

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 brand new content, all-new video, and a fresh new look and feel, all underpinned by flexible components for in-class, online and hybrid use.

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

Teacher's Book with Teacher's Portal Access Code

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

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

Also available

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

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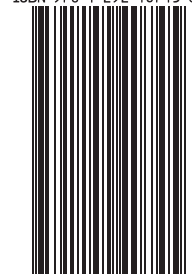
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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test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

C1-C2 Teacher's Book with Teacher's Portal Access Code

Damian Williams



Speak out

3RD EDITION

C1-C2

Damian Williams

Teacher's Book with Teacher's Portal Access Code



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3RD EDITION



Teacher's Book

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SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6					
1 learning B B C VLOGS What's one thing you think everyone should learn to do?					
1A Is that a fact? p8	Conditional forms	Describing attitudes; idioms	/f/ in natural speech	Read an article about attitudes to failure	
1B Tomorrow's learning p11	Nominal relative clauses	Collocations: education; compound nouns	Emphatic syllable stress		
1C Creativity p14	How to ... manage interaction during a discussion	Creativity	Polite intonation		
1D Learning experiences p16		Teaching and learning			
UNIT 1 REVIEW p18					
2 culture B B C VLOGS If you could live anywhere in the world, where would you choose and why?					
2A Cities p20	Advanced ways of comparing	Describing the impact of an action; binomials	Schwa /ə/	Read an article about Cities of Culture	
2B Lost in translation p23	Reporting	Summarising verbs; multi-word verbs for reporting	Using intonation to show contrasting opinions		
2C The way we do it p26	How to ... maintain and develop interaction	Conventions/cultural heritage	Expressing surprise and asking for reaction		
2D Flavours p28		Describing food			
UNIT 2 REVIEW p30					
3 working life B B C VLOGS What's the best or worst job you have ever had?					
3A Get that job! p32	Modal verbs and phrases	Collocations: job searching	Linking sounds in modal phrases		
3B Going remote p35	Passives	Verb–noun collocations; metaphors	Word stress	Read an article and a blog post about remote working	
3C Tackling the real issues p38	How to ... check understanding by paraphrasing and summarising	Collocations: politics; politics	Stress and intonation when paraphrasing		
3D Company culture p40		Workplace and work culture			
UNIT 3 REVIEW p42					
4 humanity B B C VLOGS What human characteristics are the most important?					
4A Pioneers p44	Verb patterns	Verb–noun collocations; adverb–adjective collocations	Syllable stress in verb–noun collocations	Read an article about two pioneers	
4B Community p47	Continuous and perfect aspects	Collocations: needing and giving; adjectives to describe people	Stress in collocations featuring verbs with 'weak' meanings		
4C Economies p50	How to ... present survey results	Money and economy	Chunking language		
4D Extinction p52		Extinction			
UNIT 4 REVIEW p54					

	LISTENING/VIDEO	SPEAKING	WRITING
		Talk about conventional wisdom	
	Listen to an extract from a radio programme about future learning	Talk about future educational developments	Note-taking and summary writing FUTURE SKILLS Self-management
		Discuss ways of developing people's creativity at work or college FUTURE SKILLS Collaboration MEDIATION SKILLS share recommendations	
	B B C Street Interviews about teaching and learning	Discuss education	Write a nomination for an award
		Talk about applying to be 'City of Arts'	
	Understand a radio interview about interpreting	Talk about translation apps FUTURE SKILLS Communication	Write an informative summary for a careers brochure
		Talk about traditions and cultures FUTURE SKILLS Social responsibility MEDIATION SKILLS talk about a character and speculate on their motivation	
	B B C Programme <i>Nadiya's American Adventure</i>	Propose a new restaurant	Write a blog post about a food hotspot
	Listen to a question-and-answer session after a talk on job hunting	Record a video résumé FUTURE SKILLS Communication	Write a cover email/letter
		Talk about solutions to problems with remote working FUTURE SKILLS Communication	
		Discuss issues related to work FUTURE SKILLS Communication MEDIATION SKILLS share and listen to viewpoints	
	B B C Street Interviews about jobs	Make suggestions for a better workplace	Write a report on work experience
		Have a debate about space exploration FUTURE SKILLS Critical thinking	
	Understand a radio programme about a charity	Talk about designing an app to help people in need	Write an informal review of a product or service
		Present survey results FUTURE SKILLS Communication MEDIATION SKILLS explain a complex diagram	
	B B C Programme <i>Extinction: The Facts</i>	Plan a documentary introduction	Write an opinion essay

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
5 influence B B C VLOGS Who's the most famous person you've ever met?				
5A First impressions p56	Giving emphasis: inversion, clefting, tailing, fronting	Collocations: first impressions; adjectives and adjectival endings	Stress while giving emphasis	Read a blog post about the influence of accents
5B The truth about rumour p59	Participle clauses	Spreading misinformation	Intonation in participle clauses	
5C Try it out p62	How to ... use persuasive techniques in presentations	Persuasion; adjectives to describe presentations	Intonation: being persuasive	
5D Role models p64		Role models		
UNIT 5 REVIEW p66				
6 classics B B C VLOGS Are new things always better than old things?				
6A Hidden gems p68	Narrative tenses review	Describing literature; describing books and films	Intonation to show surprise/interest	Read an article about classics
6B Words and music p71	Adverbials	Reacting to poetry and song	Intonation to show contrast	
6C Classic journeys p74	How to ... tell an anecdote	Adjective–noun collocations: travel	Informal phrases when telling anecdotes	
6D Design classics p76		Innovation		
UNIT 6 REVIEW p78				
7 choice B B C VLOGS What important decisions will you need to make over the next decade?				
7A Decisions, decisions! p80	Omitting words	Idioms for choices; connotation	Word stress in idiomatic phrases	Read an article and comments about the impact of choices
7B Online or offline? p83	Prepositional phrases	Ways of reading; idioms: books and reading	Stress in phrasal verbs and dependent prepositions	
7C Urban animals p86	How to ... hedge an opinion and express reservations	Collocations: discussing issues	Intonation when hedging and expressing reservations	
7D Too much choice? p88		Making choices		
UNIT 7 REVIEW p90				
8 body and mind B B C VLOGS Which quality do you like most about yourself?				
8A No limits? p92	Noun phrases	Idioms and collocations: skills and abilities; compound adjectives	Linking consonants	Read an article about endurance swimming
8B Bridging the senses p95	Uses of <i>will</i> and <i>would</i>	Adjectives to describe sensations and reactions; verbs to describe reactions	Contracted <i>will</i>	
8C Feeling good p98	How to ... explain the purpose and benefit of something	Well-being	Intonation in sentences containing contrasting ideas	
8D Effects and illusions p100		Thoughts and ideas		
UNIT 8 REVIEW p102				
WRITING BANK p104 GRAMMAR BANK p112 VOCABULARY BANK p136 COMMUNICATION BANK p142				

	LISTENING/VIDEO	SPEAKING	WRITING
		Talk about positive and negative first impressions	
	Understand a radio programme about a fake news story	Talk about fake news	Write a report
		Give a presentation MEDIATION SKILLS give opinions about a course of action	
	B B C Street Interviews about people who influence us	Discussing types of influence	Write a contribution for a website
		Talk about books or films you think should become classics	Write a review of a book or film
	Understand a radio discussion about poetry and song	Talk about and agree on a playlist for space	
		Tell an anecdote MEDIATION SKILLS process and report a range of opinions	
	B B C Programme <i>Everyday Miracles</i>	Talk about selecting classic designs	Write an account of an exhibition
		Talk about decisions and their impacts FUTURE SKILLS Teamwork	
	Understand a radio programme about reading	Talk about how to encourage people to read for pleasure	Write a blog post
		Oppose and defend statements MEDIATION SKILLS identify what is relevant in a talk	
	B B C Street Interviews about choice	Prioritising essential items	Write a newspaper opinion piece
		Give a shout-out to somebody who deserves it	
	Understand a radio programme about synaesthesia	Talk about sensory reactions	Write a description
		Discuss ways to create a healthier work environment FUTURE SKILLS Goal setting: time management MEDIATION SKILLS make a decision as a group	
	B B C Programme <i>QI</i>	Describing psychological effects	Write a story about strange effects

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.

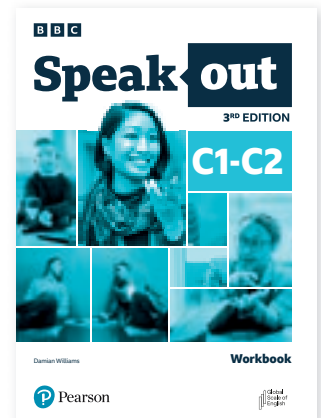
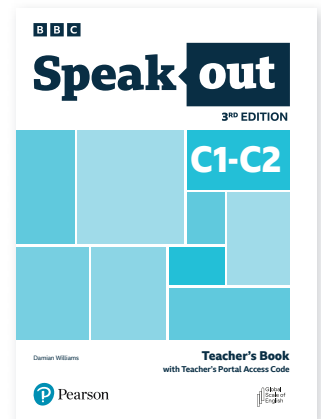
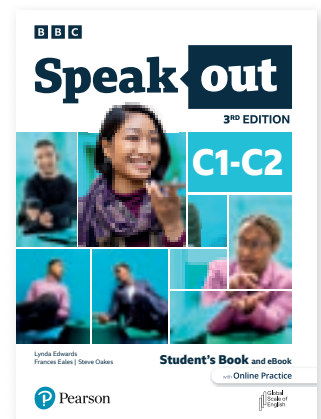
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation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



humanity 4

LEARNING OBJECTIVES

4A READING | Read an article about two pioneers: verb–noun collocations; adverb–adjective collocations
Pronunciation: syllable stress in verb–noun collocations
Have a debate about space exploration; verb patterns

4B LISTENING | Understand a radio programme about a charity: collocations; needing and giving; adjectives to describe people
Pronunciation: stress in collocations featuring verbs with 'weak' meanings
Talk about designing an app to help people in need: continuous and perfect aspects
Write an informal review of a product or service

4C HOW TO ... | Present survey results: money and economy
Pronunciation: chunking language

4D BBC PROGRAMME | Understand a documentary about extinction
Talk about planning a documentary introduction: extinction
Write an opinion essay about extinction

VLOGS

Q: What human characteristics are the most important?

1 Watch the video. Did anyone's answer surprise you?

2 Would you add any other important characteristics to those described by the people?

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 C. 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 4 (C1) & Level 5 (C2). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 200–207).

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.

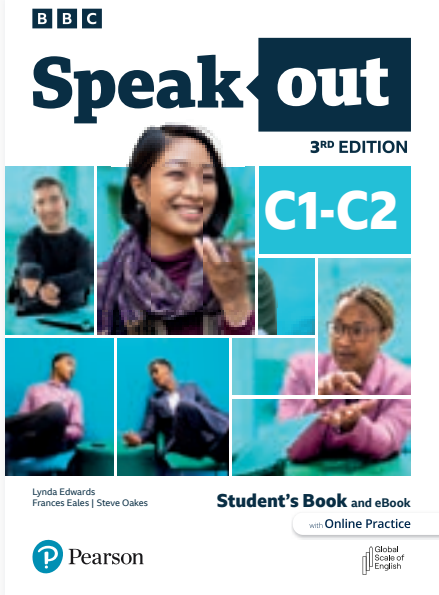
Student components

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

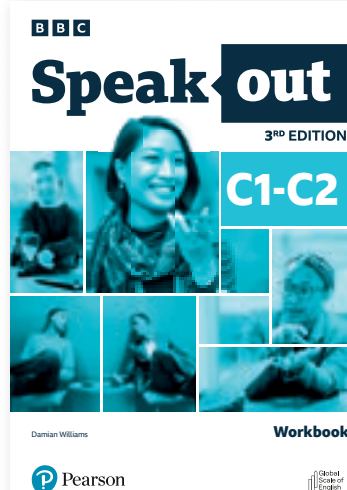
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

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

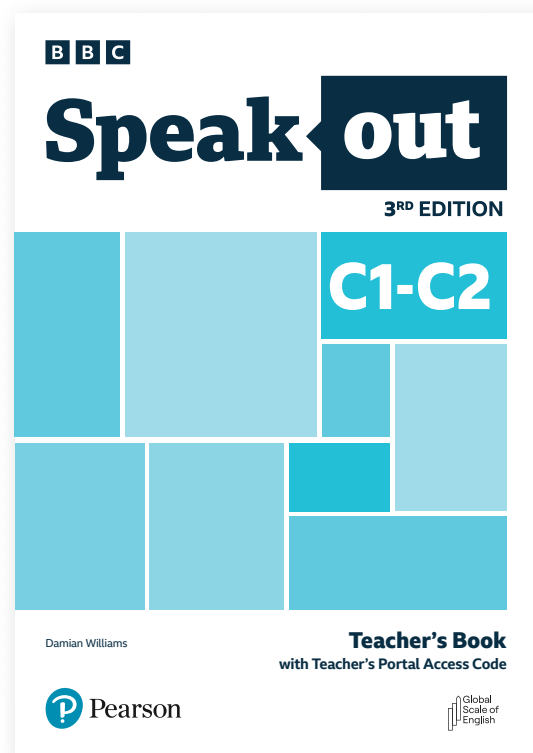
See page 24 for more details.

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

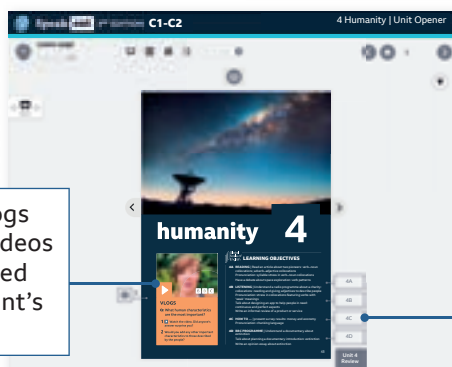


Stunning visuals related to the unit topic help to engage students and stimulate discussion.

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.

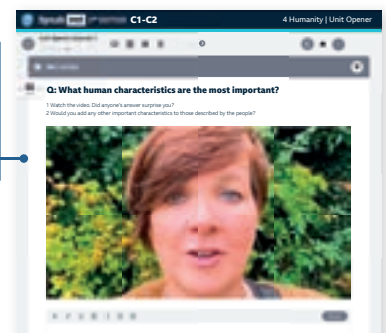
The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 200–207.



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.

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.

Each lesson starts with a clear summary of lesson contents.

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

The screenshot shows the main lesson page for 'Lesson A'. It features a large article titled 'Pioneers' and 'Heights and depths' with a sub-headline 'Heights and depths'. The page is divided into several sections: 'READING' with tasks 1-4, 'VOCABULARY' with tasks 3-4, 'PRONUNCIATION' with task 4A, and 'GRAMMAR' with task 5A. There are also 'FUTURE SKILLS' and 'CRITICAL THINKING' sections. The page is annotated with callouts from the surrounding text boxes.

This is another view of the lesson page, showing the 'PRONUNCIATION' and 'GRAMMAR' sections in more detail. It includes task 4A 'PRONUNCIATION' and task 5A 'GRAMMAR'. The page is annotated with callouts from the surrounding text boxes.

The screenshot shows the 'VOCABULARY BANK' section of the lesson page. It contains a list of vocabulary items with their definitions and example sentences. The page is annotated with callouts from the surrounding text boxes.

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

The 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.

Every lesson contains opportunities for personalised speaking practice.

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

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

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

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

The screenshot shows the 'Student's eBook activity' interface. It displays a digital version of the lesson page with interactive elements. The page is annotated with callouts from the surrounding text boxes.

This is another view of the 'Student's eBook activity' interface, showing a different part of the lesson page. The page is annotated with callouts from the surrounding text boxes.

The screenshot shows the 'Online Practice activity' interface. It displays a digital version of the lesson page with interactive elements. The page is annotated with callouts from the surrounding text boxes.

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

Online Practice activity

Lesson B – main input lesson 2

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

Vocabulary sets are contextualised in the Listening input.

4B Community

LISTENING

1. Listen to the audio and choose the correct answer for each question.

2. Listen to the audio again and choose the correct answer for each question.

3. Listen to the audio and choose the correct answer for each question.

4. Listen to the audio and choose the correct answer for each question.

5. Listen to the audio and choose the correct answer for each question.

6. Listen to the audio and choose the correct answer for each question.

7. Listen to the audio and choose the correct answer for each question.

8. Listen to the audio and choose the correct answer for each question.

9. Listen to the audio and choose the correct answer for each question.

10. Listen to the audio and choose the correct answer for each question.

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

GRAMMAR

continuous and perfect aspects

1. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

2. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

3. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

4. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

5. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

6. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

7. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

8. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

9. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

10. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

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

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

WRITING

Realise your dreams

1. Write a paragraph about your dreams. Use the ideas in the box.

2. Write a paragraph about your dreams. Use the ideas in the box.

3. Write a paragraph about your dreams. Use the ideas in the box.

4. Write a paragraph about your dreams. Use the ideas in the box.

5. Write a paragraph about your dreams. Use the ideas in the box.

6. Write a paragraph about your dreams. Use the ideas in the box.

7. Write a paragraph about your dreams. Use the ideas in the box.

8. Write a paragraph about your dreams. Use the ideas in the box.

9. Write a paragraph about your dreams. Use the ideas in the box.

10. Write a paragraph about your dreams. Use the ideas in the box.

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.

PRONUNCIATION

1. Listen to the audio and choose the correct answer for each question.

2. Listen to the audio and choose the correct answer for each question.

3. Listen to the audio and choose the correct answer for each question.

4. Listen to the audio and choose the correct answer for each question.

5. Listen to the audio and choose the correct answer for each question.

6. Listen to the audio and choose the correct answer for each question.

7. Listen to the audio and choose the correct answer for each question.

8. Listen to the audio and choose the correct answer for each question.

9. Listen to the audio and choose the correct answer for each question.

10. Listen to the audio and choose the correct answer for each question.

GRAMMAR BANK

Continuous and perfect aspects

1. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

2. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

3. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

4. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

5. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

6. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

7. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

8. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

9. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

10. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

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.

GRAMMAR BANK

Continuous and perfect aspects

1. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

2. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

3. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

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6. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

7. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

8. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

9. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

10. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

Teaching Notes

Unit 4 | Unit Opener

1. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

2. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

3. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

4. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

5. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

6. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

7. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

8. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

9. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

10. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

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

PRONUNCIATION

1. Listen to the audio and choose the correct answer for each question.

2. Listen to the audio and choose the correct answer for each question.

3. Listen to the audio and choose the correct answer for each question.

4. Listen to the audio and choose the correct answer for each question.

5. Listen to the audio and choose the correct answer for each question.

6. Listen to the audio and choose the correct answer for each question.

7. Listen to the audio and choose the correct answer for each question.

8. Listen to the audio and choose the correct answer for each question.

9. Listen to the audio and choose the correct answer for each question.

10. Listen to the audio and choose the correct answer for each question.

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.

GRAMMAR BANK

Continuous and perfect aspects

1. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

2. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

3. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

4. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

5. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

6. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

7. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

8. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

9. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

10. Complete the sentences from the interview with the correct form of the verb. Use the verb in brackets.

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

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

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

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 presenting survey results.

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

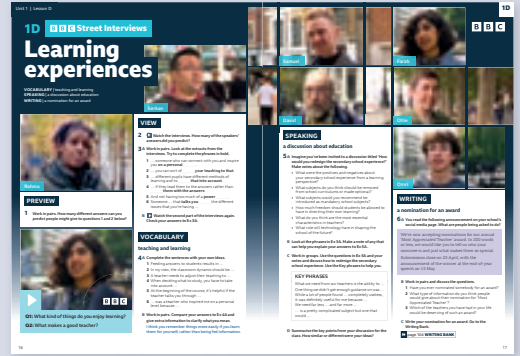
‘Speak Anywhere’ *on mobile phone

‘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.

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



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

Unit 4 | Lesson D

4D BBC Documentary

Extinction

VOCABULARY | extinction
SPEAKING | plan a documentary introduction
WRITING | an opinion essay

PREVIEW

1 Read the programme information below. Work in pairs and answer the questions.

- How many endangered animals can you name in two minutes?
- Do you know the names of any animals that have become extinct?

2 Do the quiz. Compare your answers with a partner. Circle the correct answers.

What percentage of vertebrate mammals has been lost since 1970?

a 20% b 40% c 60%

How many animals and plant species face extinction today?

a 500,000 b 1 million c 2 million

How much faster are we losing animal species than the natural extinction rate?

a ten times faster b fifty times faster c a hundred times faster

How many northern white rhinos are left on the planet?

a 2 b 22 c 42

VIEW

2A Watch the BBC video clip and check your answers to Ex 1B.

2B Work in pairs and discuss the questions.

- Why should we be concerned about the loss of biodiversity?
- How do we believe the current rate of biodiversity loss?
- Species have become extinct at various stages in history. Why is what is happening today different?
- What is tragic about the state of the northern white rhino?

2C Watch the video again. Check your answers to Ex 2B.

Extinction: The Facts

This documentary film explains the extent of the dangers facing numerous species on our planet and the consequences for humanity unless the mass extinctions in habitat are reversed. Featuring the natural historian, Sir David Attenborough, and other academic experts, this film is a stark warning for humanity to deal with the problems it has created.

VOCABULARY

extinction

3 Complete the collocations in bold from the video with the words in the box.

drink global grave pooled seemingly
set taken unprepared

- Our planet is home to a **wide** variety of species.
- The evidence is that unless **immediate** action is taken...
- ... this crisis has **serious** impacts for us all.
- Many of those wonders seem **likely** to disappear forever.
- This is the first time there's been a **global** assessment.
- All the evidence has been **gathered** together.
- We're losing biodiversity at a rate that is truly **alarming**.
- ... we're pushed to the **brink** of extinction by habitat loss and hunting.

4 Complete the sentences with your own ideas.

- The **grave** impacts on humanity would include...
- We should **take** immediate action such as...
- Something happening at an **unprecedented** rate that most people are aware of.
- An animal that is **set** to disappear, which I would miss greatly.
- In my opinion, the likelihood of all nations acting on the results of this **global** assessment is...

C Work in pairs. Compare your ideas in Ex 3B.

SPEAKING

4 Work in pairs. Imagine you are working on a wildlife documentary in fifty years' time. Think about what you will include. Discuss.

- what wildlife might remain (in the wild, in captivity, in conservation programmes)
- which animals and plants might have become extinct and why
- which animals are now endangered
- which species may have come back from extinction

B Plan the introduction to the documentary with your partner. Think about the music, images and video shots you will use. Make notes on what the voiceover will say. Use the Key Phrases to help you.

KEY PHRASES

We could kick it off with...
To start with, how about...
I'd say we need to include...
Thinking about the current state of things, I'd imagine...
I think it's pretty safe to say that...
It's hard to say for certain, but I'd think the likelihood of...
Nothing written in stone, but it's more than likely that...
The time for 'humanity first' is over – perhaps we would do the rest of the species on the planet a favour if we became extinct ourselves.

WRITING

5 You are going to write an essay on the topic of extinction. Read the essay question below with your partner. How far do you agree or disagree with the statement?

B Write an opinion essay about extinction. Go to the Writing Bank.

page 107 WRITING BANK

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 4D **LISTENING** | an endangered species
READING | a conservation success story

4C | 4D

LISTENING

1 **4.00** Listen to a documentary. What is a vaquita?

a a cow b porpoise c a dolphin

2 **4.08** Listen again and answer the questions.

- Which are longer, male or female vaquitas?
- Where does the vaquita live?
- What does it eat?
- What industry is to blame for vaquitas being endangered?
- How many were there in 1997?
- How many are thought to exist today?
- What happened to the female that was captured?

READING

3 Read the article quickly. Was the project successful?

4 Read the article again and choose the correct option (a) or (b) to complete the sentences.

- The writer was surprised by the fact that...
 - a the bird was in a city.
 - b the bird caught a mouse.
- In the past, people didn't like red kites because...
 - a of the waste they produced.
 - b of how they looked.
- The British country they were safest in during medieval times was...
 - a Scotland.
 - b Wales.
- Flying in birds on a plane...
 - a had never happened before.
 - b had taken place before, elsewhere.
- The population of the birds first started to increase...
 - a thanks to people in London.
 - b because of the transport network.
- One in ten red kites in the world...
 - a are in Britain.
 - b are outside Britain.

The Rise of the Red Kite

Typing in my office in a quiet English town, I look out of my window and see a magnificent bird high up in the sky. As I'm marvelling at its beauty and grace, all of a sudden it swoops down and catches a mouse in its talons. Wondering what a bird of prey is doing in such an urban environment, I watch it as it glides away again, and that's when I realise what it is – a red kite!

The red kite had a troubled history in Britain. In medieval times they were very unpopular, largely because they ate carrion (dead, rotting animals). Their fearsome appearance also created an impression of them as harbingers of doom. King James I of Scotland even went so far as to say they should be killed wherever possible. In Wales, however, they were seen as useful, because of the way they got rid of carrion and other rubbish, so they were afforded some protection over the next hundred years.

By the turn of the twentieth century, their numbers had dwindled to just a few breeding pairs in Wales. But all that changed in July 1950, when concerns that they were set to disappear from the UK forced conservationists to take immediate action. That came in the unprecedent form of flying in thirteen birds from Spain on a jet. These birds were introduced in the Chiltern valley, in the centre of England. Not only did they survive the journey, but they went on to thrive. From their new home, they started to spread out westwards along the corridor of the M40 motorway, feeding on carrion found there.

From there they spread out across the whole country. In 2006 came the first sighting in London, and now there are more than 10,000 red kites in Britain. Nowadays, they're a common sight for millions of people in the UK.

This is the story of the world's most successful reintroduction project – a truly magnificent and awe-inspiring creature that has gone from being on the brink of extinction in Britain to numbers there now forming nearly ten percent of the world's population. In fact, it's been so successful that it's inspired the possibility of reintroducing other animals, such as eagles in the south of England and beavers throughout the UK.

Online Practice

4D | Extinction

4C Complete the sentences with the correct form of the words in brackets.

1. The evidence is that unless **immediate** action is taken, many species will be lost.

2. The **likelihood** of all nations acting on the results of this **global** assessment is **uncertain**.

3. The **grave** impacts on humanity would include **the loss of biodiversity**.

4. We should **take** immediate action such as **halting** the loss of habitats.

5. Something happening at an **unprecedented** rate that most people are aware of is **the loss of biodiversity**.

6. An animal that is **set** to disappear, which I would miss greatly, is **the northern white rhino**.

7. In my opinion, the **likelihood** of all nations acting on the results of this **global** assessment is **uncertain**.

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.

4 REVIEW

GRAMMAR

verb patterns

- 1 **A** Complete these sentences with your own ideas by adding a verb phrase in the correct form.
- In the near future, the world risks being threatened by rising sea levels.
 - Being a pioneer involves...
 - Early pioneers in my country are known...
 - A friend of mine has recently taken up...
 - In my opinion, large companies are not justified in...
 - As a child I would love to...
 - To help protect the environment we need to avoid...
 - In recent months the economy appears to...

Work in pairs and compare your sentences.

continuous and perfect aspects

2 A Work in pairs. Discuss the difference in meaning (if any) between each pair of sentences (A and B).

- 1 a So, I'm waiting there at the bus stop and I'm thinking about...
b So, I was waiting there at the bus stop and I was thinking about...
- 2 a By the end of this year, I'll have been living...
b By the end of this year, I'll have lived...
- 3 a A year from now my lifestyle will have changed completely, specifically...
b A year from now I'll be living in a completely different way, specifically...
- 4 a I'd been studying for most of my life, so adjusting to a full-time job...
b I've been studying for most of my life, so adjusting to a full-time job...
- 5 a I was planning on studying another language, but...
b I'd planned to study another language, but...
- 6 a This time a year ago, I was planning to...
b This time next year, I'm planning to...

B Complete one sentence in each pair. Then compare your answers with a partner.

VOCABULARY

3 Complete the article with the correct form of the verbs in the box.

back fuel push raise realise satisfy talk

If we're ¹ about people ² the limits, surely there is no better example than Nirmal Purja, the Nepalese climber who conquered all fourteen of the world's 8,000-metre-tall mountains within seven months, setting a magnificent record. According to Nirmal, his motivation was ³ by the enormity of the challenge and the desire to show that nothing is impossible. He maintains that ⁴ ⁵ dream was not down to a need for self-glory or financial gain, but as a pioneer, representing not just his nation, but humanity in general. ⁶ the funding for such a project was not easy ⁷ a project that risky cannot have been attractive for any sponsor, but Nirmal succeeded on all fronts. If you are wondering how he did it, ⁸ your curiosity by reading about his exploits on his website. They are quite breathtaking!

4 Choose the correct words to complete the sentences.

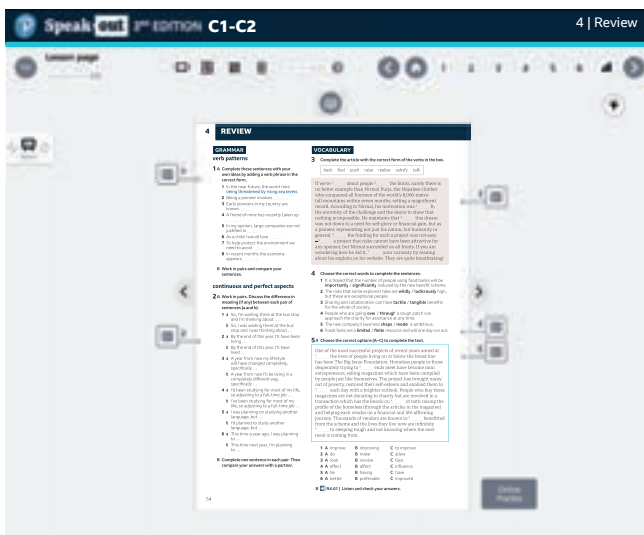
- It is hoped that the number of people using food banks will be **importantly** / **significantly** reduced by the new benefits scheme.
- The risks that some explorers take are **wildly** / **ludicrously** high, but these are exceptional people.
- Sharing and collaboration can have **tactile** / **tangible** benefits for the whole of society.
- People who are going **over** / **through** a rough patch can be supported by the charity for assistance at any time.
- The new company's business **shape** / **model** is ambitious.
- Fossil fuels are a **limited** / **finite** resource and will one day run out.

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

One of the most successful projects of recent years aimed at ¹ the lives of people living on or below the bread line has been The Big Issue Foundation. Homeless people or those desperately trying to ² ends need to have become mini-entrepreneurs, selling magazines which have been compiled by people just like themselves. The project has brought many out of poverty, restored their self-esteem and enabled them to ³ each day with a brighter outlook. People who buy these magazines are not donating to charity but are involved in a transaction which has the knock-on ⁴ of both raising the profile of the homeless (through the articles in the magazine) and helping each vendor on a financial and life-affirming journey. Thousands of vendors are known to ⁵ benefitted from the scheme and the lives they live now are infinitely ⁶ sleeping rough and not knowing where the next meal is coming from.

- 1 A improve B improving C to improve D do
- 2 A do B make C allow D look
- 3 A look B involve C face D affect
- 4 A effect B having C have D better
- 5 A better B preferable C improved D do

B RA.01 | Listen and check your answers.



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

1-2 REVIEW

GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box.

- 1 I've (beaten) about 200 miles... / I (beat) 200 miles.
- 2 I (be) thinking about going to the States... / I (be) thinking about going to the States.
- 3 I (be) thinking about going to the States... / I (be) thinking about going to the States.
- 4 I (be) thinking about going to the States... / I (be) thinking about going to the States.

VOCABULARY

2 Complete the sentences with a word from each box.

- 1 I'm really into... / I'm really into...
- 2 I'm really into... / I'm really into...
- 3 I'm really into... / I'm really into...
- 4 I'm really into... / I'm really into...

3 Choose the correct words to complete the sentences.

- 1 I'm really into... / I'm really into...
- 2 I'm really into... / I'm really into...
- 3 I'm really into... / I'm really into...
- 4 I'm really into... / I'm really into...

4 Complete the text with the correct form of the verbs in the box.

back fuel push raise realise satisfy talk

If we're ¹ about people ² the limits, surely there is no better example than Nirmal Purja, the Nepalese climber who conquered all fourteen of the world's 8,000-metre-tall mountains within seven months, setting a magnificent record. According to Nirmal, his motivation was ³ by the enormity of the challenge and the desire to show that nothing is impossible. He maintains that ⁴ ⁵ dream was not down to a need for self-glory or financial gain, but as a pioneer, representing not just his nation, but humanity in general. ⁶ the funding for such a project was not easy ⁷ a project that risky cannot have been attractive for any sponsor, but Nirmal succeeded on all fronts. If you are wondering how he did it, ⁸ your curiosity by reading about his exploits on his website. They are quite breathtaking!

1-4 CUMULATIVE REVIEW

GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box.

- 1 I've (beaten) about 200 miles... / I (beat) 200 miles.
- 2 I (be) thinking about going to the States... / I (be) thinking about going to the States.
- 3 I (be) thinking about going to the States... / I (be) thinking about going to the States.
- 4 I (be) thinking about going to the States... / I (be) thinking about going to the States.

2 Complete the sentences with a word from each box.

- 1 I'm really into... / I'm really into...
- 2 I'm really into... / I'm really into...
- 3 I'm really into... / I'm really into...
- 4 I'm really into... / I'm really into...

3 Choose the correct words to complete the sentences.

- 1 I'm really into... / I'm really into...
- 2 I'm really into... / I'm really into...
- 3 I'm really into... / I'm really into...
- 4 I'm really into... / I'm really into...

1-4 CUMULATIVE REVIEW

1-2 REVIEW

GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box.

VOCABULARY

2 Complete the sentences with a word from each box.

3 Choose the correct words to complete the sentences.

4 Complete the text with the correct form of the verbs in the box.

1-4 CUMULATIVE REVIEW

GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box.

VOCABULARY

2 Complete the sentences with a word from each box.

3 Choose the correct words to complete the sentences.

4 Complete the text with the correct form of the verbs in the box.

1-4 CUMULATIVE REVIEW

GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box.

VOCABULARY

2 Complete the sentences with a word from each box.

3 Choose the correct words to complete the sentences.

4 Complete the text with the correct form of the verbs in the box.

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 C1–C2 Learners

Students at C1–C2 most likely have extensive experience learning in classroom contexts or have experience learning English through associating with native and/or other advanced speakers. They may also bring varied attitudes and expectations regarding language learning and a variety of skill levels to the classroom. Teaching advanced learners can present the teacher with a range of challenges, but it can also be extremely rewarding.

Depending on whether you are teaching a mono or multi-lingual group, the differences between the speaking, writing, reading and listening skills will vary. You may have students with fluent oral skills, able to maintain discussions on complex and abstract topics but with gaps in their structural ability, or it may be the opposite, or a combination. Addressing specific gaps and areas of weakness can be a real challenge at this level. If for example the gaps are in the area of grammatical structures, the students will most likely have had exposure to the same structural analysis and practice many times and can be unwilling to practise a grammatical point that they feel is too 'basic'. This can be dealt with in several ways. Errors can be picked up during discussion, with simple 'echo' correction techniques, which does not stop the flow, or more frequent and group relevant mistakes noted down to be raised after a discussion. Grammar sections in a course book at this level will usually deal with the more complex aspects of structural points with a summary of more basic information in the Grammar reference. It can be interesting to elicit the basic rules from the students themselves, and/or involve them in creating their own practice tasks.

Introduction

Students at this level usually want, and need, to expand their vocabularies, both at word level and in terms of phrases and collocations. With a basically sound knowledge of structure, an extensive vocabulary will allow them to deal with a vast range of topics and situations in English, both in productive skills – expressing themselves orally and in writing, and in receptive skills – allowing access to complex reading texts and recordings. This desire to increase vocabulary can lead some advanced students to over-reach and attempt to acquire too much vocabulary at a time. Therefore, teachers need to ensure that the input matches the students' retention and reuse abilities, with presentation in memorable context, follow up practice tasks and regular recycling and revision.

C1–C2 students also need to explore further the differences between styles and registers: academic, formal, informal, colloquial, and idiomatic language. This will shape their abilities to respond and initiate interaction in an appropriate manner. It can be useful for the teacher to regularly find opportunities to encourage students to rewrite texts, conversations etc in a less or more formal style. Functional practice in coursebooks is often guided. While this can be useful – in order to guide the interaction and encourage use of certain exponents – at an advanced level, where possible it can also be productive to create freer scenarios. Students can be given roles and attitudes, or opinions to adopt and defend in discussions or debates, but they should also be given situations where they can interact as themselves in an imagined situation.

Teachers of advanced classes have the luxury of being able to use a range of authentic materials in class, without the need for editing; articles, book extracts, blogs, podcasts, films, songs, interviews, discussions etc. and students should be encouraged to bring in their own. These can be exploited for vocabulary, structure, comprehension, summarising, pronunciation and of course, to stimulate discussion. Students at this level generally express their keenness to speak, and opportunities to follow up on an interesting point that arises from materials and that engages the group should not be ignored. The points for discussion and speaking given in a coursebook are starting points and guides. If a group is sparked by an idea, and it involves or is relevant for the whole group, let the students run with it (within time restraints, of course).

Here are our top tips for teaching at this level:

- Find out about your learners' experiences studying English. Encourage discussion of student motivation, expectation and aims. What are their linguistic goals and ambitions and how can you help them to achieve these? Maintain a channel of communication with students over the course, and they will help you to be effective in your teaching.
- When dealing with grammar points that students feel they already 'know' explain what you are doing and why. Find free practice activities, rather than controlled, for example asking students in pairs to design a grammar lesson for a lower level on a more basic point will allow them to use many other skills, including critical thinking, while subtly addressing grammar.
- Further exploit the materials in a coursebook, even when it may not be part of the lesson plan. For example, your students might wish to discuss a picture that has been included for cosmetic purposes, with no task attached. Students could be asked to write a post for a blog they have read in the book to express their opinion, and so on.
- With vocabulary, focus on collocations, phrasal verbs, idioms as well as individual verbs, nouns and adjectives. Recycle and check vocabulary retention by end of lesson, end of week quick fire oral tests – ask students to create their own mini tests for peer-peer quick testing.
- Encourage students to personalise their learning out of class. For example, they could record themselves doing tasks such as one-minute talks and presentations and find ways to make improvements. They could find different reports on news items, or attitudes to topics online and compare language, perhaps summarising or identifying differences in style.

C1–C2 level students have usually reached this point because they enjoy learning languages. Teaching this level can be most enjoyable and rewarding too.

Lynda Edwards, Frances Eales and Steve Oakes

Mediation

What is Mediation?

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

Mediation and the CEFR and GSE

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

The GSE Mediation sub-skills or competencies are:

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

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

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

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of *Speakout 3rd Edition* can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 200–207).

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

Online Teaching

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

- **Ex 2:** Put Ss in breakout rooms to discuss the grammar and monitor between the rooms.
- **Ex 3A:** Use a collaborative document for Ss to share their phrases in Ex 3B.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

PARTS OF SPEECH

- 1 A** Read the questions with the class and check understanding. Put Ss in pairs to discuss the questions. In feedback, ask a few Ss to share their ideas with the class and find out if others agree.
B Ss read the article and answer the question alone, then check in pairs. Check the answer with the class.

POSSIBLE ANSWER:

Many advanced learners of English are not able to specify their motivations for learning or their study goals and also admitted to being undisciplined in terms of study habits.

- C** Read the questions with the class and ask Ss to make notes about their answers. Monitor and help with vocabulary where necessary, then put Ss in pairs to compare their answers. In feedback, ask a few Ss to share any interesting information their partner told them with the class.
- D** Elicit the first answer as an example, then ask Ss to check in pairs. Check answers with the class.

ANSWERS:

- | | |
|---|-----------------------|
| 1 and, but | 2 clearly, remarkably |
| 3 not only were the respondents | |
| 4 who, which | 5 part-time |
| 6 who devote time and energy to learning a foreign language | |
| 7 take on, came to | 8 learning, being |
| 9 could be said | 10 more likely |

GRAMMAR

- 2** Ss discuss the sentences in pairs (in breakout rooms with online classes). Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Covering the pairs of sentences they are not working on will help dyslexic learners to focus by reducing distraction.

ANSWERS:

- 1 a** a long-term or permanent situation
b a temporary situation
- 2 a** at some point before now
b started recently, but unfinished
- 3 a** a hypothetical, unlikely situation
b a possible, likely situation
- 4 a** the weather was probably bad
b the weather was probably good
- 5 a** by the end of the month it will be complete
b by the end of the month we will still not be finished
- 6 a** at the time of speaking, the teacher was pleased
b the teacher was pleased at a point before the time of speaking
- 7 a** was unable to check out the websites
b was able to check out the websites

FUNCTIONS

- 3A** Elicit an idea for the first situation as a class (e.g. 'Why don't you try ... [using sticky notes to help you remember the names of things?]', then put Ss in pairs to think of other phrases.
B Invite different Ss to the board to write up their ideas so Ss can compare them. For online classes, remember you can use a collaborative document for this. Then put Ss in pairs to discuss the questions.

1 learning

Global Scale of English **LEARNING OBJECTIVES**

1A Is that a fact?

- **READING** | Read an article about attitudes to failure: describing attitudes; idioms
- Pronunciation: *if* in natural speech
- Talk about conventional wisdom: conditional forms

GSE INFORMATION

READING

79 Can identify inferred meaning in a linguistically complex text.

76 Can identify similar and contrasting opinions across a range of texts.

VOCABULARY

76–90 Can use language related to expressing an opinion or judgment.

GRAMMAR

77 Can replace past conditionals with 'but for' in formal statements.

77 Can use a range of phrases and verb tenses to refer to wishes and hypothetical situations.

SPEAKING

77 Can justify a point of view using linguistically complex language.

1B Tomorrow's learning

- **LISTENING** | Understand a radio programme about future learning: collocations: education; compound nouns
- Talk about future educational developments: nominal relative clauses
- Pronunciation: emphatic syllable stress
- Write a summary of an extract from a radio programme

GSE INFORMATION

VOCABULARY

76–90 Can use language related to educational issues and problems.

LISTENING

78 Can understand most of a linguistically complex podcast.

GRAMMAR

78 Can use a wide range of complex forms of relative clauses.

SPEAKING

78 Can compare, evaluate and prioritise ideas using linguistically complex language.

WRITING

80 Can take effective notes while listening to a linguistically complex audio recording.

1C Creativity

- **HOW TO ...** | manage interaction during a discussion: creativity
- Pronunciation: polite intonation

GSE INFORMATION

VOCABULARY

76–90 Can use language related to thinking.

HOW TO ...

81 Can manage the participants in a fast-moving discussion to keep it on course.

SPEAKING

76 Can contribute to group discussions even when speech is fast and colloquial.

75 Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.

1D Learning experiences

- **BBC STREET INTERVIEWS** | Understand street interviews about teaching and learning
- Talk about education: teaching and learning
- Write a nomination for an award

GSE INFORMATION

VOCABULARY

76–90 Can use language related to studying, learning and teaching.

SPEAKING

80 Can participate in discussion using linguistically complex language to compare, contrast and summarise information.


WRITING

81 Can confidently argue a case in writing, specifying needs and objectives and justifying them as necessary.

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

BBC VLOGS

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

 Read the vlog question with the class, then put Ss in pairs to discuss what things they think everyone should learn. Play the video for Ss to watch and see how many people mention the same skills they did. Elicit answers as a class. Then put Ss in pairs to discuss the question in part 2. When they have finished, elicit ideas from a few pairs and find out if others agree.

ANSWERS:

- 1 Ideas mentioned in the vlogs:
 - Speaker 1: learn a language
 - Speaker 2: cook
 - Speaker 3: think more critically
 - Speaker 4: swim
 - Speaker 5: play chess
 - Speaker 6: say 'thank you'
 - Speaker 7: basic first aid
 - Speaker 8: be more empathetic
 - Speaker 9: sew

EXTRA IDEA Put Ss in small groups to rank the ideas (both in the video and Ss' own ideas) in order of importance. When they have finished, ask each group to report back to the class and compare.

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 Is that a fact?

GRAMMAR | conditional forms

VOCABULARY | describing attitudes; idioms

PRONUNCIATION | *if* in natural speech

LESSON OVERVIEW

The aim of this lesson is for Ss to justify a point of view. To help them do this, Ss learn idioms for describing attitudes. They also learn conditional forms. The context is an opinion-piece article where people justify their opinions about failure. This leads into the grammar, where Ss also practise the pronunciation of *if* in connected speech. The lesson ends with a speaking activity where Ss have a discussion about whether or not they agree with pieces of conventional wisdom.

Online Teaching

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

- **Ex 3B:** Display the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the correct options for others to compare.
- **Ex 4:** Put Ss in breakout rooms in pairs to discuss what they would have written in a comment on the article.
- **Ex 7:** In part 3, ask Ss to type their ideas in a collaborative document and read others' ideas.

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

Ask the class: ‘Who or what can we learn things from?’ Elicit some ideas and write them on the board, e.g. observing colleagues and other people, practice, experience, sources of information, failing at something. If the class doesn’t volunteer *failure*, elicit it as something that people do say can be learnt from. Tell them the lesson will look at some different attitudes to failure.

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 is a recording of the reading text available to help dyslexic learners.

1 Focus attention on the photos and elicit what Ss can see, then read the questions with the class and check understanding if necessary. Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where necessary. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree. Write any new words and phrases on the board.

EXTRA SUPPORT: TEACHER The photos show people learning (from top to bottom, left to right): robotics/science, how to make things from clay / sculpt / make a sculpture, how to drive, how to play the guitar / a musical instrument.

2A Read the title of the article with the class and elicit Ss’ view on the question. Ask Ss to read the introduction to the article and think about what opinions might be expressed. Then set a strict time limit of three minutes for Ss to scan the article to check their ideas. Explain that they will have a chance to read it again more carefully afterwards. When they have finished, check answers with the class.

EXTRA SUPPORT: TEACHER When reading texts in our first language, we often approach them using ‘top-down’ processing. This means we’ll often use our knowledge of the topic and get a general idea of what it’s about first, often by skimming and using the title and any images, before reading in more detail. This is what we try to emulate with Ss, too, by asking them to first skim or scan a text before doing tasks requiring more detailed reading and/or vocabulary work.

B Give Ss time to look at the article again, then discuss the questions in pairs. Encourage them to elaborate on their answers and describe how the reporter’s opinion is different. When they have finished, check answers with the class.

ANSWERS:

Molls. She believes learning from failure can be a positive.

C Read the questions with the class. Ask Ss to read the article again and answer the questions individually, then check in pairs. Monitor and offer help where necessary. When they have finished, check answers with the class and elicit which parts of the text give the answers.

ANSWERS:

- 1 Jay. He uses much more outspoken language.
- 2 Jay
- 3 Ethan
- 4 Kate
- 5 Molls
- 6 Kate

VOCABULARY

describing attitudes

3A Focus attention on the phrases in bold in the article in Ex 2A and read the questions with the class. Look at the first phrase (*the idea is spot on*) and elicit which category it belongs to as an example, then ask Ss to categorise the rest of the phrases, using the text around them to help with contextual clues, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia manage the information needed to complete this task, provide the phrases as a vertical list on a separate piece of paper and ask them to categorise each one. They can refer to the article for context, covering the parts they are not focusing on to help them focus.

ANSWERS:

- 1 the idea is spot on, rings true, makes sense, struck a chord with me
- 2 an element of truth
- 3 It is patently not true, vacuous comments, sweeping statements, trot out these trite phrases, they are way too oversimplistic, complete fallacies

B Ss choose the correct options individually, then check in pairs. When they have finished, check answers with the class. For online classes, remember you can display the sentences for Ss to highlight the correct options.

ANSWERS:

- 1 struck a chord
- 2 way too oversimplistic
- 3 a sweeping statement
- 4 a complete fallacy, trot out these trite phrases
- 5 vacuous
- 6 patently not true
- 7 rings true

C With weaker classes, give Ss a minute or two to prepare their ideas (and make notes if they want to). Put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share anything interesting that they found out about their partner.

D Refer Ss to the Vocabulary Bank on page 136.

VB ▶ page 136 **VOCABULARY BANK** idioms

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 Elicit the first answer as an example, then ask Ss to complete the rest of the sentences and match them with the follow-up sentences alone, then check in pairs. Point out that the follow-up sentences help to explain the meaning of the idioms. Check answers and understanding of the idioms with the class.

EXTRA SUPPORT With weaker classes and if you have Ss with dyslexia who will benefit from clearly staged tasks, break this exercise down into two distinct activities. First ask learners to complete the idioms in the sentences, then check answers with the class before asking them to match sentences 1–10 with the follow-up sentences. When dyslexic learners do this second part, reduce the number of options for each sentence to two (one correct and one distractor) and ask them to choose the correct one. You could further reduce the amount of information they need to process by splitting the whole exercise into two sets of five sentences, with corresponding options and follow-up sentences.

ANSWERS:

- | | | |
|---------------|--------------|--------------|
| 1 hung, b | 2 along, d | 3 share, g |
| 4 good, h | 5 cut, f | 6 strides, a |
| 7 fly, c | 8 changed, e | 9 threw, j |
| 10 knocked, i | | |

B Read the example with the class, then give Ss a few minutes to choose their idioms, think of their situations and write their sentences. Monitor and check Ss are using the idioms correctly. When they have finished, put Ss in pairs to share their sentences.

4 Put Ss in pairs (in breakout rooms with online classes) to discuss what they would have written if they had been asked to write a comment on the article. Encourage Ss to use idioms from the Vocabulary Bank if possible. When they have finished, ask a few Ss to share their comments with the class and find out if others agree.

GRAMMAR**conditional forms**

5A Ask Ss to find the sentences in the article in Ex 2A and complete them, then categorise them. Ask Ss to check their ideas in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the completed sentences from the article to categorise.

ANSWERS:

- | | |
|------------|---------------------|
| 1 But for | a sentence 5 |
| 2 been for | b sentences 1 and 3 |
| 3 should | c sentence 4 |
| 4 were | d sentence 2 |
| 5 Were | |

B Elicit an example using the first sentence and write it on the board, e.g. *If my son's drama teacher hadn't intervened and encouraged him, ...* and point out how the structure of the sentence has been changed. Ask Ss to rewrite the sentences alone. Monitor carefully and check Ss are using the conditional forms correctly. Offer help where necessary.

EXTRA SUPPORT With weaker classes or if you think your class needs to review conditional forms at this stage, go through the notes in the Grammar Bank with them before asking them to continue with the exercises in this section.

POSSIBLE ANSWERS:

- 1 If it hadn't been for the intervention and encouragement of my son's drama teacher, he would never have risked going into acting.
- 2 If he hadn't loved the game (so much), he would have thrown in the towel early on.
- 3 If I hear people saying that anyone can do anything if they want it hard enough, it bugs me.
- 4 If we got hung up about all our mistakes, we would probably get nowhere in life.
- 5 If we analysed them, we'd probably find some that are often actually wrong.

C Elicit the first answer as an example and write it on the board. Ss complete the rest of the sentences individually then check in pairs. Check answers with the class and write them on the board.

EXTRA SUPPORT With weaker classes, you could provide Ss with two options for each gap (a correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- 1 wouldn't have passed
- 2 weren't / wasn't / hadn't been, wouldn't still be
- 3 Had you not checked / If you hadn't checked, wouldn't have got
- 4 Were you to take
- 5 hadn't been / weren't for, would/d never have become

D Read the situations with the class, then give Ss plenty of time to write their sentences. Monitor and check Ss are forming them correctly. When they have finished, put Ss in pairs to read each other's sentences. In feedback, ask a few Ss to share some of their sentences with the class.

E Read the quote and check understanding of *portal* (= doorway), then read the example with the class. Give Ss a minute or two to think of their examples, then put them in pairs to discuss and share their experiences. When they have finished, ask a few Ss to share their ideas with the class.

F The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 112 **GRAMMAR BANK**

Ss at this level have met conditional sentences before, so how much of the first part of the notes you go through will depend on how useful you think it will be for them. The alternatives to *if* and (more likely) the alternative forms will be newer, so you may want to spend more time on these. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how to use the alternative forms.

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

1 This exercise practises the form and meaning of mixed conditionals. Elicit the first answer as an example, then ask Ss to write the rest of the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, you could provide Ss with the first clause of each sentence and ask them to complete it.

ANSWERS:

- 1 If I didn't have to go to a conference later, I would have stayed up late last night.
- 2 If I'd learnt Spanish at school, I'd be able to / could communicate with the locals here.
- 3 If Lara enjoyed superhero films, she'd have gone to see the latest *Avengers* film last night.
- 4 If the tap hadn't been leaking all night, the whole floor wouldn't be wet today.
- 5 If Oliver didn't have a really good singing voice, he wouldn't have entered the TV talent show.
- 6 If we hadn't gone swimming in cold water yesterday, I wouldn't be sneezing a lot this morning.

2 This exercise practises the structure of alternative conditional forms. Elicit the first answer as an example, then ask Ss to rewrite the rest of the sentences, then check in pairs. Check answers with the class.

ANSWERS:

- 1 the doctor intervening quickly / the doctor's quick intervention, the patient would be seriously ill
- 2 a partner, he can't go to the dance
- 3 as there isn't an emergency
- 4 (that) I'm not obliged to speak
- 5 you have a licence, you can't use a TV
- 6 no one contact you later today, the meeting will go ahead tomorrow


3 Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------------|-----------|--------|
| 1 weren't/wasn't | 2 Had | 3 been |
| 4 Were | 5 were to | |

PRONUNCIATION

if in natural speech

6A  1.01 | Read the sentence with the class, then play the recording for Ss to listen to it. Check the answer with the class.

ANSWER:

In natural speech or at a fast pace, the initial /ɪ/ in *if* is shortened or not pronounced.

- B** Ss practise saying the sentences as fast as they can in pairs. Monitor and check they're saying them naturally. When they have finished, ask a few Ss to say them naturally to the class.

EXTRA: ALTERNATIVE IDEA Ss could do this as a game in groups. Ask them to use the stopwatch function on their devices to time how quickly each person can say each sentence naturally but correctly. The fastest one wins.

EXTRA IDEA: DIGITAL Ss record themselves saying the sentences on their devices, then listen to their recordings to check they're saying them clearly and quickly.

SPEAKING

- 7** Read the instructions and pieces of conventional wisdom with the class, then put Ss in pairs and ask them to choose two of the pieces of conventional wisdom and discuss them. Encourage them to use the language from the lesson when giving examples. When they have finished, ask them to add any other pieces of wisdom they've come across to the list. Elicit their ideas and their opinions of them and write them on the board. Finally, ask Ss to write their own sentences related to learning individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, ask Ss to share their ideas with the class and discuss how true they are. If you have a large class, put Ss in groups for this final stage. With online classes, remember you can ask them to share their ideas in a collaborative document.

TO FINISH

Put Ss in pairs to share which pieces of conventional wisdom from the lesson they most agree and least agree with.

1B Tomorrow's Learning

GRAMMAR | nominal relative clauses

VOCABULARY | collocations: education; compound nouns

PRONUNCIATION | emphatic syllable stress

LESSON OVERVIEW

In this lesson, Ss discuss the future of education and practise note-taking and summary writing skills. In preparation for this, they learn collocations and compound nouns related to education. Ss also learn emphatic syllable stress. The context is a listening where Ss listen to a discussion about the future of learning. This leads into the grammar where they learn about nominal relative clauses. The lesson ends with a writing activity where Ss use note-taking and summary writing skills.

Online Teaching

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

- **Ex 2C:** Put Ss in breakout rooms to test each other on the collocations.
- **Ex 3B:** Display the list of points on your device and make sure the annotate function is on. In feedback, ask different Ss to tick or highlight the points that were mentioned.
- **Ex 9B:** Ask Ss to write their summaries in a collaborative document so they can compare them in Ex 9C.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1B
Workbook 1B

TO START

On the board write: *If you could alter one thing in the past about your education, what would you change?* Put Ss in small groups to discuss the question and make a list. Monitor and help with vocabulary where necessary. When they have finished, bring the class back together and ask each group to share their lists. Encourage discussion as appropriate, adding any useful words and phrases to the board.

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

collocations: education

1 A Read the questions with the class and demonstrate the activity with an example, e.g. 'I've enjoyed the relationships I've made in my education, some of whom are still good friends today. I found learning German a really difficult experience. The materials we used weren't very interesting and there was a lot of grammar.' Put Ss in pairs to discuss the questions. When they have finished, elicit a few experiences and discuss question 3 as a class, writing Ss' ideas on the board.

B Read the responses with the class and refer back to the ideas you wrote on the board in Ex 1A to see if any of them are mentioned. Put Ss in pairs to match the collocations with their meanings. Monitor and offer help where necessary. When they are ready, check answers as a class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two meanings for the collocation in each sentence (one correct and one distractor) and ask them to choose the correct one. Encourage them to cover the sentences they are not working on to reduce distraction.

ANSWERS:

1 c 2 j 3 a 4 g 5 d
6 i 7 e 8 b 9 h 10 f

C Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia to process by giving them the collocations as a vertical list on a separate piece of paper or on the board as this will be easier for them to read. They can then refer to the list again for Ex 2A.

ANSWERS:

1 took the initiative
2 find my own path
3 fulfil your potential
4 focus on individuality
5 foster good relationships
6 deliver a quality curriculum

D Refer Ss to the Vocabulary Bank on page 136.

▶ page 136 **VOCABULARY BANK** compound nouns

VB

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

1 A Elicit the first answer as an example, then ask Ss to match the rest of the items alone, then check in pairs. Explain that some of the words in box B are used twice. Check answers with the class and write them on the board so Ss can refer to them during Ex 1B.

EXTRA SUPPORT: DYSLEXIA Matching exercises can be a challenge for Ss with dyslexia. You can make this activity more accessible for them by giving them two options from box B for each item in box A (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

blended learning, continuous assessment, critical thinking, external accreditation, peer assessment, rote learning, student loan, tuition fees, virtual learning environment, vocational training

B Ss match the compound nouns with the definitions individually, then check in pairs. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the complete compound nouns as a vertical list on a separate piece of paper. Also, ask them to cover the definitions they're not working on to avoid distractions.

ANSWERS:

1 tuition fees
2 student loan
3 continuous assessment
4 virtual learning environment
5 vocational training
6 blended learning
7 rote learning
8 external accreditation
9 peer assessment
10 critical thinking

C Demonstrate the activity by giving an example, e.g. 'I had to pay tuition fees when I was at university, so I took out a student loan.' Put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share anything interesting they found out.


PRONUNCIATION

emphatic syllable stress

- 2A** Elicit the first answer as an example, then ask Ss to categorise the rest of the words in the collocations individually. Ss might find it useful to say the words to themselves silently as they do the activity. When they have finished, check answers with the class.

ANSWERS:

- nur-tu-ring, ex-cel-l-ence, fos-ter-ing, ful-fill-ing, po-ten-tial, qua-li-ty, main-tain-ing, rig-or-ous, mu-tu-al, fo-cu-sing
- de-ve-lop-ing, en-vir-on-ment, re-la-tion-ships, de-liv-er-ing, curr-i-cu-lum, in-i-tia-tive, es-tab-lish-ing

- B**  **1.02** | Write the first collocation on the board and elicit the stressed syllable in each word and underline (or highlight) it. Ss underline the rest of the stressed syllables alone, then check in pairs. While they are working, write the rest of the collocations on the board. When they are ready, play the recording for Ss to listen and check their answers. In feedback, ask different Ss to come up to the board and underline the stressed syllables.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find underlined words difficult to read. They could highlight the stressed syllables instead.

ANSWERS:


- a nurturing environment
- striving for excellence
- fostering good relationships
- fulfilling your potential
- a quality curriculum
- rigorous standards
- taking the initiative
- mutual respect

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the collocations, then compare with the recording.

- C** Read the example with the class then ask the Ss who are responding to close their books. Put Ss in pairs (in breakout rooms with online classes) to take turns to complete the collocations and practise saying the words. Monitor and check they're using the correct stress.

LISTENING

- 3A** Discuss the question as a class. (To ensure equal participation in large classes you could put Ss in groups.) Elicit Ss' ideas and write them on the board.

- B**  **1.03** | Tell Ss that they're going to listen to an extract from a radio programme about future learning. Read the list of points with the class so they know what to listen for. Ss listen and tick the points which are covered, then check in pairs. With online classes, remember you can display the list of points on your device for Ss to tick which were mentioned. Check answers with the class.

AUDIOSCRIPT 1.03

S = Sarah R = Rob

- S:** I'm Sarah Butler and today on the programme we're talking about education. Is our education system fit for purpose? Or perhaps, a more important question might be: how do we make our education system fit for purpose for future generations? In recent decades we've seen class sizes fall, we've seen new technology embraced in classrooms and a shift to students researching information, working, and sharing work online. We've seen the role of the teacher move from dominant instructor – the fount of all knowledge – to the facilitator, an enabler of learning, manager of classroom interaction, with a move towards project and teamwork.
- Happily, the image of a 19th-century classroom, with students in rows, heads down, writing whatever the teacher says in their notebooks and only speaking to answer a direct question, is something from the dim and distant past. But these reforms have been slow and a long time coming, and by no means are they part of the educational systems in every country. Tradition still holds sway in many parts of the globe and will not be relinquished easily. But our world is now changing at a rapid pace. Consider climate change, advancing technology, increasing political uncertainties – think about shifting job markets, increasing populations. Dealing with the changing nature of the world and global issues which affect us all will require minds that have been educated in a significantly different way to whatever current educational systems can offer. I'm talking today to education expert Rob Taylor about how he believes education for future generations will differ from what we have today.
- R:** Well first, let me say Sarah, I think in your introduction you've laid out exactly what we need to be considering. And you're right, it's the speed of change that will force educators to adapt so rapidly. Were we able to jump forward a hundred years, we'd be looking at a dramatically different educational system. Change is happening, and it's basically because of a refocus on how to equip students in the future; it's all based on how we view **knowledge** – the crux of any education system – is it 'knowing that' or 'knowing **how**'? Up to this point in time, 'knowledge' has meant 'knowing **that**'. By 'that' I mean education has all been about knowing facts and information and the teacher's role has been to pass that knowledge on. The students' role has been to store the knowledge and use it

Unit 1 | Lesson B

whenever they need it – sadly sometimes simply to pass exams. Here in the UK, whoever makes the big educational decisions has set out that students should know maths, history or geography, English, science and a foreign language. So, I know that Paris is the capital of France, I know that seven times seven is forty-nine, I know that the bones in my foot are called tarsals and metatarsals and so on.

S: Yes, and I know that the Spanish word for sun is 'sol'.

R: Exactly. But all that knowledge takes storage space in our brains, and technology is already helping us offload much of this.

S: Like using GPS to direct us rather than remember instructions or read a map?

R: Yes, and the map you refer to – before GPS became available – the map was a way of offloading the need to remember routes. Humans have always been good at offloading and that is what makes new learning easier. And now we're beginning to offload big time. We don't know something – we google it; we don't remember something – we google it. We've been using calculators to replace mathematical skills for many decades! And in the future, smart tech will be taking even more weight of knowledge from our minds. However you look at it, approaches to future education will need to change.

S: So, what sort of knowledge are we going to be needing?


R: Instead of 'knowing that' we'll need to 'know how'. And what I'm talking about here is that it's more than knowing how to play an instrument or cook a meal, or how to perform an operation, it's also about doing what human beings are uniquely placed to do – knowing how to interact, collaborate, creatively problem-solve, how to understand each other, empathise, and so on. And of course, as well as knowing how to use technology, we'll also need to know how to deal with whatever issues it throws up. All the mechanical, repetitive things will get offloaded to machines. Of course, students in the future will adapt to whatever the educational system asks of them.

S: OK, so Rob, 'on-the-spot' time! You say jump forward a hundred years – well, make that jump! What are you seeing?

R: Thanks for that! Right, ...

ANSWERS:

Points 1, 2 and 4 are covered.

C  **1.03** | Play the recording again for Ss to take notes about each point. When they have finished, put Ss in pairs to compare and pool their notes. Play the recording again if necessary, then elicit what information Ss have under each point.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find it difficult to listen and write simultaneously. You could pause the audio after each point to give them time to write or just tell them to simply listen in preparation for the discussion in Ex 3D.

D Put Ss in pairs to answer the questions, using their notes and anything else they remember from the radio programme to help. When they have finished, check answers with the class.

POSSIBLE ANSWERS:

- 1a** falling class sizes, new technology embraced in classrooms, students researching information, the changing role of teacher from instructor to facilitator, a move towards project and teamwork
- b** retain traditional methods
- c** big issues such as climate change, advancing technology, political uncertainties, shifting job markets, increasing populations
- 2a** to illustrate changes and reforms
- b** to illustrate an example of 'knowing that'
- c** to illustrate offloading the need to remember things
- d** to illustrate one type of 'knowing how' to show the speaker is thinking beyond this

E Read the question with the class, then elicit Ss' ideas and have a brief class discussion.

4A Read the list of topics with the class, then give pairs time to think of their ideas and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B If you have a large class, put Ss in groups to compare their ideas. Otherwise, ask each pair to share their ideas with the class and find out if others agree. Write any new words and phrases on the board at the end of the discussion and have a quick class vote on the most interesting, unusual and probable ideas mentioned.

GRAMMAR

nominal relative clauses

5A Elicit the first answer as an example and point out that *what* will be used to fill three of the gaps. Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for dyslexic learners to process by giving them two options for each sentence (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|------------|------------|
| 1 However | 5 what |
| 2 what | 6 Whoever |
| 3 what | 7 whenever |
| 4 whatever | |

B Elicit the first answer as an example, then ask Ss to match the rest of the pronouns with their meanings alone, then check in pairs. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA As dyslexic learners can find it difficult to move between different places on the page, you could help them manage the information in this activity by providing the definitions as a vertical list on a separate piece of paper which they can hold next to the pronouns in the completed sentences to find the matches.

ANSWERS:

- a what (sentences 2 and 5)
- b what (sentence 3)
- c whoever
- d however
- e whatever
- f whenever

C Demonstrate the activity by sharing your own example with the class, e.g. 'Whenever I find it challenging to learn something, I ask for help.' Ss complete the sentences individually. (They could use some of their notes from Exs 3 and 4 to help with ideas if needed.) Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their ideas. In feedback, ask a few Ss to share their ideas with the class and find out if others agree.

D The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 113 **GRAMMAR BANK**

This focuses on the form and use of nominal relative clauses. Write the following sentences on the board:
The things that people study in the future will be very different.

The subjects which people study in the future will be very different.

Focus attention on the first sentence and elicit how we can say the same thing using *what* (*What people study in the future will be very different.*) and write it on the board. Then elicit how we can write the second sentence with *Whatever* (*Whatever subjects people study in the future will be very different.*) and write it on the board. Explain that nominal relative pronouns like this combine a relative pronoun with a noun or another pronoun and are used for conciseness. Go through the notes with Ss or let them read them alone. Check understanding where necessary.

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

1 Elicit the first answer as an example and write it on the board. Ss find the combinations in the sentences and replace them alone, then check in pairs. Check answers with the class and point out that in sentence 5 they also need to change the verb so that it agrees with the new pronoun.

EXTRA SUPPORT: DYSLEXIA Multistage tasks can be a challenge for Ss with dyslexia. In this case, break the exercise down into distinct stages. First ask them to highlight the noun/pronoun + pronoun combinations in each sentence and check answers. Then ask them to replace the combinations with a single pronoun. You can also remind them both here and in Ex 2 to cover the sentences they're not working on to reduce distractions.

ANSWERS:

- 1 I remember ~~the time that~~ **when** we actually enjoyed weekends.
- 2 ~~Anyone who~~ **Whoever** thinks writing a book is easy should try it for themselves.
- 3 If you don't like ~~the way that~~ **how** she treats you, tell her.
- 4 I'll have my eggs ~~any way that~~ **however** you want to make them.
- 5 Don't forget ~~the things that are~~ **what's** important to you and you can't go wrong.
- 6 There are two routes to the airport, so you can choose ~~the one that~~ **whichever** you prefer.
- 7 ~~The person who~~ **Whoever** I like the most is best kept a secret.
- 8 You can have ~~anything that~~ **whatever** you want, just name it.

2 Elicit the first answer as an example, showing how each reply responds to the statement in a different way. Ask Ss to complete the rest of the replies individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

ANSWERS:

- 1 a who b Whoever
- 2 a what b whatever
- 3 a when b whenever
- 4 a what b Whatever

SPEAKING

6A Read the questions and areas to consider with the class, then give Ss plenty of time to think of their ideas and make their own notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in pairs to discuss their answers, using their notes to help them. Monitor and make notes on Ss' language use for later class feedback. When they have finished, elicit their ideas and have a brief class discussion. Give the class feedback on their language use, using any notes you took while monitoring.

EXTRA SUPPORT: TEACHER Ideally, we don't want to interrupt Ss when they are speaking freely so they can practise and develop fluency. However, Ss like receiving feedback on their language use, so monitor discretely and make notes on common errors and examples of good language use, as well as any vocabulary. After feedback on the content of the activity, write these on the board. Praise good language use and correct any errors without saying who made them.

WRITING

note-taking and summary writing

7A Read the questions with the class and ask Ss to think about how they've taken notes in the lesson so far. Put Ss in pairs to discuss the questions. When they have finished, elicit ideas from a few Ss and find out if others agree.

B Give Ss time to read the tips, then ask a few Ss which they use most and least and why, and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the tips with them. You could ask the same partner to read the summary with them in Ex 8A. Alternatively, read the tips (and the summary in Ex 8A) to the class (or record them before the lesson) so learners with dyslexia can listen while they read.


8A Remind Ss of the extract from a radio programme they heard in Ex 3B and read the list of important things to remember when writing a summary with the class. Give Ss time to read the summary, then put them in pairs to discuss how the writer has used the advice. When they have finished, discuss as a class, eliciting examples from the summary.

B Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can simplify this activity for Ss with dyslexia by giving them the verbs in bold in the summary in Ex 8A as a vertical list on a separate piece of paper or on the board. They can refer to the list rather than needing to locate the words in the text.

ANSWERS:

- 1 cited/cites
- 2 pointed/point
- 3 began/begins
- 4 give
- 5 compared/compares, focused/focuses
- 6 went/goes
- 7 accepted/accepts

9A  **1.04** | Tell Ss that they're going to listen to another extract from the same radio programme they listened to in Ex 3B. Make it clear that they're going to write a summary of it after and remind them of the tips for taking notes. Ss listen and take notes. When they have finished, put Ss in pairs to compare notes and play the recording again if necessary for them to check their notes.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by providing them with three headings to take notes under:

- Classrooms and groupings
- Interactive learning
- AI

As writing while listening can be a challenge for dyslexic learners, you could pause the audio after each point or allow them to listen to the recording on their devices, pausing when they need to write their notes.

AUDIOSCRIPT 1.04

R = Rob S = Sarah

R: Right, this is a great leap in the dark! And I know, I know, I set myself up for this ... let me think. Hmm, I guess the student in a hundred years' time most definitely won't spend whole days in a classroom – at least not a physical one.

S: You mean – they will learn everything online?

R: Not everything – I think there will still be physical interactions of some shape or form. But class timings won't be fixed as they are today, and perhaps students will be grouped – online or in a classroom – according to ability, not age. So, a ten-year-old may be in a study group with a fifteen-year-old. Students will also, in all probability, interact with other students internationally, not locally or even within the same country. They may even be able to project a three-dimensional hologram into a study group on another continent. Who knows? What I am very sure of, however, is that VR will play

1C Creativity

HOW TO ... | manage interaction during a discussion

VOCABULARY | creativity

PRONUNCIATION | polite intonation

an enormous role in future education. Our student will be able to experience first-hand, for example, the way elephants interact in family units, instead of hearing or reading about them. And gamification will also be a big player. Using role-play games could be an excellent interactive way to inspire students, for example to problem-solve and work collaboratively.

S: Yes – sounds a fun way to learn.

R: I would also say that AI will feature significantly. Although it sounds far-fetched, one idea some experts are floating is that each child will be equipped with an AI companion from birth which will deliver any fact-based knowledge the child needs and will record every single experience the child has, acting as a memory bank if you like. So, the companion will record every conversation, every film, every book – that is if we still have films or books! Or maybe we'll all have computer chips in our brains to download new information! The possibilities are endless and making predictions at this stage is a minefield. All we can say is that future learning will happen in a very different way to today!

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that note-taking and summarising are very useful work skills. Put Ss in pairs and ask them to discuss which specific aspects of their job (or studies) this skill will be useful in, giving practical examples (e.g. going to and reporting back on presentations, reading lengthy reports, etc.).

B Ss write their summaries individually. They should aim to write 180–200 words. Monitor and encourage them to use the vocabulary and grammar from the lesson. With online classes, remember they can write their summaries in a collaborative document so they can compare them in Ex 9C.

C Put Ss in pairs to read each other's summaries. Remind them of the tips on writing summaries in Ex 8A and ask them to look for ways in which their partner has done these things. After reading, they can discuss how their summaries are similar and different.

FUTURE SKILLS | Self-management



D Read the Future Skills box with the class, then ask them to think about their answer to the question. When they are ready, elicit answers from a few Ss and find out if any others have the same or similar answers.

TO FINISH

Put Ss in pairs and ask them to consider the collocations in Ex 1B and discuss how far they think their own education and past educational institutions achieved each of the things mentioned. Encourage them to give examples.

LESSON OVERVIEW

In this lesson, Ss practise managing interaction during a discussion. They also learn words and phrases related to creativity. The context is a listening where Ss listen to a radio discussion about creativity. This leads into the functional language, where Ss then practise polite intonation. The lesson ends with a speaking activity where Ss have a discussion about developing creativity.

Online Teaching

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

- **Ex 2A:** Display the sentence halves on your device and make sure the annotate function is on. In feedback, ask different Ss to draw lines to match them for others to compare.
- **Ex 5B:** Ask Ss to mute themselves and practise saying the sentences on their own before listening to check.

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

Tell the class that the school has an empty room and the director has asked them to think about how the school can use the space as an area to encourage creativity. Put Ss in pairs to think of and discuss their ideas. When they are ready, ask each pair to share their ideas with the class. You could hold a class vote via a show of hands (or an online poll) to pick the best idea.

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

creativity

- 1 A** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share their ideas with the class.
- B** Introduce the topic by asking Ss if they know about the left/right-brained distinction and which they consider themselves to be, if so. (At this point don't tell them that this theory has been discredited.) Ss read the article to check their ideas. When they have finished, ask if they found anything in the article surprising and why.
- C** If you have a large class, put Ss in groups to discuss the questions. Otherwise, discuss the questions as a class.
- 2 A** Ss match the sentence halves alone, then check in pairs. With online classes, remember that you can display the sentence halves for Ss to match in feedback. Check answers with the class and check understanding of the words and phrases in bold.


EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two possible endings for each sentence beginning (one correct and one distractor) and asking them to choose the correct one. Covering the sentence halves they are not working on will help reduce distraction.

ANSWERS:

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

- B** Give Ss a minute to think of their answers and examples, then put them in pairs to share them. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

How to ... manage interaction during a discussion


- 3 A** Read the question with the class, then put Ss in pairs to think of and note down their ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit Ss' ideas and write them on the board.
- B**  **1.05** | Tell Ss that they're going to listen to an extract from a radio programme where the speakers discuss the question in Ex 3A. Ss listen to see if any of their ideas are mentioned. When they have finished, refer back to their ideas on the board and tick any that appear in the recording. Elicit any other ideas that are mentioned, too.

AUDIOSCRIPT 1.05


P = Presenter J = Jake K = Kelly M = Marie

- P:** OK, so today's big question is whether creativity can be learnt or not. And with me I have a secondary school teacher, Kelly Martin; a businesswoman, Marie McCall; and a novelist, Jake Hawkins. To get the ball rolling, let's start with Jake. You're a successful writer, Jake, so everyone knows that you're a creative guy – in your opinion, is creativity something we can all learn or is it a talent that you're born with?
- J:** Hmm. It's an interesting question and the short answer is I don't really know. I get a lot of people asking me – Where do I get my ideas?, Have I always had stories in my head? – and it's really a bit of a mystery to me.
- K:** So, would you say you get flashes of inspiration? I love your books by the way!
- J:** Thanks! I suppose so. They usually happen when I'm doing something else entirely – I mean, not sitting at a computer trying hard to think of something. But out on a walk or playing with the kids – something will spark my imagination – sometimes completely out of the blue!
- K:** You see, I think that's important. As you know I teach young people, and I try to develop their creativity by encouraging them to do things just like that – going for a walk, letting the mind wander ..., it's amazing what insights and creative thoughts you can get.
- P:** But surely we can't all be creative geniuses? There has to be an element of raw talent – something you're born with?
- J:** OK, I hear what you're saying, maybe there has to be a spark of talent that's innate, but that needs to be nurtured and it doesn't come just like that. I mean, unless you're a Mozart or a Mary Shelley, you have to work at being creative, it takes patience and time, a lot of practising, thinking, rejecting ideas, rethinking and ...
- M:** If I can come in here, I think it all depends on the type of creativity you're talking about. What I'm concerned with is innovation in a business setting, helping people to think outside the box and come up with novel ideas. And for me that means having experience and being versatile, open to new things and so on.
- K:** Agreed, and going back to what I was saying earlier – encouraging my students to become more creative involves just what you're talking about; that need to be open to the new and unfamiliar – and not pigeon-holing yourself by thinking 'I'm not a creative person, it's not in my nature'. I believe creativity can be learnt.
- P:** So, you're saying that if I wanted, I could sit down and write a novel, like Jake here ...

- K: Not at all, ... sorry, I didn't mean to cut you off, but no – that's not what I'm saying at all, I'm talking about learning to be a better writer, and become a more creative thinker ... not becoming a creative genius. I'd say ...
- M: Absolutely, you've hit the nail on the head. I don't think anyone is saying that we can all be another Jake! Sorry Kelly, you were saying ... ?
- K: No worries. I'd like to hear Jake's thoughts on this. Jake?
- J: Actually, having listened to the comments, I'd say that there are definitely a lot of 'me's out there – there are writers, artists, musicians and great creative thinkers who just haven't been heard yet or discovered. I was in the right place at the right time. And you're also bang on about creativity. My talent – what there is – is geared towards writing, coming up with storylines, fleshing them out, connecting with readers – but put me in a business meeting and I'd freeze. My mind doesn't think that way.
- M: Come on, Jake – don't downplay your talent here – you're wired to think outside the box. To go back to my earlier point, there are ways to teach people to be more creative, but all of that can't make up for a lack of innate talent.
- K: Let me pick up on that, Marie – what we do, or at least, I do, is give advice. For instance, we have in-class discussions about getting out of the linear approach to problem-solving, focusing on the importance of patience, relaxing, daydreaming, and there's something I read the other day about the importance of the colour green ...
- P: Did you just say 'green'? What's that got to do with being creative?
- K: If I could just finish?
- P: Please – go on. I'm fascinated!
- K: OK, what I started to say was, apparently looking at the colour green immediately before doing a creative task can increase creativity – as opposed to blue or yellow which has a more mellowing effect ...
- M: Well, that's a new one on me.
- K: Yes, well ... obviously, as we mentioned before, it's important to focus on being open to new experiences, learning new things, looking at other viewpoints, all of which helps to develop creativity.
- P: Thanks for that, Kelly. Right guys, the clock's ticking on this one, so if I can just bring Jake back in on the topic of inspiration. Earlier you raised an important point about ...

C  **1.05** | Read the questions with the class so they know what to listen for. Then play the recording again for Ss to listen and answer the questions, then check in pairs. Check answers with the class.

4A Explain to Ss that they should complete the phrases with one word in each gap, then elicit the first answer as an example. Ss complete the phrases individually from memory, then check in pairs.

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

ANSWERS:

- | | | |
|---------------------|-----------------|-------------------|
| 1 ball | 2 come | 3 what |
| 4 cut | 5 saying | 6 thoughts |
| 7 earlier | 8 pick | 9 started |
| 10 mentioned | 11 bring | 12 raised |

C Ss match the phrases from Ex 4A with the categories alone, then check in pairs. Check answers with the class.

ANSWERS:

Interrupting: phrases 2, 4

Returning to a previous point: phrases 3, 5, 7, 9, 10, 12

Directing the interaction: phrases 1, 6, 8, 11

D The Grammar Bank on page 114 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 114 **GRAMMAR BANK**

This focuses on the form and use of functional language to manage interaction during a discussion. Check the use and understanding of the phrases where necessary.

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

1 This exercise focuses on the form of the phrases. Ss write the phrases individually, referring to the notes if necessary, then check in pairs. Check answers with the class.

ANSWERS:

- 1** Could I just make a point here?
- 2** To go back to my earlier point, ...
- 3** Earlier, you raised an important point ...
- 4** Let me pick up on that.
- 5** We're running out of time.
- 6** If I could just finish, ...

2 This exercise focuses on the use of the phrases. Explain to Ss that they should complete the first part of the discussion with one word in each gap, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could provide two options for each gap in Exs 2 and 3 (one correct and one distractor). Also, covering the parts of the exercise they are not working on will help Ss focus on each gap.

GB

ANSWERS:

1 get 2 start 3 come 4 cut 5 As

- 3** This exercise also focuses on the use of the phrases. The exercise continues the discussion in Ex 2. Ss first work out where parts a–d fit into the conversation, then fill in the missing words (as they did in Ex 2). Ask them to do this individually, then check in pairs. Check answers with the class.


ANSWERS:

1 c 2 a 3 d 4 b

1 thoughts 2 comment 3 pick


4 getting 5 raised 6 going

PRONUNCIATION**polite intonation**

- 5A**  **1.07** | Read the comments with the class and explain that Ss will hear two versions of each one. Ss listen and identify which version sounds more polite, then check in pairs. Check answers with the class. Drill the polite versions chorally and individually.

ANSWERS:

1 B 2 A 3 B

- B**  **1.08** | Put Ss in pairs to practise saying the comments in two ways. This can be done in a light-hearted manner with Ss exaggerating the difference. With online classes, remember you can ask Ss to mute themselves and practise saying the comments individually. When they are ready, play the recording again for Ss to listen and compare with the recording.

SPEAKING**FUTURE SKILLS | Collaboration**

- 6A** Read the Future Skills box with the class, then put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share their experiences with the class.

EXTRA SUPPORT: TEACHER The information in the Future Skills box can also make for a useful classroom management tool. If you have some Ss who tend to dominate discussions in your class, appoint them as chairperson when putting Ss in groups to discuss something and make it clear that the main job of the chairperson is to make sure everyone has a chance to participate in the discussion.

- B** Read the suggestions, options and example with the class, then arrange Ss in groups of three or four to carry out their discussion. Remind them of the 'To start' activity as some of the ideas from there may be relevant. Before they start, remind Ss of the functional language in Ex 4A and encourage them to use it to manage the discussion. Monitor while they discuss and make notes on how the discussion is being managed.

EXTRA IDEA Ask each group to appoint a chairperson to manage the interaction and make sure everyone gets a chance to participate in the discussion.

EXTRA IDEA: DIGITAL Ask one student in each group to record their discussion. Then, in Ex 6C, ask Ss to listen to their discussion and evaluate how they managed it.

- C** Ss reflect on how they managed the discussion in Ex 6B. While they do this, go round and give feedback to each group based on the notes you made while monitoring.
- D** Nominate a student from each group to report back to the class what they decided during their discussion, then compare and discuss the different choices the groups made as a class.

EXTRA: HOW TO ... Write on the board: *Is creativity a skill people are born with or can anyone learn it?*

Put Ss in the same groups as for Ex 6B to discuss their opinions on the topic and encourage them to use the functional language from Ex 4A. When they have finished, ask each group to reflect on how they managed the discussion. Did they improve on how they did this in Ex 6B? To conclude the activity, ask a few Ss to share their group's opinions on the question and have a brief class discussion.

TO FINISH

Put Ss in pairs to discuss which of the ideas in the lesson they found most useful and how they might use them in the future.

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

▶ page 144 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 182

1D BBC Street Interviews

Learning experiences

VOCABULARY | teaching and learning

SPEAKING | a discussion about education

WRITING | a nomination for an award

LESSON OVERVIEW

In this lesson, Ss have a discussion about education and write a nomination for an award. In order to do this, they learn vocabulary related to teaching and learning. The context is a series of BBC street interviews where people say what they enjoy about learning and what they think makes a good teacher. Ss then do a speaking activity where they have a discussion about education. The lesson ends with a writing activity where Ss write a nomination for an award.

Online Teaching

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

- **Ex 2:** 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 5C:** Put Ss in breakout rooms to discuss their ideas.

Additional Materials

For Teachers:

Presentation Tool Lesson 1D

Online Digital Resources

Writing Bank 1D

Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D

Workbook 1D

TO START

Tell the class about a particularly good teacher you had at school e.g. 'I really liked my maths teacher at secondary school. She was always very patient and took the time to go over things until she was sure everyone understood them. She really cared about our education.' Put Ss in pairs to tell each other about a good teacher they've had. When they have finished, ask one or two Ss to share what their partner told them with the class.

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

PREVIEW

- 1 Read the questions in the BBC programme information box with the class, then put Ss in pairs to discuss different answers people might give. When they have finished, elicit Ss' ideas and write them on the board.

VIEW

- 2 ▶ Explain to the class that they're going to watch some street interviews with people answering the questions in the BBC programme information box. Focus attention on the photos of the people in the video. Explain to Ss that they can use these to keep track of who's speaking. Ss watch the video and check their predictions. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. In feedback, ask a few Ss to share their answers with the class. When they have finished, refer back to the ideas on the board and tick any that were mentioned.

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

- 3A Put Ss in pairs to try to complete the extracts from the interviews. Don't give any answers yet.
- B ▶ Ss watch the second part of the video again and check their answers, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-----------|-----------|-----------|
| 1 level | 2 adjust | 3 take |
| 4 feeding | 5 dynamic | 6 through |

VOCABULARY

teaching and learning

- 4A Demonstrate the activity by giving an example of your own, e.g. 'Feeding answers to students results in them not needing to remember or apply what they've learnt themselves.' Ss complete the sentences with their own ideas individually. Monitor and check Ss understand the phrases.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia that covering the sentences they are not working on will help them focus.

- B** Put Ss in pairs to compare their ideas. Encourage them to ask follow-up questions to find out more information. In feedback, ask a few pairs how far they agree with each other.

SPEAKING

a discussion about education

- 5A** Read the instructions and questions with the class and check understanding, then give Ss time to make notes on their ideas individually. Monitor and offer help where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: TEACHER A secondary school in the UK is the school that Ss attend from the age of eleven to sixteen or eighteen.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with another student who can provide support by reading the questions with them again if necessary.

- B** Give Ss time to look back at the phrases in Ex 3A and see if they can use any to explain their answers to Ex 5A.
- C** Go through the Key phrases with the class and check understanding by eliciting sentences using them. Put Ss in small groups (in breakout rooms with online classes) to present their ideas to each other. Encourage them to give examples to justify their ideas.
- D** When they are ready, ask each group to summarise their discussion for the class and find out how similar or different their ideas were.

WRITING

a nomination for an award

- 6A** Ss read the announcement and answer the question. Check the answer with the class.

ANSWER:

to nominate a teacher for an award

- B** Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.
- C** Refer Ss to the Writing Bank on page 104.

▶ page 104 **WRITING BANK**

WB

- 1A** Ss read the nomination and decide what the main topic of each paragraph is individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia, you could ask their partner from Ex 6B to read the nomination with them. Alternatively, you could record the nomination before the lesson so dyslexic learners can listen while they read. Covering the parts of the nomination they are not focusing on while they are reading will also help by reducing distraction.

ANSWERS:

Paragraph 1: naming the teacher to be nominated

Paragraph 2: describing the teacher's expertise and approach

Paragraph 3: describing how the teacher is supportive outside the classroom

Paragraph 4: a summary and justification for the teacher to receive the award

- B** Ss think of who to write about and underline (or highlight) useful phrases alone. If you did the 'To start' activity, Ss could write about the teacher they discussed then.
- C** Ss write their nominations individually. They should aim to write 200–220 words. Monitor and offer help where necessary.
- D** Put Ss in small groups to share their nominations, then vote on which teacher they think should win the award. When they are ready, ask each group to share their results and a brief description of the teacher with the class.

TO FINISH

Put Ss in pairs and ask them to think of three school subjects and discuss who the best teacher they had for each one was and why.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3, 4, 5 and 6) 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 type their answers in a collaborative document so they can compare them in Ex 1B.
- **Ex 2B:** Put Ss in pairs in breakout rooms to discuss how far they agree with each statement. Monitor with your video and microphone turned off so as to be unobtrusive.

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: conditional forms, nominal relative clauses; Vocabulary: describing attitudes, idioms, collocations: education, compound nouns, creativity, teaching and learning; How to ... manage interaction during a discussion). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

conditional forms

- 1 A** Elicit an answer to the first question using the first prompt as an example and write it on the board. Then ask Ss to write their answers to the questions individually. With online classes, remember you can ask Ss to type their answers in a collaborative document. Monitor and check they're forming the sentences correctly and offer help where necessary. When they have finished, elicit a few answers to check Ss have formed their sentences correctly.

EXTRA: ALTERNATIVE IDEA To check Ss have formed the sentences correctly, you could invite different Ss to come to the board to write their sentences. Ss can then compare their answers as a class rather than doing this in pairs in Ex 1B.

POSSIBLE ANSWERS:

- 1a** If I were/was given the opportunity to take up a new language, I'd like to take up ...
- b** Should I be given the opportunity to take up a new language, I'd probably choose ...
- 2a** But for my friend's advice, I wouldn't have ...
- b** If I hadn't taken my friend's advice, I wouldn't have ...
- 3a** If ... hadn't taught me ..., I wouldn't ...
- b** Had ... not taught me ..., I wouldn't ...
- 4a** If it hadn't been for the report on ..., I wouldn't ...
- b** But for the report on ..., I wouldn't ...

B Put Ss in pairs to compare their answers in Ex 1A.

nominal relative clauses

- 2 A** Elicit the first answer as an example. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing two options for each sentence (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

- 1 whoever
- 2 how
- 3 whichever/whatever/what
- 4 Whenever/When
- 5 what
- 6 however
- 7 whatever/what

B Put Ss in pairs (in breakout rooms with online classes) to discuss to what extent the statements in Ex 2A are true for them. Encourage them to give examples to support their answers. When they have finished, elicit answers from a few Ss and have a brief class discussion.

VOCABULARY

3 Ss complete the collocations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could support Ss with dyslexia in this activity by giving them the words in the box as a vertical list, either on a separate piece of paper or on the board.

ANSWERS:

- | | | |
|----------------------|---------------------|---------------------|
| 1 environment | 2 potential | 3 excellence |
| 4 path | 5 initiative | 6 mutual |

EXTRA IDEA Put Ss in pairs or small groups to discuss how far they agree with the sentences in Ex 3, giving reasons for their opinions.

4 Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------------|-----------------|-----------------|
| 1 fertile | 2 innate | 3 out of |
| 4 sparked | 5 novel | 6 flash |

5 Look at the example with the class. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 2** not to get hung up about
- 3** believe (that) continuous assessment is / believe continuous assessment to be
- 4** an element of truth
- 5** knocked her confidence

6 This activity reviews both the grammar and vocabulary of Unit 1. Ss complete the blog post with one word in each gap individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the blog post to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 6. Also remind them to cover the parts they are not working on when doing to the activity to help reduce distraction.

ANSWERS:

- | | |
|------------------------|-------------------|
| 1 go | 5 towel |
| 2 whatever/what | 6 Whoever |
| 3 for | 7 were/was |
| 4 would | 8 change |

TO FINISH

Write on the board:

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

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