

Speak out

3RD EDITION

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

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

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

Teacher's Book with Teacher's Portal Access Code

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

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

Also available

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

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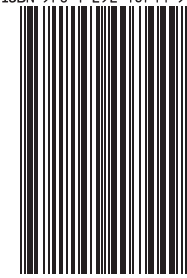
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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test 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

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3RD EDITION

B1+

Kate Fuscoe

Teacher's Book with Teacher's Portal Access Code



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Speak < out

3RD EDITION



Teacher's Book

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SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6					
1 me & mine B B C VLOGS What's the best present you've ever received?					
1A	The story of me p8	Narrative tenses	Describing possessions; materials	Auxiliary verbs: weak forms	
1B	Less is more? p11	Verb patterns	Personal preferences	Stress in prepositional phrases	Read an article about minimalism vs. maximalism
1C	Don't forget to ... p14	How to ... leave phone messages	Phrasal verbs: housework	Intonation in polite requests	
1D	Your gadgets p16	<i>except for, apart from, (not) even</i>			
UNIT 1 REVIEW p18					
2 behaviour B B C VLOGS What good habits do you have?					
2A	Change of habit p20	Present perfect continuous	Making changes	Weak form of <i>been</i>	Read an article about how to change habits FUTURE SKILLS Critical thinking
2B	People pleaser p23	Relative clauses	Collocations: feelings and behaviour	Chunking in relative clauses	
2C	That's annoying! p26	How to ... talk about things that annoy you	Pet hates	Stress and intonation to show annoyance	
2D	Planet Earth II: Jungles p28				
UNIT 2 REVIEW p30					
3 working life B B C VLOGS Where do you prefer to work or study?					
3A	Working from home p32	Conditional structures: <i>unless, even if, in case (of)</i>	Work phrases	Stress in phrases	Read an article about famous authors working from home
3B	Gig work p35	Necessity, obligation and permission	Work	Elision of /t/	
3C	Good question p38	How to ... take part in an interview FUTURE SKILLS Job interviewing	Personality adjectives (1); negative prefixes	Word stress in personality adjectives	
3D	This or that? p40	Expressing preferences			
UNIT 3 REVIEW p42					
4 fact or fiction? B B C VLOGS Do you prefer true stories or fiction?					
4A	Hoax! p44	Past plans and intentions	Truth and lies	Silent consonants	Read about a hoax
4B	Documentary p47	Indirect and negative questions	Adjectives to describe films; films and film-making	Intonation in indirect and negative questions	
4C	News p50	How to ... talk about the news	News headlines; the news	Word stress in adverbs for summarising	
4D	Fake friends p52				
UNIT 4 REVIEW p54					

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to a podcast about people's possessions	Tell 'a story of me in three objects'	Write an advert to sell an item online
		Discuss a questionnaire about preferences FUTURE SKILLS Communication	
		Leaving phone messages FUTURE SKILLS Communication MEDIATION SKILLS Agree on the best way to fix a work problem	
	B B C Street Interviews about gadgets and screen time	Discuss a questionnaire about gadgets	Write an online forum comment
		Talk about ways of changing habits	
	Listen to people talking about being a 'people pleaser'	Talk about ways of saying no	Write emails to decline invitations
		Talk about things that annoy you	MEDIATION SKILLS Summarise an article
	B B C Programme <i>Planet Earth II: Jungles</i>	Discuss difficult situations	Write about a personal experience
		Talk about your approach to working or studying from home	
	Listen to people talking about the gig economy	Talk about what's important in a job	Write a cover email for a job application
		MEDIATION SKILLS Choose a candidate for a position	
	B B C Street Interviews about people's preferred jobs	Talk about 'This or That?' questions	Write a discussion board post
		Retell the story of a hoax FUTURE SKILLS Communication	
	Listen to people talking about favourite documentaries	Present a pitch for a documentary	Write a review
		Discuss a news story	MEDIATION SKILLS Report a news story
	B B C Programme <i>Ordinary Lies</i>	Have a conversation with an old friend	Write a personal email/letter

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
5 consumer B B C VLOGS When was the last time you had a problem with a product or service?				
5A The customer is always right? p56	Clauses of purpose: <i>to, so as to, in order to/ that, so that</i>	Personality adjectives (2)	Word stress in adjectives	
5B Too good to be true p59	Comparative and superlative structures	Advertising; money	Linking <i>r</i> in phrases	Read an article about marketing tricks
5C Which should I buy? p62	How to ... summarise information from different sources	Describing products	Intonation in summarising phrases	
5D I do it myself p64	Causative <i>have</i> and <i>get</i> ; reflexive pronouns			

UNIT 5 REVIEW p66

6 places B B C VLOGS What's your favourite city?				
6A In the city p68	<i>so</i> and <i>such</i>	Areas of a city	Intonation for emphasis with <i>so</i> and <i>such</i>	
6B Great journeys p71	<i>be/get used to</i>	Challenges; idioms	<i>be/get used to</i>	Read an article about epic journeys
6C City transport p74	How to ... ask for and confirm information	City transport	Fast speech: <i>just</i>	
6D A city of tomorrow p76				

UNIT 6 REVIEW p78

7 connect B B C VLOGS What's your favourite word?				
7A Mix-up p80	Reported speech	Reporting verbs; ways of speaking	Stress in reporting verbs	
7B Oversharing p83	Passives	Computer use; internet words	Stress and weak forms in passives	Read an article about oversharing online FUTURE SKILLS Critical thinking
7C 7C Conversation savers p86	How to ... keep a conversation going	Adverbs	Intonation in short questions	
7D A good communicator p88	Avoiding repetition: <i>so, to, not, be</i>			

UNIT 7 REVIEW p90

8 wisdom B B C VLOGS What's the best piece of advice you've ever been given?				
8A Wise words p92	Third conditional and <i>should have</i>	Phrases of advice	Contractions in complex sentences	Read an article about advice from people of different ages FUTURE SKILLS Critical thinking
8B Life lessons p95	<i>would</i>	Learning; phrasal verbs	Contracted <i>would</i>	
8C One thing I know ... p98	How to ... give a presentation	Presenting	Stressing words in key phrases	
8D Dragons' Den p100				

UNIT 8 REVIEW p102

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to people making complaints	Roleplay making complaints	Write a complaint email
		Discuss a marketing campaign FUTURE SKILLS Communication	
		MEDIATION SKILLS Explain something clearly to sell an idea to other people	
	B B C Street Interviews about what people do themselves/have done	Talk about planning an event	Write a meeting summary
	Listen to people talking about their favourite neighbourhoods	Describe your favourite neighbourhood FUTURE SKILLS Collaboration	Write instructions for how to get somewhere
		Describe a challenging experience	
		Roleplay asking for and confirming information MEDIATION SKILLS Discuss a proposal	
	B B C Programme <i>Reggie in China</i>	Talk about what a place is famous for	Write a description of a business idea
	Listen to a podcast about misunderstandings	Talk about recent conversations	Write a story about an event
		Discuss issues connected to online privacy	
		Two-minute conversations	MEDIATION SKILLS Explain a chatbot flowchart
	B B C Street Interviews about communication	A discussion about communication	Write an email giving advice about a problem
		Describe a situation, then give advice	
	B B C Radio Listen to an account of the origins of one man's curiosity	Discuss the most important qualities of a mentor FUTURE SKILLS Collaboration	Write a short biography
		Give a five-minute presentation FUTURE SKILLS Communication MEDIATION SKILLS Ask follow-up questions	
	B B C Programme <i>Dragons' Den</i>	Pitch a business idea	Write an email giving work-related news

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.

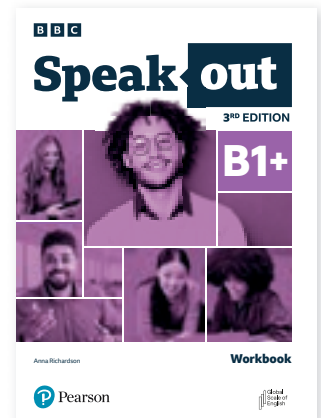
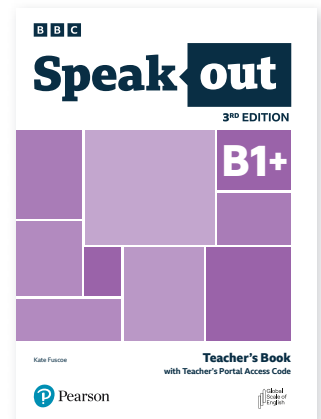
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation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

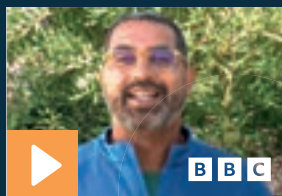
The GSE chart on the back of each Student's Book shows the range of objectives that are covered within that level. Knowing this range helps you select course materials with the right level of challenge for your students to help them make progress.

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.



places

6



VLOGS

Q: What's your favourite city?

- 1 Watch the video. Note down the speakers' favourite cities. Why do they like them?
- 2 Work in pairs and answer the question. Give your reasons.

Global Scale of English

LEARNING OBJECTIVES

- 6A LISTENING** | Understand people talking about great neighbourhoods; areas of a city
Describe your favourite neighbourhood: *so* and *such*
Pronunciation: intonation for emphasis with *so* and *such*
Write instructions for how to get somewhere
- 6B READING** | Understand an article about epic journeys: challenges; idioms
Describe a challenging experience: *be/get used to*
Pronunciation: *be/get used to*
- 6C HOW TO ...** | ask for and confirm information: city transport
Pronunciation: fast speech: *just*
- 6D BBC PROGRAMME** | Understand a TV programme about how China has changed
Talk about what a place is famous for
Write a description of a business idea

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Measuring proficiency using the GSE

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

By using our Benchmark Tests alongside **Speakout 3rd Edition**, you will be able to see the progress being made by learners during their course of study and receive rich score reports which identify strengths and weaknesses along with recommendations on how to address them using **Speakout 3rd Edition**. For this level of **Speakout 3rd Edition**, we recommend Benchmark Test Level B1. Find out more about this test at www.pearsonenglish.com/exams-offer.

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 2 (B1). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 214–223).

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

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

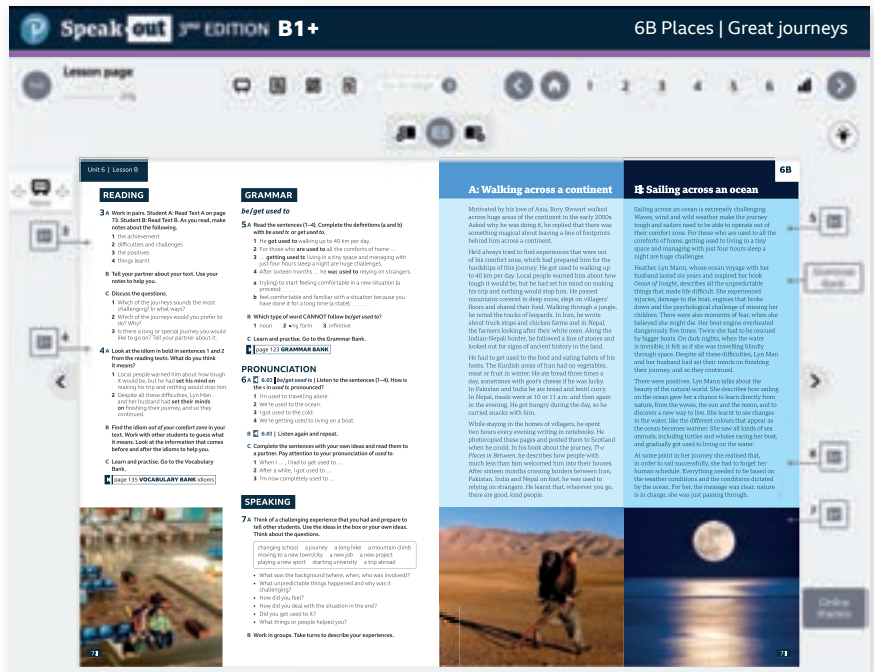
Student components

Student's Book with eBook and Online Practice

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

Student's eBook

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



Student's Book

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

Online Practice

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

Gradebook

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

Workbook

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



Teacher components

Teacher's Book with Teacher's Portal Access Code

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

Teacher's Book

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

Presentation Tool

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

Online Practice

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

Tests Package

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

See page 24 for more details.

Gradebook

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

Teacher's Resources

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



Virtual classroom

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

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

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

How the course works

Unit walkthrough

Course summary

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

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

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

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

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

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

Unit Opener

Student’s Book



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

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

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

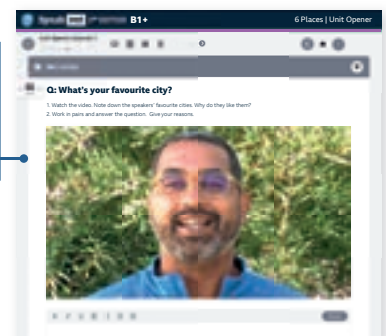
The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 214–223.



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

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.

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

Every lesson contains opportunities for personalised speaking practice.

Each lesson starts with a clear summary of lesson contents.

The image shows three pages from the lesson: 1. The first page is titled '6A In the city' and includes a 'GRAMMAR' section on 'so and such', a 'LISTENING' section with audio script, and a 'GRAMMAR' section on 'so and such'. 2. The second page contains the 'GRAMMAR BANK' section with 'REFERENCE' and 'PRACTICE' exercises. 3. The third page shows the 'LISTENING' section with audio script and 'GRAMMAR' section with 'so and such' exercises. There are also small images of Barcelona and Toronto at the bottom.

The image shows the remaining pages of Lesson A: 1. The first page is titled '6A In the city' and includes a 'SPEAKING' section with a role-play activity and a 'WRITING' section with a task about planning a trip. 2. The second page contains the 'SPEAKING' section with a role-play activity and a 'WRITING' section with a task about planning a trip. 3. The third page shows the 'SPEAKING' section with a role-play activity and a 'WRITING' section with a task about planning a trip. There are also small images of Barcelona and Toronto at the bottom.

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.

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

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

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.

The image shows a screenshot of the Student's eBook interface. It displays the lesson content for '6A In the city', including the 'GRAMMAR' section on 'so and such', the 'LISTENING' section, and the 'GRAMMAR BANK' section. The interface is designed for digital use with various interactive elements.

Student's eBook activity

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

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

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

The image shows a screenshot of the Online Practice activity interface. It displays the lesson content for '6A In the city', including the 'GRAMMAR' section on 'so and such', the 'LISTENING' section, and the 'GRAMMAR BANK' section. The interface is designed for online use with various interactive elements.

Page-faithful view of print Workbook

Online Practice activity

Introduction

Lesson B – main input lesson 2

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

Vocabulary sets are contextualised in the Reading tasks.

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

The 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.

This screenshot shows the main lesson page for 'Great Journeys'. It includes sections for 'Reading' (6B), 'Grammar' (A: Walking across a continent, B: Sailing across an ocean), and 'Pronunciation'. There are also 'Vocabulary Bank' and 'Speaking' sections. The page is designed to guide learners through various language activities related to the topic of great journeys.

This screenshot shows the 'Vocabulary Bank' section, which provides a list of words and phrases related to the lesson topic. It includes definitions and example sentences to help learners understand and use the vocabulary.

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.

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.

This screenshot shows the interface of the Student's eBook, displaying various interactive elements and content related to the lesson, including text, images, and audio controls.

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.

This screenshot shows the Presentation Tool interface, which displays the lesson content in a structured and interactive format. It includes sections for 'Reading', 'Grammar', 'Pronunciation', and 'Speaking', along with images and audio elements.

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

This screenshot shows an audio player interface with a list of audio tracks. The tracks include 'Welcome back... This is the New Yorker', 'Hello, New York, what have you got for us today?', 'Hi, this is the 2019... from 2018 to 2019...', 'Hi, I'm back in London... it's a bit of a surprise...', 'Hi, I'm back in London... it's a bit of a surprise...', and 'Hi, I'm back in London... it's a bit of a surprise...'.

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.

This screenshot shows the Presentation Tool interface displaying lesson notes and additional resources for the lesson, including text, images, and audio elements.

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. talking about things that annoy you, giving a presentation, asking for and confirming information and keeping a conversation going.

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

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

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

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

‘Speak Anywhere’ – interactive speaking activities

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

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

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

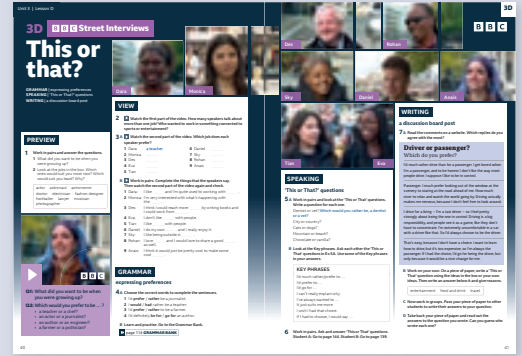
*examples are from level B1

‘Speak Anywhere’ *on mobile phone

‘Speak Anywhere’ *on computer

Lesson D – BBC video lessons

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



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

The BBC video lesson highlights key vocabulary that relates to the lesson topic.

6D **BBC Documentary**

A city of tomorrow

VIEW

2A Watch the BBC clip and answer the questions.

- Why do you think this episode is called 'City of the Future'?
- Why do the person Reggie meets go to live in China?
- What are some of the inventions that Reggie sees?

2B Complete the sentences with the words in the box. Work with a partner and look up any words you don't know. Watch again and check.

additive aspects innovators metropolis park

1 It's become a learning _____ of over 12 million.

2 Despite Shenzhen's population being a growing number of _____, it's just the speed of change here. It's actually _____ from all over here when they're ideas.

3 _____ of change here is undeniable.

4 _____ of change here is undeniable.

5 _____ of change here is undeniable.

PREVIEW

1A Work in groups. Look at the photo of Shenzhen, China, and discuss the questions.

- What can you guess about the city? Think about population, technology, architecture and culture.
- What might it be like to live there? How might it be different from where you live now?

1B Read the programme information. How has Shenzhen changed and what do you think Reggie might do there?

3A Listen to Lupita talking about China in Spain. Make notes about the following.

1 architecture 2 food 3 language

3B Listen again and tick the Key phrases you hear.

KEY PHRASES

These traditions have stayed the same. ... An example of the culture is ... It's world-famous ... So, for example, let's take ... Another specialty of the region is ... It's well-known for its ... the region even has ...

4A Think of a city or town that is famous for something. Prepare to tell other students about it. Use your ideas or the ideas in Ex 3A. Make notes using some of the Key phrases.

B Work in groups. Tell other students about the place you chose.

6D

WRITING

5 You are going to think of a business idea or a new company based in a particular place. Read the example, then complete the table by adding short notes (1–3).

FLD Global is a company based in India that is led by Bilhan Patadi. It invites start-up businesses to develop their new environmental technology in its Bangalore office. The young innovators who go there include a lot of experts. For example, there are people from Denmark, the UK, China and Australia. All the inventions they are working on are connected to the environment. One example is a type of plastic that is made from plants. Another is a jacket with sensors that give you information about pollution levels in the air. One of the main reasons FLD Global is based in Bangalore is that the city has a strong focus on technology. For instance, India's two biggest IT companies are based there, and it is known as The Silicon Valley of India. FLD Global has a motto: 'Build today to create tomorrow.'

Name of company	FLD Global
Who runs the business	Bilhan Patadi
Who works there	Innovators, a lot of IT
What field	Environmental technology
Where	Bangalore, India
Why there	Focus on IT

Company motto

6A Read sentences 1 and 2. Which is the main point? What is the purpose of the other sentence?

- The young innovators who go there include a lot of experts.
- For example, there are people from Denmark, the UK, China and Australia.

6B Find other main points and examples in the text. Which words are used to introduce the examples?

6C Discuss the questions in pairs.

- Why do you think it is important to give examples in text?
- How do examples help the reader?

7A Think of a place and imagine a business or project you could run there. Use the questions below to help you.

- What does the company do?
- Where is it based?
- What type of people work there?
- Why is the company based in this particular place? What advantage does the place have?
- What is the company motto?

6B Write a description of your ideas, including main points and examples. Use the text in Ex 5 to help you.

6C Work in pairs. Read your partner's description. Do you think their business or project will be successful?

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 3D

GRAMMAR

expressing preferences

1A Choose the correct word or phrase to complete the sentences.

- I'd prefer _____ by car.
 - a go
 - b going
 - c to go
- I prefer swimming _____ .
 - a rather than to run
 - b than running
 - c to running
- I'd rather _____ to the theatre than the cinema.
 - a going
 - b to go
 - c go
- If you could choose, would you prefer _____ in the countryside or the city?
 - a to live
 - b to living
 - c living
- I'm feeling tired so _____ go out tonight.
 - a I wouldn't rather
 - b I'd rather not
 - c I rather not
- I'd _____ prefer to work in an office rather than work at home.
 - a far
 - b definitely
 - c rather

B Complete the sentences with one word in each gap.

- In general, _____ you prefer working alone or with other people?
- I'd _____ travel by train than by aeroplane.
- I'd _____ prefer to read for a while rather _____ watch TV.
- If you had to choose, would you _____ to be a farmer or a doctor?
- I'd prefer _____ to go for dinner tonight. Tomorrow is better for me.
- If I had to choose between being a dancer or a singer, I'd _____ for singer.

C Complete the sentences using between one and four words, including the word in brackets.

- Do you want to go for a walk or a bike ride later? (rather) _____ for a walk or a bike ride later? (rather)
- I like playing tennis more than playing football. (I) _____ playing football. (I prefer)
- I'd prefer not to work at weekends. (I) _____ at weekends. (rather)
- Noemi definitely liked her old job more. (Noemi) _____ old job. (prefer)
- Which do you like more – tea or coffee? (I) _____ tea or coffee? (I prefer)
- Cho would definitely prefer to have a cat. (Cho) _____ a cat. (I prefer)

LISTENING

2A Listen to the radio programme. Choose the two jobs that are not mentioned.

a dancer e scientist
b artist f train driver
c astronaut g company director
d lawyer h coach

B Listen again. Choose the correct answer.

- Anelia's job involves.
 - a giving people advice on how to achieve their goals.
 - b finding new jobs for people.
 - c helping companies choose who to employ.
 - d some of Anelia's clients are people who are going back to work after spending time bringing up their children.
 - e bored of their current jobs.
 - f not as successful as they would like to be.
- Anelia's dream job when she was a child was.
 - a working with people.
 - b working with sea animals.
 - c being a company director.
 - d Anelia loves the fact that in her job she.
 - a doesn't sit in front of a screen all day.
 - b helps people make their lives better.
 - c travels to different places.
 - d does not have any negative parts.
 - e has more positive than negative parts.
 - f you enjoy despite the negative parts.
 - Anelia says that sometimes people's lives change and.
 - a they'd much prefer not to work long hours.
 - b they often attach importance to different things.
 - c they should have found their dream job.

C Listen to the recording. Write what you hear. You will hear the sentences only once.

- _____
- _____
- _____
- _____

6A | Places

1B Choose the correct word or phrase to complete the sentences.

1 _____ the city is very beautiful.

2 _____ the city is very beautiful.

3 _____ the city is very beautiful.

4 _____ the city is very beautiful.

5 _____ the city is very beautiful.

6 _____ the city is very beautiful.

7 _____ the city is very beautiful.

8 _____ the city is very beautiful.

9 _____ the city is very beautiful.

10 _____ the city is very beautiful.

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.

6 REVIEW

GRAMMAR

so and such

- 1 Complete the sentences with **so**, **such** or **such a**.
1 We had _____ good time in Turkey that we're planning to go back next year.
2 The food in the new restaurant is _____ good that we've been going once a week.
3 The reason I love Mexico is that the people are _____ welcoming.
4 We had _____ fun on our cycling holiday. It was _____ relaxing.
5 Our Chinese hosts treated us _____ well that we became friends.
6 The train is _____ great way to travel. It's _____ easy and relaxing.
7 In Brazil, everyone was _____ friendly.
8 Our Italian friends have _____ style. They dress really well.

VOCABULARY

3 A Complete the words by adding the missing letters.

My city has incredible architecture. It's full of b____ric buildings from the seventeenth century. Some are probably _____ like to you. It's illegal to build new _____ buildings there, so the city has good views, too.
Where I live is very r____ down with a lot of broken windows and rubbish on the street. It's r____ to find work there and many people have no job. Also, r____ can be a problem at night as it's quite dangerous.
My town is ch____ing to go because it's high in the mountains. But it's an ideal h____t if you want to e____pe from a big city.

- Work in pairs. Name as many of the following as you can.
- a historic building near where you live
 - an ideal spot to escape from your normal routine
 - a place with a lively atmosphere

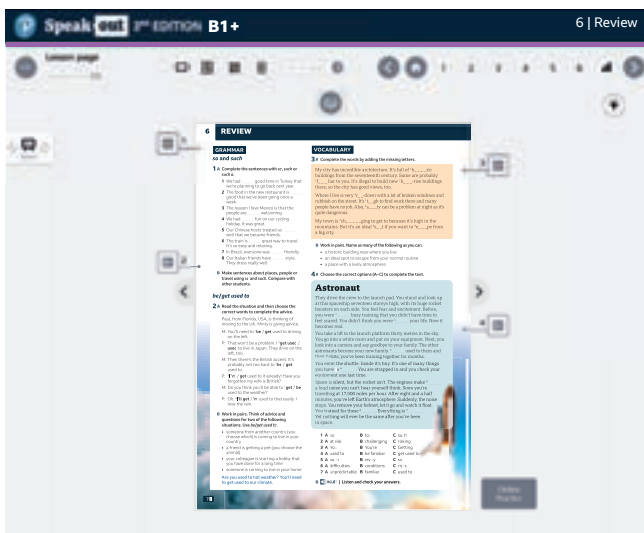
4 Choose the correct options (A-C) to complete the text.

Astronaut

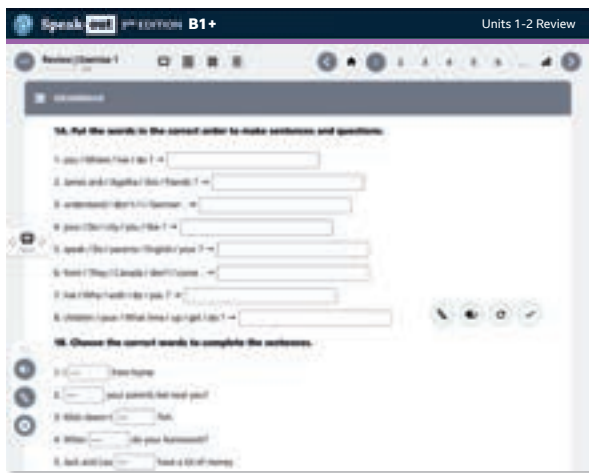
They drive the crew to the launch pad. You stand and look up at this spaceship seventeen stories high, with its huge rocket boosters on each side. You feel fear and excitement. Before, you were _____ busy training that you didn't have time to feel scared. You didn't think you were _____ your life. Now it becomes real.
You take a lift to the launch platform thirty metres in the sky. You go into a white room and put on your equipment. Next, you look into a camera and say goodbye to your family. The other astronauts become your new family. _____ used to them and their habits, you've been training together for months.
You enter the shuttle. Inside it's tiny. It's one of many things you have to _____ You are strapped in, and you check your equipment one last time.
Space is silent, but the rocket isn't. The engines make _____ a loud noise you can hear yourself think. Soon you're travelling at 17,000 miles per hour. After eight and a half minutes, you've left Earth's atmosphere. Suddenly, the noise stops. You remove your helmet, let it go and watch it float. You trained for these _____ Everything is _____ Yet nothing will ever be the same after you've been in space.

- | | | |
|-------------------|---------------|---------------|
| 1 A so | B too | C such |
| 2 A at risk | B challenging | C risking |
| 3 A you | B you're | C getting |
| 4 A used to | B be familiar | C get used to |
| 5 A such | B really | C so |
| 6 A difficult | B conditions | C risks |
| 7 A unpredictable | B familiar | C used to |

RE.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.



GRAMMAR

1 Complete the sentences with so, such or such a

- 1 Complete the sentences with **so**, **such** or **such a**.
1 I'm going to the gym _____ often.
2 The food in the new restaurant is _____ good that we've been going once a week.
3 The reason I love Mexico is that the people are _____ welcoming.
4 We had _____ fun on our cycling holiday. It was _____ relaxing.
5 Our Chinese hosts treated us _____ well that we became friends.
6 The train is _____ great way to travel. It's _____ easy and relaxing.
7 In Brazil, everyone was _____ friendly.
8 Our Italian friends have _____ style. They dress really well.

VOCABULARY

3 A Complete the words by adding the missing letters.

My city has incredible architecture. It's full of b____ric buildings from the seventeenth century. Some are probably _____ like to you. It's illegal to build new _____ buildings there, so the city has good views, too.
Where I live is very r____ down with a lot of broken windows and rubbish on the street. It's r____ to find work there and many people have no job. Also, r____ can be a problem at night as it's quite dangerous.
My town is ch____ing to go because it's high in the mountains. But it's an ideal h____t if you want to e____pe from a big city.

- Work in pairs. Write the correct answer. Write one word for each gap.

1. I'm going to the gym _____ often.
2. The food in the new restaurant is _____ good that we've been going once a week.
3. The reason I love Mexico is that the people are _____ welcoming.
4. We had _____ fun on our cycling holiday. It was _____ relaxing.
5. Our Chinese hosts treated us _____ well that we became friends.
6. The train is _____ great way to travel. It's _____ easy and relaxing.
7. In Brazil, everyone was _____ friendly.
8. Our Italian friends have _____ style. They dress really well.

5-8 CUMULATIVE REVIEW

GRAMMAR

1 Complete the sentences with so, such or such a

- 1 Complete the sentences with **so**, **such** or **such a**.
1 I'm going to the gym _____ often.
2 The food in the new restaurant is _____ good that we've been going once a week.
3 The reason I love Mexico is that the people are _____ welcoming.
4 We had _____ fun on our cycling holiday. It was _____ relaxing.
5 Our Chinese hosts treated us _____ well that we became friends.
6 The train is _____ great way to travel. It's _____ easy and relaxing.
7 In Brazil, everyone was _____ friendly.
8 Our Italian friends have _____ style. They dress really well.

VOCABULARY

3 A Complete the words by adding the missing letters.

My city has incredible architecture. It's full of b____ric buildings from the seventeenth century. Some are probably _____ like to you. It's illegal to build new _____ buildings there, so the city has good views, too.
Where I live is very r____ down with a lot of broken windows and rubbish on the street. It's r____ to find work there and many people have no job. Also, r____ can be a problem at night as it's quite dangerous.
My town is ch____ing to go because it's high in the mountains. But it's an ideal h____t if you want to e____pe from a big city.

- Work in pairs. Write the correct answer. Write one word for each gap.

1. I'm going to the gym _____ often.
2. The food in the new restaurant is _____ good that we've been going once a week.
3. The reason I love Mexico is that the people are _____ welcoming.
4. We had _____ fun on our cycling holiday. It was _____ relaxing.
5. Our Chinese hosts treated us _____ well that we became friends.
6. The train is _____ great way to travel. It's _____ easy and relaxing.
7. In Brazil, everyone was _____ friendly.
8. Our Italian friends have _____ style. They dress really well.

How to ...

12 Complete the sentences with so, such or such a

- 12 Complete the sentences with **so**, **such** or **such a**.
1 I'm going to the gym _____ often.
2 The food in the new restaurant is _____ good that we've been going once a week.
3 The reason I love Mexico is that the people are _____ welcoming.
4 We had _____ fun on our cycling holiday. It was _____ relaxing.
5 Our Chinese hosts treated us _____ well that we became friends.
6 The train is _____ great way to travel. It's _____ easy and relaxing.
7 In Brazil, everyone was _____ friendly.
8 Our Italian friends have _____ style. They dress really well.

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 B1+ Learners

Teaching B1+ learners can be highly rewarding. At this level, students are competent enough to participate in conversations about a variety of subjects. They have a solid command of grammar and vocabulary, and know enough strategies to compensate for any weaknesses in these areas. When speaking, they often possess a degree of fluency that means teachers can reduce remedial interventions and, instead, focus on how to refine students' output.

At the same time, B1+ represents a level designed to take students beyond what is sometimes described as 'the Intermediate plateau'. This plateau is a stage at which students are comfortable and cannot always find the motivation or resources to reach the next level. Their errors may have become fossilised and students tend to rely on a small repertoire of phrases to cope with all situations. Expanding this repertoire is one of the challenges of teaching B1+ learners.

Perhaps the main teaching goal at this level is to get students out of their comfort zone. They need to be presented with new tasks that demand more sophisticated responses and sometimes more specialized language. Teachers should seek to expand the range of B1+ students' speech acts: for example, asking them to give extended presentations or to do problem-solving activities that involve negotiation.

The same goal applies to the teaching of receptive skills. Getting out of the comfort zone is the key. Students can and should be exposed to authentic materials such as podcasts and film genres they may not have encountered before, perhaps readings from literary sources (short stories, poetry) or more extended news articles. These will drive both linguistic growth and competence in using strategies to deal with unknown language.

By B1+, most students will have studied a lot of core grammar, but much of this grammar will not yet be mastered. Students may recognise the forms, but be unable to produce them accurately or at the right moment. Alternatively, they may avoid using them altogether for fear of making mistakes. Certain grammatical areas are still likely to cause confusion: for example, the perfect tenses and the various future forms. As a result, B1+ students can benefit from reviewing and revising these forms while also learning new, more complex items.

Introduction

One really important area to develop at B1+ is vocabulary. While B1+ students often have a good knowledge of basic one-word items in the most common topic areas (e.g., food, travel, work), there will be gaps in their knowledge of less common fields. They also need useful phrases and lexical chunks that can oil the wheels of conversation. Such phrases include collocations such as ‘take up an activity’, ‘take responsibility for something’, and ‘take time to do something’. They include phrases for managing a conversation: ‘have I got this right?’, ‘so what you’re saying is . . .’, and ‘I didn’t catch that’. And they include more idiomatic language such as ‘be out of your comfort zone’, ‘be in hot water’ and ‘think on your feet’. Vocabulary development is one area where students can very clearly lift themselves off the Intermediate plateau.

Here are our top tips for teaching at this level:

- Challenge students to push beyond their current level. Encourage them to use new language through games and mini-speaking tasks. Ask them to express themselves in depth rather than superficially and on topics they may not have covered before. Try setting goals such as speaking for two minutes or formulating questions in response to a listening text.
 - Set tasks that go beyond those of previous levels. One way to do this is to incorporate multiple skills in a task. For example, students can watch a video clip, summarise it orally for their peers, and then write comments on it together. Or students can listen to a presentation, discuss its qualities, write notes for their own presentation, and then deliver it.
 - Focus on collocations and lexical chunks. Teach students how to identify, note down, and activate useful phrases so that they are constantly developing their range of vocabulary. Take time to review new vocabulary regularly so that students can see they are making progress.
 - Help students to improve their understanding of fast natural speech as well as their own pronunciation, particularly of features of connected speech in conversations and talks; features such as linking, weak forms, and elision. Teach students how to pronounce phrases as well as single words, how to use intonation to express certain feelings, and how to ‘chunk’ longer stretches of speech to make them comprehensible.
- When correcting students, elicit alternative ways of saying things so that the correction activity becomes an enrichment activity, too.
 - Have open discussions about good sources of authentic material. At this level, students should be starting to access authentic resources such as TV programmes, video clips, songs, and podcasts. Consider creating a digital bank of such resources that is curated – and regularly added to – by the students themselves.
 - Focus on grammatical accuracy as well as fluency. B1+ students may have studied a lot of grammar already but this doesn’t mean they know it or can use it perfectly. Counteract students’ feelings that ‘we’ve done this already’ by pointing out different uses of grammatical items and showing students, through feedback, that knowing grammar rules isn’t the same as mastering the grammar.
 - Pay attention to student motivation. At this level, it can be hard to see progress – a key motivator – so provide plenty of fun; a warm, friendly class atmosphere; occasional competitive games and tests; lots of positive feedback; and a variety of teaching techniques, materials, and classroom configurations to keep students on their toes.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

Mediation

What is Mediation?

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

Mediation and the CEFR and GSE

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

The GSE Mediation sub-skills or competencies are:

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

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

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

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of *Speakout 3rd Edition* can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 214–223).

Why is Mediation important?

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

Mediation in *Speakout 3rd Edition*

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

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

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

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

Types of test

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

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

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

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

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

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

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

Adult Benchmark and Pearson English International Certificate

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



Adult Benchmark

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

Pearson English International Certificate



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

Lead-in

LESSON OVERVIEW

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

Online Teaching

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

- **Exs 1A and 1B:** Display the text on your device and read it aloud or ask individual Ss to read sections. Ask Ss to identify the parts of speech, highlighting them in the projected text.
- **Ex 2:** Display the task. Ask Ss to work alone then put them in breakout rooms to discuss their answers. Share your screen and work as a class to correct and annotate the sentences.
- **Exs 4A and 4B:** Ask Ss to mute their microphones while they say the words and match the rhymes. Play the recording for Ss to check and enable the annotate function for Ss to share their answers before confirming. Drill the pairs of rhymes as needed.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

EXTRA IDEA If you want to start with books closed, elicit the type of information we usually ask when meeting a new person, e.g. hobbies, nationality, job, etc., and write it on the board. Ask Ss to write questions to elicit this information and check them as a class. In pairs, Ss ask each other the questions, then write a paragraph about the person they interviewed. These can be pinned around the room for Ss to circulate and read.

- 1 A** Preteach *gig* (a music concert). Ask Ss to read the text quickly, then discuss the question in pairs. Conduct feedback on what Ss have in common with Alejandra. If you're teaching online, remember that you can display the text on your device and read it aloud or ask individual Ss to read sections. You can then work as a class, asking Ss to identify the parts of speech, and highlighting them in the projected text.
- B** Do the first item as a class, checking the meaning of *superlative* if necessary. Ss identify and underline the forms alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- 1 the wettest (city)
- 2 My flatmate told me it was the wettest city in the country!
- 3 I was told ...
- 4 I've been ...
- 5 ... , which is in the south of Spain, ...
- 6 I'd never travelled ...

EXTRA IDEA Ss write a paragraph to introduce themselves, using the text in Ex 1A as a model, then read it to a partner, display it on the wall or share it with the whole class via an online tool. You could also collect these and use them as a diagnostic tool.

COMMON ERRORS

- 2** Do the first item with the class as an example, then ask Ss to continue alone before comparing ideas in pairs. Check answers as a class, writing or projecting the corrected sentences on the board. If you're teaching online, you could display the task and ask Ss to work alone then put them in breakout rooms to discuss their answers. Share your screen and work as a class to correct and annotate the sentences.

Lead-in

EXTRA IDEA To give Ss an opportunity for further error correction, note down the errors that they make while discussing Ex 2 and correct them as a class. Alternatively, if Ss wrote their own texts after Ex 1B, as suggested in the Extra idea, use these for further error correction. (Note that the Ss who made the errors shouldn't be identified.)

EXTRA SUPPORT: TEACHER Ss may wonder why *I've visited* in item 2 is wrong. Remind them that we can't use the present perfect with a past time expression. Item 3 may also cause confusion, in which case remind them that *since* is used with a point in time and *for* with a period of time. You could use coloured pens to highlight changes such as word order on the board or projected exercise and clarify key grammatical terms as necessary.

ANSWERS:

- 1 Where ~~can~~ **can I** buy a phone?
- 2 Yesterday ~~I've visited~~ **I visited** the castle.
- 3 I've known her ~~since~~ **for** fifteen years.
- 4 I will ~~to~~ work from home tomorrow.
- 5 If ~~I'll have~~ **I have** time, I'll come to the party.
- 6 What ~~means this~~ **does this mean?**

EXTRA IDEA Focus attention on item 6 (*What does this mean?*) and elicit other useful classroom language, e.g. *How do you say ... in English?*, *How do you pronounce/spell ... ?*, etc. Write these phrases on the board for Ss to copy or ask Ss to create classroom posters with key phrases on them. If Ss revert to their own language in the classroom, you or their peers can point to these posters to remind them of the English phrase they need.

VOCABULARY

3A Start the activity by brainstorming vocabulary related to study and writing useful language on the board. Ss work alone to complete the questions, then compare ideas in pairs. Check answers as a class. Note that many of the answers are phrasal verbs or collocations, e.g. *note down*, *make a phone call*, and point out that we can say *workmates* as well as *classmates*, and that *colleague* is a more formal term for this work relationship. Drill the questions as needed.


ANSWERS:

- | | | |
|--------------|-------------|--------|
| 1 classmates | 2 full-time | 3 down |
| 4 series | 5 affairs | 6 made |
| 7 downloaded | 8 up | |

B Put Ss in pairs to ask each other the questions. Monitor, ensuring both Ss ask and answer and assisting where necessary. Ask a few Ss to tell the class something about their partner in feedback.

PRONUNCIATION

4A Explain that Ss should say the words aloud in order to match them, as the spelling is different in all cases, and do the first item as an example. Ss work alone to match the words, then compare ideas in pairs. Don't check answers yet. If you're teaching online, ask Ss to mute their microphones while they say the words and match the rhymes.

B  **L.01** | Play the recording for Ss to listen and check their answers, then play it again for them to listen and repeat. With online classes, enable the annotate function for Ss to share their answers before confirming. Drill the pairs of rhymes as needed.

EXTRA SUPPORT: TEACHER If you prefer, say the words for Ss instead of using the recording. Ss could request which words they want to hear again by telling you the number or letter.

EXTRA SUPPORT: DYSLEXIA Ss may struggle with the pronunciation and/or spelling of these words. Point out the silent letters in the relevant words, e.g. the *u* in *build*, and the *e* at the end of words, e.g. *white*, *late*. Explain that this final 'magic *e*' often makes the vowel sound earlier in the word longer. Ss could highlight silent letters and rewrite the words several times to help them remember the links between spelling and pronunciation.

ANSWERS:

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

C Ask Ss to work in pairs and make a list of words which rhyme with words 1–6 in Ex 4A. Monitor, assisting as necessary, then check answers as a class. Write some possible answers on the board, pointing out common spelling patterns and drilling pronunciation as necessary.

POSSIBLE ANSWERS:

- | | |
|-------------------|----------------|
| 1 good, hood | 4 fight, light |
| 2 hate, gate | 5 go, flow |
| 3 killed, drilled | 6 sir, her |

EXTRA IDEA Introduce a Look/Say/Cover/Write/Check system with a selection of the new words. Ss work alone, look at each word in turn, say it aloud, then cover it and write it again. They then reveal and check their spelling is correct. Remind them to repeat this procedure every few days to memorise target language.

REGISTER

- 5** Demonstrate the language point by greeting Ss in a very formal way, e.g. 'Good evening ladies and gentlemen', then in a very informal way, e.g. 'Hi guys'. Ask them to identify what is different in each case, then refer them to the task. Ss work alone to identify the register of each sentence, then compare ideas in pairs, discussing where they might see or hear each one. Check answers as a class.

EXTRA SUPPORT: TEACHER You could point out that as a general guide, more words indicate a formal register and fewer words a less formal one. Other indicators include punctuation – exclamation marks and contractions are common in informal writing. Note that (unlike many languages) English doesn't have formal or polite verb forms; vocabulary and intonation are used to denote politeness.

ANSWERS:

- 1 formal (written; letter applying for or asking something)
- 2 informal (written or spoken; congratulating a friend or colleague)
- 3 informal (written; note to flatmate or family member)
- 4 formal (written or spoken; presentation of a product)
- 5 informal (written or spoken; giving good or surprising news to a friend or colleague)

COLLOCATIONS

- 6A** Write the sentences *I make my homework.* and *I do my homework.* on the board and ask Ss to choose the correct one. Use the answer, *do homework*, to elicit the term *collocation* (words that go together) and refer Ss back to Ex 3A, which contains some examples. Explain that collocations can be verb + noun, adjective + noun, etc. Focus attention on the word webs and ask Ss to work alone to complete them with the words and phrases in the box. With weaker classes, do the first item as a class, then monitor, assisting as necessary. Ss compare ideas in pairs. Check answers as a class, clarifying the meaning and pronunciation of the collocations.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may have difficulty looking at words and phrases organised horizontally in a box. In this case, provide the words and phrases in the box as a spaced vertical list that they can place alongside the word webs and move up and down to test different collocations.

ANSWERS:

have a break, a good memory
make a mess, a mistake
go on holiday, viral
get fired, lost

- B** Put Ss in pairs to make and tell each other sentences. Monitor, checking they are using the collocations correctly and assisting as necessary. Note that weaker classes may benefit from writing their sentences first. Elicit a few example sentences in feedback.

EXTRA CHALLENGE If you have time, Ss can use an online dictionary to add more words to the word webs. Encourage them to copy the webs into their notebooks and add further words as they learn them.

1 me & mine

Global Scale of English **LEARNING OBJECTIVES**

1A The story of me

- LISTENING | Understand people talking about their possessions: describing possessions; materials
- Tell 'a story of me in three objects': narrative tenses
- Pronunciation: auxiliary verbs: weak forms
- Write an advert to sell an item online

GSE INFORMATION

LISTENING

53 Can understand the key points about a radio programme on a familiar topic.

VOCABULARY

43–58 Can use language related to household objects and possessions.

GRAMMAR

51 Can use the past continuous to refer to temporary or changing past states or situations.

54 Can use the past perfect in a range of common situations.

SPEAKING

59 Can describe objects, possessions and products in detail, including their characteristics and special features.

WRITING

57 Can write a description of items for sale on a trading website.

1B Less is more?

- READING | Read an article about minimalism vs. maximalism; verb patterns
- Answer a questionnaire about preferences: personal preferences
- Pronunciation: stress in prepositional phrases

GSE INFORMATION

READING

51 Can distinguish between fact and opinion in relation to common topics.

GRAMMAR

51 Can use the correct verb form (infinitive or '-ing') following a range of phrasal (separable) and prepositional (inseparable phrasal) verbs.

VOCABULARY

43–58 Can use language related to happiness and satisfaction.

SPEAKING

52 Can express opinions and attitudes using a range of basic expressions and sentences.

1C Don't forget to ...

- HOW TO ... | leave phone messages: phrasal verbs: housework
- Pronunciation: intonation in polite requests

GSE INFORMATION

VOCABULARY

43–58 Can use language related to housework and cleaning.

HOW TO ...

54 Can leave phone messages containing detailed information.

SPEAKING

51 Can make requests using 'Will you (please) ... ?'

54 Can make polite requests with 'would you' + verbs in the infinitive.

1D Your gadgets

- BBC STREET INTERVIEWS | Understand people talking about gadgets and screen time: *except for, apart from, (not) even*
- Answer a questionnaire about gadgets
- Write an online forum comment

GSE INFORMATION

VIEW

51 Can follow an everyday conversation or informal interview on common topics.

GRAMMAR

52 Can use 'except (for)' and 'apart from' after general and other noun phrases.

55 Can correctly use 'even' and 'not even' in the right position to emphasise a point.

SPEAKING

47 Can ask a group member to give the reason(s) for their views.

59 Can support ideas with relevant examples.

51 Can respond to opinions expressed by others.


WRITING

55 Can post comments on the discussion board of a website.

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

BBC VLOGS

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

 Write *What's the best present you've ever received?* on the board. Explain that Ss will watch a video of people answering this question. At this stage you might want to preteach vocabulary you think may be a problem for your learners, (e.g. *an engagement ring, a puppy, golf clubs*). Ss should listen and note what the speakers say, then decide which of the presents mentioned is the best. Play the video for Ss to answer the question. Put them in pairs to discuss their ideas, then play the video once more if necessary. Elicit answers from the class. Then ask Ss to discuss the question in part 2 in pairs. When they have finished, check answers briefly as a class. Tell Ss that the first lesson in the unit will involve them talking about important objects.

ANSWERS:

Students' own answers

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to listen and write exactly what one or two of the speakers say, and consider assigning them speakers who use the past perfect and past simple (i.e. speakers 4 and 8) for further exposure to these tenses.

If your class is weaker, you could provide a jumbled list of the presents mentioned and ask Ss to number them in the order they hear them. (The presents mentioned, in order: *laptop, engagement ring, puppy, saxophone, son, golf clubs, music studio, holiday, car, camera.*)

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 The story of me

GRAMMAR | narrative tenses

VOCABULARY | describing possessions; materials

PRONUNCIATION | auxiliary verbs: weak forms

LESSON OVERVIEW

In this lesson, Ss talk about possessions. The lesson begins with a listening about personal possessions. From this, Ss are introduced to vocabulary for describing possessions and then learn how different past tenses interact in a narrative. Ss are also made aware of weak forms of auxiliary verbs in sentences. They then practise by asking and answering about their own possessions. Finally, Ss learn about the reduced style of descriptions used in adverts online, then write their own advert to sell something.

Online Teaching

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

- **Ex 2B:** Display the task and share your screen. After Ss listen to the podcast, annotate the task to show the correct answers.
- **Ex 4B:** Display the questions on your device and share your screen. Depending on the size of your group, Ss discuss as a class or in breakout rooms.
- **Ex 7B:** Cameras on, ask Ss to show and answer questions about (one of) their important objects.
- **Ex 9D:** Ss add their adverts to a collaborative document to read each other's writing.

Additional Materials

For Teachers:

Presentation Tool Lesson 1A

Photocopiable Activities 1A

Grammar Bank 1A

Vocabulary Bank 1A

For Students:

Online Practice 1A

Workbook 1A

TO START

Tell Ss to imagine that their house is on fire and that they can save three important things. Ask them what those things would be. Give them an example yourself, e.g. 'I'd save my phone because it has all my photos on it. I'd save my jewellery box because there are some precious items in there. And I'd ...' Put Ss in pairs to discuss, then ask for feedback from a few pairs.

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

LISTENING


1 A Ask Ss to note the names of three people they know and choose two or three objects associated with those people. Give an example yourself by writing some notes on the board, e.g. *my brother – pan (always cooking!)*, and then saying a complete sentence, for example 'The pan reminds me of my brother because he's always cooking!'

B Put Ss in pairs to tell each other about what they wrote. Monitor and encourage follow-up questions. In feedback, write any useful vocabulary on the board.

EXTRA SUPPORT: TEACHER With weaker classes, you may want to preteach some adjectives and phrases to help with the discussion as well as preview the content of the lesson, e.g. 'The pan *reminds me of my brother because he's always cooking!* He's a very *homely* person, so it *reflects his personality.*'

2 A Focus attention on the text and the photos. Put Ss in pairs to suggest why the objects might be important to the speakers. Ss can discuss the photos before listening and then, in Ex 2B, can annotate the task to show the correct answers. Make sure you don't confirm any answers at this point.

EXTRA SUPPORT Read the text aloud with the class or put Ss in pairs to read it with both Ss taking turns reading and listening / tracking the text. Encourage fast finishers to read the text again, with a focus on pronunciation.

B  **1.01** | Refer Ss to the objects in the box. Ask them to listen and note the order they are mentioned in. For online teaching, remember you can display the task and share your screen. Play the recording. Put Ss in pairs to compare ideas, then check answers as a class.

ANSWERS:

- | | |
|------------------|------------------|
| 1 silver rings | 4 Spanish guitar |
| 2 leather jacket | 5 walking boots |
| 3 lemon tree | 6 coffee pot |

AUDIOSCRIPT 1.01

M = Marta T = Tim

M: I've worn silver rings all my life. I got this ring in a street market when I was living in Italy for a few months. I bought it to replace a similar one that I'd lost. This one belonged to my mother and I inherited it when she died. It's not worth a lot, but it's very special to me.

I borrowed this leather jacket from a friend when I was studying at university and I never gave it back. It's a genuine 1980s leather jacket. When I was wearing it, I always thought it looked really cool. It's a bit damaged now, but I still love it.


I have a beautiful lemon tree that a friend gave me as a birthday present. I'd told her that I'd always wanted to live in a house with a lemon tree, so to make my dream come true, she bought me one. I was having a party to celebrate my thirtieth birthday, and in the middle of the party my friend arrived and gave me the lemon tree in a pot. So, now I grow my own lemons!

T: I bought my Spanish guitar in a famous guitar shop in Madrid. Even when I open the case today, I can still smell the wood of the shop. I remember trying it out in a corner. I was quietly playing my favourite piece of music as I didn't want to draw too much attention to myself. However, to my horror, the shopkeeper had listened to me playing and he asked me, 'Are you a professional?' Naturally, I bought the guitar quite soon after he'd asked that question! Six months later I returned to the shop to buy some new strings and there was someone else trying out a guitar. He was playing a piece of music I knew, but he wasn't playing very well. The same shopkeeper was there and said to the man, 'Wow, you must be a professional!' Suddenly, I understood.

I enjoy doing long-distance walks, preferably with friends. I bought these boots while I was travelling around New Zealand. I was about to head off for the Milford Track, quite a challenging four-day walk, and my old boots fell to pieces. I had one day to find a new pair. Years later, I still have those boots. They're not in very good condition and they're heavy, old, leather boots, but they're still comfortable and they're like old friends. I've had such great times with friends and family walking, talking and exploring.

And this? It's an Italian moka coffee pot. A friend gave it to me at university because he had watched me making instant coffee without much care or thought. He said, 'The small ritual of a good coffee is too important to give up.' We used to laugh at him for being so serious about things we thought were unimportant, but now every time I use the pot I realise that he was right. If you can't enjoy little things, then you will never be happy.

C In pairs, Ss discuss what they can remember about each object from the recording. When they have finished, elicit ideas and write them on the board.

3 A  **1.01** | Refer Ss to the statements and check they understand *inherit* (be given something when somebody dies), then play the recording for them to decide if the statements are true or false. Ss compare ideas in pairs, then check answers as a class.

ANSWERS:

1 F 2 T 3 T 4 T 5 T 6 F

B Check Ss understand the phrase *have something in common* (have a shared possession, interest, attitude, etc.) and put them in groups of three or four to discuss the questions. Elicit Ss' ideas of the meaning of 'little things' in feedback.

VOCABULARY

describing possessions

4 A Refer Ss to the extracts and the words in bold. Ask them to match the words with the meanings (1–8), then compare ideas in pairs. In feedback, ask individuals to read out whole sentences and correct their pronunciation as needed. Point out that *belonged* and *inherited* are regular past simple verbs, but that *damaged* is an adjective (related to the verb *damage*). Drill and mark the stress on these words.

EXTRA SUPPORT: DYSLEXIA Provide Ss with a vertical list of the words in bold on a piece of paper that they can hold alongside meanings 1–8. Alternatively, write the list on the board for Ss to refer to.

ANSWERS:

1 belonged to	5 genuine
2 not worth a lot	6 damaged
3 leather	7 special
4 inherited	8 cool


B Refer Ss to the questions and put them in pairs to ask and answer them. When they have finished, ask a few pairs to tell the class something interesting they learnt about their partner. With online classes, remember you can display the questions on your device and share your screen for Ss discuss as a class or in breakout rooms.

C Refer Ss to the Vocabulary Bank on page 132.

 page 132 **VOCABULARY BANK** materials

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 Ss match the type of material (1–12) with the photos (A–L), using their devices or a dictionary if necessary, then compare answers in pairs. Take feedback, but don't confirm answers yet.

B  **VB1.01** | Play the recording, then check answers as a class and drill difficult words as needed.

ANSWERS:

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

AUDIOSCRIPT VB1.01

A They're made of glass.
B It's made of wood.
C It's made of a diamond.
D It's made of plastic.
E They're made of cotton.
F It's made of silver.
G It's made of denim.
H It's made of rubber.
I It's made of steel.
J They're made of iron.
K It's made of gold.
L It's made of stone.

2 A Preteach *smash* (break into small pieces, especially glass), then ask Ss to complete the sentences with the most suitable material. Check answers as a class, accepting any reasonable alternatives to materials where appropriate.

POSSIBLE ANSWERS:

1 denim	2 stone	3 diamond
4 cotton	5 steel	6 gold
7 iron	8 rubber	9 glass
10 wood	11 silver	12 plastic

B Put Ss in pairs to discuss the question. Then ask Ss to report back to the class to give them an opportunity to pronounce the new words. You could take a poll to see which material is the most common.

GRAMMAR

narrative tenses

5A Focus attention on the sentences from the podcast and ask Ss to identify the two tenses in bold (past continuous and past perfect). Ss then match the sentences with the rules, and choose the correct words to complete them. Check answers as a class.

EXTRA SUPPORT With weaker classes, or to save time, complete this activity as a class. Write the sentences on the board and work with Ss to match the sentences with the rules and to choose the correct words. Then highlight how the tenses are formed (past continuous: *was/were* + verb + *-ing*; past perfect: *had* + past participle) and point out the contraction *'d* for *had*.

ANSWERS:

1 a, b; temporary 2 c, d; before

EXTRA IDEA Ask pairs of Ss to draw a timeline for one of the sentences in Ex 5A, then show their timeline to, or compare their timeline with, other pairs. Stronger classes could create timelines for all three tenses: past simple, past continuous and past perfect.

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

GB ▶▶ page 104 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. You might want to divide the notes into sections and ask questions after each one to check understanding. You can do this by asking concept questions, focusing on each tense in turn and eliciting further examples. Point out that the past continuous has several different functions. Explain that the past perfect doesn't always describe a particularly distant event and is frequently used with time expressions such as *after*, *as soon as*, etc., for example *They came to the party after they'd eaten*.

1 Ask Ss to work alone and choose the correct words, then compare their answers in pairs. Check answers as a class.

ANSWERS:

1 was jogging, realised, had dropped
2 was looking, came, had found
3 was fishing, caught, had lost
4 was studying, decided, hadn't said

2 This exercise practises the form and meaning of narrative tenses in context. If necessary, complete the first gap as a class. Ask Ss to complete the two stories alone, then compare ideas in pairs. Check answers as a class. As a follow up, Ss could practise reading the stories aloud to each other.

EXTRA SUPPORT: DYSLEXIA The number of options and items here may cause difficulties for Ss with dyslexia. To help, divide each story into shorter sections, each with the corresponding options from the box. Alternatively, provide two options (one correct and one incorrect) for each gap to reduce the writing load.

ANSWERS:

1 were staying	9 had always loved
2 hadn't seen	10 were staying
3 arrived	11 drove
4 was carrying	12 was laughing
5 had just returned	13 was going
6 opened	14 realised
7 gave	15 crashed
8 bought	16 had completely broken


3 Do the first item as a class and discuss the reasons for the answer (*was looking* – a longer action, background information). Ask Ss to complete the exercise alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

1 was looking	6 hadn't tried
2 found	7 thought
3 'd/had hidden	8 bought
4 was studying	9 fell
5 spent	10 hadn't realised

PRONUNCIATION


auxiliary verbs: weak forms

6A  1.02 | If necessary, remind Ss of weak forms by writing an example sentence on the board and eliciting the pronunciation of the auxiliary, e.g. *I was studying* – /wəz/ as opposed to /wɒz/. Focus attention on the gapped sentences and explain that Ss should listen and write the words they hear. Play the recording, pausing as needed. Ask Ss to compare ideas in pairs, then write the correct answers on the board.

EXTRA SUPPORT To offer more support for weaker classes, write the auxiliary verbs (*was, were, had*) on the board for them to choose from as they listen. If your class is mixed ability, encourage stronger Ss to work without this support.

ANSWERS:

- | | |
|------------------|-------------|
| 1 was travelling | 4 had lost |
| 2 were living | 5 had given |
| 3 was studying | 6 had seen |

- B**  **1.02** | Ask Ss to identify the auxiliary verb in each sentence and then play the recording again for them to decide if they are stressed or not. Check answers as a class, writing the sentences on the board with a circle over the stressed words, then ask Ss to listen again and repeat chorally. Elicit that the stress is on the main verb.

ANSWER:

The auxiliary verbs are not stressed – they are weak forms.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences in Ex 6A, then play the sentences back and compare them to those on recording 1.02. They can also play their recordings to each other in pairs, giving each other feedback on their pronunciation of the weak forms.


- C** Put Ss in pairs to read through the options, then make sentences to tell their partner. Monitor and give feedback on their use of narrative tenses and weak forms of auxiliary verbs. When they have finished, ask a few pairs to share any interesting information they learnt with the class.

SPEAKING

- 7A** Model the activity yourself by writing a few key words about an important item on the board, e.g. *ring – holiday, present*, and expanding them into spoken sentences, for example ‘My ring is important to me. My boyfriend gave it to me when we were on holiday. He’d bought it as a present.’ Monitor as Ss write their notes, offering support as needed.

EXTRA SUPPORT Allow weaker classes additional planning time for this speaking task. Ss can write key words, make notes or even draw timelines related to their objects (refer them to the timelines in the Grammar Bank as a reference). Point out that they shouldn’t write full sentences. Monitor as Ss prepare, assisting as needed.

EXTRA SUPPORT: TEACHER *A biker’s jacket* is usually made of leather and offers protection from motorcycle accidents and crashes, though it can also be a fashion item. *A motorcycle courier* (or *cycle courier*) is a common job in cities and urban areas. Such couriers can get through traffic more easily than a car to make small deliveries, such as important documents, to clients.

- B** Put Ss in small groups to tell each other their stories. If you are short of time, Ss could talk about one or two objects instead of three, or take turns to ask and answer questions about one object to ensure everybody gets a turn. For online teaching, remember you can extend this activity by asking Ss to turn their cameras on, and to show and answer questions about (one of) their important objects.
- C**  Ask Ss to bring photos of their objects to their next class in order to test each other’s memories. Creative Ss could draw their objects as an alternative.

WRITING**an advert to sell an item online**

- 8A** Show a screenshot or name a popular online platform that you know your Ss will be familiar with, and then elicit more platforms that Ss know or use. Ask Ss to read and discuss the questions in pairs. When they have finished, check answers as a class and conduct a general discussion about the process of online selling.
- B** Preteach *brand new* (completely new) and *in perfect condition* (used, but still looks new). Ask Ss to complete the descriptions with the words in the box alone before they compare answers in pairs. Check answers as a class.

ANSWERS:

- | | | | |
|-------------|--------|------------|-------|
| 1 condition | 2 used | 3 Includes | 4 new |
| 5 Italian | 6 good | 7 Leather | |

- 9A** Focus attention on item 1 and elicit the types of word missing from the reduced sentence. Point out that this is a tradition from when people paid by the word to put an advert in a newspaper. Do the same with item 2. Check answers as a class, summarising the types of word missing on the board. You could link this to newspaper headlines, which also cut out words for more impact.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find word sequencing challenging and consequently have difficulty summarising. To help with this, display the pairs of sentences next to each other on the board and then highlight the extra words in the original sentences, so that the missing words are more obvious.

ANSWERS:

nouns, articles, pronouns and verbs

- B** Identify the first reduced sentence in the adverts. Ask Ss to work alone to locate the reduced sentences in the adverts and identify the words which are missing, then compare answers in pairs. Check answers as a class. You could ask Ss if the same process occurs in their first language.

EXTRA SUPPORT: DYSLEXIA For Ss with dyslexia, 'carrying' text from one place to another can be challenging. It may help dyslexic learners if you provide the reduced sentences from the adverts on a piece of paper for them to hold alongside the complete sentences. Consider using a sans serif font for this as this will be more accessible for dyslexic learners.

ANSWERS:

- 1 Bought earlier this year but never used.
- 2 As new
- 3 Serves 4.
- 4 ... back slightly damaged.
- 5 In original box.

C Ss work alone to write the sentences in note form, then compare answers in pairs. Check answers as a class.

EXTRA SUPPORT If you think Ss will find this activity challenging, simplify it by providing two options of reduced sentence for each item and ask them to choose the correct one, e.g. *Bike bought earlier ... / Bought earlier ...*, etc.

POSSIBLE ANSWERS:

- 1 Slightly damaged.
- 2 Price includes spare (set of) strings.
- 3 Never used.
- 4 Very good condition.

D Brainstorm and build up on the board a list of items that Ss might like to sell. As a class, discuss what key information should be included in their adverts, e.g. cost, condition, and write these categories on the board. Explain or elicit that their adverts should be two or three sentences long. Ss write their descriptions. Monitor, assisting and reminding Ss to use reduced forms where necessary. With online classes, remember that Ss can add their adverts to a collaborative document to read each other's writing.

EXTRA: ALTERNATIVE IDEA Give each student a picture of something different to sell online. Brainstorm vocabulary Ss think they will need to describe their item, and add it to the board as extra scaffolding.

TO FINISH

Write the following questions on the board:
On which occasions do you give/receive presents?
Do you like to receive surprise presents or do you prefer to choose?
Do you know any alternative gift-giving traditions?

Ask Ss to discuss the questions in pairs or groups. When they have finished, elicit a few ideas about gift-giving traditions in a brief class discussion. You could tell them about alternative approaches, such as 'Secret Santa' (where you buy just one present for a person in a group to a fixed budget) if appropriate.

1B Less is more?

GRAMMAR | verb patterns

VOCABULARY | personal preferences

PRONUNCIATION | stress in prepositional phrases

LESSON OVERVIEW

In this lesson, Ss talk about personal preferences. They begin with verb patterns, presented in a reading text about minimalism and maximalism. They also learn vocabulary for expressing personal preferences and practise stress on prepositional phrases. The lesson ends with a questionnaire which leads into a discussion about Ss' approach to life.

Online Teaching

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

- **Ex 2A:** Ss write their answers in the chat box, then compare them before confirming as a class.
- **Exs 3A and 3B:** After Ss have completed the task, project the sentences and share your screen, highlighting the correct answers.
- **Ex 4A:** Ss could do this in pairs in breakout rooms, then write their answers in the chat box for you to feed back on.

Additional Materials**For Teachers:**

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

For Students:

Online Practice 1B
 Workbook 1B

TO START

Start the lesson by writing the following statement on the board: *Less is more. If you buy things, the things you own will own you.* Ask Ss in pairs to discuss whether they agree with the statement, then elicit some ideas from 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.

READING

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

1 A Refer Ss to the photo, then put them in pairs to discuss the questions. When they have finished, elicit answers from different pairs and write any useful vocabulary on the board.

EXTRA: ALTERNATIVE IDEA With weaker classes, you may want to discuss the photo in detail, eliciting useful vocabulary such as *sofa*, *cushion*, *coffee table* and *vase*, and eliciting the term *minimalist* (and its opposite, *maximalist*) in preparation for the reading to come.

B Preteach *average* (typical) and *zebra stripes* (thick black and white lines). Explain that Ss should read the introduction to the article and identify anything that they find surprising. Set a time limit for this, for example two minutes, to prevent Ss from becoming too focused on unknown vocabulary, then ask Ss for their opinions.

EXTRA SUPPORT In this exercise, Ss are looking for the main ideas (i.e. gist reading), so this should be a quick task. In later exercises, which require Ss to read for more detail, they will need more time. Note that Ss don't need to know technical terms for different types of reading or be told to read more quickly/slowly, but a time limit can encourage them to read in the right way.

C Put Ss in A/B pairs and refer them to page 139. Explain that Ss should now read their section of the article and make notes on the writer's opinion of minimalism or maximalism. When they have done this, put them in pairs to tell each other an interesting fact from their part of the article.

EXTRA SUPPORT: DYSLEXIA Share the audio files with learners with dyslexia so they can read and listen to the texts in Exs 1C and 1D if they prefer.

D Ss read each other's texts, then discuss with their partner whose argument they think is stronger. Elicit a few answers to the question in feedback.

2 A Do the first item as an example, then put Ss in new pairs to see if they can remember what the article says about the other items. Explain that they shouldn't look at the article again at this point, but should try to remember what they can first. Ss discuss their answers, then scan the text again to check their ideas. With online classes, remember Ss can type their answers in the chat box to compare. Check answers as a class. If you can, project the text and underline where the answers can be found.

ANSWERS:

- 1 This refers to the 300,000 items in the average American home.
- 2 '... the average British 10-year-old owns 238 toys but plays with only twelve daily.'
- 3 'There are more phones in the world than people.'
- 4 Minimalism is about returning to a simpler world.
- 5 They presented a Netflix series about minimalism.
- 6 Having fewer possessions means you can appreciate things that really matter.
- 7 Richard Mbuya collects objects that give his visitors pleasure.

B Write the words *fact* and *opinion* on the board. Give an example, e.g. 'I think all pasta comes from Italy.' and ask Ss to identify it as a fact or an opinion (opinion; *I think* indicates there is no source). Read the examples as a class, then ask Ss to work alone to decide if the ideas are facts or opinions. When they have finished, check answers as a class.

ANSWERS:

- 3 Fact. This comes from a documentary called *The Story of Stuff*.
- 4 Opinion. There is no source for this information. It is what 'minimalists like me' believe.
- 5 Fact. That they presented the series *The Minimalists: Less is Now* on Netflix could be checked.
- 6 Opinion. There is no source for this information. It is what Zuleya believes.
- 7 Opinion. Richard thinks the things he describes give his visitors pleasure, but he cannot know for sure.

C Put Ss in pairs to discuss briefly which opinions in the article they agree with, then ask them to compare ideas with another pair. Check Ss' reactions to the opinions in feedback.

GRAMMAR

verb patterns

3 A Highlight the verb forms of the two options in the first item (the *to* infinitive and the *-ing* form), then ask Ss to work individually and choose the correct words. Remember that if you're teaching online, you could display the sentences in this exercise for Ss to refer to in Ex 3B as they check their answers in the article.

B Refer Ss back to the article on page 139, then check answers as a class, writing the correct verb forms on the board, or highlighting them on your shared screen if teaching online.

ANSWERS:

- 1 designing 2 persuading 3 be
4 become 5 creating 6 visiting

C Put Ss in pairs and ask them to refer to the sentences in Ex 3A and answer the questions. Check answers as a class.

ANSWERS:

- 1 the *-ing* form 2 sentences 3 and 4

4A Point out that some verbs can be followed by either the infinitive or the *-ing* form with a change in meaning. Ask Ss to match the examples (1–2) with the meanings (a–b) in pairs (in breakout rooms with online classes). Check answers as a class.

ANSWERS:

- 1 b 2 a

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

GB ▶▶ page 105 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. Draw attention to the occasions when there is a change in meaning depending on whether the infinitive or the *-ing* form is used.

1 This exercise focuses on form. Complete the first sentence as a class, discussing why the answer is an *-ing* form (*about* is a preposition). Ss do the task alone, then compare answers in pairs. Check answers as a class and drill the correct sentences in feedback to reinforce the structure.

ANSWERS:

- 1 having 2 to become 3 collecting
4 to be 5 arriving 6 starting

2 This exercise focuses on the change in meaning with the infinitive or the *-ing* form. Do the first pair of items as a class and discuss the meaning of the two sentences. Ss then match the other pairs of sentences alone, before comparing ideas in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Make the exercise more accessible by photocopying and enlarging the pairs of sentence beginnings and endings and cutting them up for Ss to match.

ANSWERS:

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

3 Use your desk and the things on it to preteach *surface* and *piles*. Then read the title of the text and ask Ss to predict what they think it will be about, then quickly read to check, ignoring the gaps. Refer Ss to the options underneath the text. Complete the first item as a class, then ask Ss to continue alone, before comparing answers in pairs. Ask Ss to explain their answers in feedback.

EXTRA SUPPORT Reduce the number of options for each gap to two and, to support dyslexic learners, provide them with a vertical list of the two options for each gap to hold next to the text. This list can be added to the board if more convenient.

ANSWERS:

- 1 A 2 A 3 C 4 B 5 A 6 B 7 C

VOCABULARY**personal preferences**

5A Elicit any new vocabulary Ss can remember from the article in the Reading section, then tell them to match the words in bold in the two sections of the article on page 139 with the definitions (1–6). Ss complete the task alone, then compare ideas in pairs. Check answers as a class, drilling the words and phrases with the correct stress.

EXTRA SUPPORT Draw attention to the unusual pronunciation of *appreciate* /ə'pri:ʃi,et/ and *pleasure* /'pleɪzə(r)/. Remind Ss that while English does not have an accent system, stress is an important part of being able to use a word correctly, so they should record it systematically in new vocabulary. Suggest that they mark the stress in a different colour, to emphasise that it's not part of the word, and that they note tricky phonemes in their notebooks.

EXTRA SUPPORT: DYSLEXIA Ask Ss to note the number of the definition beside the correct word or phrase, so less writing is involved. Remind Ss to cover the parts of the exercise they are not working on to focus their attention on each item.

ANSWERS:

- 1 ideal, dream
2 I'm not a big fan of, It's not for me.
3 (can) do without
4 appreciate
5 give (someone) pleasure
6 tastes

- B** Ask Ss to read the two summaries alone and choose the correct words, then compare answers in pairs. Check answers as a class. Ask individuals to read the answers out to reinforce pronunciation, monitoring words such as *appreciate* and *pleasure* (see Extra Support, above) and drilling where required.


ANSWERS:

- | | |
|--------------|-----------------------|
| 1 ideal | 5 for him |
| 2 appreciate | 6 is not a big fan of |
| 3 do without | 7 pleasure |
| 4 dream | 8 tastes |

EXTRA SUPPORT For further pronunciation practice, put Ss in pairs, with one reading sections of the text aloud and the other listening and following the text, correcting and helping where necessary.


- C** This exercise provides personalised practice of the target vocabulary. Ask Ss to work alone and complete the sentences, while you monitor and provide assistance as necessary. When they have finished, put them in pairs or threes to compare ideas.

PRONUNCIATION**stress in prepositional phrases**

- 6A**  **1.03** | Refer Ss to the sentences and ask them to say them quietly to themselves and decide which words are stressed. Don't do an example as a class as it will reveal the pronunciation rule. Ss work alone, then compare ideas in pairs before listening to the recording. Check answers as a class.

ANSWER:

The prepositions (*in*, *about* and *on*) are not stressed.

- B**  **1.03** | Play the recording again so that Ss can listen and repeat the sentences.
- C** Refer Ss to the example and remind them that the *-ing* form of a verb usually follows a preposition. Ss work alone to write their own sentences. Allow plenty of time for them to think about both ideas and language. Monitor, providing support as needed.
- D** Put Ss in pairs to read their sentences to each other, reminding them to focus on pronunciation. When they have finished, ask a few pairs to tell the class if any sentences were true for both of them.

EXTRA IDEA: DIGITAL Ss record themselves saying two or three of their sentences. They play their recordings back and focus on their own (or their partner's) pronunciation of the prepositional phrases.

SPEAKING

- 7A** Ask Ss to read the questionnaire quickly and think about their answers. Preteach *social butterfly* (someone who loves socialising), *multitasker* (someone who can do more than one thing at a time) and *belief* (the noun form of *believe*).

EXTRA SUPPORT: DYSLEXIA Pair dyslexic learners with a student who can help them read the questionnaire before they discuss their answers together.

FUTURE SKILLS | Communication

- B** Read the Future Skills box with the class. Elicit further emphatic phrases from Ss and write them on the board as a reference. Point out that this type of language must also be said in an emphatic way and drill. Ss then look ahead to the questions in Ex 7C and think about how they might include emphatic phrases in their answers to them.

POSSIBLE ANSWERS:

I'm sure ... , I'm positive ... , There's no way ... , That's ridiculous.

- C** Put Ss in groups of three or four to ask and answer the questions in the questionnaire. Monitor the discussions, making a note of good language use and errors. In feedback, write examples of common errors on the board and invite Ss to correct them.
- D** Put two groups of Ss together to guess the others' answers. If Ss don't know each other well yet, they could tell each other one or two interesting points from their discussions instead.

EXTRA IDEA Ss write a paragraph summarising the opinions of their group, then add it to a shared document for the rest of the class to read. Alternatively, they can read it aloud to the class for a more pronunciation-based focus.

TO FINISH

Ask Ss to think about how personal life choices can have a wider impact, e.g. on the environment, the planet, fast fashion, etc. and what they think about events like Black Friday and Buy Nothing Day. Ss then write two or three sentences about this topic using language from the lesson.

1C Don't forget to ...

HOW TO ... | leave phone messages

VOCABULARY | phrasal verbs: housework

PRONUNCIATION | intonation in polite requests

LESSON OVERVIEW

In this lesson, Ss learn how to leave phone messages. The lesson begins with phrasal verbs for housework in the context of 'to do' lists. Ss then listen to recorded phone messages and focus on the functional language of direct and indirect requests. They then practise intonation in polite requests and finally practise leaving phone messages themselves.

Online Teaching

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

- **Ex 1A:** Ss write their ideas in the chat box or on a shared noticeboard, so they can see each other's ideas.
- **Ex 3B:** Display the word choice box on your screen and share with the class for Ss to refer to as they listen. Remind Ss to switch off their microphones before you play the recording.

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:

Do you like housework?

Who does the housework in your home?

Give an example, e.g. 'I don't like housework. I hate cooking. My husband usually does the cooking.'

In pairs, Ss discuss the questions. When they have finished, have a show of hands to see if any Ss like housework.

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

phrasal verbs: housework

1 A Put Ss in pairs and time one minute while they make a list of household tasks. Consider extending the time limit if you can see that Ss have plenty of ideas. Ask the pair with the most ideas to read their list in feedback, while others tick the ones they have and add any additional ideas. When teaching online, remember that Ss can write their ideas in the chat box or on a shared noticeboard.

EXTRA SUPPORT: TEACHER If your group will benefit from noting down the new vocabulary, organise it into columns under the headers *do*, *make* and *other*, e.g. *do the dishes*, *make the bed*, *clean the bathroom*, etc.

B Referring to their lists, ask Ss to discuss the questions. When they have finished, elicit which tasks are the most and least popular.

2 A Check Ss know 'to do' list (a list of tasks to complete, possibly in order of priority). Refer Ss to the activity. Ask them if they make lists like these and why/why not, then elicit an example task for situation a, e.g. *packing boxes*. Ss quickly read and match each list (1–3) with the correct situation (a–c). Check answers as a class. Tell Ss they will be studying the vocabulary in detail later.

EXTRA SUPPORT: TEACHER If necessary, explain that in some countries the post office can redirect post to a new address for a fee, usually for a set period of six or twelve months.

ANSWERS:

a 3 b 2 c 1

B Elicit that a phrasal verb is a verb with one or two prepositions or adverbs (technically referred to as particles) after it that together give a new meaning, and elicit a few examples. Ask Ss to look at the 'to do' lists in Ex 2A and find phrasal verbs to match the meanings (1–8). Do the first item as a class if necessary. Ask Ss to work alone, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Write the phrasal verbs on the board in a vertical list or on a piece of paper for Ss to hold alongside the exercise.

ANSWERS:

- | | | |
|-------------|-----------|-----------|
| 1 take out | 2 turn up | 3 lock up |
| 4 throw out | 5 pick up | 6 hang up |
| 7 go over | 8 tidy up | |

C Do the first item as a class by asking the question and getting Ss to answer you. Ask them to complete the task alone, then compare ideas in pairs. Check answers as a class. Point out that when a pronoun is used with a separable phrasal verb it must go between the verb and the particle. Where a verb is not separable, this is not possible, e.g. *go over them*.

EXTRA SUPPORT: TEACHER With stronger classes, it might be useful to look at patterns in the meaning of the particle. For example, the particle *up* can mean *do completely* (e.g. *lock up, tidy up*) or *put in a higher place* (e.g. *hang up, pick up*). The particle *out* can mean *away from here* (e.g. *throw out, take out*). Ask Ss if they can think of more examples to fit these patterns (e.g. *finish up, clean up; put out, etc.*).

ANSWERS:


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

D Put Ss in A/B pairs. Student As close their books, and Student Bs read out two or three questions for their partner to answer. Ss then change roles. Monitor, providing assistance as necessary.

EXTRA CHALLENGE Ask Ss to write two questions to elicit an answer that is one of the phrasal verbs studied, then give them to a partner. Alternatively, they could mime the activities to test their partner.

How to ... leave phone messages

3 A Put Ss in pairs to discuss the questions. Alternatively, conduct a class discussion about situations in which someone might need to leave or listen to phone messages in English, (e.g. they work for a UK company), and discuss what is difficult about talking on the phone as opposed to face-to-face, e.g. loss of visual cues from the other speaker.

B  **1.04** | Refer Ss to the items in the box and ask them to number them as they hear them. Play the recording (with Ss' microphones off with online classes). When teaching online, remember you can share the box on your screen for Ss to refer to as they listen. Ss number the items alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | |
|------------------|---------------|
| 1 leather jacket | 5 pizzas |
| 2 garage door | 6 broken pipe |
| 3 alarm system | 7 plants |
| 4 folder | |

 **AUDIOSCRIPT 1.04****1**

- A: You've reached Café Roma. I'm afraid we're busy at the moment. Please leave a message and we'll get back to you.
- B: Hello. This is Marcelo Fagundes. I'm calling about my jacket. I was having dinner in your restaurant an hour ago and I left my jacket. Do you think you could have a look for it for me? It's the leather jacket hanging on the hook by the stairs. Can you call me back? You can reach me on this number – 0779542867.

2

- A: You've reached Sam's mobile. Please leave a message.
- B: Hi Sam. It's Mum. Could you check that the garage door is locked? I think I might have left it open. The key's in the kitchen. You'll find it on the table next to the window. Also, before you leave, will you take out the rubbish please, and make sure you turn the heating off? Thanks. See you later.

3

- A: I'm sorry I can't take your call at the moment. Please leave a message.
- B: Hi Ricardo. It's Gemma. I've got a guest coming to stay in the apartment later. Would you explain the alarm system to her? You'll need to unlock the box and show her how it works. That would be really helpful. Thanks.

4

- A: Hi, you're through to Jacob. I can't take your call right now, but if you leave a message with your name and number, I'll get back to you as soon as I can.
- B: Hi Jacob, it's Patricia here. I wonder if you could bring my folder to the meeting? You'll find it on my desk in the office. The meeting starts at 4 p.m., so we'll need to be there at least fifteen minutes earlier. Could you please let me know that you've got this message? Thanks.

5

- A: Noelie, it's Pete. Listen, I was going to cook, but there's no food in the house. Do you think you'll be able to pick up some pizzas on the way home? There's a great place just on the corner by the station. You choose the toppings. That would be great. Bye.

6

- A: Thank you for calling Smiths and Co. Our office hours are 8 a.m. to 6 p.m. If it's urgent, please leave a message with your name and number and we'll contact you as soon as possible.
- B: Hello. This is Natalie Ivanov. I'm calling because we have a broken pipe in our house and the water is going everywhere! I need someone to come and fix it, please. Will you please call me back as soon as possible? It's urgent. You can reach me on this number.


7

A: Hi, you're through to Teresa. Please leave me a message and I'll call you right back.

B: Hi Teresa, it's Yumi. I'm calling to ask a favour. I'm going away in a couple of weeks. I wonder if you'd mind watering the plants for me, like you did last time. I can leave the key with my neighbour. That would be so kind. Let me know. Bye.

C Focus attention on the incomplete phrases from the listening and explain that Ss should complete them with the words in the box. Put Ss in pairs to compare answers. Don't check answers yet.

EXTRA SUPPORT If Ss struggle to complete the phrases, proceed straight to Ex 3D.

D  **1.05** | Play the recording for Ss to check their answers. Ask Ss to compare ideas in pairs, then elicit the correct answers.


EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with the words on slips of paper to place next to each sentence as they listen.

ANSWERS:

- | | | |
|-----------|--------|-----------|
| 1 reached | 2 back | 3 calling |
| 4 message | 5 This | 6 here |
| 7 You'll | 8 find | 9 call |
| 10 number | | |

4A Ask Ss to complete the requests and point out that these are extracts from the phone messages in Ex 3B. Ss complete the requests, then compare answers in pairs. Don't check answers yet.

EXTRA SUPPORT Weaker Ss, or Ss with dyslexia, might find it easier to complete the requests (1–5) message by message (i.e. request 1, message 3; requests 2–3, message 4; request 4, message 5; request 5, message 7). Play the relevant message to check the request(s), then move on to the next one. Ss can then complete the requests with the words once they are sure of the answers. Write the answers on the board to ensure accuracy.

B  **1.06** | Play the recording for Ss to check their ideas in Ex 4A. Ask Ss to compare in pairs, then check answers as a class. Drill the requests chorally and individually.

ANSWERS:

- | | |
|--------------------|----------------|
| 1 Would | 4 Do you think |
| 2 I wonder if you | 5 wonder |
| 3 Could you please | |

C In pairs or groups, Ss discuss the questions. Check answers as a class. As Ss may have questions about direct and indirect questions, you could briefly recap the word order changes or assure Ss that they will be looking at this in more depth in the Grammar Bank shortly.

ANSWERS:

- | | | |
|------------|------------|----------|
| 1 direct | 2 indirect | 3 direct |
| 4 indirect | 5 indirect | |

With indirect requests, the word order is the same as for affirmative statements.

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

 page 106 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Answer any questions Ss have, and check and drill pronunciation as needed.

1 Point out that in this exercise, Ss don't need to add any words. Ss work alone to match the beginnings of the messages (1–6) with the endings (a–f), then compare in pairs. Check answers as a class, drilling the complete messages.

ANSWERS:

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

2 This exercise focuses on form. Preteach *plumber* (someone who repairs water pipes, toilets, showers, etc.). Do the first item as a class, then ask Ss to choose the correct words alone and compare ideas in pairs. Check answers as a class. As a follow-up, Ss could identify whether each request is direct or indirect.

ANSWERS:

- | | | |
|------------|-------------|-------------|
| 1 arrange | 2 Would you | 3 you could |
| 4 look | 5 Could | 6 going |
| 7 Will you | 8 staying | |


3 This exercise practises the target language in context. Preteach *faulty* (not working) and *go off* (make a loud noise). Ss use the words in the boxes to complete the phone messages alone, then compare ideas in pairs. Check answers as a class. Ss can read the completed exchanges in pairs for further practice.

EXTRA SUPPORT: DYSLEXIA Help dyslexic learners by giving them two options for each gap, one correct and one distractor. Ss can then choose the correct alternative.

ANSWERS:


- | | | |
|-----------|------------|-----------|
| 1 reached | 2 message | 3 this |
| 4 here | 5 to | 6 think |
| 7 Can | 8 take | 9 get |
| 10 it's | 11 ringing | 12 wonder |
| 13 You'll | 14 Could | |

PRONUNCIATION**intonation in polite requests**

5A  **1.07** | Read out the first request with very flat intonation and ask Ss how they think it sounds. Elicit that intonation (movement of the voice) is very important to the impression we give when we speak and refer Ss to the rest of the requests. Play the recording and ask pairs to discuss the intonation after each one. Check the answer as a class.

ANSWER:

The speaker starts with a high pitch to sound polite.

- B**  **1.07** | Play the recording again, with Ss saying the sentences to themselves quietly at the same time. Demonstrate the movement of the voice with your hand. If the voice is high, hold your hand high, then lower it to show it falling, in line with the recording as it plays. This helps Ss 'see' the intonation.
- C** Ask Ss to complete the requests, e.g. 'I wonder if you could open the window.', then read them to a partner. If they are struggling for ideas, brainstorm and write a few tasks on the board at the start of the activity, e.g. *open the window, close the door*, etc. Monitor as Ss read their requests, assisting with pronunciation if necessary. Ask a few Ss to model their requests in feedback.

SPEAKING**FUTURE SKILLS | Communication**

6A Explain the task and ask Ss what a successful phone message includes, aiming to elicit the four bullet points in the Future Skills box. Then read through the box as a class.

B Put Ss in A/B pairs and refer them to the relevant pages. Remind them to use the information in the Future Skills box to structure their messages. Monitor, assisting as needed.

EXTRA SUPPORT With weaker classes, put Ss in A/A and B/B pairs to help each other prepare their messages, then put them in A/B pairs for Ex 6C.

C Ask Ss to take turns to say their messages. They should start with Student B leaving their 'welcome' message, as in the example, and Student A leaving a message.

EXTRA IDEA Ask Ss to sit back-to-back while saying their messages to replicate the lack of visual clues in a telephone call.

EXTRA IDEA: DIGITAL Ask Ss to record messages for each other using an online platform or their phones. They should think of two situations that are relevant to them and plan their messages using the Future Skills box. (They can also refer to the Grammar Bank and ask you if necessary.) Put Ss in pairs to practise leaving their messages. Monitor and check they are using phrases from the lesson correctly, as well as polite intonation. You could ask Ss to record one direct and one indirect message, focusing on intonation, then listen back and see which sounds better.

TO FINISH

Ask Ss to discuss in pairs or small groups how they feel about using English outside the classroom. Write the following questions on the board:

Where will you use English and in what situations?

(e.g. tourism, work or study)

What skills will you mainly need?

Will you need to make/receive phone calls?

Will you need to speak to people in English?

When they have finished, elicit answers in feedback. You can use the information for planning future lessons.

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

 page 145 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES  page 198

1D Street Interviews

Your gadgets

GRAMMAR | *except for, apart from, (not) even*

SPEAKING | a questionnaire about gadgets

WRITING | an online forum comment

LESSON OVERVIEW

In this lesson, Ss talk about their attitude towards technology. The context is a video of interviews with people saying which electronic items are important to them, which they could live without and whether they think people spend too much time looking at screens. This leads into a grammar focus on *except for, apart from* and *(not) even*. Ss then do a speaking activity where they discuss their own attitudes to gadgets. The lesson ends with a writing activity where Ss write contributions and comments on an online forum.

Online Teaching

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

- **Ex 1B:** Ss share their screens and name/show the technology/gadgets they have around them.
- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4C:** Put Ss in breakout rooms for the discussion. When they come back to the main room, ask each group to summarise their answers to one of the questions.
- **Exs 5B and 5C:** Ss write their posts and comments in a collaborative document.

Additional Materials

For Teachers:

Presentation Tool Lesson 1D

Online Digital Resources

Grammar Bank 1D

Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D

Workbook 1D

TO START

Ask Ss to work in pairs to make a list of everyday technology. Elicit a few examples, e.g. mobile phone, kettle, etc., then give Ss two minutes to note down as many as they can. When they have finished, see which pair has the most items. Elicit their answers and discuss which technology is most important to Ss. Explain that technology and gadgets is the topic of the lesson.

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 Preteach *technophile/technophobe* (technology lover/hater) and *gadget* (a small electronic device). Refer Ss to the statements and ask them to tick the one they identify with most.

EXTRA SUPPORT: TEACHER Explain that *-phile* and *-phobe* are suffixes from Greek. A word ending in *-phile* means a person who enjoys a certain thing and one ending in *-phobe* means a person who dislikes or is afraid of a certain thing, e.g. *Europhile*, *technophobe*, etc. This links to the word suffix *-phobia* (a fear of something), e.g. *claustrophobia*, *technophobia*, etc. You could ask Ss to guess what the words *bibliophilia/phobia* mean (a love/fear of books) and ask Ss if they know any other examples.

B Put Ss in pairs to discuss their answers. When they have finished, ask a few pairs which is their favourite gadget and why. With online classes, remember you can also ask Ss to share their screens and name/show the technology/gadgets they have around them.

EXTRA IDEA Build a list of useful vocabulary that comes up when Ss are talking about gadgets on the board as a reference.

VIEW

2 A  Refer Ss to the photos of the speakers and explain that they should watch the video and identify the items they mention. Make it clear though that they do not need to note who says each item. To help with the second question, suggest Ss write the word *screens* in their notebooks and tick when speakers say that people spend too much time looking at them. Play the video, pausing after the first section for Ss to compare ideas in pairs, then check answers as a class. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Discuss the meaning of any items Ss are unsure of, then play the second section and check the answers.

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

EXTRA SUPPORT: DYSLEXIA Prepare a handout with the bulleted items in a vertical list and the word *screen* in a different column. Consider using a sans serif font, such as Comic Sans, which will be more accessible for dyslexic learners. Ss tick the items when they hear them.

EXTRA SUPPORT: TEACHER A *smartwatch* is a wearable gadget frequently used when doing exercise. It monitors your heartrate, calories burned, etc. *Guitar pedals* can be connected to your guitar to adjust the volume, tone, etc.

ANSWERS:

- 1 The following items are mentioned: home computer, gaming console, iPad, smartwatch, guitar pedals, phone.
- 2 All of them (seven people)

B ▶ Refer Ss to the photos of the speakers and their names at the top of the page again. Explain that they will watch the first part of the video again and need to match a speaker or speakers with each statement. Play the video, pausing as needed, then ask pairs to compare ideas before checking answers as a class.

EXTRA SUPPORT: DYSLEXIA Give Ss the names of all the speakers on slips of paper to place beside the statements so they don't need to write. Tell Ss that two statements have one name and one has two.

ANSWERS:

- 1 Joshua 2 Marc 3 Rory, Josh

C ▶ Refer Ss to the incomplete sentences and preteach *screen time*. Ask them what their daily screen time is, more or less. Ss watch the second part of the video and complete the sentences. Check answers with the class.

EXTRA SUPPORT Provide a word choice box with the missing words in random order, either on the board or on a piece of paper.

ANSWERS:

- | | |
|----------------|-----------------|
| 1 face-to-face | 3 too much time |
| 2 addicted | 4 person |

D Put Ss in pairs to discuss the statements, then see how many people agree with each one in feedback.

GRAMMAR

except for, apart from, (not) even

3A Write a few simple conjunctions on the board, e.g. *and, but* and *so*, and elicit that they are used for connecting ideas. Ask Ss to read the sentences and complete the rules alone, then compare ideas in pairs. If you're short of time, do this exercise as a class. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners, read the sentences and rules aloud to the class, pausing after each rule for pairs to complete it before moving on to the next.

ANSWERS:

- 1 even
- 2 apart from; except for
- 3 apart from, except for

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

▶ page 107 **GRAMMAR BANK**

Check understanding of the notes with the class. Highlight the rules for when we don't need *for* after *except*, and draw attention to the word order and the position of the different conjunctions, especially if Ss' first language(s) may cause interference with this.

1 This exercise focuses on meaning. Do the first item with the class as an example. Ask Ss to continue the exercise alone, then compare ideas in pairs. Check answers as a class, discussing the change in meaning in sentences 2a and 2b.

ANSWERS:

- 1 same
- 2 different (In 2a Juan usually likes films (but doesn't like this one) and in 2b Juan doesn't usually like films (so it's a surprise he likes this one).)
- 3 same

2 This exercise focuses on accuracy of use. Point out that one conversation does not have mistakes, then complete the first item as an example. Ss work individually to find and correct the mistakes, then compare ideas in pairs. Check answers as a class, referring Ss back to the rules as needed.

GB

ANSWERS:

(Only the sentences where there is a mistake are given.)

- 1 A: I could live without gadgets, **except** for my phone.
- 2 B: Yes, apart **from** two Spanish tourists.
- 3 B: That's right. He **didn't** even want a bone, which is his favourite food.
- 5 A: **Apart** from History, what other school subjects do you like?

EXTRA IDEA Ss practise reading the corrected conversations aloud in pairs.

- 3 Preteach or check the meaning of *volunteer work*. Refer Ss to the title and ask them to predict what the text will be about, then ask them to read and check their ideas. Do the first item as a class, then ask Ss to complete the activity alone before comparing ideas in pairs. Check answers with the class.

ANSWERS:

1 C 2 A 3 C 4 B 5 A 6 B 7 C 8 B

EXTRA IDEA Ask Ss to discuss what they think of Soumaya's decision to stop using social media and if they have ever considered or would ever consider doing the same.

SPEAKING

a questionnaire about gadgets

- 4A Refer Ss to the example, then give them a few minutes to make their lists alone and assist with vocabulary as needed. Ss then compare ideas in pairs or small groups. Elicit the most common items in feedback.
- B Read through the questionnaire as a class and deal with any queries. Then ask Ss to work alone and make a note of their answers in their notebooks. Point out that they should not write full sentences in their notes.
- C Read through and check Ss' understanding of the Key phrases, then drill and elicit the main stresses. Put Ss in groups of three or four (in breakout rooms with online classes) to discuss their answers to the questionnaire in Ex 4B using the Key phrases. Monitor, then conduct feedback.

EXTRA SUPPORT Assist with vocabulary and pronunciation where necessary, writing any new words or phrases on the board.

WRITING

an online forum comment

- 5A Check Ss know what an *online forum* is, and ask if they ever contribute to them. Focus attention on the question and replies, then ask Ss to read and decide which suggestions they think are good and which they think are bad, then compare ideas in pairs. Elicit some answers and reasons in feedback.

- B Read the instructions with the class, then put Ss in pairs. Tell them to choose one gadget and write a post describing it and the problem it would solve. Monitor and help with vocabulary and ideas. If you're teaching online, remember Ss could write their posts in a collaborative document in this exercise so that others can respond in the same document in Ex 5C.

EXTRA IDEA With weaker classes, work together to build up a list of possible inventions on the board for Ss to choose from.

- C Collect the posts and give each to a new pair. Ss read and comment on each other's ideas using the Key phrases. Monitor, assisting with language as necessary. Pass the posts to additional pairs if time allows. When they have finished, feed back on any common areas of difficulty as a class.

EXTRA CHALLENGE With stronger classes, collect Ss' work and number the posts, then display them on the walls of the classroom. In their pairs, Ss walk around and read the posts, then write their responses beside the number of the post in their notebooks. Conduct feedback, asking Ss to give opinions on what they have read.

TO FINISH

Write the following questions on the board:

Do you use translation apps or gadgets?

What are the positives or negatives of these apps/gadgets?

If there was an invisible gadget that could translate for you, would you use it?

Put Ss in pairs to discuss what gadgets could help them with learning English and what impact translation gadgets can have on language learning.

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, 2A, 3A, 4A and 5A) 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 do the task in pairs and write their answers in a shared collaborative document before you check answers as a class.
- **Ex 1B:** Ss discuss the question in breakout rooms. Visit each room to ensure Ss are on task, then choose one or two pairs to listen to for accuracy. Do the same for Exs 2B, 3B and 4B.
- **Ex 2A:** Ss do the activity in groups in breakout rooms, typing their sentences in a shared document which they can display in the main room during feedback.

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: narrative tenses, verb patterns, *except for*, *apart from*, *(not) even*; Vocabulary: describing possessions, materials, personal preferences, phrasal verbs: housework; How to ... leave phone messages). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

narrative tenses

- 1 A** Before Ss complete the task, elicit some examples of the narrative tenses they saw in the unit (i.e. past simple, past continuous, past perfect). Complete the first item as a class and ask Ss to continue alone, then compare answers in pairs (writing their answers in a shared collaborative document if you're teaching online). Check answers as a class, nominating individuals to read the completed sentences.

ANSWERS:

- | | | |
|--------------|---------------|--------------|
| 1 had learnt | 2 taught | 3 was riding |
| 4 happened | 5 was raining | 6 didn't get |
| 7 had wanted | 8 hadn't been | 9 had |
| 10 watched | | |

'You could say the wheel has come full circle' means that the speaker is now in the same situation they remember as a child, but is now the parent with their own child.

- B** You could give an example of your experience of learning to ride a bike or learning to drive to model the task. Read the instruction as a class and give Ss a few minutes to make notes on their story before talking in pairs (in breakout rooms with online classes). When they have finished, ask if any Ss had similar experiences in feedback.

verb patterns

- 2 A** Focus attention on the example sentence, then elicit a further example from a stronger student. Ss work alone to write their sentences. Monitor, assisting with language as necessary. With online classes, remember that Ss can do the activity in groups in breakout rooms, typing their sentences in a shared document which they can then discuss in Ex 2B and share in feedback.
- B** Put Ss in groups to read out and compare their sentences. In feedback, ask what similar ideas Ss had.
- 3 A** Do the first item as a class, pointing out that one word is not used in the activity. Ss work alone to complete the sentences, then compare ideas in pairs. Check answers, asking Ss to read each sentence aloud and writing it on the board to ensure correct word order.

ANSWERS:

- 1 I'm the quietest person in my family, apart **from** my father.
- 2 Everyone in my family dances, **even** my grandparents, who love it.
- 3 No one in my family knows how to cook **apart** from my mother.
- 4 Everyone I know plays video games **except** for me.

- B** In pairs, Ss tell each other which sentences are true for them. Fast finishers can write their own examples using other family members or friends. Ask a few pairs to share what they discussed in feedback.

VOCABULARY

4A Ask Ss to write down as many materials as they can in one minute, then see who has the most in feedback. Do the first item as an example, then ask Ss to continue alone before comparing ideas in pairs. Check answers as a class, discussing why each option is correct.

ANSWERS:


- 1 silver, belonged to
- 2 denim, damaged
- 3 stone, not worth a lot, special
- 4 genuine, leather

B Ask Ss why we might need to describe something, e.g. in an online advert or when talking about a photo, then put them in pairs to discuss the question. Monitor, assessing use of the target language, then ask one or two Ss to share what they discussed in feedback.

EXTRA: ALTERNATIVE IDEA To narrow the focus of the task and practise specific vocabulary, provide Ss with specific pictures to discuss.

5A Refer Ss to the story and explain that it tests both grammar and vocabulary from the unit. Preteach *ancestor*, *seam (of gold)*, *to mine* and *to pass down*. Ask Ss to choose the correct option for each gap individually, then compare answers in pairs. Don't check the answers yet.

EXTRA SUPPORT: DYSLEXIA Pair Ss with a partner who can read the text with them and who they can discuss the options with.

B  **R1.01** | Play the recording for Ss to check their answers. Answer any questions Ss have, then ask them to summarise the story in two or three sentences and share their ideas with a partner.

ANSWERS:

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

EXTRA IDEA: DIGITAL Ss read and record some or all of the story on their phones or an audio platform where you (and other Ss if they wish) can hear them, and you can assess their pronunciation. Alternatively, Ss could send you an audio file for individual assessment.

TO FINISH

Ss write their own story, using five new words from the unit and narrative tenses.