit from practising reading the conversation aloud in pairs, changing roles when they have finished. Fast finishers can practise again with a new partner.

2 This exercise practises contracted forms. Look at the example with the class, then ask Ss to change five verbs to contracted forms, then check in pairs. Tell them to refer to the Grammar Bank notes to check what can/can't be contracted if they need to. Check answers with the class. Make sure that Ss have not contracted forms where they should not have (e.g. ~~*Where're*~~ and for short answers). As a follow-up, you could put Ss in pairs to practise the conversations.


EXTRA SUPPORT: DYSLEXIA To help Ss focus on the main point of the exercise, first highlight the verbs that need changing, then ask Ss to make the changes.

ANSWERS:

- 1** A: (2) ~~*I am*~~ **I'm** in South Africa.
 B: Really! (3) ~~*You are*~~ **You're** in South Africa!
 Where in South Africa?
 A: (4) ~~*I am*~~ **I'm** in Cape Town today and in Johannesburg tomorrow. Are you well?
 B: Yes, I am. And you?
 A: (5) ~~*I am*~~ **I'm** very well, thank you.
- 2** A: Hello. Are you a teacher?
 B: No, (1) ~~*I am*~~ **I'm** not.
 A: OK, (2) ~~*you are*~~ **you're** a student.
 B: Yes, I am. (3) ~~*I am*~~ **I'm** Elif Buruk.
 A: Where are you from, Elif?
 B: (4) ~~*I am*~~ **I'm** from Turkey.
 A: OK. (5) ~~*You are*~~ **You're** in class A1.

3A Focus attention on the gapped conversation. This exercise is a bit harder as Ss need to choose and write the correct verb or pronoun and use capital letters when necessary.

EXTRA SUPPORT With weaker classes, and for Ss with dyslexia who can find it difficult to read and process sentences with gaps, write the options on the board for them to choose from, i.e. *'m, am, Are, are, I (x2), not, you*. If your class is mixed ability, encourage stronger Ss to work without this support.

B  **1.02** | Play the recording for Ss to check their answers. Check answers with the class, write them on the board, then ask Ss to listen again. Drill the conversation with the class chorally and individually, focusing on the questions.

ANSWERS:

2 I 3 are 4 I 5 Are 6 am 7 you 8 not 9 'm

EXTRA IDEA Ss at this level need to build speaking confidence. For extra practice, ask them to read the conversation aloud in closed pairs. Then ask two confident Ss to read the conversation across the class, in an open pair. If Ss are keen, ask more pairs to read. Encourage all efforts and resist directly correcting too much. At the end, drill a few troublesome words or phrases chorally.

C Complete the sentence about yourself on the board. Point out where capital letters are needed, i.e. for first name, city and country. Then ask Ss to complete the sentence with their own information. Move around the class and support as needed.

- D** Use your own information and the example in Ex 3A as a model for a conversation with a stronger student. Put Ss in pairs to talk about their name, city and country. When they have finished, ask one or two pairs to repeat their conversation for the class.

VOCABULARY

hello and goodbye

- 4** Look at the clock or your watch very obviously and say the appropriate greeting for the time shown. Refer Ss to the box and ask them to write in the greetings for each picture, then check in pairs. Check answers with the class. Point out that afternoon is usually 12.00–6.00 p.m. and evening usually refers to after 6.00 p.m. Drill the greetings chorally.

EXTRA SUPPORT: DYSLEXIA Write the list of greetings on the board vertically, in case Ss have difficulty with the horizontal arrangement in the box.

EXTRA SUPPORT: TEACHER Ss may be confused about the difference between *Good evening* and *Good night*. Explain that *Good evening* is a greeting when we arrive somewhere, and *Good night* is used when we are leaving (or going to bed). Point out that *Goodbye* is one word, whereas the other expressions with *Good* are two words. You could also tell Ss which expressions are less formal (i.e. *Hi, Hey, Bye, See you*).


ANSWERS:

- 2–3** Hi, Hey
4 Good morning
5 Good afternoon
6 Good evening
7–9 Bye, Goodbye, See you
10 Good night

PRONUNCIATION

intonation in greetings

EXTRA SUPPORT: TEACHER The intonation focus here is important for many learners as in many languages the pitch range is much narrower than in English, and learners using their 'native' pitch range risk sounding unfriendly. The practice of 'bad' intonation in Ex 5B helps reinforce the difference in sound and the importance of a wider range. However, if you feel this section is not relevant for your Ss, there is additional pronunciation material in the Vocabulary Bank for this lesson, focusing on word stress in the names of countries and nationalities.

- 5A**  **1.03** | Focus attention on the pictures of the faces, A and B. Explain that Ss will hear two conversations and that they need to match each one with a face. Play the first conversation and elicit ideas, but don't confirm the answer yet. Play the second conversation, then elicit ideas and confirm the answers. Ask Ss to say why they chose the faces to go with each recording and elicit/emphasise the importance of intonation in communicating feelings.

ANSWERS:

- 1** B **2** A

AUDIOSCRIPT 1.03

A: Hello, I'm Sonia.

B: Hi, Sonia. I'm James. Nice to meet you.

- B** Read the instruction with the class. Model the activity yourself by choosing a greeting from Ex 4 and saying it in a very flat or a lively way, so that Ss can call out A or B. Put Ss in pairs to say a greeting to their partner who should listen and say A or B.
- C** Put Ss in new pairs to introduce themselves. Move around the class and listen for accuracy and friendly intonation. When they have finished, ask if any Ss want to repeat their conversation in front of the class.

EXTRA IDEA You could give Ss a rolecard with a name, city and country to use when introducing themselves. This may add some variety to the conversations, especially if your Ss are all from the same place or area.

EXTRA CHALLENGE You could have a clock or call out different times or use pictures (sun/moon) and change these during the activity so that Ss have to keep changing their hellos and goodbyes according to the time of day. With a stronger class you might also have a picture of two people in a formal setting and two in an informal setting so that Ss have to adjust their choice of greeting.

SPEAKING

- 6** Put Ss in pairs and ask them to write five countries. Remind them that countries need a capital letter. Fast finishers can write more than five. When they have finished, refer Ss to the Vocabulary Bank on page 125 to check if any of their ideas are there.

VB ▶ page 125 **VOCABULARY BANK** countries and nationalities

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.

EXTRA SUPPORT: TEACHER If necessary, teach any countries that are not in the Vocabulary Bank but are relevant to your class. With weaker classes or if you are short of time, you could simply concentrate on the countries most relevant to your Ss.

1 A Look at the countries in the table with the class, pointing out that while both *the US* and *the USA* are correct, the most common way for speakers to refer to the country is *the US* and Ss will meet this in their reading and listening. The full term 'the USA' can sound like British people saying 'I'm from Great Britain', i.e. rather old-fashioned.


Show how the nationalities follow one of three suffix patterns or are irregular. Complete a further example as a class, then ask Ss to continue alone, then check in pairs. Go through the answers as a class, making sure Ss have correct spelling (e.g. *Spanish* not *Spainish*). It may be helpful to complete the table on the board, and it can then also be used in Ex 1B to show the stress.

EXTRA SUPPORT With weaker classes, elicit Ss' ideas and write them on the board. Then go through the irregular nationalities as a group and add them to the board.

EXTRA SUPPORT: TEACHER Depending on your class, Ss may not be aware that the US / the USA = *American* and the UK = *British*. You may therefore need to provide these nationalities.


ANSWERS:

- | | |
|--------------|-----------------|
| 1 Australian | 8 South African |
| 2 Brazilian | 9 South Korean |
| 3 Colombian | 10 Spanish |
| 4 Indian | 11 Turkish |
| 5 Italian | 12 British |
| 6 Mexican | 13 Vietnamese |
| 7 American | 14 Japanese |

B  **VB1.01** | Refer Ss to the completed table. Ask them to listen and underline the stressed syllable in each country and nationality. Point out that there is only one main stress, even in longer words, and that the stress is always on a syllable with a vowel sound. There is no syllable stress on one-syllable words. Play the recording, pausing as needed. Check the answers.

ANSWERS:

Argentina, Argentinian
 Australia, Australian
 Brazil, Brazilian
 Colombia, Colombian
 India, Indian
 Italy, Italian
 Mexico, Mexican
 the US, the USA, American
 South Africa, South African
 South Korea, South Korean
 Poland, Polish
 Spain, Spanish
 Turkey, Turkish
 the UK, British
 China, Chinese
 Vietnam, Vietnamese
 Japan, Japanese
 France, French
 Germany, German
 Switzerland, Swiss

C  **VB1.01** | Play the recording again for Ss to listen and repeat chorally. Follow with further individual drills if you feel Ss need it.

D Ask Ss to look at the table and practise saying a country and the nationality in pairs, like a kind of tennis game. Student A says a country and Student B answers with the nationality, then B says a new country and A answers, and so on, trying to keep a constant rhythm. Fast finishers and stronger learners can close their books and continue.

7 A Put Ss in groups of three or four. Ask Ss to note a city and its country, not their own. Monitor to make sure everyone in the group has a different one, but tell Ss not to tell each other at this point. They don't need to write a sentence.

EXTRA IDEA: DIGITAL If Ss are unsure of cities in their chosen country, they could look them up using their devices. For Ex 7B it will be best if they don't choose anywhere too obscure, though.

B Look at the example with the class and demonstrate with a stronger student first, with the student taking the role of A and guessing. Ask Ss to ask and answer in their groups. When they have finished, ask Ss if they guessed correctly.

WRITING

write a chat message to introduce yourself; use capital letters, full stops and question marks

8A Focus attention on the text and say it's a chat on a website. Ask Ss to read and answer the question, then check in pairs. Check the answer with the class. If necessary, point out that Berna and Carmen introduce themselves, so they aren't friends.

ANSWER:

Berna and Carmen are not friends.

B Refer Ss to the Writing Bank on page 88.

WB ▶▶ page 88 WRITING BANK

1A Focus attention on the chat and elicit where you would see it (online / in a chat room). Point out that this is a continuation of the chat Ss saw on page 9. Draw attention to the words in bold and ask Ss how they are similar (they all start with a capital letter). Ss read the chat and match the rules with the words in bold, then check in pairs. Check answers with the whole class and elicit a summary of when we need to use capital letters.

EXTRA SUPPORT: DYSLEXIA It may help dyslexic learners if you read the list of reasons for using capital letters to the class to help them identify what they are looking for. Alternatively, pair Ss with a partner who can read the reasons to them.

ANSWERS:

- | | |
|-------------------------------|------------------|
| 1 Where | 4 London |
| 2 I (in 'I'm Carmen.') | 5 Spain |
| 3 Berna | 6 Turkish |

B Ss can look for examples in the chat messages to help them complete the rules, and then compare answers in pairs. Check answers with the whole class. You could ask Ss if they have the same or different rules for capital letters in their language(s).

EXTRA SUPPORT: DYSLEXIA It may help dyslexic learners if you read the versions of the rules with both alternatives in place aloud to the class before they choose.

ANSWERS:

- 1** at the end **2** question

C Ss correct the chat using capital letters, full stops and question marks where necessary, then check in pairs. Allow plenty of time for this. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Simplify this activity for Ss with dyslexia by reducing the number of missing capitals to just one per line. Suggest a focus on the punctuation first, and then the capitalisation rather than tackling both aspects together.

ANSWERS:

Hi, I'm **M**artín.
Where are you from?
 I'm from **M**exico.
Are you **A**merican?
 Yes, but I'm in **A**ustralia now.

2A Ss should write a chat message to their partner, and, as this is the first unit, reassure them and allow plenty of time for this. As a guide, you can expect Ss to write two or three sentences. Monitor and offer help where necessary, reminding Ss about correct capitalisation and punctuation in particular.

B When they have finished, ask Ss to pass their message to a partner and reply in writing. If Ss are keen, they can do this several times, answering messages from different Ss. In feedback, ask a few Ss to share any new information they found out with the class.

EXTRA: ALTERNATIVE IDEA If your Ss come from the same place and you want to create variety, you could assign Ss names, cities/countries and other personal information, or give a list of countries for them to choose from (e.g. the Vocabulary Bank).

EXTRA IDEA: DIGITAL Ask Ss to send their chat introductions on their phones, or if teaching online, use the chat function.

TO FINISH

Write the following questions on the board:
Where do you write a chat message like this?
Do you go online?

Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion about how they could use online settings to practise their English.

1B Two jobs

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

VOCABULARY | jobs

PRONUNCIATION | word stress in jobs

LESSON OVERVIEW

In this lesson, Ss learn vocabulary for jobs. The context is a reading about two people and their weekends. This leads into the grammar where Ss are introduced to the third person singular form of the verb *be*. The lesson ends with a communicative speaking activity where Ss talk about someone they know.

Online Teaching

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

- **Ex 2A:** Drill the word stress individually in the main room, by pointing at a photo and nominating Ss in turn.
- **Ex 3:** Use breakout rooms for Ss to mime in pairs.
- **Ex 5A:** Ask Ss to write their answers in the chat so you can assess individuals and they can learn from each other.

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

Start the lesson by saying and writing on the board: *I'm a teacher. It's my job.* See if any Ss volunteer to share their jobs (or family members' jobs) with the class and help them with the correct pronunciation. Tell Ss that jobs is today's lesson topic.

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 This warm-up exercise assumes some knowledge of jobs vocabulary. Put Ss in pairs to help each other name the jobs they can see. Don't check the answers yet.

EXTRA SUPPORT With weaker classes, you may want to skip Ex 1A and start with the matching in Ex 1B, which provides the vocabulary for the jobs.


B Demonstrate the activity by asking Ss to identify which photo (A–D) is a doctor. Put Ss in pairs to match the remaining photos with the jobs. Go through the answers.

ANSWERS:

1 A 2 – 3 D 4 C 5 B
'teacher' is not in the photos.

PRONUNCIATION

word stress in jobs

2 A  **1.04** | Look at the example with the class and elicit that the underlined syllable is longer and louder. Play the recording for Ss to underline the stressed syllable in the rest of the jobs. Put Ss in pairs to compare, then go through the answers and drill with correct stress. Point out that while English does not have a written accent system, stress is an important part of being able to use a word, so they should systematically record the stress on new vocabulary. It's a good idea to mark the stress in a different colour, to emphasise that it's not part of the word.

EXTRA SUPPORT If Ss struggle to hear the stress, they could try finding the stressed syllable in their names, applying the stress in the wrong place and then in the right place.

EXTRA SUPPORT: DYSLEXIA Underlining can be a problem for dyslexic learners, because text is already visually unstable and it can make the words appear to run together. You could ask Ss to put a box on the stressed syllable, ideally in a different colour to show that it's not part of the word.

ANSWERS:

1 a doctor 2 a teacher 3 a waiter
4 a taxi driver 5 a singer

B Refer Ss to the Vocabulary Bank on page 125.

VB ▶ page 125 **VOCABULARY BANK** jobs

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

1 A Refer Ss to the photos and ask them to write the letter of the photo next to the word. Ss should work alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA In this exercise, Ss with dyslexia might find it helpful to cover the words they are not focusing on at any one time. This might also help reduce distractions when they do Exs 2B and 2C as well.

ANSWERS:

1 B 2 G 3 F 4 H 5 E
6 I 7 C 8 J 9 A 10 D

B **VB1.02** | Refer Ss to the photos and ask them to look at the photos and repeat as they hear the words on the recording. They don't need to write anything. Play the recording.

2 A Put Ss in pairs and refer them to the two example sentences. Ask them to use these to choose the correct word to complete rules 1–3. The general rule about *a/an* with singular nouns will be covered in Lesson 1D.

ANSWERS:

1 a(n) 2 a 3 an

B Look at the examples, drawing attention to the initial letter of each job, then ask Ss to work alone to write *a* or *an* in front of the jobs in Ex 1A. Ask Ss to compare answers in their pairs, then go through the answers as a class.

EXTRA SUPPORT If your class is not confident about the vowels, you could write all five (*a, e, i, o, u*) on the board for reference.

ANSWERS:

3 a 4 a 5 a 6 an
7 a 8 a 9 a 10 an

C **VB1.03** | Look at the example and say *a bus driver* with the correct stress and drawing attention to the underlined syllables. Then ask Ss to listen and underline the stress in the jobs in Ex 1A. Ask Ss to compare answers, then go through the answers as a class. Drill as needed. Several examples have two words. You could point out that when the job has two words, as in the example, the first word (but not the article *a/an*) usually takes the main stress (though not in the case of a *digital designer*).

ANSWERS:

2 an actor
3 a nurse
4 a police officer
5 a shop assistant
6 an office worker
7 a businessman, a businesswoman
8 a digital designer
9 a football player
10 an artist

3 A Do an example with the class, where you mime a job for Ss to identify, then put Ss in pairs to take turns to mime and guess the jobs. They don't need to write. Move around and listen. When they have finished, drill any jobs that were mispronounced.

B Ask Ss to work alone and write their job. If they are not working, they can say *student*, or can choose the job they'd like or write the job of a parent or family member. Be on hand to help with vocabulary and spelling.

EXTRA IDEA If Ss' own job (or future job) is not featured in the Vocabulary Bank, encourage them to check it in a dictionary and help them locate the stress to pronounce it correctly. It may be necessary to teach *unemployed* and *retired*. These are adjectives, covered at A2, so point out that the different structure, e.g. *I'm a retired.*, does not need *a*.

3 Draw a job on the board, e.g. a doctor listening with a stethoscope, and ask 'What job is this?' Then, when Ss call out, refer them to the question in the model conversation, i.e. *Are you a ... ?* and the short answer forms *Yes, I am.* and *No, I'm not.* Either do another example or invite a confident student to do one, then put Ss in pairs to continue. Ss can either draw jobs, or if they prefer, they can continue to mime jobs, as they did in the Vocabulary Bank.

READING

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

- 4A** Refer Ss to the text and ask them to match the person in each paragraph with two of the photos in Ex 1A. Give Ss a few minutes, then put them in pairs to discuss. They don't need to read the text aloud. When they have finished, elicit the answers.

EXTRA SUPPORT: TEACHER As a first reading, Ss are looking for the main ideas. This should be a quick task, as they are practising gist reading. For the second reading, in Ex 4B, which requires more detailed understanding, Ss will need more time. Ss don't need to know the technical terms or be told to read more quickly/slowly, but it can be helpful to give a time frame to encourage them to read in the right way.

EXTRA SUPPORT: DYSLEXIA For dyslexic learners, play the recording of the text or read it aloud yourself, with Ss tracking the text as you do so. Designated Ss can listen to the recording on individual devices. They can listen to it again to help them complete Ex 4B.

ANSWERS:

Carol Harris: A, B

Silvio Rossi: C, D

- B** Draw Ss' attention to the table and point out that they need to find the answers in the text, which they should read silently. Do the first one together and write it on the board to show that they don't need to write sentences. Ask Ss to continue alone, then check in pairs before going through the answers as a class. Complete the table on the board so that Ss can see if their answers are right.

EXTRA SUPPORT: DYSLEXIA This is the first reading of the course. Allow plenty of time, even if it appears simple. Ss may struggle to read and process the text, then fit their answers in the table. You could provide alternatives for each answer, so that Ss just have to choose from the two provided and circle the correct one.

ANSWERS:

name	job in the week	job at the weekend	happy or not?
Carol Harris	doctor	singer	yes
Silvio Rossi	taxi driver	waiter	yes

EXTRA IDEA Ss add an extra row to the table and complete it with their own information, or that of a family member or friend.

GRAMMAR

present simple *be: he, she, it*

- 5A** Point out that the first answer is done as an example and invite Ss to tell you the second answer. Highlight this on the projected task or write it on the board. Ss continue alone, then check in pairs. Check answers with the class and write the verbs on the board. With stronger classes, ask if the verb is positive or negative and how we know that sentence 5 is a question.

ANSWERS:

2 's 3 isn't, 's 4 is 5 Is

- B** Ss refer to the sentences in Ex 5A to complete the rules. The first one is done for them. Ask them to continue alone or, with weaker groups, do it as a class. Go through the answers and allow time for questions.

ANSWERS:

2 isn't 3 Is

- C** The Grammar Bank on page 93 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 93 **GRAMMAR BANK**

This practises the form and use of the verb *be* with *he, she* and *it*. Read the notes with the class or give them a few minutes to read alone then answer any questions they have. Draw Ss' attention especially to the way that the verb and subject change position when we make questions. Point out also the apostrophe for a missing letter, and the two options for the negative – *she isn't* and *she's not*. If Ss want a preferred option, *isn't* is probably more commonly used.

EXTRA SUPPORT: TEACHER As a policy, *Speakout* strives for gender neutrality and inclusion in its language. Throughout the levels there are examples of this type of language, e.g. *Talk to a partner and ask them ...*, rather than *Talk to a partner and ask him/her ...*. Effectively this is a third person plural substituting for a third person singular in order to be gender neutral. While it is not necessary, or wise at A1 level, to draw Ss' attention to this, if Ss notice it at any point be prepared to explain that this is common in English when we do not wish to make assumptions about people's gender. The third person singular *it* can not be used in such contexts.

- GB 1** Focus attention on the first sentence and discuss as a class why the example answer is correct (*businesswoman* → *she*) and point out that only one alternative is correct in each case. Elicit the second answer and discuss in the same way (*city* → *it*). Ask Ss to continue alone to choose the correct alternative and then compare answers in pairs. Check answers with the class and drill the correct sentences in feedback.

ANSWERS:

- | | | |
|-------------|----------|------------|
| 2 It's | 3 He's | 4 isn't |
| 5 Is Imani | 6 What's | 7 it is |
| 8 she's not | 9 isn't | 10 Where's |

- 2** Look at the example and ask Ss what is missing from the prompts (the verb and a preposition). Point out that in the exercise they need to write the sentences including a verb and sometimes another word, too. Ss write the sentences alone, then check in pairs. Check answers with the class and write the full sentences on the board in the correct form for Ss to check spelling. Drill chorally if it feels appropriate. Pairs could also practise saying the correct questions and answers.

EXTRA SUPPORT: DYSLEXIA The main focus in this exercise is the verb *be*. Make the exercise more accessible for dyslexic learners by filling in the prepositions and only gapping the verb *be*.

ANSWERS:

- 2 It's in Vietnam.
- 3 She's from the USA.
- 4 He's from South Korea.
- 5 Yes, she is.
- 6 No, she isn't.
- 7 No, she isn't. She's Australian.
- 8 No, it isn't. It's in Colombia.
- 9 No, he isn't. He's from the UK.

- 3** Read the example with the class, then ask Ss to complete the rest of the questions. Move around and check Ss are using capital letters where needed. In feedback, check answers with the class and write the questions on the board.

EXTRA SUPPORT: DYSLEXIA This type of exercise, which mixes questions starting with auxiliary verbs and different question words might be difficult for Ss with dyslexia. In this case, you could go through as a class and establish which ones need question words before Ss start. You could also reduce the number of missing words to just one in each sentence, primarily focusing on the verb *be*.

ANSWERS:

- | | | |
|----------|----------|-----------------|
| 2 Is, in | 3 Is, a | 4 Where's |
| 5 Is | 6 What's | 7 Where's, from |
| 8 What's | 9 Is | |

- 6A** Look at the exercise and explain that in each conversation A is showing a photo of a friend to B, and that some sentences are out of place. Fill the first gap as a class, then ask Ss to continue alone and write the correct sentences. Ss can compare in pairs before you check answers as a class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may struggle with ordering activities. You could work through the exercise as a class, reading out both the gapped conversations and the sentences. Alternatively, you could provide the missing sentences for each conversation on a separate piece of paper for Ss to move up and down next to the conversations to identify the correct one to fill each gap.

ANSWERS:

- 1 c 2 b 3 a 4 b 5 c 6 a

- B** Put Ss in pairs to practise the conversations. When they have finished, ask them to change roles.

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

SPEAKING

- 7** Put Ss in A/B pairs and refer them to the relevant pages.
- 1 Ask Ss to look at the photos and information. Point out or elicit that they only have information about three of the photos and that they should write three *yes/no* questions about each of the other three photos to find out about the people and city in them.
 - 2 When Ss have written their questions, model the activity with a strong student, asking one or two questions and writing the short answers (*Yes, he/she/it is.* and *No, he/she/it isn't.*) on the board, based on the information given. Then ask Ss to work in their pairs for Student Bs to ask and Student As to answer about photos A–C. Faster Ss can ask more questions. Move around the class and monitor.

- 3 Once Student Bs have asked all their questions, Ss change roles and Student As ask questions about photos D–F for Student Bs to answer, based on the information given. Continue to move around and monitor. When they have finished, drill any problematic words. Ss can show each other their books to find out the correct information about the photos once they've finished the activity.
- 8 Ask Ss to take out their phones and find pictures of friends they can show. If possible, demonstrate with a photo of your own, saying *This is ...* and inviting questions. Put Ss in pairs to show their photos and ask questions. Stronger learners can extend the conversation.

TO FINISH

Ask Ss if they speak English outside the class and how they could find opportunities to do so. For example, they could create a class group in a messaging app where they can exchange messages in English.

1C Checking in

HOW TO ... | ask and answer simple questions

VOCABULARY | the alphabet

PRONUNCIATION | the alphabet

LESSON OVERVIEW

In this lesson, Ss learn to say the letters of the alphabet. The context is a set of conversations at reception desks. This leads into the functional language, where Ss also listen to and practise polite phrases. The lesson ends with a speaking activity where Ss exchange personal information and practise spelling their personal details.

Online Teaching

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

- **Ex 2A:** Display the table on your device and share your screen. Complete it with Ss' help. When you have finished, use the pointer to elicit and drill individual sounds.
- **Ex 3B:** Dictate the spelling. Ss write their answers in the chat so they can compare.
- **Ex 7D:** Put Ss in groups of three in breakout rooms. While two have their conversation, the third listens to their pronunciation of the alphabet, then they change.

Additional Materials

For Teachers:

Presentation Tool Lesson 1C

Photocopiable Activity 1C

Grammar Bank 1C

For Students:

Online Practice 1C

Workbook 1C

TO START

Say your name and then write on the board: *My name is _ _ _* . with a line for each letter and invite Ss to try and spell out your name. Help and correct them. Explain that using the alphabet is today's topic.

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


the alphabet

1 A Focus attention on 1–6 and put Ss in pairs to try saying them. When they have finished, check answers with the class. Drill the abbreviations chorally and individually.

EXTRA SUPPORT: TEACHER In case Ss ask you about the abbreviations:

- 1 BBC – British Broadcasting Corporation
- 2 EU – European Union
- 3 OK – Oll Korrekt (i.e. a slang misspelling of ‘all correct’)
- 4 UK – United Kingdom
- 5 USA – United States of America
- 6 www – World Wide Web


Note that the above are all initialisms, which are abbreviations formed from initial letters.

B  **1.05** | Refer Ss to the chart and point out how each letter has upper-case (capital, in dark green) and lower-case (small, in light green) forms. Play the recording for Ss to listen and repeat. Pay special attention to tricky letters such as the vowels and Q and R.

PRONUNCIATION

the alphabet

2 A Refer Ss to the table. Say *name* and show how the vowel sound appears in bold in the word. Work down the column and say the words, each time pointing out the vowel sound (or write the words on the board with the vowel sounds marked). Then begin going through the alphabet, starting with A and match each letter with its word. Point out the small numbers in front of the first letter in each group. When you get to C, ask Ss which number the letter goes with and gesture to the board. Continue with this for as long as Ss need, then ask them to continue in pairs. Don't check the answers yet.

B  **1.06** | Play the recording for Ss to check their answers, then check answers with the class. Play the recording again for Ss to listen and repeat.

EXTRA SUPPORT: TEACHER Some Ss may struggle with pronouncing the names for certain letters, so drilling is important here to help give them practice and confidence.

Ss may initially be confused by the fact that the table refers to both sounds and letters. The lack of sound–spelling correspondence in English is a challenge. In spelling, the vowels are *a, e, i, o, u* and the consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*. However, as an example, standard British English has twelve vowel sounds and eight diphthongs.

When these vowels and diphthongs appear at the beginning of a noun, we use the article ‘an’ and not ‘a’. There is some possible confusion though: for example, with *u*, which is sometimes pronounced with a consonant sound /j/ before it, e.g. *university*, and so takes the article ‘a’; sometimes an initial *h* is silent, e.g. *an hour*. Ss don't need to be told all this at this stage, but you may need to make them aware if they make mistakes.

EXTRA: ALTERNATIVE IDEA To check the answers to Ex 2A, you could drill the sounds chorally, saying the word and the letters that follow it, and eliciting the missing ones as you go. Use a pointer to drill individual letters randomly, especially the vowels. Ss can continue pointing and pronouncing in pairs.

ANSWERS:

name /eɪ/	1	A H J K
three /i:/	2	B C D E G P I V
ten /e/	3	F L M N S X Z
nine /aɪ/	4	I Y
no /əʊ/	5	O
you /u:/	6	Q U W
car /ɑ:/	7	R

EXTRA CHALLENGE Choose a few everyday words seen in previous lessons, for example *she, doctor, Italian, name*. Say the letters and ask Ss to write them. Ask Ss to pronounce the words after they have written them.

3 A Refer Ss to 1–6 and ask them to say them. Point out that we say each letter, so *V-I-P*, rather than *vip*. Be aware that some abbreviations though are now commonly said by younger people as words or acronyms, e.g. *ASAP* and *LOL*. Point this out if you think it's relevant to your Ss.

EXTRA IDEA: DIGITAL If Ss are interested in finding out about the abbreviations, they can go online and find their meanings as an out-of-class activity, rather than taking up classroom time for you to explain them. Discuss which Ss recognise and which are informal / used in instant messaging and see if Ss can suggest any more that they know.

B Put Ss in A/B pairs and refer Student As to pages 124–125. Ask them to choose five words and spell each word in turn to their partner who should write the letters. It's important that Student Bs don't look at Student A's pages but write what they hear. When they have finished, A checks B's spelling and they change roles. Move around and monitor. Drill any problematic letters at the end.

EXTRA IDEA You can extend this practice by having Ss spell the names of famous people, places, etc. to each other.

How to ...

ask and answer simple questions

4A Focus attention on the pictures and ask Ss what they are or where they would see them. Accept any reasonable answers (*ID cards, hotel, etc.*). Look at picture A together and discuss which is the first name (*Amelia*) and which is the surname (*Clarke*). Point out that the family name (surname) comes second in English. Ss read the words in the box and find examples, then check in pairs. Check answers with the class. Don't worry if Ss can't pronounce the names.

EXTRA SUPPORT With weaker classes, review how to say numbers 1–9 before starting this exercise. You could count them around the class. Point out that in phone numbers we usually say 'O' (oh) and not zero.

ANSWERS:


first name: Amelia, Imagen (incorrect version of Imogen but don't point this out as Ss have to find the mistake in Ex 4C), Eduardo

surname: Clarke, Menzie, Lopez

address: 7 River Road

phone number: 913 845 662

EXTRA IDEA If Ss are wearing ID cards, or have easy access to them, ask them to show each other, identifying any of the features in the box they include.

B  **1.07** | Tell Ss that they are going to listen to three conversations and that they should relate each one to a picture (A–C). Play the recording, then ask Ss to check in pairs. Check answers as a class.

ANSWERS:

1 B 2 C 3 A

AUDIOSCRIPT 1.07

Conversation 1

- A: Can I help you?
 B: Yes. I'm here for the conference.
 A: What's your name?
 B: Imogen Menzie.
 A: How do you spell your surname?
 B: M-E-N-Z-I-E.
 A: OK, here it is. First name Imogen?
 B: That's right. I-M-O-G-E-N.
 A: Here's your name card. The conference is in room 238.
 B: Thank you. Oh wait, there's a mistake ...


Conversation 2

- C: Hello.
 D: Hello. I'm a new student.
 C: OK. What's your name?
 D: Eduardo Lopez.
 C: How do you spell your surname?
 D: L-O-P-E-Z.
 C: Just a moment. L-O-P-A-Z?
 D: No, L-O-P-E-Z.
 C: Sorry, L-O-P-E-Z?
 D: Perfect.
 C: And your first name ... E-D-U-A-R-D-O ... ?
 D: That's right.
 C: Great. And what's your phone number?
 D: It's 9-1-3-8-4-5-6-6-0.
 C: Sorry, can you repeat that, please?
 D: 9-1-3-8-4-5-6-6-0.
 C: OK, Eduardo. Here's your student card.
 D: Thank you!
 C: No problem.

Conversation 3

- E: What's your surname?
 F: It's Clarke.
 E: Clarke ... Hmm ... How do you spell that?
 F: C-L-A-R-K-E.
 E: Your name isn't here.
 F: Really?
 E: What's your first name?
 F: Amelia.
 E: Amelia Clarke. Just a moment ... Ah, here it is.
 F: Oh good.
 E: Erm, what's your phone number?
 F: It's 3-2-8-6-3-2-8.
 E: Sorry, 3-2-8-6-3-8-2?
 F: 2-8.
 E: OK, 3-2-8-6-3-2-8.
 F: Yes.
 E: OK, great, thank you. Here's your key card. You're in room 729.
 F: Thank you. Oh wait, there's a mistake ...

EXTRA SUPPORT: TEACHER When talking about phone numbers, room numbers and numbers on things like credit cards, it's common for people to say the numerals individually, e.g. seven two nine.

C  **1.07** | Tell Ss there are some mistakes on the cards in Ex 4A, either with the name or a number. They should listen again and identify and correct the mistakes on the cards. Play the recording, then ask Ss to check in pairs. Play the recording again if necessary, then check answers as a class.

ANSWERS:

- B: Hello. My name's Kumar. Nadia Kumar.
 A: How do you spell Nadia?
 B: N-A-D-I-A.
 A: Can you repeat your surname, please?
 B: Kumar.
 A: Is it/that K-U-M-E-R?
 B: No, that's not right. It's K-U-M-A-R.
 A: Just a minute. Here's your card, Ms Kumar.
 B: Perfect. Thank you.

- 6** Put Ss in A/B pairs and refer them to the relevant pages. They should not show their partner their page. Explain that they need to ask and answer questions to complete the missing information in their table. Refer Ss to the example conversation and choose two stronger Ss to read the example and model the activity for the class. If necessary, ask them to demonstrate another question and answer, then set pairs to start. Move around the class and support, making sure that Ss don't show each other their answers. When they have finished, ask Ss to compare their tables and see if they wrote the information correctly.

SPEAKING

- 7A** Make sure Ss understand the words and phrases in the speech bubbles. Ss complete the conversation alone, then check in pairs. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA Provide two possible alternatives for Ss to choose from for each gap, one correct and one distractor. Advise Ss to mask the rest of the exercise while they are focusing on each gap, to avoid distraction.

- B** Refer Ss to Audioscript 1.07 to check their answers. Pairs can practise the conversations after the answers are confirmed.

EXTRA: ALTERNATIVE IDEA If you prefer, you can play Conversation 2 from Audio 1.07 again for Ss to check their answers, making sure they understand that the version in Ex 7A is two extracts from the recording, not the complete conversation.

ANSWERS:

- 2** Sorry
3 Perfect (*That's right* is also possible)
4 That's right (*Perfect* is also possible)
5 Thank you

FUTURE SKILLS | Self-management

C Read the Future Skills box as a class. Ask Ss if they can recall any other short phrases. If Ss don't have a notebook, encourage them to get one before the next class.

- D** Refer Ss to the forms. With weaker classes, you could elicit the questions needed and write them on the board. Put Ss in pairs to practise asking the questions and completing forms for each other. When Ss have finished, put them in new pairs. Monitor and check they are using the phrases from the lesson correctly, as well as using friendly intonation. Model this with a stronger student to show what you expect.

EXTRA CHALLENGE Tell Ss that when a word has two letters that are the same together, as in 'Anna', we often say 'double' (e.g. 'A, double-N, A') and encourage them to do the same if any name they need to spell in the activity has double letters. The same applies to telephone numbers, where they can also practise using 'O' (oh) instead of 'zero', e.g. '8-4-5, double-6, O (oh)'.

EXTRA: HOW TO ... Designate a few Ss as hotel receptionists. Ask other Ss to roleplay checking in at a hotel as themselves with the 'receptionists', without using any notes or referring to their books if possible.

TO FINISH

Ask the class to share the short phrases they used in Ex 7D (following on from the Future Skills activity). You can direct them to Lesson 1A and/or Grammar Bank 1C when they run out of ideas. Encourage Ss to make a note of any short phrases they haven't noted down already.

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

1D BBC Street Interviews

What's your name?

GRAMMAR | singular and plural nouns; *a, an; have, has*

SPEAKING | talk about what's in your bag

WRITING | write a lost and found post

LESSON OVERVIEW

In this lesson, Ss learn about singular and plural nouns, and the form and use of *a* and *an*. They also learn vocabulary for common objects and the verb *have/has*. The context is a video of interviews with people in the street introducing themselves and saying what's in their bag. Ss then do a speaking activity where they practise talking about what's in their bag. The lesson ends with a writing activity where Ss write a lost and found post.

Online Teaching

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

- **Exs 2A and 3A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3A:** Share your screen and enable the annotation tool for Ss to add words identifying what's in the bags in Ex 1A.
- **Vocabulary Bank 1D, Exs 1A and 1C:** Project the photos one at a time, or share your screen and use a pointer, to elicit and drill individual words.
- **Ex 7B:** Ss can write their posts in the chat or a collaborative document.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1D
 Workbook 1D

TO START

Write the following questions on the board: *What's your name? How do you spell it?* Ask a confident student to ask you this question and answer, spelling out your name. Put Ss in pairs to ask each other the questions. When they have finished, elicit their answers and write all the names on the board. Remind them about 'double' letters, e.g. 'A, double-N, A' to spell 'Anna'.

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.

EXTRA SUPPORT Spelling and recognising correct spelling is a key activity in this lesson. It might be worth eliciting the alphabet into its seven rows for pronunciation (see Lesson 1C, Ex 2A) and having this as a reference on the board during the lesson.

PREVIEW

1 A Start by showing the class your bag and hold up some things that you have in it to elicit the names (e.g. phone, water). Refer Ss to the pictures. Put them in pairs to discuss what they can see. When they have finished, don't go through the answers as Ss will see these words in the Vocabulary Bank.

EXTRA SUPPORT If your class is weaker and you think they won't know any of the vocabulary, go straight to the Vocabulary Bank.

EXTRA SUPPORT: TEACHER *Purse* and *wallet* are gendered items of vocabulary. A purse is an item generally used by females, a wallet is more often used by males. Both can refer to the same type of item, which is for carrying money/cash and cards. In American English, a purse refers to a small bag. In British English this is more usually called a handbag.

B Refer Ss to the Vocabulary Bank on page 126 to check their ideas.

ANSWERS:

A an umbrella, a mobile phone, a purse

B a laptop, two books

VB ▶ page 126 **VOCABULARY BANK** common objects

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** Focus attention on the photos and ask Ss to match them with the words. Elicit the first answer as an example. Ss work individually, then check in pairs. Don't check the answers as a class.

EXTRA SUPPORT: DYSLEXIA It might help dyslexic learners to focus if they cover the rest of the words as they focus on each item.

- B** ▶ **VB1.04** | Play the recording so Ss can listen and check. Then refer Ss to the photos and ask them to look at them as they listen and repeat with the recording.

ANSWERS:

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

- C** Put Ss in pairs to take turns to point and identify. Move around the class and listen. When they have finished, give brief feedback on any problem words and drill.

EXTRA IDEA You may also want to teach more items that you expect to come up when Ss look in their own bags in Ex 5A.

VIEW

- 2 A** ▶ Read the two questions in the BBC programme information box with the class and explain that they're going to watch different people answering these questions. Refer Ss to the photos of speakers A–I and explain that Ss should watch the first part of the video and number the speakers in the order they hear them. Tell Ss to write the numbers 1–9 in their notebooks before watching, and then the letter of each speaker as they appear. Ss then watch and check in pairs. Then check answers with the whole class.

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

ANSWERS:

1 H 2 A 3 B 4 E 5 I
6 D 7 G 8 C 9 F

- B** ▶ Refer Ss to the list of names and point out that these are in the order the people appear in the video. Explain that four have a spelling mistake. Ss need to listen to the spelling of each name and correct where necessary. Play the video, pausing as needed, then ask pairs to compare before going through the answers.

EXTRA SUPPORT: DYSLEXIA You could tell dyslexic learners which four names have spelling mistakes so they can focus their attention on listening for the correct spelling.

ANSWERS:

2 Rachael 4 Sharron 7 Biba 8 Layan

- 3 A** ▶ Refer Ss to the bags in Ex 1A and remind them of or elicit their contents. Ss watch the second part of the video, in which people talk about their bags, and match the bags with the correct speakers. Check answers with the class.

ANSWERS:

Bag A: Speaker D (Simnit)

Bag B: Speaker F (Tom)

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

ANSWERS:

1 G (Biba) 2 A (Rachael) 3 F (Tom)
4 D (Simnit) 5 E (Sharron) 6 H (William)

GRAMMAR**singular and plural nouns; a, an; have, has**

- 4 A** Elicit the five vowels. Remind Ss that we use *an* before nouns that start with vowel sounds and *a* before nouns that start with consonant sounds. Elicit that we use *have* for all subjects apart from third person singular subjects, where we use *has*. Ask Ss to read the sentences and complete them with the correct words alone, then check in pairs. If you're short of time, you could do this exercise as a class. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA For Ss with dyslexia, provide two alternatives for each gap, the correct answer and a distractor.

ANSWERS:

1 an 2 have, a, a 3 have, a
4 have 5 has

B The Grammar Bank on page 95 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 95 **GRAMMAR BANK**

Check understanding of the notes with the class, and especially ensure Ss understand the rules for spelling plurals for the different endings. Draw their attention to the part of the 'Notice' section that shows that adjectives don't agree in plurals, especially if this is a feature of Ss' first language.

1 This exercise focuses on articles with singular nouns. Elicit the first answer as an example with the class and elicit why it's *a* (the noun starts with a consonant). Then ask Ss to complete the rest of the exercise individually, then check in pairs. Check answers with the class and write them on the board. Point out the capital letters used for the nationalities *Indian* and *American*.

ANSWERS:

1 a 2 a 3 an 4 a 5 a
6 an 7 a 8 an 9 a 10 a

2 This exercise involves spelling different plural forms. Ss write the words individually, then compare in pairs. Check answers with the class. Refer them back to the spelling rules as needed and remind them that adjectives do not take a plural form. Point out that in compound nouns (e.g. *shop assistant*) the plural is on the second word.

ANSWERS:

2 restaurants	7 shop assistants
3 Indian names	8 American cities
4 nationalities	9 taxi drivers
5 phone numbers	10 sandwiches
6 addresses	

EXTRA IDEA Ss practise in pairs with one saying their choice of singular noun, and their partner answering with the plural form.

3 Look at the example as a class. Point out that Ss need to use a number and plural noun or *a/an* and a singular noun. If Ss use *one* instead of *a/an* it's correct, but doesn't practise the *a/an* distinction that is the focus. Ss write the answers individually, then compare in pairs. Check answers with the class.

ANSWERS:

2 three notebooks	6 a supermarket
3 an umbrella	7 an airport
4 four bottles of water	8 a hotel
5 two cafés	

SPEAKING

talk about what's in your bag

5A Demonstrate the activity first by looking in your bag, showing Ss some items and eliciting the words for these to the board. If possible, revise *keys* and preteach *key ring*, as these come up later in the Writing section. Ss do the same and should write five or more words. If they don't have a bag, they can refer to what's in their purses, wallets or pockets or on their desk. If it's inappropriate for them to disclose this personal information, they can invent a list of objects for the sake of the activity or draw a bag with objects in it. Move around the class and help with vocabulary as needed.

B Read through the Key phrases as a class and deal with any queries. Demonstrate again by using the Key phrases to talk about your bag, then ask Ss to decide which of the Key phrases are true for them. Monitor and help with variations where necessary.

EXTRA SUPPORT In the examples, Ss see *a/an* before singular nouns. Before plural nouns they see *my* or a number. *Some* is not introduced at this stage. Some Ss may consider *glasses* as a single item, but point out that the word ends in *s* and we don't use *a*.

6A Put Ss in pairs to ask each other about what they have and use the Key phrases in their answers. Go round and help with vocabulary/pronunciation where necessary, writing any new words/phrases on the board. When they have finished, write *We both ...* on the board and ask a few pairs of Ss to say what was the same for them.

B Read the example with the class, pointing out that Ss now need to use the third person singular verb because they are talking about another person. Arrange Ss in new pairs to tell each other about their first partner's bag, purse or wallet. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

C Read the example with the class, pointing out that we use *both* for two people and *all* for three or more people. Ask Ss to write and then say their sentence to the class.

WRITING

write a lost and found post

- 7 A** Demonstrate the meaning of *lost* and *found* by miming that you have lost your pen, and then find it. Focus attention on the posts, then ask Ss to read and match each post (1–2) with its message (a–b). Tell Ss *PM* in the posts means ‘private message’. Give Ss a few minutes to read alone, then put them in pairs to compare. Go through the answers.

EXTRA SUPPORT: DYSLEXIA You could record the posts and messages before the class so Ss can listen as they read. Alternatively, you could read them with the class.

ANSWERS:

1 b 2 a

- B** Read the instruction to the class. Tell them to choose one thing from the list they made in Ex 5A and write a lost post based on the one they read. Move around and help.

EXTRA: ALTERNATIVE IDEA You might bring in pictures of things for Ss to write their lost posts about rather than having them use personal objects. You could give each student a picture and tell them to write a lost post about it. You then collect and redistribute the pictures, and Ss write a private message saying they have found the object (as in Ex 7C). Ss could also write found posts for the same pictures.

EXTRA SUPPORT For weaker classes, you could provide a writing frame with most of the text completed. At the simplest level, Ss just insert the name of the lost object and their name.

- C** Put Ss in pairs. Each should write a private message telling their partner that they have the lost object. Refer Ss to the models (a and b) in Ex 7A to help them. Move around the class and help as needed.
- D** Collect Ss’ posts and private messages. Put Ss in groups, for example of four, and give them a set of four posts and four private messages to read and match. When they have matched them, change them with another group so each group reads and matches various sets of posts and private messages.

EXTRA: ALTERNATIVE IDEA You could develop this to a whole class activity for stronger classes who can move around the room. This is best managed if you (a) collect Ss’ work, (b) number the posts and letter the private messages, (c) put all of the written texts around the room so that (d) Ss can walk around, read the texts, and write down the letter of the private message that matches each post.

EXTRA IDEA: DIGITAL Ask Ss to share their posts online, in a collaborative document or on a webpage.

TO FINISH

Put Ss in new pairs to discuss what they have in their bag (or desk / pencil case) for their English class and what is important or less important for their learning.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. It also includes a link to the Sounds and Spelling section for this unit, which focuses on syllables, stress and /ə/; and /s/, /z/ and /ɪz/ in plurals. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 2A, 4A, 5A, 5B and 7A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1A:** Ask Ss to use a collaborative document in pairs to write their answers and then check.
- **Ex 1C:** Put Ss in breakout rooms for this activity.

Additional Materials

For Teachers:

Sounds and Spelling 1
Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: present simple *be*: *I, you, he, she, it*, singular and plural nouns, *a/an, have, has*; Vocabulary: hello and goodbye, countries and nationalities, jobs, the alphabet, common objects; How to ... ask and answer simple questions). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1A** Look at the example as a class. Put Ss in pairs to discuss and choose the correct alternative. Go through the answers as a class, nominating individuals to read the whole sentence and drilling as needed.

ANSWERS:

- 2 Mexico 3 Argentinian 4 the UK
5 American 6 Italy

- B** Read the instruction with the class and give an example yourself, e.g. *George Clooney, Rihanna, Paris*. The famous people need to be living because in Ex 1C Ss will use the present tense. Then ask Ss to write their three names.

- C** Look at the example, then demonstrate the activity with a stronger learner, e.g. A: 'George Clooney.' B: 'George Clooney is American. He's from the USA.' You may need to introduce *I think ...* and *I don't know!* Put Ss in pairs to have their conversations.

- 2A** Look at the conversation with the class and elicit the first answer. Point out that contractions are not always possible. Then ask Ss to complete the rest of the conversation alone, then check in pairs. Check answers with the class and write them on the board, pointing out where capital letters are required.

EXTRA SUPPORT: DYSLEXIA You could provide two possible alternatives for each line of the conversation for Ss with dyslexia.

ANSWERS:

- 1 Are 2 am 3 Are 4 'm

- B** Look at the example, then do another example with the class. Explain that you will choose a letter and Ss must ask you questions until they can identify the letter. They then repeat the activity in pairs.

EXTRA: ALTERNATIVE IDEA You could make this a team game, with the team or team member asking the fewest number of questions to reach a correct answer (selected by you or another team member) winning.

- 3A** Put Ss in pairs and ask them to choose four of the words in the box and then write two examples for each, as in the example. Fast finishers and stronger learners can choose more words and write more examples.
- B** Look at the example as a class and give a further example yourself, e.g. 'Sam, Nick – names!' Put Ss in different pairs. Ask Ss to take turns to say their examples so that their partner can identify the word from the box in Ex 3A.

EXTRA: ALTERNATIVE IDEA If Ss are competitive, this could be made into a team game in groups, with either the person or team identifying the word from the box in Ex 3A fastest winning a point.

VOCABULARY

- 4A** Look at the example. Elicit what has been added or changed (*a/an, nationality, word order*), then ask Ss to work individually to write phrases, then check in pairs. When they have finished, check answers with the class, asking individual Ss to read phrases aloud and writing them on the board.

ANSWERS:

- 2 an Australian bus driver
3 a British waiter
4 a Polish singer

B Read the example with the class, elicit what has been added or changed (again *a/an*, nationality, word order), then put Ss in pairs to take turns giving jobs and countries and making phrases.

EXTRA SUPPORT Weaker classes might need preparation time to write a list of a few jobs and countries before they start. You could also refer them to Vocabulary Banks 1A and 1B to help.

5A Look at the example and establish what letters are missing (the vowels). Elicit what these are and write them on the board (*a, e, i, o, u*). Ss work alone completing the words with the missing vowels, then check in pairs. You could say the words aloud before going through the answers as a class.

EXTRA SUPPORT Ss with dyslexia or beginner literacy might find this activity a challenge because of the partial presentation of the words. To support them, you could write the words on the board with underscores to show where vowels are missing.

ANSWERS:

- | | |
|----------------|--------------|
| 2 Hello | 6 See you |
| 3 Good evening | 7 Good night |
| 4 Bye | 8 Goodbye |
| 5 Good morning | |

B Ask Ss to highlight 1, 3, 5 and 7 in Ex 5A and then ask them which is first in the day (*Good morning*) then ask them to put the rest in order. Ask Ss to check their answers in pairs, then check the answer with the class and drill the phrases.

EXTRA SUPPORT: DYSLEXIA To reduce distraction, supply just 1, 3, 5 and 7 from Ex 5A in a list for Ss to number in the correct order.

ANSWER:

The correct order is 5 (Good morning), 1 (Good afternoon), 3 (Good evening), 7 (Good night).

6A Refer Ss to the underlined letters and ask them to say the words in pairs. In feedback, go through the answers and drill the sounds and the words.

ANSWERS:

In *Japan*, *doctor* and *number* the underlined sound is pronounced /ə/.

In *buses*, the underlined sound is /ɪz/. In *bags*, it's /z/. In *tickets*, it's /s/.

EXTRA SUPPORT: TEACHER Ss may struggle with the fact that the same sound can be produced by different letters (e.g. *or/er*) and that different sounds can be produced by the same letters (e.g. *tickets* /s/ or *bags* /z/). Assure them that this is mainly for their understanding, and you don't expect them to produce perfect pronunciation at this stage!

B Refer Ss to Sounds and Spelling on page 151.


▶ page 151 **SOUNDS AND SPELLING**
syllables, stress and /ə/, /s/, /z/, /ɪz/ in plurals

The Sounds and Spelling section can be used to help with particular problems. You might want to select the sections or even particular sounds that are most useful for your Ss. The vocabulary used in each section comes from the current unit or previous units.

▶ **SOUNDS AND SPELLING TEACHER'S NOTES** page 204

7A Explain that *number 1* = *top*, i.e. *most common or popular*, and give a few examples in other contexts, such as popular foods or music. Tell Ss they will learn some interesting facts about language. Ask them which letter of the alphabet they think is used most in English, then read the first sentence to check. Point out that Ss need to choose the correct alternative and that knowing the information is not important. Ask Ss to work alone to choose the correct words, then check in pairs. Don't check the answers yet.

EXTRA SUPPORT: DYSLEXIA Tell Ss to cover the parts of the text they are not working on in order to help focus their attention.

B  **R1.01** | Play the recording for Ss to check. Ask them to tick if their answers are correct. You may want to play the recording twice, then go through the answers.

ANSWERS:

- | | | |
|-----------|---------|--------|
| 1 is | 2 words | 3 has |
| 4 Polish | 5 has | 6 from |
| 7 numbers | 8 isn't | |

TO FINISH

Ss write a few facts about their language, e.g. how many vowels or consonants there are, and share them with the class. In multilingual classes this will be interesting, and additionally Ss may start to reflect on how their language is similar or different to English.