

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 photocopiable activities

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

Also available

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

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

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Speak out

Speak out

3RD EDITION

B2

Damian Williams

Teacher's Book with Teacher's Portal Access Code



B B C

Speak < out

3RD EDITION



Teacher's Book

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SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
LEAD-IN p6				
1 identity B B C VLOGS Who do you take after in your family?				
1A My ID p8	Present perfect simple and continuous	Personality adjectives; suffixes	Weak forms of <i>have</i> and <i>been</i>	
1B Memory p11	infinitive and <i>-ing</i> forms	Collocations about memory; idioms: memory	Connected speech: chunking: two-part collocations	Read an article about people who never forget
1C I'd much rather ... p14	How to ... express personal preferences	Emotions and feelings	Word stress: dependent prepositions	Read a travel guide to Lagos
1D Personality p16	<i>while, whereas</i> and <i>whilst</i>			
UNIT 1 REVIEW p18				
2 different worlds B B C VLOGS What impact does social media have on your life?				
2A Real or virtual? p20	Future probability	Science and technology; word families	Connected speech: future probability	Read an article about the future of VR
2B Closer to nature p23	Quantifiers	Nature	Connected speech: quantifiers	
2C Amazing lives p26	How to ... speculate	Lifestyle adjectives	Stress to show certainty	Read an article about people with amazing lives
2D The time traveller p28		Extreme adjectives		
UNIT 2 REVIEW p30				
3 showtime B B C VLOGS What live events or performances do you enjoy and why?				
3A Festival p32	Relative clauses	Festivals; the environment	Pitch in non-defining relative clauses	Read three articles about eco festivals
3B Performers p35	Cleft sentences	Phrasal verbs: performing; phrasal verbs: communication	Emphatic stress	
3C Binge-watch p38	How to ... use vague language	Film and TV	Linking and elision	Read an infographic about binge-watching
3D Music lover? p40	<i>do</i> and <i>did</i> for emphasis			
UNIT 3 REVIEW p42				
4 lifestyle B B C VLOGS Name one change you could make to your life to improve your health.				
4A Making changes p44	Future continuous and future perfect	Health and lifestyle; illness and treatment	Connected speech: future perfect	Read an article about people making changes to their lifestyles
4B Sleep p47	Passives	Sleep	Sentence stress: content and function words	
4C Keep moving p50	How to ... express agreement and disagreement	Exercise; sport: motivation and benefits	Stress in phrases for partial agreement	
4D Ancient traditions p52		Phrases related to time		
UNIT 4 REVIEW p54				

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to a podcast about identity	Use a diagram to explain your identity	Write a blog post describing yourself
		Describe a memory FUTURE SKILLS Communication	
		Agree on an itinerary for a day in a city FUTURE SKILLS Collaboration MEDIATION SKILLS create tourist recommendations for your town/area	
	B B C Street Interviews about personality	Discuss personality traits	Write a letter of recommendation
		Make predictions FUTURE SKILLS Critical thinking	
	B B C Radio <i>Why we should listen to trees</i>	Suggest ways to encourage people to spend time in nature FUTURE SKILLS Leadership	Write a for-and-against essay on the pros and cons of living in the countryside
	Listen to a conversation about unusual lifestyles	Speculate about the lives of famous people	MEDIATION SKILLS summarise an informal interview
	B B C Programme <i>Doctor Who</i>	Talk about an imaginary trip back in time	Write a competition entry
		Plan an eco-friendly festival FUTURE SKILLS Collaboration	Write a formal email proposing a new festival
	Listen to a podcast about stage fright	Practise speaking in public FUTURE SKILLS Self-management	
	Listen to a conversation about binge-worthy TV shows	Describe your favourite film or TV series	MEDIATION SKILLS describe a film
	B B C Street Interviews about music	Ask and answer questions about the importance of music in your life	Write a forum comment
		Talk about how your life will be different in five years' time FUTURE SKILLS Communication	
	B B C Radio <i>The science of sleep</i>	Discuss statements about sleep	Write an article about how to get a good night's sleep
	Listen to a conversation about the benefits of exercise	Hold short debates on sports and exercise MEDIATION SKILLS decide how to contribute to an event	
	B B C Programme <i>Earth from Space</i>	A discussion about traditional vs. modern lifestyles	Write a cause-and-effect essay

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
5 work B B C VLOGS Which professions do you admire and why?					
5A p56	First day!	Past perfect simple and continuous	Time expressions	Connected speech: past perfect continuous	Read an article about first days at work
5B p59	Change of plan	Past plans and intentions	Work and careers; areas of work	Connected speech: intrusive /w/ sounds	
5C p62	You're on mute!	How to ... describe problems and suggest solutions	Video conference calls FUTURE SKILLS Social responsibility	Intonation to show degrees of certainty	
5D p64	Are you a team player?	Non-defining relative clauses for comments			
UNIT 5 REVIEW p66					
6 psychology B B C VLOGS What things do you never find the time to get done?					
6A p68	Pay attention!	Necessity, prohibition and permission	Prefixes	Word stress: prefixes	Read an article about avoiding distraction
6B p71	Quiet	Reported orders, requests and advice	Reporting verbs	Consonant clusters	
6C p74	Here's my advice	How to ... ask for advice and give advice tactfully	Collocations with <i>get</i> and <i>take</i>	Pitch for sounding tactful	
6D p76	Would I lie to you?		Fillers		
UNIT 6 REVIEW p78					
7 talent B B C VLOGS Do you have any hidden talents?					
7A p80	An unexpected passion	Past modals of deduction	Compound adjectives; chance	Connected speech: past modals of deduction	Read an article about an unexpected source of inspiration FUTURE SKILLS Communication
7B p83	I wish!	<i>wish, if only, should have</i>	Idioms: regrets	Chunking in idioms	
7C p86	Let me explain	How to ... describe a process	Phrasal verbs: explaining	Stress in phrasal verbs	
7D p88	Hard work or talent?	adverbials of concession			
UNIT 7 REVIEW p90					
8 community B B C VLOGS What does 'community' mean to you?					
8A p92	A new way of living	Participle clauses	Collocations with <i>go, have</i> and <i>make</i> ; describing homes and living conditions	Pitch in participle clauses	Read an article about co-living
8B p95	If the world ...	Conditionals with conjunctions	World issues	Stress in conditional sentences	
8C p98	Online communities	How to ... develop an argument	Prepositional phrases	Sounding persuasive	
8D p100	Second shot		Phrases with <i>get</i>		
UNIT 8 REVIEW p102					
WRITING BANK p104 GRAMMAR BANK p108 VOCABULARY BANK p136 COMMUNICATION BANK p142					

	LISTENING/VIDEO	SPEAKING	WRITING
		Tell an anecdote about the first time you did something FUTURE SKILLS Communication	
	B B C Radio <i>Is one career in your life enough?</i>	Discuss a time when your life plans changed	Write a report about broadening young people's career aspirations
	Listen to three problematic video conference calls MEDIATION SKILLS agree on a course of action	Practise describing problems and suggesting solutions	
	B B C Street Interviews about working in a team	A discussion about working alone vs. in a team	A thank-you message
		Discuss your top three ways to avoid distraction FUTURE SKILLS Self-management	Edit notes to make them more concise
	Listen to a conversation about introverts	Take a quiz about introverts and extroverts	
	Listen to someone asking for advice	Practise giving advice tactfully	MEDIATION SKILLS add to posts in a thread, building on the advice of other people
	B B C Programme <i>Would I Lie to You?</i>	A true or false story	An email giving news
		Speculate about a series of chance events	
	Listen to people talking about missed opportunities	Discuss your regrets	Write a personal essay
	Listen to someone explaining a recipe	Explain your way of doing something FUTURE SKILLS Communication MEDIATION SKILLS make a concept easier for someone else to understand	
	B B C Street Interviews about talent and hard work	A discussion about talents	A social media post
		Discuss co-living spaces FUTURE SKILLS Collaboration	Write a job application letter/email
	Listen to a talk about world issues	Discuss hypothetical situations FUTURE SKILLS Creative and critical thinking	
	Listen to part of a debate about online communities	Hold a debate about online communities	MEDIATION SKILLS make a discursive argument on a topic
	B B C Programme <i>Amazing Humans</i>	A presentation on a project	A mission statement

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.

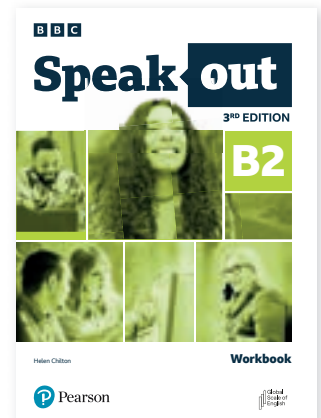
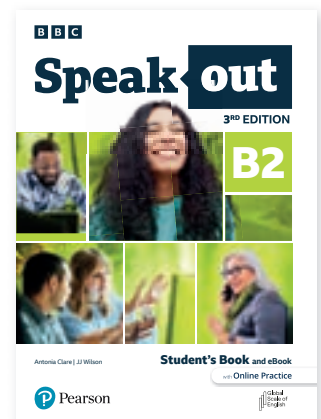
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation 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.

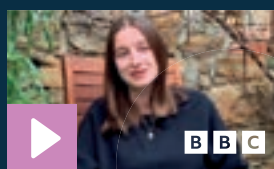
The GSE chart on the back of each Student's Book shows the range of objectives that are covered within that level. Knowing this range helps you select course materials with the right level of challenge for your students to help them make progress.

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.




different worlds

2



VLOGS

Q: What impact does social media have on your life?

- 1  Watch the video. What impacts of social media do the people mention?
- 2 Work in pairs. Discuss the impact that social media has on your lives.



LEARNING OBJECTIVES

- 2A READING** | Read an article about virtual reality: science and technology; word families
Discuss possible future uses of virtual reality: future probability Pronunciation: connected speech: future probability
- 2B LISTENING** | Understand a radio programme about spending time in nature: nature; quantifiers
Talk about ways to encourage people to spend time in nature Pronunciation: connected speech: quantifiers
Write a for-and-against essay on living in the countryside
- 2C HOW TO ...** | speculate: lifestyle adjectives
Pronunciation: stress to show certainty
- 2D BBC PROGRAMME** | Understand a TV drama about time travel: extreme adjectives
Talk about an imaginary trip back in time Write a competition entry

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 B2. Find out more about this test at www.pearsonenglish.com/exams-offer.

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 3 (B2). 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 200–209).

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

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

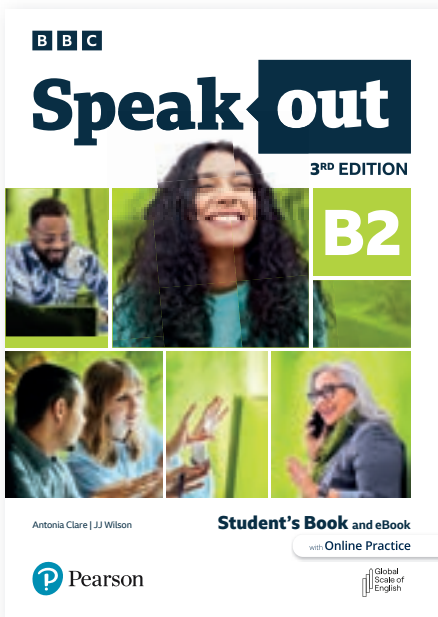
Student components

Student's Book with eBook and Online Practice

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

Student's eBook

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



Student's Book

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

Online Practice

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

Gradebook

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

Workbook

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



Teacher components

Teacher's Book with Teacher's Portal Access Code

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

Teacher's Book

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

Presentation Tool

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

Online Practice

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

Tests Package

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

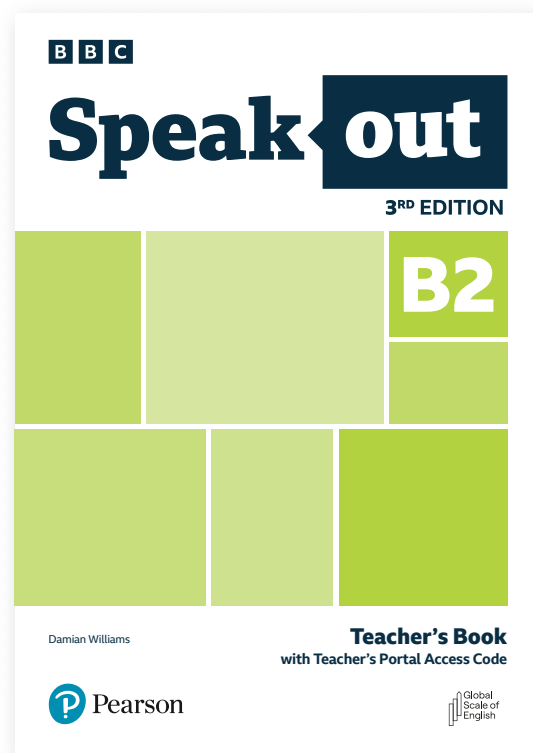
See page 24 for more details.

Gradebook

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

Teacher's Resources

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



Virtual classroom

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

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

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

How the course works

Unit walkthrough

Course summary

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

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

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

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

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

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

Unit Opener

Student's Book



different worlds 2

LEARNING OBJECTIVES

2A READING | Read an article about virtual reality: science and technology; word families
Discuss possible future uses of virtual reality: future probability
Pronunciation: connected speech; future probability

2B LISTENING | Understand a radio programme about spending time in nature: nature; quantifiers
Talk about ways to encourage people to spend time in nature
Pronunciation: connected speech; quantifiers
Write a for-and-against essay on living in the countryside

2C HOW TO ... | Speculate: lifestyle adjectives
Pronunciation: stress to show certainty

2D BBC PROGRAMME | Understand a TV drama about time travel: extreme adjectives
Talk about an imaginary trip back in time
Write a competition entry

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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 200-209.



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

Every lesson contains opportunities for personalised speaking practice.

Each lesson starts with a clear summary of lesson contents.

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

Unit 2 | Lesson A

2A Real or virtual?

GRAMMAR Future probability
VOCABULARY science and technology, smart devices
PRONUNCIATION Connected speech: future probability

READING

1. **Work in pairs.** Discuss the questions.
 1. How do you use a virtual reality headset like the one in the photo? Would you like it?
 2. What do you know about how VR is used now? How do you think it might be used in the future? Who might use it?
2. **Read the article.** Which topics in the box do the people mention?
 - education: gaming, health, shopping, sport, training for work, travel
3. **Read the article again.** Complete the table with the main points and supporting details. Use the notes below.

main point	supporting details
VR can help surgeons.	VR can help surgeons practise difficult operations.
VR can help teachers.	VR can help teachers practise difficult situations.
4. **Work in pairs.** Discuss the questions.
 1. Do you agree or disagree with the statement 'VR will be used in many more areas of our lives in the future'?
 2. Which areas of VR do you think will be the most useful? Why?
 3. Which areas of VR do you think will be the most dangerous? Why?
 4. Which areas of VR do you think will be the most interesting? Why?

VOCABULARY science and technology

2A. Scan the article again. Complete the sentences with the correct form of the words in the box.

1. Look at a researcher. Find out information by reading and thinking for yourself.
2. When you play a video game with your own avatar, you are in the virtual world.
3. Technology is controlled by computers and is used to learn about the world.
4. Other amazing scientific facts are published on the internet.
5. In 2020, less than 1% of the biggest brands in the world had their own websites or apps.
6. Many people now don't need to go into an office, but they can work from home.
7. The information we need is fast and available everywhere.
8. Technology helps to do many things, including making a website or the future of financial markets.

Work in pairs. Discuss the questions.

1. Do you agree or disagree with the statement 'VR will be used in many more areas of our lives in the future'?
2. Which areas of VR do you think will be the most useful? Why?
3. Which areas of VR do you think will be the most dangerous? Why?
4. Which areas of VR do you think will be the most interesting? Why?

Learn and practice. Go to the Vocabulary Bank.

2A. VOCABULARY BANK: science and technology

Is virtual reality the future?

Many of us have experienced of **virtual reality** in gaming, but does the technology have other, more serious uses? Many people in the **tech industry** certainly think so. Microsoft and Google have spent hundreds of millions of dollars developing VR projects, and when Facebook bought a company called Oculus VR for \$2.3 billion, Facebook CEO Mark Zuckerberg **predicted** that the game will become a part of daily life for billions of people. So, VR really is the future? Or have two different views?

YES *Yes, it's the future.*
NO *No, it's not the future.*

When is science in education and training?
Several studies have compared the performance of students taught traditionally to those taught using VR. The **findings** showed that students who used VR tended to perform better. It makes sense. Imagine you're learning about our **immune system**. What's more effective, reading about it or going through VR also helps to practice dealing with difficult situations in a safe environment.

Another possible use for VR is in health. In one study that looked at using VR to reduce stress, participants spent time in a virtual forest. They reported feeling more positive afterwards, and **the researchers** concluded that spending time in a virtual forest can decrease stress as much as being in a real one. It could also help improve an injury. For example, if you're recovering from an injury, you can practice those skills in a safe, virtual environment. This can be useful to become more confident in a real world.

VR is also likely to be used more in the travel industry. People are becoming aware of the environmental costs of travel and tourism, so VR could provide a virtual alternative. Instead of flying halfway across the world to attend a festival or watch a sports event, people could experience it **remotely** without causing environmental damage.

Some people have said VR might replace some jobs of people. But it's never work. The virtual world is a bit of a **simulation** of the real world. It's not the real world. It's just a way to experience it. And trying different things is also about showing off your photos and bragging to your friends about the amazing things you have seen. You can do that if you're in the real world, so why not just go there and see it?

Unit 2 | Lesson A

GRAMMAR

future probability

3. Read the sentences (1-8). Complete the uses (a-d) with the correct modal verbs and the phrases in bold.

1. VR is going to become a part of daily life for billions of people.
2. Surgeons who are due to operate on patients could use VR to practise their skills.
3. This use is certain to become more common because it can reduce stress.
4. VR is likely to be used in the travel industry.
5. People could experience it remotely.
6. It will never replace real-life travel.
7. VR is likely to be used as a serious treatment for some kinds of stress.
8. VR might replace some kinds of tourism.

a We are sure that...
b We are sure that...
c We are sure that...
d We are sure that...

3. Listen again. Complete the sentences with the correct form of the verbs in the box.

Learn and practice. Go to the Grammar Bank.

3. VOCABULARY BANK: science and technology

PRONUNCIATION

4. Read the text and complete the sentences with the correct phrases.

4.1 Listen again. Notice how the phrases are pronounced. Complete the sentences with the correct phrases.

4.2 Listen again. Notice how the phrases are pronounced. Complete the sentences with the correct phrases.

4.3 Listen again. Notice how the phrases are pronounced. Complete the sentences with the correct phrases.

4.4 Listen again. Notice how the phrases are pronounced. Complete the sentences with the correct phrases.

VOCABULARY BANK

2A word families

1. Work in pairs. Complete the table with the correct form of the words.

Word	Noun	Verb	Adjective	Adverb
investigate	investigation	investigate	investigative	investigatively
predict	prediction	predict	predictive	predictably
control	control	control	controllable	controlledly
use	use	use	usable	usedly

2. Complete the sentences with the correct form of the words from the box.

3. Listen again. Complete the sentences with the correct form of the words from the box.

4. Listen again. Complete the sentences with the correct form of the words from the box.

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100. Listen again. Complete the sentences with the correct form of the words from the box.

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

The lesson leads towards a final GSE-based skills task. Learners have the opportunity to practise the grammar and vocabulary learnt in this lesson (including any sets presented in the Vocabulary Bank). The final scaffolded GSE-based output task here is a Speaking task. The Workbook also contains speaking activities which students can do alone.

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

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

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

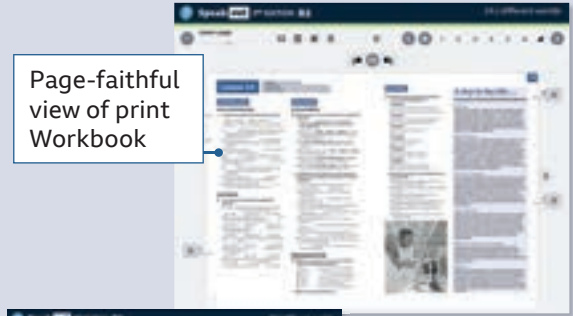
If you are using the print Workbook with your class, you also have a page-faithful view of the Workbook to refer to. This links to the Online Practice activities for easy answer checking.



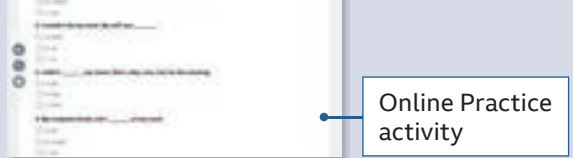
Student's eBook activity



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



Page-faithful view of print Workbook



Online Practice activity

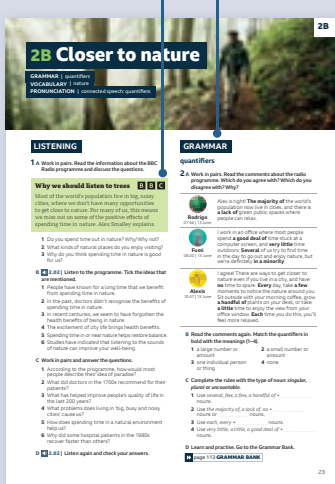
Lesson B – main input lesson 2

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

Vocabulary sets are contextualised in the Listening input.

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.

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



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

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

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

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

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

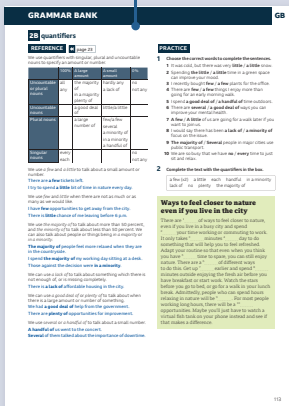
Please note that this is a spread from Lesson B; it is not the complete lesson.



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

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

In the ‘How to ...’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. language for speculating and talking about certainty.

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

The screenshot shows the lesson page for 'Amazing Lives'. It includes a reading text 'Life at the extreme' with sections for 'Life at sea' and 'Life in space'. There are also sections for 'How to ... speculate' and 'PRONUNCIATION'. The page is numbered 26.

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

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

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

The screenshot shows the 'Mediation Bank' section, specifically the 'Micro gigs' lesson. It includes a 'VOCABULARY' section with words like 'influencer', 'vlogger', and 'streamer', and a 'SCENARIO' section with a task for students to write about the topic.

‘Speak Anywhere’ – interactive speaking activities

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

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.

The screenshot shows the 'Speak Anywhere' activity on a computer screen. It features a chat interface with a bot, a 'Give opinions' task, and a star rating system for the user's performance.

The screenshot shows the 'Speak Anywhere' activity on a mobile phone. It displays a 'Give opinions' task with a star rating and a 'Great job!' message.

*examples are from level B1

The screenshot shows the 'Speak Anywhere' activity on a mobile phone. It displays a 'Give opinions' task with a star rating and a 'Great job!' message.

‘Speak Anywhere’ *on mobile phone

The screenshot shows the 'Speak Anywhere' activity on a computer. It displays a 'Give opinions' task with a star rating and a 'Great job!' message.

‘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.

The BBC video lesson teaches key vocabulary that occurs in the video.



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

2D Entertainment

The time traveller

VOCABULARY | extreme adjectives
READING | an imaginary trip back in time
WRITING | a competition entry

PREVIEW

1 **Work in groups.** Discuss the questions.

- Which famous artists can you name? What do you know about their lives?
- What do you know about Vincent van Gogh?

2 **Read the programme information.** What did you learn about Vincent van Gogh?

VIEW

2A **Watch the video.** What does van Gogh learn about his paintings by the end of the episode?

2B **Number the events in order.** Then watch the video again and check.

- Van Gogh talks about the wonders of the universe.
- Van Gogh hears a tour guide speaking about his work.
- Van Gogh takes the Doctor and Amy to his cluttered home.
- The Doctor and Amy go back in time and meet van Gogh in a café.
- A guide in a museum tells visitors about van Gogh.
- The Doctor has an idea.
- Van Gogh tries to give the Doctor a gift.
- The group go to a museum called the Musée D'Orsay.

C Work in groups. Discuss the questions.

- Why do you think the Doctor took van Gogh to the Musée d'Orsay?
- How do you think van Gogh feels by the end of the episode? How has his life changed?

Doctor Who

Doctor Who is a BBC science-fiction series about a character called the Doctor who can travel backwards or forwards in time. In this episode he and his companion, Amy, go to France to visit the artist Vincent van Gogh. Van Gogh was a 19th-century painter from the Netherlands. During his lifetime, he was unsuccessful and had a difficult life. He was often unhappy because no one recognised his talent. After he died, his work became popular and he is now one of the most famous artists in history.

2D

SPEAKING

an imaginary trip back in time

4 **Listen to someone explaining where they would go if they could travel back in time. Where do they choose and why?**

5 **Listen again.** Tick the phrases that you hear.

KEY PHRASES

To start with, ...
So, what would go ...
What that in mind, I'd ...
What else?
Another possibility would be to ...
And last but not least, I'd ...

A list of recommendations

6 **Read the key phrases again and answer the questions.**

- Which two phrases introduce a new topic?
- Which phrase refers to something just mentioned earlier?
- Which two phrases can we use to show a sequence of events?

7 **Imagine you could travel back in time. Make notes about:**

- where you would go (e.g. which area, city, country, etc.)
- what you would do
- what time you would go back to
- who you would like to meet
- what you would do.

8 **Work in groups.** Take turns to explain which time periods you would visit and why. Whose trip sounds the most exciting?

WRITING

a competition entry

9 **Work in pairs.** Discuss the questions.

- Have you ever seen a competition? What was the prize?
- Have you ever entered a creative competition (e.g. with a piece of writing, art, music, etc.)? Did you win?

10 **Write a competition entry.** Go to the Writing Bank.

11 **Page 104 WRITING BANK**

VOCABULARY

extreme adjectives

3 **Read the sentences from the programme.** Choose the correct meanings for the adjectives in bold.

- Those final months of his life were probably the most **astounding** artistic outpouring in history.
 - ▲ sad and dark
 - ▲ very surprising or amazing
 - ▲ extremely good or great
 - ▲ not believable
- That's **incredible**, don't you think, Amy?
 - ▲ valuable and important
 - ▲ very large
 - ▲ something precious in your country
 - ▲ very large and important
- Van Gogh is the **finest** painter of them all.
 - ▲ most famous
 - ▲ best
 - ▲ extremely good
 - ▲ very bright or shiny
- His command of colour, the most **magnificent**.
 - ▲ extremely good
 - ▲ very bright or shiny
 - ▲ very good with very few
 - ▲ which are extreme adjectives?

C Work in groups. Try to name the following:

- a magnificent work of art.
- an astounding scientific achievement.
- a very fine film or piece of music.
- something precious in your country.
- an incredible time to be alive in history.

D Compare your ideas with other groups.

Each BBC video lesson ends with a Writing task.

In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners' more detailed understanding. Videos are embedded in the Student's eBook and the Presentation Tool, and can also be downloaded from the Resources.

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

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

Lesson 2D

VOCABULARY | extreme adjectives
READING | time travel

VOCABULARY

extreme adjectives

1 **Choose the correct word to complete the sentences.**

- Paris during the 1920s was home to the **astounding** / **incredible** / **finest** writers and artists of the age.
- Have you ever seen a van Gogh painting in real life? They're **magnificent** / **mighty** / **precious**.
- The **finest** / **mighty** / **precious** Amazon River winds its way through the rainforest.
- The museum contains valuable pieces of jewellery which contain **precious** / **finest** / **mighty** stones.
- Only the **magnificent** / **incredible** / **finest** coffee beans are used in this unique blend.
- I can't believe how fast you can run – it's **astounding** / **mighty** / **precious**!

READING

2 **Skim the article quickly and answer the questions.**

Do scientists think it is possible to:

- travel forwards in time?
- travel backwards in time?

3 **Complete the sentences with words from the article.**

Write between one and three words.

- The writer says that we do not find our own kind of time travel _____.
- The writer suggests that an _____ would be a good reason to travel back in time.
- The writer refers to a theory known as _____, which involves complex mathematics.
- If we lived on the ISS for a long time, we wouldn't need to apply _____.
- Einstein's _____ tell us that backwards time travel is theoretically possible.
- Unfortunately, the _____ make travelling back in time impossible in reality _____, although it is impossible to see it _____.
- Scientists are aware of _____, although it is impossible to see it _____.
- Tunnels, known as _____, could allow us to travel enormous distances.

4 **Read the article again.** What would make a good concluding sentence?

- It looks as though time travel to the future is more likely than to the past!
- For the moment, maths can only suggest that time travel is possible – but watch this 'space'!
- You never know, time travel could be a reality in the very near future!

Is time travel actually possible?

Sofia Valdez | 20th Oct | 12:02 GMT

You may have seen *Doctor Who*, *Back to the Future* or read *The Time Traveller's Wife*, but can you imagine yourself jumping into the future or back into the past? Is it even a possibility? Here's what the scientists say.

We all travel through time, second by second, minute by minute, hour by hour. But there doesn't seem to be anything incredible about that (unless you stop and think about it) because it's our norm, and, much as we might like to go backwards in time, perhaps to correct our mistakes or experience something fantastic again, we can only go forwards. Scientists say we can travel faster if we want to. But explaining that involves Einstein and theories and physics and maths, and something known as 'space-time' (it's all a bit complicated).

Astronauts are the nearest we have to actual time travellers. They can be in space for several weeks or months. When they're on the International Space Station (ISS), they're moving faster than the rest of us back on Earth. This actually creates a situation where they're going slower in time than we are on Earth. (It's true, trust us.) If they were there for years, they'd age better than the rest of us. So, perhaps space travel is better than face creams and anti-ageing diet!

But can we go back in time? Unfortunately, Earth's physics simply don't allow it. But if we return to Einstein for a minute, we know that some of his mathematical calculations do indeed suggest travelling back in time is possible. The problem is that although Einstein might have theoretically proven we can go back in time, in fact, all the other laws of physics really do make it impossible.

This doesn't stop scientists from trying, though! We know that dark matter exists (parts of the universe that we can't see because they don't give off energy or light – as far as we know). And in that dark matter, there might be 'wormholes' (theoretical tunnels through space and time). If there are, we could travel from one area of space to another – which could be billions of kilometres away and in a different place in time.



Online Practice

Workbook

Review

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

2 REVIEW

GRAMMAR

future probability

1 A Write as many predictions as you can using the topics in Box A and structures in Box B.

- A**
- future holidays
 - the weather
 - your future career
 - your plans for the weekend

- B**
- be going to
 - certain
 - could
 - due to
 - likely to
 - may
 - might
 - might not
 - unlikely to
 - will
 - certainly/definitely/possibly/probably
 - won't

I might go to the cinema at the weekend. I'll definitely speak to my parents.

B Work in pairs. Take turns reading your predictions. Are any of them similar?

quantifiers

2A Read the results of a survey about a group of language learners. Then choose the correct words to complete the sentences.

- LANGUAGE LEARNING SURVEY**
Participants: 20 students, aged 18-22, average age 20
- use a book to learn the language **10**
 - use online resources **20**
 - use some kind of dictionary **13**
 - use a pronunciation app **5**
 - don't have enough time to study **10**
 - review the lesson for ten minutes or more afterwards **16**
 - read in the target language for more than four hours a week **2**
 - prefer to learn with others **16**

- 1 Few / Several / The majority use a book to learn the language.
- 2 Every student / Several / A handful use(s) the internet to get input.
- 3 A minority of / Few / Plenty of students use a pronunciation app.
- 4 The majority / A handful / Plenty of students use a dictionary.
- 5 Most students mention having a lack of / a bit of / plenty of time to study.
- 6 Half say they do all / a little / a good deal of revision outside class.
- 7 Very few / No / The majority of students read a lot in the target language.
- 8 A large number of / A lack of / Few students prefer learning with others.

B Work in pairs. Guess which of the sentences are true for your class.

VOCABULARY

3 Complete the sentences with the words in the box. There are two words you don't need.

- coastline deserted findings predict scenery smart sunlight track virtual reality
- 1 It's impossible to the future.
 - 2 Researchers should publish their .
 - 3 is almost as realistic as real life.
 - 4 You should go up into the mountains because the amazing!
 - 5 After midnight the town is .
 - 6 The is very wild and dramatic.
 - 7 Open the curtains! We need some .

4A Choose the correct options (A-C) to complete the text.

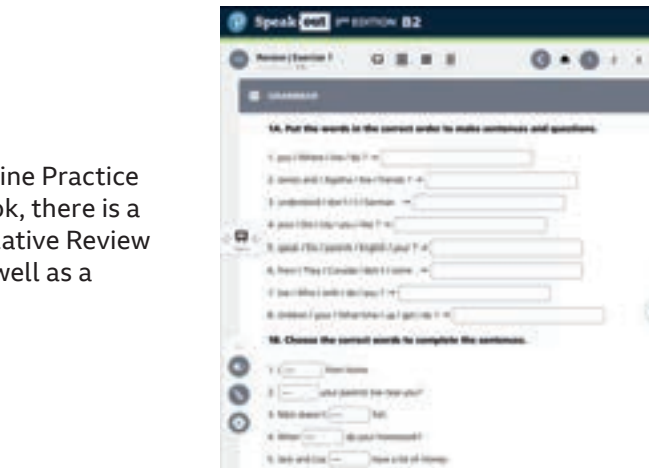
Another world: Finding solitude

Anyone looking for solitude find it in a 21st-century city, but there are still of places one can be alone. In the 19th century, the American writer Henry Thoreau did an experiment in solitary living. He went to live on a patch of owned by his friend Ralph Waldo Emerson. Thoreau built a hut on the of Walden Pond. He spent over two years there and wrote a book, *Walden*, about his experiences.

More recently the Italian writer Paolo Cognetti left Milan and rented a shepherd's hut near the mountains of Valle Aosta. There he lived for months, surrounded by scenery and noise besides the wind. While there, he took time to his life and think about what he do next. Like Thoreau, he wrote a book: *The Wild Boy*.

- 15 people are able to escape like Thoreau and Cognetti. 14 of us are lucky if we get a few days on a beach. But there will always be quiet places for those with the desire and resources to find them.
- 1 A is due to B will definitely C is unlikely to
 - 2 A plenty B good deal C a lack
 - 3 A track B woodland C scenery
 - 4 A coastline B open space C banks
 - 5 A a good deal of B few C several
 - 6 A incredible B precious C mighty
 - 7 A each B each C a very little
 - 8 A research B analyse C predict
 - 9 A might B is going to C was due to
 - 10 A few B little C enough
 - 11 A Several B the majority C The majority
 - 12 A coastline B deserted C woodland

B [2.01] Listen and check your answers.



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

1-2 REVIEW

GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 How long has she learned to swim?
A She's been swimming for three months.
B She's been swimming since she was 10.
C She's been swimming for three years.
D She's been swimming since she was 10 years old.
- 2 How many times has she been to the beach?
A She's been to the beach every two weeks.
B She's been to the beach every month.
C She's been to the beach every year.
D She's been to the beach every two years.
- 3 I'm so tired because I've worked hard.
A I've been working hard for two days.
B I've been working hard for two weeks.
C I've been working hard for two months.
D I've been working hard for two years.

2 Complete the email with the correct form of the words in brackets.

Hi Lisa!
How's life? Things are pretty much the same, although I had a great weekend. I was in London for the weekend. I was really enjoying it. I was in London for the weekend. I was really enjoying it. I was in London for the weekend. I was really enjoying it.

4 Complete the article with the correct future form of the words in brackets.

- What next?**
- David University soon and feel a little overwhelmed about what's ahead. He doesn't know what to do next. He's thinking about going to work, but he's not sure if he's ready. He's thinking about going to work, but he's not sure if he's ready. He's thinking about going to work, but he's not sure if he's ready.

5 Choose the correct word or phrase to complete the sentences.

- 1 Only a few / Little / A lack of children on my project.
- 2 The majority of / A lot of / A majority of children on my project.
- 3 There's a small number of / A few / A small number of children on my project.
- 4 There's a small number of / A few / A small number of children on my project.

VOCABULARY

6 Match the personality adjectives in the box with the descriptions in the box.

- curious intelligent imaginative
ambitious shy
creative
friendly
outgoing
hardworking
careful
organized
detail-oriented
responsible
hardworking
careful
organized
detail-oriented
responsible

7 Complete the sentences with the adjective form of the words in brackets.

- 1 I'm feeling very nervous about the exam. (nervous)
- 2 The project was very successful. (succeed)
- 3 She was very surprised when she found out. (surprise)
- 4 The team was very confident about their chances. (confident)
- 5 He was very disappointed when he lost. (disappoint)
- 6 She was very surprised when she found out. (surprise)
- 7 The team was very confident about their chances. (confident)
- 8 He was very disappointed when he lost. (disappoint)

8 Complete the sentences with the words in the box.

- disappointed surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident

9 Choose the correct word or phrase to complete the sentences.

- 1 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.
- 2 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.
- 3 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.
- 4 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.

10 Complete the sentences with the words in the box.

- disappointed surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident

11 Choose the correct word or phrase to complete the sentences.

- 1 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.
- 2 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.
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1-2 REVIEW

GRAMMAR

1 Choose the correct words to complete the sentences.

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- 3 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.
- 4 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.

2 Complete the sentences with the words in the box.

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excited surprised nervous confident
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- 3 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.
- 4 I'm really nervous about the exam. I'm nervous about the exam. I'm nervous about the exam.

1-4 CUMULATIVE REVIEW

GRAMMAR

1 Complete the sentences with the words in the box.

- disappointed surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident

2 Complete the sentences with the words in the box.

- disappointed surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident

3 Choose the correct word or phrase to complete the sentences.

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GRAMMAR

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excited surprised nervous confident
excited surprised nervous confident
excited surprised nervous confident

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1-4 CUMULATIVE REVIEW

GRAMMAR

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1-4 CUMULATIVE REVIEW

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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 B2 Learners

Students at B2 probably have extensive experience learning in classroom contexts and often know which classroom activities they like and don't like. They may also have very strong opinions about what's worth doing and how. That can work to the teacher's advantage if the teacher is open to students' comments, suggestions, and requests.

At this level, learners can normally communicate comfortably on a wide range of everyday topics, with relatively little of the sort of hesitation that is common at lower levels. Many B2 students can come across as impressive if they are on a topic that they have conversed about a lot, and this can be deceptive; a relaxed, smooth conversation can come to a sudden halt, or at least a significant slow-down, if the topic shifts to a specialised area or any topic that the student hasn't 'worked with' in English. A teacher needs to be aware of this, taking into account the need to challenge students and push them out of their comfort zone – and keeping in mind that their strategies for avoiding difficulty will be more sophisticated than at lower levels.

Students at this level have a great capacity and need to use the language to express themselves, to create their own meanings rather than only generate sentences that demonstrate or practise their knowledge. Lessons should be conducted with this in mind, giving space to individual expression and reducing the amount of sustained restricted practice.

B2 students also need to become more sophisticated in their use of functional language, focussing on its appropriacy in different situations, for example formal versus informal registers and academic versus non-academic settings. Similarly, B2 students will also be refining their use of speaking and listening strategies to increase competency in a range of contexts.

Learners at this level have made the rounds of the grammar syllabus at least once if not several times, and yet are still likely to struggle with certain language points. For example, future and perfect forms and the article system are often an issue. As well as consolidating previous learning, B2 students will be exploring these areas in greater depth and also encountering more complex clause and discourse level grammar, particularly in writing and reading.

Introduction

As in other levels, there may be a wide range of strengths and weaknesses across the skills in a B2 class. Also, motivations may differ, with some students needing to focus more on exam-style accuracy and on writing, and others more interested in developing fluency in speaking.

Here are our top tips for teaching at this level:

- Find out about your learners' experience studying English. What have they enjoyed most and found most useful? What sort of activities do they dislike? What do they find most challenging? What are their linguistic goals and ambitions and how can you help them to achieve these? Maintain a channel of communication with students over the course, and they will help you to be effective in your teaching.
- Challenge students. Don't let them cruise through a course using language they're already comfortable with, but rather push them to express themselves in greater depth and detail, and on topics that are not a comfortable part of their repertoire.
- In dealing with language errors, don't just correct, but upgrade and enrich the learners' language. Show them how more sophisticated structures and vocabulary, including lexical phrases, phrasal verbs, and idiomatic language can help them make the 'quality step' they need to go beyond the B levels.
- Devote more time than you have at lower levels to freer activities so that students have the opportunity to both articulate more complex ideas and to build greater fluency expressing themselves.
- Be as systematic and rigorous in focusing on grammar and vocabulary as you are with lower levels. Don't be fooled by the impression a B2 group can give, particularly those one or two strong students, of knowing it all already. Post-systematic errors – where the student knows the rule but makes the error – need to be handled mindfully, as it may well be that the learner doesn't know, or has forgotten, the relevant rule.
- Encourage personalised learning out of class so that learners can focus on areas they need to strengthen.
- Encourage students to record themselves performing extended speaking tasks and then to watch or listen to these recordings to note where they could make improvements.
- Encourage extensive, out-of-class reading, listening and viewing by identifying sources of texts, audio and film that are easy for students to access and of course likely to interest them. Along with vocabulary that is overtly taught on a course, students at this level have the capacity to make great gains in building their passive vocabulary as well as knowledge of syntax through reading, viewing and listening.
- As always, don't forget to praise your students. Praise can be a powerful motivator, and motivation is essential to making real progress in learning a language.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

Mediation

What is Mediation?

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

Mediation and the CEFR and GSE

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

The GSE Mediation sub-skills or competencies are:

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

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

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

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of *Speakout 3rd Edition* can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 200–209).

Why is Mediation important?

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

Mediation in *Speakout 3rd Edition*

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

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

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

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

Types of test

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

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

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

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

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

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

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

Adult Benchmark and Pearson English International Certificate

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



Adult Benchmark

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

Pearson English International Certificate



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

1 identity

Global Scale of English **LEARNING OBJECTIVES**

1A My ID

- LISTENING | Understand a podcast about identity: personality adjectives; suffixes
- Talk about your identity: present perfect simple and continuous
- Pronunciation: weak forms of *have* and *been*
- Write a blog post about yourself

GSE INFORMATION

VOCABULARY

59–75 Can use language related to personality, abilities and traits.

49 Can form adjectives from verbs and nouns with common suffixes.

LISTENING

64 Can understand main points and check comprehension by using contextual clues.

GRAMMAR

47 Can distinguish between present perfect simple and continuous.

SPEAKING

59 Can describe people's personality and emotions in some detail.

WRITING

59 Can support ideas with relevant examples.

1B Memory

- READING | Read an article about people who never forget: infinitive and *-ing* forms; collocations about memory; idioms: memory
- Pronunciation: chunking: two-part collocations
- Describe a memory

GSE INFORMATION

GRAMMAR

49 Can distinguish between 'to' + infinitive and *-ing* after certain verbs with a change of meaning.

READING

63 Can scan a long text or a set of related texts in order to find specific information.

VOCABULARY

59–75 Can use language related to remembering, forgetting, and reminding.

SPEAKING

59 Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest.

1C I'd much rather ...

- HOW TO ... | express personal preferences; emotions and feelings
- Pronunciation: word stress: dependent prepositions

GSE INFORMATION

VOCABULARY

59–75 Can use language related to expressing emotions.

59–75 Can use language related to expressing pleasure or happiness.

59–75 Can use language related to expressing likes or preference.

HOW TO ...

62 Can use a range of language to express degrees of enthusiasm.

65 Can use a range of language to express degrees of reluctance.

SPEAKING

62 Can use a range of language to express degrees of enthusiasm.

65 Can use a range of language to express degrees of reluctance.

1D Personality

- BBC STREET INTERVIEWS | Understand street interviews about people's personalities
- Talk about personality traits: *while*, *whereas* and *whilst*
- Write a letter of recommendation

GSE INFORMATION

PREVIEW

59–75 Can use language related to personality, abilities and traits.

VIEW

60 Can distinguish between relevant and irrelevant content in extended informal speech.

GRAMMAR

60 Can use 'while', 'whereas' and 'whilst' (Br Eng) to contrast and compare actions and situations.

SPEAKING

60 Can paraphrase in simpler terms what someone else has said.

WRITING

61 Can clearly signal the difference between fact and opinion in structured text.

▶ For full coverage of GSE Learning Objectives go to page 200.

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.

▶ You may want to preteach *pragmatic* (= sensible and realistic). Read the question and the instructions for part 1 with the class to check they know what to listen for, then play the video for Ss to make notes. Put Ss in pairs to compare their notes, then play the video once more if necessary. Check the family members mentioned and the characteristics the speakers share with them with the class. Then put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class. On the board, write any new words or phrases which come up, especially personality adjectives as these will help lead into the main vocabulary section in Lesson 1A.

ANSWERS:

- 1 Speaker 1: mother; both enjoy cinema, reading and travelling
Speaker 2: father; love of reading and books, same colour eyes
Speaker 3: father and mother; father: pragmatic, peacemaker; mother: sociable, career-focused; looks like her mother
Speaker 4: father; dark hair, dark sense of humour, love language
Speaker 5: nobody

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 My ID

GRAMMAR | present perfect simple and continuous

VOCABULARY | personality adjectives; suffixes

PRONUNCIATION | weak forms of *have* and *been*

LESSON OVERVIEW

In this lesson, Ss learn to describe their personality and what influences it. To do this, they learn personality adjectives and the present perfect simple and continuous to talk about things, situations or actions which started in the past and continue into the present. The context is a podcast in which they hear people talking about what makes them who they are. This leads into the grammar, where Ss also practise the weak forms of *have* and *been*. Ss then do a speaking activity where they practise telling each other about themselves. The lesson ends with a writing activity where Ss write a blog post about themselves.

Online Teaching

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

- **Ex 1A:** Put Ss in breakout rooms to discuss the questions.
- **Ex 2B:** Put Ss in breakout rooms to describe people they know in pairs.
- **Vocabulary Bank 1A, Exs 1A and 1B:** Display the table on your device and share your screen. In feedback, elicit the answers and add them to the table.
- **Ex 4A:** Ask Ss to type their answers in the chat box so that they can compare them.
- **Ex 5A:** Ask Ss to type their answers in the chat box so that they can compare them.
- **Ex 6B:** Use a collaborative document for Ss to share their pie charts with each other.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1A
Workbook 1A

TO START

Put Ss in small groups to brainstorm as many adjectives of personality as they can think of in one minute. When they have finished, elicit their adjectives, writing them on the board together with some example sentences to check understanding. You can also add any new words and phrases which came up while answering the questions about the BBC vlogs.

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

personality adjectives

1 A You may want to introduce the activity by telling the class how you describe yourself to people you have never met before, e.g. 'I'm quite a quiet person, but I'm also sociable. I enjoy sports and can get very competitive. I'm generally a happy person and like to think I'm kind.' Read the questions and the factors in the box with the class, then put Ss in pairs to discuss. If you're teaching online, put Ss in breakout rooms. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

B Set a time limit of three minutes for Ss to read the article quickly and find out if any of their ideas from Ex 1A are mentioned. When they have finished, ask a few Ss if any of their ideas were mentioned, and if so which.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. If you record it, Ss can listen on personal headphones. Ss can also listen to it again in Ex 2A to help them contextualise the vocabulary.

C Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion.

2 A Draw attention to the adjectives in bold in the article. Elicit the first answer as an example, then ask Ss to complete the rest of the meanings with the adjectives alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Though it removes the words from their context, you might want to provide Ss with dyslexia with the adjectives in a vertical list for them to complete the definitions. They then have the option to find them in the text to check context. An alternative is to separate the text into paragraphs and place the relevant meanings under each paragraph.

ANSWERS:

- | | | |
|----------------------|-------------------|------------------------|
| 1 rebellious | 2 curious | 3 ambitious |
| 4 outgoing | 5 cheerful | 6 argumentative |
| 7 adventurous | 8 stubborn | |

B Give Ss an example such as 'My brother is really cheerful. He's always smiling. He's also outgoing because he loves going out with friends and meeting new people.' Put Ss in pairs (in breakout rooms for online classes) to describe people they know. When they have finished, ask a few Ss to share anything interesting they found out with the class.

EXTRA SUPPORT With weaker classes, you might want to give Ss a few minutes to make notes about people they know before putting them in pairs to describe them.

C Refer Ss to the Vocabulary Bank on page 136.

▶ page 136 **VOCABULARY BANK** suffixes

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 Write on the board: *Freya has a lot of experience in teaching. She's a very _____ teacher.* Ask Ss what kind of word is missing (an adjective) and what the root word is (*experience*). Then elicit the missing word (*experienced*), pointing out that we form it with the suffix *-ed*. Focus attention on the table and tell Ss to ignore the gaps at this stage. Ask them to write the root words in their notebooks individually, then check in pairs. Check answers with the class, going over any spelling changes as you do so. You might want to point out that sometimes the suffix is simply added to the root word (e.g. *relax – relaxed*), but sometimes the final letters of the root word change (e.g. *rely – reliable, practice – practical*).

ANSWERS:

- experience – experienced
- relax – relaxed
- optimist/optimism – optimistic
- pessimist/pessimism – pessimistic
- real/realist – realistic
- generosity – generous
- rely/reliance – reliable
- thought – thoughtful
- cheer – cheerful
- practice – practical
- music – musical

VB

- VB** **B** Ss complete the table in Ex 1A individually, then check in pairs. For online teaching, remember you can show the table on your device and ask Ss to complete it. Check answers as a class and write them on the board to check spelling.


EXTRA SUPPORT: DYSLEXIA Activities like this can present a challenge for Ss with dyslexia as they involve a number of different tasks. You can simplify this activity by giving them the root words they need for each gap and asking them to write the adjective forms.

ANSWERS:

1 talented	2 artistic	3 adventurous
4 ambitious	5 likeable	6 helpful
7 hopeful	8 emotional	

- 2A** Elicit the first answer as an example, then ask Ss to complete the rest of the sentences, using the table to help them. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA If you have dyslexic learners, you can ask them to cover the sentences they're not working on to reduce distractions and help them focus.


- B**  **VB1.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

1 reliable	2 emotional	3 practical
4 optimistic	5 talented	6 helpful
7 thoughtful	8 sociable	9 adventurous
10 ambitious		

- C** Read the example with the class, and if necessary demonstrate using another adjective for the class to guess, e.g. 'This describes someone who is very focused on succeeding in their career.' (ambitious). Put Ss in pairs to do the activity. When they have finished, ask a few Ss to describe adjectives for the class to guess.

LISTENING

- 3A**  **1.01** | Tell the class that they're going to listen to a podcast on what makes us who we are. Read the topics with the class so they know what to listen for. Ss listen and write who mentions each topic, then check in pairs. Check answers with the class.

ANSWERS:

1 both	2 both	3 both
4 Matteo	5 Hana	6 Hana

AUDIOSCRIPT 1.01

J = Jamie G = Gini M = Matteo H = Hana

- J: Hello and welcome to *Who Am I?* I'm your host Jamie Walker ...
- G: ... and I'm Gini Cox.
- J: This week we're focusing on identity – all the different elements that make us who we are.
- G: That's right. So, we've been interviewing people out on the street, asking them how they would describe their identity. And we've had some really interesting replies.
- J: Tell us a bit about yourself.
- M: Hi, my name is Matteo and I'm a journalist. I'm thirty-four years old and I'm Brazilian. My mother tongue is Portuguese, but like many Brazilians, I have mixed roots. I'd say that my identity is made up of lots of different things.
- J: What do you mean?
- M: So, my mother is half Brazilian, half Italian, and my grandmother was Italian, so, I actually have an Italian passport and I spent some time living in Italy when I was younger.
- J: Oh, right. So, do you feel that there is an Italian influence on your identity and your personality?
- M: Hmm, I don't know about my personality so much. Is my personality connected to my Italian background? I don't know. But I think there is an influence on who I am as a person, you know, the things I do in my everyday life. Like, Italian families love getting together in big groups. That's not something I really enjoy. I **do** enjoy cooking Italian food though. And I love going to Italy on holiday and speaking the language. So, yeah, I guess the fact that I've got Italian heritage is part of my identity, definitely.
- J: And how about the UK? How long have you been living here? And do you think it's influenced your sense of identity at all?
- M: So, I've been living in the UK for over twenty years now. But I wouldn't say I feel particularly British. I mean, my wife is British, my kids grew up here and I speak the language pretty fluently, but I guess my identity comes more from the place where I grew up, which is Brazil. I definitely feel more at home with my Brazilian and Portuguese friends. And when I listen to Brazilian music, it goes straight to my heart, you know? Like, it makes me think of everything I grew up with – the food, the language, the people – all of that forms a big part of who I am.
- G: So, tell us a bit about yourself. What do you think makes you who you are?
- H: So, I'm Hana and I'm originally from Korea, but I've lived in lots of different places around the world – mainly the USA, but also Hong Kong, Australia, Germany. Now I'm based in Amsterdam, in the Netherlands, which I love. I've been learning Dutch, but it's really hard! So, I've always worked and travelled a lot around other countries and I would say that, um, all of these different places play a part in who I am, far beyond the idea of nationality or

belonging to one single place. All of these places and the languages have contributed to the person that I am now.

G: What do you mean?


H: You know, in terms of how I eat and how I choose to live my life, I think there's a lot of Asian influence there. A lot of my favourite dishes to cook are Korean, for example. But I think my **identity** comes more from my own experiences – the different jobs I've done, the people I've met. I guess my family probably influenced my personality a lot, too.

G: Can you give me some examples?

H: Yeah, so my father is pretty stubborn and I've definitely inherited that from him. I don't think I've inherited anything from my mum – she's very organised, and a great planner, but I'm really not. They've both had a big influence on my attitude to work and studying, though. When I was at school, they encouraged me to work hard and I suppose, because of that, I've always been really focused on my education and my career, even though none of my siblings are. I guess I've always been pretty ambitious.

G: And how about your career? Would you say that's influenced your identity at all?

H: Yeah, definitely. I'm a journalist and that's a big part of my self-identity. I guess, at the end of the day, we are all different and there are lots of influences. Everyone is an individual with different life experiences and different stories to tell.

B  **1.01 | Give Ss a minute to read the questions (you could have them write any answers they remember at this point) so they know what to listen for, or read them with the class. Play the recording again for Ss to answer the questions, then check in pairs. Check answers with the class.**

ANSWERS:

- 1 Because his mother is half Italian and his grandmother was Italian.
- 2 He cooks Italian food at home, travels to Italy and enjoys speaking the language.
- 3 No, he doesn't feel British, probably because he didn't grow up there. He feels more comfortable with his Brazilian and Portuguese friends.
- 4 She feels that all of the countries she has lived in form a part of her identity, more than just the country she was born in.
- 5 She is stubborn like her father.
- 6 Because being ambitious and working hard was encouraged by her parents.

C Put Ss in pairs to read the quotes then discuss how true they are for them. Encourage them to think of examples where possible. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

GRAMMAR

present perfect simple and continuous

4A Explain that the pairs of sentences are taken from the listening in Ex 3. Put Ss in pairs to answer the questions, identifying which sentence is in which tense. When they are ready, check answers with the class. Alternatively, if you're teaching online, you could ask Ss to type their answers in the chat box to compare.

ANSWERS:

- 1 present perfect simple – b
- 2 present perfect continuous – a
- 3 present perfect simple – a
- 4 present perfect continuous – b
- 5 present perfect simple – a
- 6 present perfect continuous – b

B The Grammar Bank on page 108 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 108 GRAMMAR BANK

This section covers a wide range of uses of the two tenses – all of which are tested in the exercises that follow. Depending on the strength of the group (and their familiarity with the grammar point), you can choose to let them read through the notes alone or work through them as a class, eliciting new examples for each use. If you do the former, check understanding where necessary, especially of the use of state verbs, experiences and habits. If you choose the latter option, it would be useful to divide the board into two columns, with the headings *present perfect simple* and *present perfect continuous*, then write the differences below them as described in the reference section (e.g. result vs. activity).

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This exercise focuses on the use of the present perfect simple and the present perfect continuous. Elicit the first answer from the class and then ask Ss to choose the correct word(s) to complete the rest of the sentences individually. Ask Ss to compare their answers in pairs, then check answers with the class.

ANSWERS:

- | | |
|-----------------|----------------|
| 1 been watching | 4 been working |
| 2 been | 5 been staying |
| 3 known | 6 seen |

- GB 2** This exercise practises distinguishing between the present perfect simple and continuous. Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone. Ask Ss to compare their answers in pairs, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA To simplify this activity for dyslexic learners, you could provide both forms for each sentence and ask them to choose the correct one.

ANSWERS:

- | | |
|--------------------|--------------------|
| 1 's broken | 5 Have, arrived |
| 2 've been cooking | 6 's been working |
| 3 've, tried | 7 have, known |
| 4 have, sent | 8 's been studying |


- 3** This exercise practises question forms. Ss write the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 have you been teaching
- 2 have you known
- 3 have you been developing
- 4 have you been playing (golf on Saturdays)
- 5 have you been living
- 6 (awards) has he won

PRONUNCIATION


weak forms of *have* and *been*

- 5A**  **1.02** | Play the recording for Ss to listen and complete the questions, then check in pairs. Play the recording again if necessary, then check answers with the class and write them on the board (or invite Ss to come up and do so). With online classes, remember you can ask Ss to type their answers in the chat box for them to compare.

EXTRA SUPPORT: DYSLEXIA Ss can find activities where they listen and write at the same time difficult. In this case, pause the recording after each question and repeat it if necessary. Alternatively they can just listen for the pronunciation of *have* and *been* in preparation for Ex 5B.

ANSWERS:

- | | |
|-----------------|-----------------|
| 1 have you been | 3 have you been |
| 2 Have you ever | 4 have you been |

- B**  **1.02** | Before Ss listen again, demonstrate the pronunciation of the strong and weak forms of *have* and *been*. Ss listen again and identify if the speaker uses the strong or weak forms. Check answers with the class and drill the questions chorally and individually.

EXTRA SUPPORT: TEACHER When drilling phrases, make sure you drill them in chunks (i.e. *What_have_you* = /'wɒtəvju:/) rather than as isolated words, so Ss can hear and practise natural connected speech.

ANSWER:

The speaker uses the weak forms (/həv/ and /bɪn/).

- C** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their partner's answers with the class.

SPEAKING

- 6A** Focus attention on the pie chart and elicit what Ss can see. Check understanding of the topics by eliciting an example of each (e.g. cultural heritage – a local accent). You may want to draw your own pie chart on the board as an example. Read the examples with the class, then ask Ss to create their own pie charts. Tell them they can use some or all of the section headings given and add any others they want, e.g. *education*. Monitor while they work and offer help where necessary, writing any new words and phrases on the board.

- B** When they are ready, put Ss in small groups to present their pie charts to each other. Encourage them to give as much detail as possible. Monitor while they're speaking and make notes on their language use for later class feedback. When they have finished, ask a member from each group to share any similar ideas they had in their group with the class. Give the class feedback on their language use using the notes you made while they were speaking. With online classes, remember Ss can use a collaborative document to share their pie charts.

EXTRA SUPPORT: TEACHER When Ss are doing longer, freer speaking activities, it's not a good idea to hinder fluency by interrupting them to correct their mistakes. Instead, make a note of any common mistakes you hear, along with any examples of good language use. After feedback on the activity, write any errors on the board to correct as class errors (i.e. without saying who made them), and drill any examples of good language use.

EXTRA IDEA You could ask Ss to make posters about themselves, using their pie charts and any relevant photos they want to include.

WRITING

a blog post

7A Divide the board into three columns: *Family background*, *Personality* and *Attitude to work*. Ask Ss to read the blog post and find information about these three things, then compare ideas in pairs. Check answers with the class and write the ideas in the correct columns on the board.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where there are missing sentences, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise in Ex 7B. Before they complete Ex 7B, you could also read the examples with the class.

ANSWERS:

Family background: Her parents are from China, but she was born in the USA.

Personality: She is adventurous, stubborn, outgoing and sociable.

Attitude to work: She is ambitious and works hard.

B Ss complete the post with the examples alone, then check in pairs. Check answers with the class. During feedback, ask Ss to identify the main ideas (e.g. 1 – *I identify quite strongly with my Asian roots*) and the examples (e.g. c – *I love the Chinese New Year celebrations, and I'm crazy about Asian food!*). Then elicit why it's useful to support your ideas with clear examples (e.g. it helps the reader understand what you're trying to say and helps them connect with the text through practical examples).

ANSWERS:

1 c 2 a 3 b 4 d

C Ss match the sentence halves individually, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find the matching activity less of a challenge if they are provided with the beginnings and endings side by side as this will help them to visually process the connection between the two parts of the sentences. To simplify it for them further, you could divide the sentences into two sets, one of three and one of four sentences (beginnings and corresponding endings).

ANSWERS:

1 f 2 d 3 a 4 b 5 c 6 e 7 g

D Give Ss a few minutes to make notes about themselves on the three topics. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, ask Ss to write their blog posts. They should aim to write around 140 words. Monitor while they are writing. Encourage Ss to use the sentence beginnings in Ex 7C and make sure they include examples to support their ideas. When they have finished, put Ss in pairs to swap posts and read each other's.

EXTRA IDEA: DIGITAL You could set up a class blog using a free blogging website for Ss to write a final draft of their blog posts on. You could then revisit this at the end of the course and ask Ss how they've changed since writing it.

TO FINISH

Tell the class about an aspect of you that you'd like to improve, e.g. 'Sometimes I can be a bit argumentative, especially with my family. I think I need to listen more at these times.' Put Ss in pairs to discuss an aspect of themselves they'd like to improve and how they could do this.

1B Memory

GRAMMAR | infinitive and *-ing* forms

VOCABULARY | collocations about memory; idioms: memory

PRONUNCIATION | chunking: two-part collocations

LESSON OVERVIEW

In this lesson, Ss extend their knowledge of infinitives and *-ing* forms after certain verbs. The context is a reading about people with amazing memories. Ss then learn collocations related to memory. They also practise chunking in two-part collocations in the pronunciation section. The lesson ends with a speaking activity where Ss describe a memory.

Online Teaching

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

- **To start:** Instead of real objects, share a photo showing a number of objects and show this for thirty seconds.
- **Ex 2A:** Put Ss in breakout rooms to discuss the questions.
- **Ex 3C:** Ask Ss to type their answers into the chat box so they can compare them.
- **Ex 5C:** Use an online noticeboard for Ss to add answers about themselves and then read other Ss' sentences.

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

Before class, collect some random, small objects together and a large piece of material such as a blanket. Arrange the objects on a table at the front of the classroom and cover them with the material. At the start of class, show the objects for thirty seconds then cover them up again. For online classes, remember that you can show a photo with a number of objects instead. Put Ss in small groups to write down as many of the objects as they can remember. When they have finished, show the objects again for Ss to check and ask them how many they remembered correctly.

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.

GRAMMAR

infinitive and *-ing* forms

- 1** Put Ss in pairs to ask and answer the questions. When they have finished, ask the class to give their answers to questions 1 and 2 via a show of hands, then elicit any special techniques they use or know of.
- 2A** Give Ss time to read the techniques, then put them in pairs (in breakout rooms if you're teaching online) to discuss the questions. In feedback, go through the techniques and elicit their answers.
- B** Draw attention to the phrases in bold in Ex 2A and the example. Ask Ss to match the phrases with the rules then check their answers in pairs. Check answers with the class.

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

ANSWERS:

- 2** To keep (sentence 4)
- 3** by imagining (sentence 6)
- 4** remember to do (sentence 1), remember visualising (sentence 2), try to practise (sentence 3), tried taking (sentence 5)

- C** The Grammar Bank on page 109 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 109 GRAMMAR BANK

This practises the form and use of verbs followed by a *to* infinitive or an *-ing* form. It covers a wide range of rules surrounding their use. Ss may well have come across many of these rules before, and as such, this can be treated as revision. However, it's worth focusing on any of the rules that you think the class will need extra support with, by giving or eliciting your own examples.

EXTRA CHALLENGE You could elicit any other verbs Ss know which change meaning depending on whether they are followed by the infinitive or *-ing* form. You could also elicit other examples of *-ing* forms following a preposition.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1 Elicit the first answer as an example, then ask Ss to find the rest of the mistakes. Make sure they're aware that one of the sentences is correct. Ask Ss to check answers in pairs, then check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA This activity may be difficult for dyslexic learners as there is a lot of text to look through. In this case, remove the correct sentence and ask Ss to cover the sentences they're not working on in order to reduce the number of distractions.

ANSWERS:

- 1 For **To** improve your memory, you need to make emotional connections with the subject.
- 2 The purpose of this article is **to** show how memory is connected to our personalities.
- 3 She prepared for her exam by ~~revise~~ **revising** every day with a friend.
- 4 correct
- 5 He worked all morning except for when he stopped ~~taking~~ **to take** a coffee break.
- 6 If your computer freezes, try ~~to switch~~ **switching** it off and on again.
- 7 I remember ~~to play~~ **playing** in the back garden when I was six years old.
- 8 Don't forget ~~buying~~ **to buy** snacks for the party tomorrow!

- 2 Elicit the first answer as an example, and show how we often (but not always) need to use the *-ing* form or *to* infinitive of the action verb from the first sentence along with the verb in brackets to complete the second sentence. Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT As this is a multi-stage activity, weaker classes may benefit from some support regarding how to approach it. You could suggest they first identify the form needed to follow the verb in brackets (*-ing* or infinitive) to achieve the correct meaning, then the verb they should use in that form and then finally combine it with the correct form of the verb in brackets to complete the sentence.

EXTRA SUPPORT: DYSLEXIA Multi-stage activities like this can be challenging for dyslexic learners. You could simplify the process for them by providing two options, one with the correct structure and one with the incorrect structure (e.g. forgot to switch / forgot switching), for them to choose from. Covering the sets of sentences they are not working on will also help reduce distraction.

ANSWERS:

- | | |
|--------------------|-------------------|
| 1 forgot to switch | 4 stopped working |
| 2 tried drinking | 5 forget singing |
| 3 remember to take | 6 stopped cycling |

- 3 Ss choose the correct verb forms alone, then check in pairs. Check answers with the class and elicit anything that Ss found interesting in the text.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), including both options, so Ss with dyslexia can listen while they read to help them with the exercise. You could also ask dyslexic learners to cover the parts of the text they're not focusing on to avoid distractions.

ANSWERS:

- | | |
|---------------|-----------------------|
| 1 remembering | 6 So as not to forget |
| 2 to take | 7 To recall |
| 3 to forget | 8 try creating |
| 4 to create | 9 to put |
| 5 To remember | 10 to close |

READING

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

- 3A Introduce the activity by telling the class your answers to the questions, e.g. 'My friend Emile has a fantastic memory. He remembers all our friends' birthdays – and how old we are! He's also really good at remembering dates generally.' Put Ss in pairs to discuss. When they have finished, ask a few Ss to share their partner's answers with the class.
- B Read the questions with the class so they know what to look for, then set Ss a time limit of three minutes to read the article quickly and find the answers. Explain that Ss will have a chance to read the text again more carefully afterwards. When they have finished, check answers with the class.

ANSWERS:

- 1 all the small details of their life
- 2 people who enjoy daydreaming, creating fantasies and imagining different worlds
- 3 We are more likely to remember something if we have an emotional connection to it.

- C Ss scan the article again to find the information, then check answers in pairs. Encourage Ss to highlight the parts of the text which give the answers as they do so. Check answers with the whole class, and elicit where in the text they found each piece of information. With online classes, remember Ss can type their answers in the chat box to compare them.

EXTRA SUPPORT: TEACHER Scanning (reading a text quickly for specific information) is a useful reading subskill, both in our first language and a foreign language. In order to encourage Ss to read quickly in this way it's important to set a strict limit for them to complete the activity. Alternatively, you could do it as a race, where the first student to find all the answers wins.

ANSWERS:

- 1 Jorge Luis Borges
- 2 It was the date Nima Veiseh started to remember everything.
- 3 thirty-four
- 4 16th August, 1977
- 5 Highly Superior Autobiographical Memory
- 6 half a century

D Ss discuss the questions in small groups. When they have finished, nominate a student from each group to summarise their ideas for the class.

EXTRA IDEA Before class, prepare some famous dates for events that are relevant to your class and write them on the board, e.g. *12th December, 2015 – The Paris Agreement on climate change, 15th July, 2012 – release of Gangnam Style*. Avoid any events or dates that could be traumatic or triggering. Put Ss in groups and challenge them to remember what happened on those dates. You may also need to provide some clues. Award a point for a correct answer; the group with the most points wins.

VOCABULARY**collocations about memory**

4A Focus attention on the collocations in bold in the article in Ex 3. Ask Ss to complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER Collocations are words which are commonly found together and are an important part of using English naturally. Remembering collocations as 'chunks' makes retrieving language easier when speaking, too. Encourage Ss to look for collocations and record them as whole units.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find activities like this difficult as they need to look through lots of text to find the answers. In this case, provide the collocations as a vertical list for Ss to complete the sentences. They have the option to refer to the text for context.

ANSWERS:

- 1 childhood memories
- 2 long-term memory
- 3 perfect recall
- 4 brings back memories
- 5 have a good memory
- 6 learn things by heart
- 7 remember every detail
- 8 short-term memory

B Write on the board: *I can never remember information about the economy. It goes in one ear and out the other.* Focus attention on the idiom and ask: 'Is this a literal meaning?' (no); don't elicit or explain the meaning yet, though. Explain that idioms are phrases in which the meanings of the individual words are different from the meaning of the phrase as a whole. Put Ss in pairs to find the idiom in the article and discuss what they think it means. Elicit their ideas then check the answer with the class.

ANSWER:

You forget something as soon as you hear it.


C Refer Ss to the Vocabulary Bank on page 136.

▶ page 136 **VOCABULARY BANK** idioms: memory

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.

1A Ss complete the idioms individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide the words in a vertical list, which they can process more readily.

B  **VB1.02** | Ss listen and check their answers. Check understanding of the idioms where necessary, then ask if Ss have similar ones in their language(s) and if so what they are.

ANSWERS:

- | | | |
|--------|----------|----------|
| 2 mind | 3 memory | 4 tongue |
| 5 bell | 6 tricks | |

- C** Elicit the first answer as an example, then put Ss in pairs to think of an idiom for each of the other situations. When they have finished, elicit Ss' ideas and find out if other Ss agree.


POSSIBLE ANSWERS:

- 1 Sorry, it totally slipped my mind.
- 2 The answer is on the tip of my tongue.
- 3 Things go in one ear and out the other.
- 4 Refresh my memory (and tell me their name).
- 5 It definitely rings a bell.
- 6 My memory is playing tricks on me.

- D** Read the example with the class, then ask Ss to roleplay the rest of the situations with their partner from Ex 1C. When they have finished, ask a few pairs to perform one of their roleplays for the class.


PRONUNCIATION

chunking: two-part collocations

- 5A**  **1.03** | Focus attention on the sentences and the collocations in bold. Ss listen and decide if the words are said with pauses or as a chunk. Check the answer with the class.

ANSWER:

They are said as one chunk.

- B**  **1.03** | Play the recording again for Ss to listen and repeat the collocations.
- C** Ss discuss the questions in pairs. Monitor and check their pronunciation of the collocations as they do so. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class. For online teaching, remember Ss can use an online noticeboard to share their answers.

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

SPEAKING

- 6A** You could demonstrate the activity by describing one of your memories to the class, answering the questions, e.g. 'I remember my first day at school when I was five. It was a big old building and it looked very frightening. My mum left me at the school gates and I felt terrified. But then I saw my friend from across the street and we went in together. I felt much better after that and actually had a lot of fun the rest of the day!' Ask Ss to think of a memory and make notes to answer the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Communication



- B** Read the Future Skills box with the class, then ask Ss to look back at their notes and add interesting details, using the ideas given to help them. Monitor and offer help where necessary.
- C** Put Ss in small groups to describe their memories. When they have finished, ask each group to choose the most interesting one to share with the class.

TO FINISH

Put Ss in small groups to compile a list of techniques which they can use to help them remember things. They could include ideas from the lesson and their own ideas. Ask them to try them out over the following week and then report back on which techniques they found most useful.

1C I'd much rather ...

HOW TO ... | express personal preferences

VOCABULARY | emotions and feelings

PRONUNCIATION | word stress: dependent prepositions

LESSON OVERVIEW

In this lesson, Ss learn vocabulary to describe emotions and feelings. The context is a reading where they read a travel guide entry about Lagos. Ss also practise using word stress with verbs and dependent prepositions. Ss then learn functional language for expressing personal preferences. The lesson ends with a speaking activity where Ss practise collaborating to create an itinerary for a day trip to a city.

Online Teaching

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

- **Ex 1B:** Display the text in a shared document and ask Ss to highlight the things they'd like to do in different colours.
- **Ex 2A:** Display the sentences on your device and share your screen. Make sure the annotate function is on. In feedback, elicit which words are stressed and highlight them on your screen.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1C
Workbook 1C

TO START

Write the following questions on the board: *What things do visitors to your city like doing? What activities would you recommend?* Put Ss in small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

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

VOCABULARY

emotions and feelings

1 A Ss discuss the questions in groups. When they have finished, elicit their ideas and have a brief class discussion.

B Ask if anyone has been to Lagos in Nigeria. Put Ss in pairs to read the travel guide entry, then discuss which of the activities they would and wouldn't like to do and why. When they have finished, elicit answers from a few Ss and find out if others agree. With online classes, remember you can share the text for Ss to highlight the things they'd like to do.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise.

C Read the example with the class, then ask Ss to complete the rest of the sentences alone, then check in pairs. Check answers with the class. You could elicit further example sentences using the phrases in order to check understanding.


EXTRA SUPPORT: DYSLEXIA Provide the words in bold as a separate list to help Ss with dyslexia to do the activity as they will find this easier to process than having to find the words in the text. They have the option to refer to the text for context.

ANSWERS:

2 fond **3** nervous about **4** terrified of
5 thrilled by **6** into **7** keen on
8 fed up of

PRONUNCIATION

word stress: dependent prepositions

2 A  **1.04** | Ss listen and decide whether the adjective or the preposition is stressed, then check in pairs. Check the answer with the class and drill the phrases chorally and individually. For online teaching, remember you can share the sentences for Ss to highlight the stressed words.


ANSWER:

The adjective is stressed.

B Read the example with the class and highlight the use of the phrase *really into*. Put Ss in pairs to discuss the activities in the box using the phrases in Ex 1C. Monitor and check their pronunciation of the dependent prepositions as they do this. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

How to ...

express personal preferences

3A  **1.05** | Tell the class that they're going to listen to two people on a work trip to Lagos discussing what to do on their day off. Ss listen and find out what they decide to do. Check the answer with the class.

ANSWER:


In the morning they'll go to a street market and then to Freedom Park. In the afternoon they'll go surfing and in the evening they'll eat local food at a local restaurant.

AUDIOSCRIPT 1.05

N = Naomi A = Ayo

- N: You know Lagos already, right?
- A: A little bit. I came here on another business trip a few years ago. The thing I like about it is the street life. There are some really good markets where you can find handcrafted goods.
- N: Oh, that sounds interesting.
- A: Yeah, in the centre. And fairly close by, there's Victoria Island, which is sort of your more upscale area. It has designer stores and boutiques and fancy restaurants, that kind of thing. It's kind of the posh area. Do you want to check it out?
- N: Um, I'd be happy to go there for a bit, but maybe not more than a couple of hours. It's not really my cup of tea.
- A: OK, that's fine.
- N: Yeah, I'm not a big fan of shopping generally. I'd rather go to a park and just wander about for a bit.
- A: Actually, there is a park which you might like. It's called Freedom Park. It has life-size sculptures and an art gallery. And the last time I was there, there was live music.
- N: Oh wow, I'm really into live music.
- A: Yeah, there was a stage with a band and a dance group. It was awesome.
- N: That sounds great. You know, I've heard there are some beaches outside the centre that are worth visiting.
- A: Yeah, definitely.
- N: It might be nice just to hang out on a beach for a few hours. I think I'd prefer to do that than to go wandering around the shops.
- A: We can do that. There are a few beaches, if I remember rightly. One's called Tarkwa Bay Beach. It's about twenty minutes out of town and you take a boat to get there. It's idyllic, just beautiful.

- N: Oh wow. You know, what I really like doing is surfing. I don't suppose they rent out surfboards, do they?
- A: I'm pretty sure they **do**, actually. I didn't know you were into surfing.
- N: I love it.
- A: Me too.
- N: Shall we just spend the afternoon surfing then, I mean after the markets and the park?
- A: Fine with me.
- N: Are you sure?
- A: Totally! We can go to a street market and Freedom Park in the morning and spend the afternoon on the beach. Excellent! And then we'll find a local restaurant where we can eat some local food in the evening.
- N: Sounds good.
- A: Have you ever tried jollof rice?
- N: Nope. Not yet.
- A: You're going to love it!

B  **1.05** | Ss complete the sentences with what they can remember, then listen again and check their answers. Check answers with the class.

ANSWERS:

- | | | |
|-----------------------|--------------------|-----------------|
| 1 thing I like | 2 for a bit | 3 fan of |
| 4 rather go | 5 prefer to | 6 what I |

C Focus attention on the table, then ask Ss to complete it, using the sentences in Ex 3B to help, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with the phrases in a vertical list, which they may find easier to work with.

ANSWERS:

- 1** I'm (not) a big fan of
- 2** What I love about
- 3** I'd prefer
- 4** I'd rather
- 5** I'd be happy

D The Grammar Bank on page 110 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 110 **GRAMMAR BANK**

This focuses on the form and use of functional language for expressing personal preferences. Highlight that some of the phrases are semi-fixed and elicit the forms or words we use after them.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

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

ANSWERS:

- | | |
|---------------------|-------------------|
| 1 can't stand, What | 4 The thing, on |
| 2 fan, into | 5 Given, not to |
| 3 about, rather | 6 passionate, not |

- 2** Ss complete the email alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the email to the class (or record it before the lesson), leaving the gaps blank, so learners with dyslexia can listen while they read to help them with the exercise. You can also provide the words in the box as a vertical list for them to use when completing the email.

ANSWERS:

- | | | |
|----------|--------------|---------|
| 1 choice | 2 passionate | 3 into |
| 4 rather | 5 prefer | 6 about |
| 7 stand | 8 keen | |

- 4A** Ask the class if anyone has been to Prague and check they know where it is (the Czech Republic). Ss read the list and choose which activities they'd like to do.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner with whom they can read the list of things to do prior to discussing the activities together in Ex 4B.

- B** Read the example with the class, then put Ss in pairs to make suggestions and respond using the phrases in Ex 3C. When they have finished, ask a few pairs what they decided to do.

SPEAKING

- 5A** Arrange Ss in small groups to think of cities and agree on one they'd all like to visit.

- B** Ask Ss to work alone and make notes about the things in the list. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA: DIGITAL Ask Ss to find the information they need about their chosen city online.

FUTURE SKILLS | Collaboration

- C** Check understanding of *compromise* (= when two sides don't agree, they both give up something they originally asked for or change their view slightly so they can reach an agreement). Read the Future Skills box as a class and ask Ss to look back at the notes they made in Ex 5B and decide what and how they might compromise on their ideas.

EXTRA: EMPLOYABILITY SKILLS Collaborating by negotiating on ideas and suggestions like this is a very useful work skill as it allows people to come to an agreement that everyone is happy with. Encourage Ss to think about how they can compromise on their ideas in future group work in their lessons, jobs and other aspects of their lives to ensure everyone is happy.

- D** Put Ss back in the same groups they were in for Ex 5A and ask them to create an itinerary. Encourage Ss to use the functional language from the lesson and reach a compromise where necessary. When they have finished, ask each group to present their itineraries to the class.

EXTRA: HOW TO ... After each presentation to the class, ask other Ss to give their opinions on different aspects of the itineraries using language from Ex 3C.

TO FINISH

Tell the class about something you're really into, e.g. 'I'm really into travelling. I like to visit new places whenever I get the chance. It helps create good memories, I think.' Ask a few Ss what they're really into and find out if anyone else is, too.

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

▶ page 146 **MEDIATION BANK****MEDIATION BANK TEACHER'S NOTES** ▶ page 183

1D Street Interviews

Personality

GRAMMAR | *while, whereas* and *whilst*

SPEAKING | discuss personality traits

WRITING | a letter of recommendation

LESSON OVERVIEW

In this lesson, Ss learn how to discuss personality traits. The context is a series of BBC street interviews where people describe themselves. Ss learn how to use *while, whereas* and *whilst*. Ss then do a speaking activity where they discuss their personality traits in pairs. The lesson ends with a writing activity where Ss write a letter of recommendation.

Online Teaching

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

- **Exs 2A, 2B and 2C:** 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.
- **Exs 4B and 4C:** Put Ss in different breakout rooms to discuss their personalities and their partner's personalities.

Additional Materials

For Teachers:

Presentation Tool Lesson 1D

Online Digital Resources

Grammar Bank 1D

Writing Bank 1D

Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D

Workbook 1D

TO START

Review the vocabulary related to personality from Lesson 1A with a 'bingo' activity. Ask Ss to look back to the lesson and choose and write down five of the adjectives. Each turn, read out a definition of one of the adjectives (you could use the meanings in Lesson 1A, Ex 2A). If a student thinks they have that adjective, they cross it out. The first student to cross off all their adjectives wins.

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

PREVIEW

- 1 A** Read the instructions with the class and give an example relevant to your Ss, e.g. 'This person is very ambitious and always works hard in class and in their job. They're also outgoing and cheerful, and often make us laugh.' Put Ss in small groups to practise describing other Ss in the class for each other to guess. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Ss match the sentence halves alone, then check in pairs. Check answers with the class, then check understanding by asking Ss to come up with different example sentences for the adjectives.


EXTRA SUPPORT: DYSLEXIA You can make this activity easier for dyslexic learners to process by providing the two sets of sentence halves side by side.

ANSWERS:


1 c 2 h 3 a 4 f 5 d 6 b 7 e 8 g

- C** Give the class an example, e.g. 'My sister is usually bubbly, but she's grumpy in the mornings before she's had a cup of coffee!' Then put Ss in pairs to practise describing people they know using the adjectives in Ex 1B. When they have finished, ask a few Ss to share anything interesting their partner told them with the class.

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. Ss watch the interviews and identify which speakers are similar to them and in what ways, then share their answers in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. In feedback, ask a few Ss to share their answers with the class.

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

- B**  Ss watch the first part of the interviews again and note down at least one adjective each speaker uses to describe themselves, then compare answers in pairs. Play the video again if necessary, then check answers as a class. Then put Ss in pairs to discuss which of the adjectives they can use to describe themselves.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find activities like this where they have to listen and write at the same time difficult. In this case, give them two adjectives per speaker (a correct one and a distractor) and ask them to choose the one they hear.

ANSWERS:

Elaine: liberal, happy-go-lucky, positive
 Anna: bubbly, passionate, committed
 Valeria: curious, enthusiastic
 Elijah: optimistic, loving, creative, grumpy
 Gwen: outgoing, sociable
 Roisin: friendly, welcoming, funny
 Collin: optimistic

- C** ▶ Give Ss time to read the sentences or read them with the class so they know what to listen for. When they are ready, play the second part of the interviews again for Ss to watch and choose the correct words, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------|-------------------|
| 1 at work | 5 a party |
| 2 serious | 6 with new people |
| 3 direct | 7 never changes |
| 4 friends | |

- D** Ss choose the correct meanings alone, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the activity they're not working on in order to avoid distractions.

ANSWERS:

- 1 a 2 b 3 a 4 b 5 b

GRAMMAR**while, whereas and whilst**

- 3A** Ask Ss to read the sentences, then focus attention on the words in bold and ask them to choose the correct option to complete the rule. Check the answer with the class.

ANSWER:

different from

- B** The Grammar Bank on page 111 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 111 **GRAMMAR BANK**

This focuses on the form and use of *while*, *whereas* and *whilst*. Go through the notes with the class or give them time to read them and ask you any questions they have. Check understanding, especially of the use of *while* and *whilst* to introduce a time clause.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make this exercise easier for Ss with dyslexia to process, present the two sets of sentence halves side by side in two columns. Ss can then draw lines to match the halves.

ANSWERS:

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

- 2A** Read the example with the class, pointing out the significance of the tick and cross, and demonstrate how *whilst* can also be replaced with *while* or *whereas* (*While I ... / Whereas I ...*). Ask Ss to write the rest of the sentences individually, making sure they use *while*, *whilst* or *whereas* at least once each, then check in pairs. Check answers as a class. Note that although the linker could be placed in the middle of the sentences, in these instances they sound more natural when it is at the start of the sentence.

ANSWERS:

- 2** Whereas/While/Whilst I'm always well prepared for things, I'm not good at organising other people. / I'm always well prepared for things, whereas/while/whilst I'm not good at organising other people.
- 3** Whereas/While/Whilst I enjoy going to parties, I don't enjoy talking to new people. / I enjoy going to parties, whereas/while/whilst I don't enjoy talking to new people.
- 4** Whereas/While/Whilst I like to follow a schedule, I'm also happy to make changes at the last minute. / I like to follow a schedule, whereas/while/whilst I'm also happy to make changes at the last minute.
- 5** Whereas/While/Whilst I generally feel comfortable around people, I don't like being the centre of attention. / I generally feel comfortable around people, whereas/while/whilst I don't like being the centre of attention.
- 6** Whereas/While/Whilst I'm interested in people, I'm not good at listening to other people's problems. / I'm interested in people, whereas/while/whilst I'm not good at listening to other people's problems.
- 7** Whereas/While/Whilst I'm usually in a good mood, I sometimes get stressed easily. / I'm usually in a good mood, whereas/while/whilst I sometimes get stressed easily.

B Read the example with the class. You could also provide an example about you and someone else in which you use the linker in the middle of the sentence., e.g. 'I'm not a very competitive person, whereas my brother is and always likes to win.' Monitor Ss while they're writing their sentences and check they're forming them correctly. Encourage them to use *while*, *whereas* and *whilst* at least once each and to use the linkers in the middle of some sentences rather than at the start. When they have finished, put Ss in pairs to compare their sentences.

SPEAKING

discuss personality traits

4A Go through the questions with the class and elicit some initial ideas. Ss make their notes individually. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: DYSLEXIA Record the questions so that Ss with dyslexia can listen to each one on their devices and make notes.

B Put Ss in pairs (in breakout rooms with online classes) to share their ideas and discuss the questions. Ask Ss to make notes of their partner's answers, as they'll need these to refer to in the next activity. Monitor and offer help where necessary. When they have finished, elicit answers from a few Ss and have a brief class discussion.

C Arrange Ss in new pairs (in breakout rooms with online classes) and ask them to describe their previous partner's personality and think of a job they would be good at, based on this information (they can choose one from the box in Ex 4A or use their own ideas). When they have finished, elicit the jobs they came up with and find out if the original student agrees.

WRITING

a letter of recommendation

5A Read the questions with the class and check understanding, then put Ss in pairs to discuss the questions. When they have finished, elicit a few answers around the class.

B Refer Ss to the Writing Bank on page 104.

▶ page 104 **WRITING BANK**

1 A Ss read the letter of recommendation, then discuss in pairs whether Jenna would be suitable for the job. Monitor and encourage Ss to give reasons for their opinions.

EXTRA SUPPORT: DYSLEXIA Read the letter to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the activities. You could do the same for the advertisement in Ex 1C.

B Put Ss in pairs to answer the questions. When they have finished, check answers with the class and write the phrases for question 3 on the board.

ANSWERS:

1 She was a volunteer teacher at St Mark's School; She has worked with Martin for the past eight years; She has led several professional development workshops this term and has been mentoring one of their teaching assistants for the past year.

2 She is a kind, friendly and enthusiastic teacher; She's very passionate about her work; She has good communication skills; She is sometimes shy and lacking in confidence when talking in public or making leadership decisions; She could make a good manager but will need training and support.

3 I would say; I would also add; In my opinion; I believe

C Ss read the job advert then discuss in pairs who they think would be suitable for it. You could ask them to highlight the adjectives in the advert first to help them decide. If they can't think of a real person, they could make someone up.

D Ss write their letters individually, based on their discussion in Ex 1C. They should aim for around 140 words. Monitor and encourage them to use the language from the lesson in their letters, and check they're using it correctly. When they have finished, put Ss in pairs to swap their letters and read them.

TO FINISH

Put Ss in pairs and ask them to discuss which of the personality traits mentioned in the lesson they'd most like to have, and why.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1A:** Ask Ss to use a collaborative document in pairs to write the questions.
- **Ex 3B:** Put Ss in breakout rooms in pairs to choose the names, then have them check by sending private messages to the people.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: present perfect simple and continuous, infinitive and *-ing* forms, *while*, *whereas* and *whilst*; Vocabulary: personality adjectives, suffixes, collocations about memory, idioms: memory, emotions and feelings; How to ... express personal preferences). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

present perfect simple and continuous

- 1 A** Elicit the first answer as an example. Ss write the questions alone, then check in pairs. In feedback, ask a different student to come up and write each question on the board to check answers. With online classes, remember you can use a collaborative document for Ss to write their answers.

EXTRA SUPPORT: DYSLEXIA In order to make this activity easier for Ss with dyslexia, give both forms for each question and ask them to choose the correct one. Note that for questions 3 and 5, both forms are acceptable.

EXTRA: ALTERNATIVE IDEA Books closed. Arrange Ss in two large groups and give each group a board pen. Each turn, read out the prompts for a student from each team to come up and write the question (a different student each time). The first to write it correctly gets a point for their team. At the end, the team with the most points wins.

ANSWERS:

- 1 How long have you been learning English?
- 2 How many teachers have you had?
- 3 What have you done to improve your English recently? / What have you been doing to improve your English recently?
- 4 Have you finished today's homework?
- 5 Have you been studying a lot recently? / Have you studied a lot recently?
- 6 Have you watched any films in English recently?

B Ss ask and answer the questions in pairs. When they have finished, ask a few Ss to share some of their partner's answers with the class.

infinitive and *-ing* forms

- 2** Ss complete sentences 1–8 alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the activity they're not working on in order to avoid distractions.

ANSWERS:

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

VOCABULARY

- 3 A** Ss choose the correct words individually, then check in pairs. Check answers with the class.


ANSWERS:

- | | | |
|-----------|---------------|------------|
| 1 into | 2 keen | 3 about |
| 4 have | 5 adventurous | 6 outgoing |
| 7 nervous | 8 heart | |

B Read the example with the class. Put Ss in pairs (in breakout rooms for online classes) to choose someone in the class for each sentence. When they are ready, ask Ss to get up and find the people to check (or do so by private message with online classes). In feedback, ask a few Ss how many they guessed correctly.

4A This activity reviews both the grammar and vocabulary of Unit 1. Ss complete the anecdote individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the anecdote to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 4A. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

B  **R1.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

1 C 2 A 3 A 4 C 5 B 6 C
7 A 8 C 9 A 10 C 11 B 12 C

TO FINISH

Write on the board:

*What are the four most useful things you learnt in Unit 1?
How will you continue to work on these in the future?*

Ask Ss to work alone and look back through each lesson of the unit, choosing one thing (e.g. grammar, vocabulary, pronunciation, a skill or a fact) from each one. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise or use it in the future.