BBC

Speakout 3RD EDITION

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

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

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

Teacher's Book with Teacher's Portal Access Code

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

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

Also available

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

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

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Speakout

BBC Speakout 3RD EDITION A1 Teacher's Book with Teacher's Portal Access Code Kate Fuscoe

BBC

Speakout 3RD EDITION

A1

Kate Fuscoe

Teacher's Book
with Teacher's Portal Access Code

Pearson

Global Scale of English

Your Teacher's Book comes with a Presentation Tool, Online Practice, a Gradebook, Test Generator and a virtual classroom, which are available through the **Pearson English Portal**.

To access the Portal:

1 Go to **pearsonenglish.com/login**

2 Sign in or create your Portal account

3 Follow the on-screen instructions to add your product using the **access code** below.

Access code

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

Need help?

Go to **MyPearsonHelp.com/portal** for help, training and technical support.

BBC

Speakout

3RD EDITION

Teacher's Book

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pearsonenglish.com/speakout3e

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SCOPE AND SEQUENCE

LESSON		GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	
LEAD-IN p6					
1 welcome! BBC **VLOGS** | Where are you from?					
1A	**Hello** p8	Present simple *be*: *I*, *you*	Hello and goodbye; countries and nationalities	Intonation in greetings	
1B	**Two jobs** p10	Present simple *be*: *he*, *she*, *it*	Jobs	Word stress in jobs	
1C	**Checking in** p12	**How to ...** ask and answer simple questions	The alphabet	The alphabet	
1D	**What's your name?** p14	Singular and plural nouns; *a*, *an*; *have*, *has*	Common objects		
UNIT 1 REVIEW p16 **SOUNDS AND SPELLING** syllables, stress and /ə/; /s/, /z/, /ɪz/ in plurals					
2 people BBC **VLOGS** | Where are you now?					
2A	**Where are they?** p18	Present simple *be*: *we*, *you*, *they*	Numbers 11–100; common adjectives (1)	Word stress in numbers	
2B	**Family and friends** p20	Possessive adjectives	Family; people	Syllables	
2C	**Small talk** p22	**How to ...** have short conversations	Feelings	Stress in phrases **FUTURE SKILLS** Self-management	
2D	**Best Home Cook** p24	*wh*- questions + *be*			
UNIT 2 REVIEW p26 **SOUNDS AND SPELLING** short and long sounds (1): /ɪ/, /iː/, /ʊ/, /uː/; /w/ and /h/ in question words					
3 things BBC **VLOGS** | What's your favourite thing?					
3A	**Favourites** p28	Possessive *'s*	Things; colours	Possessive *'s*	
3B	**What's on your desk?** p30	Present simple *have* + *yes/no* questions (*I*, *you*, *we*, *they*)	Desk objects	Sentence stress	
3C	**How much is it?** p32	**How to ...** shop for clothes	Clothes	Intonation	
3D	**Shopping** p34	Likes, dislikes and opinions	Shops		
UNIT 3 REVIEW p36 **SOUNDS AND SPELLING** voiced and unvoiced consonants (1): /p/ and /b/, /k/ and /g/, /t/ and /d/; sounds at t					
4 every day BBC **VLOGS** | What's your favourite meal of the day – breakfast, lunch or dinner?					
4A	**Time for lunch!** p38	Adverbs of frequency	Food and drink	Word stress	
4B	**A day in the life** p40	Present simple: regular verbs (*he*, *she*, *it*)	Everyday activities (1); telling the time	Third person *-s*	
4C	**Can I have ... ?** p42	**How to ...** order in a café	Café words	Intonation in *or* phrases	
4D	**Earth From Space** p44	Present simple: *yes/no* questions (*he*, *she*, *it*)			
UNIT 4 REVIEW p46 **SOUNDS AND SPELLING** short vowels: /e/, /æ/, /ʌ/; *does*: /dʌz/ or /dəz/?					

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

LESSON		GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	
5 action BBC **VLOGS** | Tell me about your job.					
5A	**Good colleagues** p48	Object pronouns	Common verbs (1) **FUTURE SKILLS** Self-management	Linking with object pronouns	
5B	**Yes, I can!** p50	*can* for ability	Verbs of ability	*can*: weak and strong forms	
5C	**Can you help me?** p52	**How to ...** make requests and offers	Common adjectives (2)	Weak forms: *could you*	
5D	**Birthday!** p54	Ordinal numbers; dates	Months		
UNIT 5 REVIEW p56 **SOUNDS AND SPELLING** voiced and unvoiced consonants (2): /f/ and /v/, /θ/ and /ð/; silent *e* (1): /ɪ/ to /aɪ/					
6 where? BBC **VLOGS** | Where are you and what can you see?					
6A	**Lost** p58	Prepositions of place	Rooms and furniture **FUTURE SKILLS** Self-management	Sentence stress	
6B	**A great place to live** p60	*there is*, *there are*	Places in town (1)	Linking with *there*	
6C	**Where are you?** p62	**How to ...** ask where a place is	Places in town (2); signs in buildings	Weak forms with *to*, *of* and *the*	
6D	**The Travel Show** p64	*the*			
UNIT 6 REVIEW p66 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/; /tʃ/ and /dʒ/					
7 healthy lives BBC **VLOGS** | Do you eat healthy food?					
7A	**The little things** p68	Present simple: *wh-* questions	Everyday activities (2)	Sentence stress	
7B	**Heroes** p70	*was*, *were*	Common adjectives (3)	Weak and strong forms: *was*, *were*	
7C	**What's wrong?** p72	**How to ...** say you're not well	Parts of the body	Word stress	
7D	**Focus on fitness** p74	Imperatives	Sports and exercise		
UNIT 7 REVIEW p76 **SOUNDS AND SPELLING** consonants: /b/, /v/, /w/, /l/ and /r/; silent *e* (2): /æ/ to /eɪ/					
8 time out BBC **VLOGS** | How was your last holiday?					
8A	**Weekend break** p78	Past simple: regular verbs	Common verbs (2)	*-ed* endings	
8B	**Going out, staying in** p80	Past simple: irregular verbs	Free-time activities; time phrases	Silent letters: *didn't*	
8C	**A ticket to ... ?** p82	**How to ...** buy a travel ticket	Transport and tickets	Word stress in prices	
8D	**Kodo drummers** p84	*want*, *would like*			
UNIT 8 REVIEW p86 **SOUNDS AND SPELLING** short and long sounds (2): /æ/, /ɑː/, /ɒ/, /ɔː/, /ə/ and /ɜː/; silent *e* (3): /ɒ/ to /əʊ/					
WRITING BANK p88 **GRAMMAR BANK** p92 **VOCABULARY BANK** p124 **COMMUNICATION BANK** p140					

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

SOUNDS AND SPELLING p151 **REVISION GAME** p160 **AUDIOSCRIPTS** p162 **VIDEOSCRIPTS** p172 **VERB TABLE** p175

Welcome to *Speakout 3rd Edition*

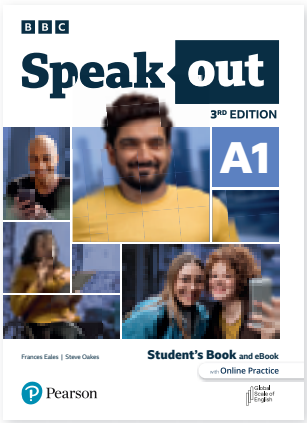
Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, ***Speakout 3rd Edition*** is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular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

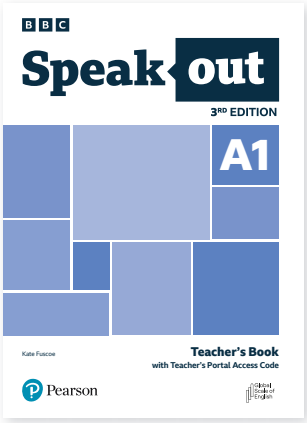
Speakout 3rd Edition is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh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

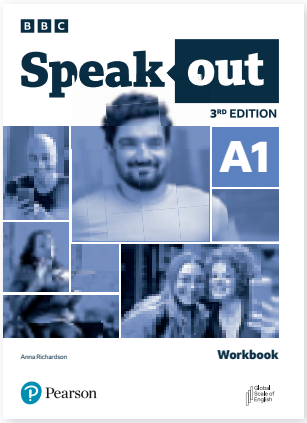
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation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

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

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







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

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

The Global Scale of English GSE

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

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

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

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

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

Measuring proficiency using the GSE

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

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

Your learners may also want to take a test that gives them a proficiency certificate. For this level of ***Speakout 3rd Edition***, we recommend Pearson English International Certificate (PTE General) A1. Find out more about this test at www.pearsonenglish.com/exams-offer.

▲ GSE 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.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 222–233).

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

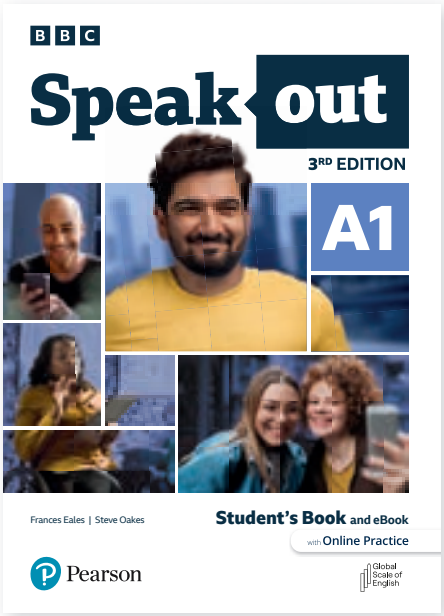
Student components

Student's Book with eBook and Online Practice

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

Student's eBook

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



Student's Book

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

Online Practice

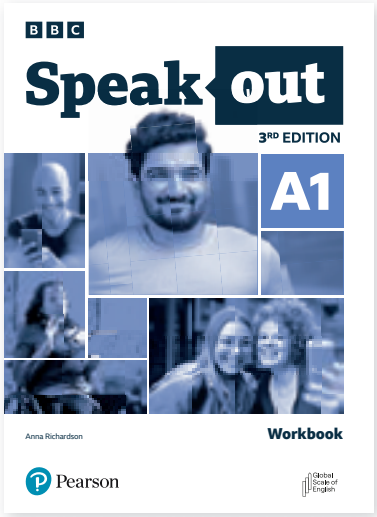
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

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

Workbook

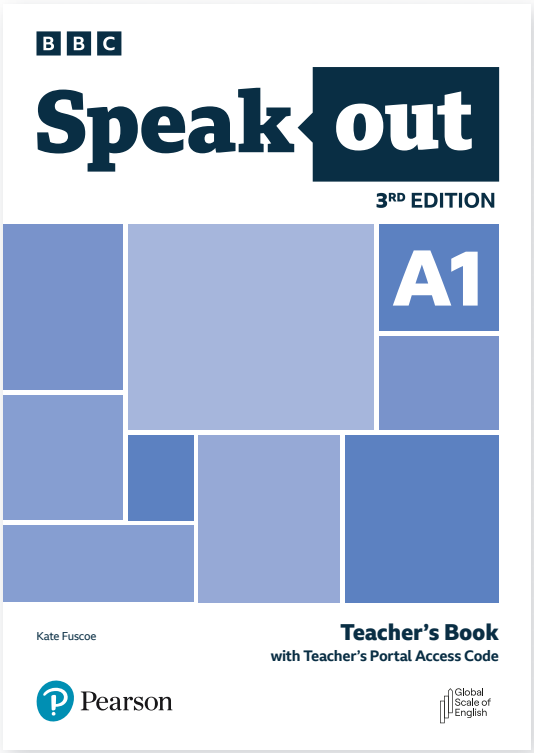
- Print version of the Online Practice activities
- Audio available online
- Includes Adult Benchmark Test task types



Teacher components

Teacher's Book with Teacher's Portal Access Code

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



Teacher's Book

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

Presentation Tool

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

Online Practice

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

Tests Package

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

See page 24 for more details.

Gradebook

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

Teacher's Resources

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

Virtual classroom

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

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

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

How the course works

Unit walkthrough

Course summary

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

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

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

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

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

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

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

Unit Opener

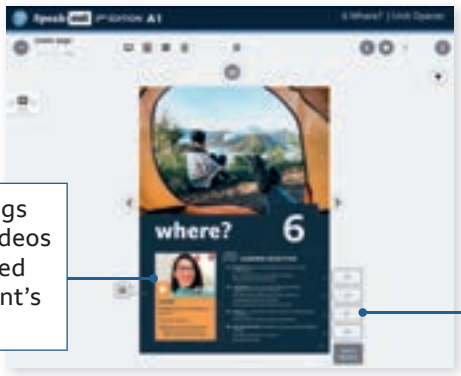
Student's Book

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

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

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

The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 222–233.



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

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

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

Lesson A – main input lesson 1

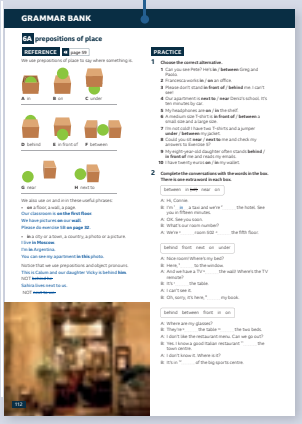
All four skills are taught systematically in each unit. Lessons A and B are the two main 'input' lessons. Lessons A and B consist of two pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English (GSE) Learning Objective.

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

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

Each lesson starts with a clear summary of lesson contents.

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



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

Every lesson contains opportunities for personalised speaking practice.

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

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

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

Student's eBook activity

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

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

Page-faithful view of print Workbook

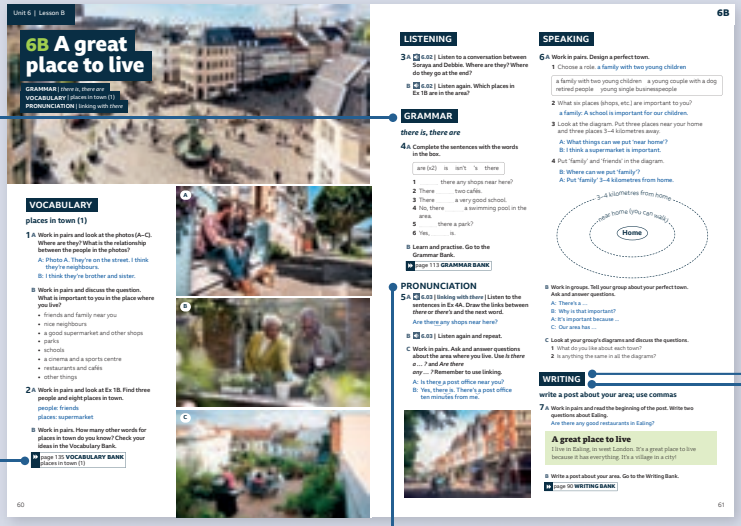
Online Practice activity

Lesson B – main input lesson 2

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

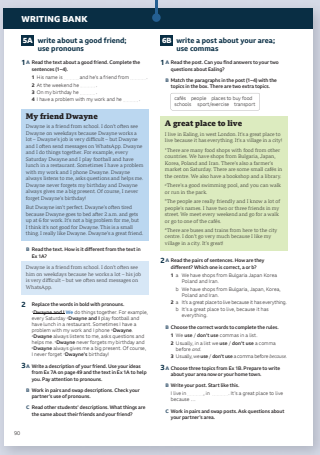
Speakout 3rd Edition teaches grammar inductively. There is an activity on the lesson page that requires the learner to make a deduction and complete the rule. Learners can refer to a full grammar explanation in the Grammar Bank, and also complete practice activities.

Vocabulary sets are contextualised in the Listening input.

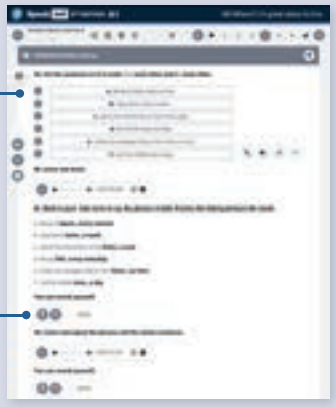


The final GSE-based output task here is a Writing task, bringing together the vocabulary and grammar learnt in the lesson. The scaffolding activities are in the Writing Bank at the back of the book.

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



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



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

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

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

The Presentation Tool and Student's eBook contain the audioscript for each exercise.

In the Presentation Tool, each activity contains the notes relevant to that particular activity.

Lesson C – functional language, or 'How to …' lesson

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

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

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

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

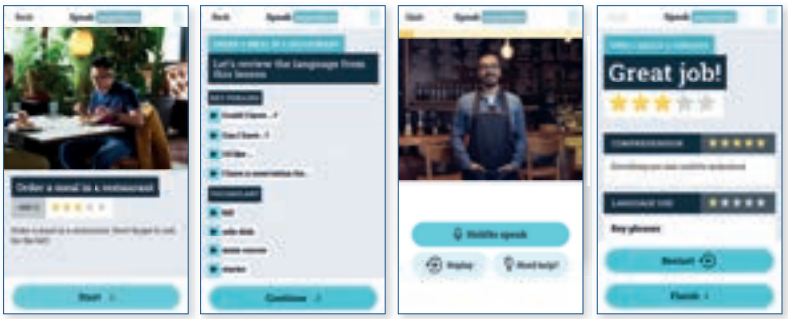
The Student's eBook links to an interactive speaking practice activity. This is designed to be done by individual students outside the classroom. It is not a graded activity; its purpose is to provide a safe space for students to practise speaking and receive feedback. See below for more details.

'Speak Anywhere' – interactive speaking activities

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

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

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



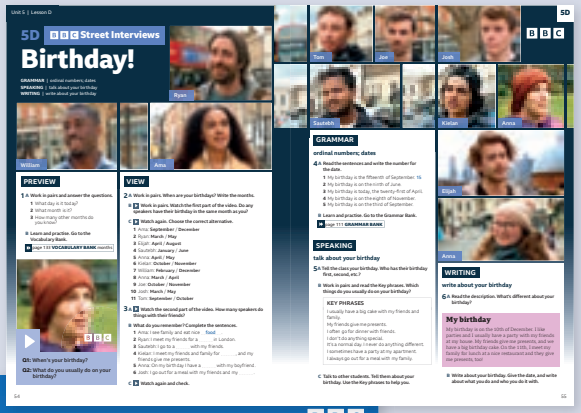
*examples are from level A2

'Speak Anywhere' *on mobile phone

'Speak Anywhere' *on computer

Lesson D – BBC video lessons

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



Each BBC video lesson ends with a Writing task.

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

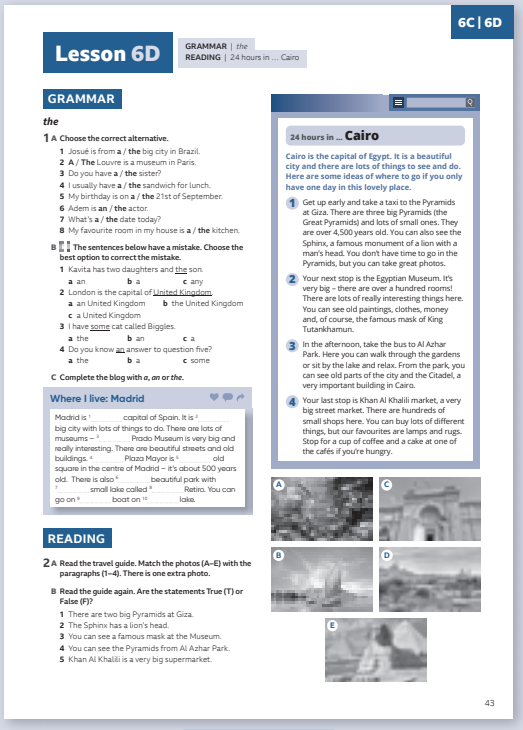
In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners' more detailed understanding.

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

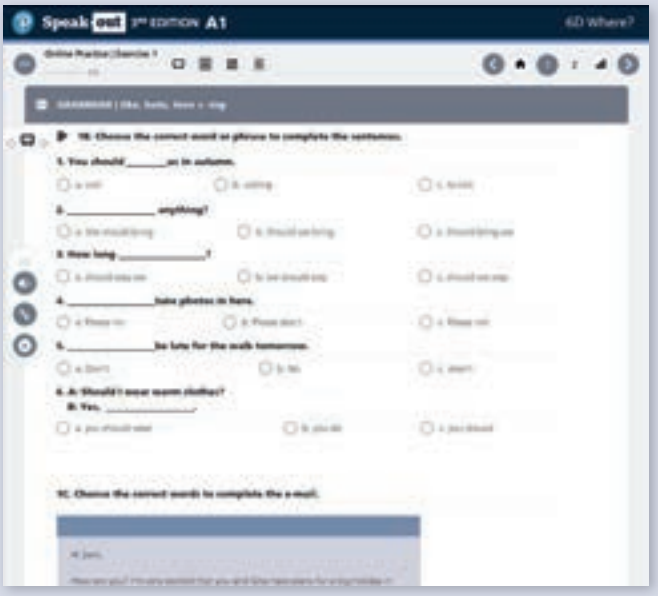
The BBC video lesson teaches a grammar point that occurs in the video. This grammar point is an integral part of the grammar syllabus and is based on a GSE Learning Objective.

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

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



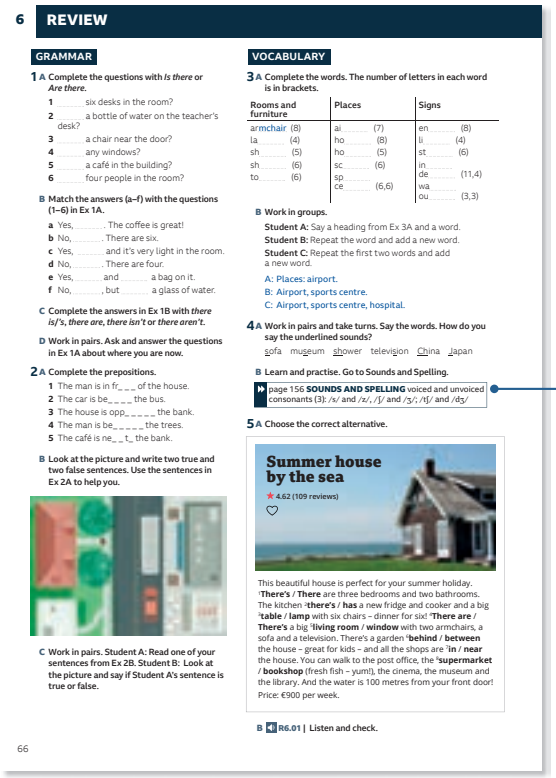
Workbook



Online Practice

Review

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



6 REVIEW

GRAMMAR

1 A Complete the questions with *Is there* or *Are there*.
1 _____ six desks in the room?
2 _____ a bottle of water on the teacher's desk?
3 _____ a chair near the door?
4 _____ any windows?
5 _____ a café in the building?
6 _____ four people in the room?

B Match the answers (a–f) with the questions (1–6) in Ex 1A.
a Yes, _____. The coffee is great!
b No, _____. There are six.
c Yes, _____ and it's very light in the room.
d No, _____. There are four.
e Yes, _____ and _____ a bag on it.
f No, _____, but _____ a glass of water.

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

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

2 A Complete the prepositions.
1 The man is in fr_ _ _ of the house.
2 The car is be_ _ _ _ the bus.
3 The house is opp_ _ _ _ _ the bank.
4 The man is be_ _ _ _ the trees.
5 The café is ne_ _ t_ the bank.

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

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

VOCABULARY

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

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

B Work in groups.
Student A: Say a heading from Ex 3A and a word.
Student B: Repeat the word and add a new word.
Student C: Repeat the first two words and add a new word.
A: Places: airport.
B: Airport, sports centre.
C: Airport, sports centre, hospital.

4 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?
sofa museum shower television China Japan

B Learn and practise. Go to Sounds and Spelling.
page 156 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/, /tʃ/ and /dʒ/

5 A Choose the correct alternative.

Summer house by the sea
★ 4.62 (109 reviews)
♡

This beautiful house is perfect for your summer holiday. **1There's / There are** three bedrooms and two bathrooms. The kitchen **2there's / has** a new fridge and cooker and a big **3table / lamp** with six chairs – dinner for six! **4There are / There's** a big **5living room / window** with two armchairs, a sofa and a television. There's a garden **6behind / between** the house – great for kids – and all the shops are **7in / near** the house. You can walk to the post office, the **8supermarket / bookshop** (fresh fish – yum!), the cinema, the museum and the library. And the water is 100 metres from your front door!
Price: €900 per week.

B R6.01 | Listen and check.

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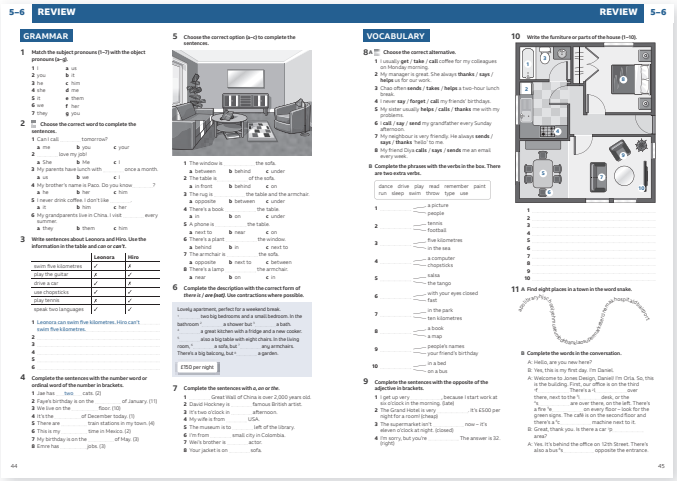
The Review page includes a cross reference to the Sounds and Spelling lesson at the back of the book. Find out more about Sounds and Spelling in *Speakout 3rd Edition* on page 23.

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



5–6 REVIEW

GRAMMAR

1 Match the subject pronouns (1–7) with the object pronouns (a–g).
1 I a us
2 you b it
3 he c him
4 she d me
5 it e them
6 we f her
7 they g you

2 Choose the correct word to complete the sentences.
1 Can I call _____ tomorrow?
a me b you c your
2 _____ love my job!
a She b We c I
3 My parents have lunch with _____ once a month.
a us b we c I
4 My brother's name is Paco. Do you know _____?
a he b her c him
5 I never drink coffee. I don't like _____.
a it b him c her
6 My grandparents live in China. I visit _____ every summer.
a they b them c him

3 Write sentences about Leonora and Hiro. Use the information in the table and *can* or *can't*.

	Leonora	Hiro
swim five kilometres	✓	✗
play the guitar	✗	✓
drive a car	✓	✗
use chopsticks	✓	✓
play tennis	✗	✓
speak two languages	✓	✓

1 Leonora can swim five kilometres. Hiro can't swim five kilometres.
2 _____
3 _____
4 _____
5 _____
6 _____

4 Complete the sentences with the number word or ordinal word of the number in brackets.
1 Joe has _____ (two) cats. (2)
2 Fayo's birthday is on the _____ of January. (11)
3 We live on the _____ floor. (10)
4 It's the _____ of December today. (1)
5 There are _____ train stations in my town. (4)
6 This is my _____ time in Mexico. (2)
7 My birthday is on the _____ of May. (3)
8 Emre has _____ jobs. (3)

5 Choose the correct option (a–c) to complete the sentences.

1 The window is _____ the sofa.
a between b behind c under
2 The table is _____ of the sofa.
a in front b behind c on
3 The rug is _____ the table and the armchair.
a opposite b between c under
4 There's a book _____ the table.
a in b on c under
5 A phone is _____ the table.
a next to b near c on
6 There's a plant _____ the window.
a behind b in c next to
7 The armchair is _____ the sofa.
a opposite b next to c between
8 There's a lamp _____ the armchair.
a near b on c in

6 Complete the description with the correct form of *there is / are (not)*. Use contractions where possible.
Lovely apartment, perfect for a weekend break. _____ two big bedrooms and a small bedroom. In the bathroom _____ a shower but _____ a bath. _____ a great kitchen with a fridge and a new cooker. _____ also a big table with eight chairs. In the living room, _____ a sofa, but _____ any armchairs. There's a big balcony, but _____ a garden.
£150 per night

7 Complete the sentences with *a, an* or *the*.
1 _____ Great Wall of China is over 2,000 years old.
2 David Hockney is _____ famous British artist.
3 It's two o'clock in _____ afternoon.
4 My wife is from _____ USA.
5 The museum is to _____ left of the library.
6 I'm from _____ small city in Colombia.
7 Wei's brother is _____ actor.
8 Your jacket is on _____ sofa.

VOCABULARY

8 A Choose the correct alternative.
1 I usually **get / take / call** coffee for my colleagues on Monday morning.
2 Every Saturday, Sia always **thanks / says / helps** us for our work.
3 Chao often **sends / takes / helps** a two-hour lunch break.
4 I never **say / forget / call** my friends' birthdays.
5 My sister usually **helps / calls / thanks** me with my problems.
6 I **call / say / send** my grandfather every Sunday at 6 p.m.
7 My neighbour is very friendly. He always **sends / says / thanks** 'hello' to me.
8 My friend Dyla **calls / says / sends** me an email every week.

B Complete the phrases with the verbs in the box. There are two extra verbs.

dance	drive	play	read	remember	paint
run	sleep	swim	throw	type	use

1 _____ a picture
2 _____ tennis
_____ football
3 _____ five kilometres
_____ in the sea
4 _____ a computer
_____ chopsticks
5 _____ salsa
_____ the tango
6 _____ with your eyes closed
_____ fast
7 _____ in the park
_____ ten kilometres
8 _____ a book
_____ a map
9 _____ people's names
_____ your friend's birthday
10 _____ in a bed
_____ on a bus

9 Complete the sentences with the opposite of the adjective in brackets.
1 I get up very _____ because I start work at six o'clock in the morning. (late)
2 The museum ticket is very _____. It's £500 per night for a room! (cheap)
3 The supermarket isn't _____ now – it's eleven o'clock at night. (closed)
4 I'm sorry, but you're _____. The answer is 32. (right)

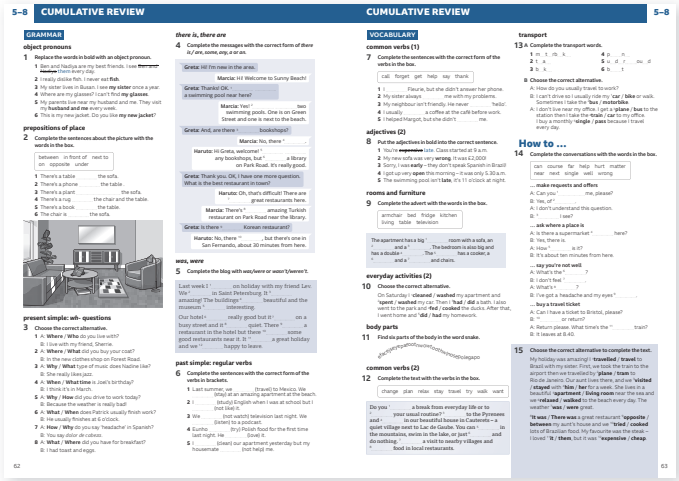
10 Write the furniture or parts of the house (1–10).

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

11 A Find eight places in a town in the word snake.

B Complete the words in the conversation.
A: Hello, are you new here?
B: Yes, this is my first day. I'm Daniel.
A: Welcome to Jones Design, Daniel! I'm Orla. So, this is the building. First, our office is on the third fl_____. There's a l_____ there, next to the t_____ desk, so that's where you are over there, on the left. There's a fire 'e_____' over there, on the wall, by the green signs. The café is on the second floor and there's a 'c_____' machine next to it.
B: Great, thank you. Is there a car 'p_____' area?
A: Yes, it's behind the office on 12th Street. There's also a bus 's_____' opposite the entrance.

44 45



5–8 CUMULATIVE REVIEW

GRAMMAR

object pronouns
1 Replace the words in bold with an object pronoun.
1 Ben and Nadiya are my best friends. I see **them** ~~Ben and Nadiya~~ every day.
2 I really dislike fish. I never eat **fish**.
3 My sister lives in Busan. I see **my sister** once a year.
4 Where are my glasses? I can't find **my glasses**.
5 My parents live near my husband and me. They visit **my husband and me** every week.
6 This is my new jacket. Do you like **my new jacket**?

prepositions of place
2 Complete the sentences about the picture with the words in the box.
between in front of next to on opposite under
1 There's a table _____ the sofa.
2 There's a phone _____ the table.
3 There's a plant _____ the sofa.
4 There's a rug _____ the chair and the table.
5 There's a book _____ the table.
6 The chair is _____ the sofa.

present simple: wh- questions
3 Choose the correct alternative.
1 A: **Where / Who** do you live with?
B: I live with my friend, Sherrie.
2 A: **Where / What** did you buy your coat?
B: In the new clothes shop on Forest Road.
3 A: **Why / What** type of music does Nadine like?
B: She really likes jazz.
4 A: **When / What time** is Joel's birthday?
B: I think it's in March.
5 A: **Why / How** did you drive to work today?
B: Because the weather is really bad!
6 A: **What / When** does Pierrick usually finish work?
B: He usually finishes at 6 o'clock.
7 A: **How / Why** do you say 'headache' in Spanish?
B: You say *dolor de cabeza*.
8 A: **What / Where** did you have for breakfast?
B: I had toast and eggs.

there is, there are
4 Complete the messages with the correct form of *there is / are, some, any, a or an*.
Greta: Hi! I'm now in the area.
Marcia: Hi! Welcome to Sunny Beach!
Greta: Thanks! OK, _____ a swimming pool near here?
Marcia: Yes! _____ two swimming pools. One is on Green Street and one is next to the beach.
Greta: And, are there _____ bookshops?
Marcia: No, there _____.
Haruto: Hi Greta, welcome! _____ any bookshops, but _____ a library on Park Road. It's really good.
Greta: Thank you. OK, I have one more question. What is the best restaurant in town?
Haruto: Oh, that's difficult! There are _____ great restaurants here.
Marcia: There's _____ amazing Turkish restaurant on Park Road near the library.
Greta: Is there _____ Korean restaurant?
Haruto: No, there _____, but there's one in San Fernando, about 30 minutes from here.

was, were
5 Complete the blog with *was/were* or *wasn't/weren't*.
Last week I _____ on holiday with my friend Lev. We _____ in Saint Petersburg. It _____ amazing! The buildings _____ beautiful and the museum _____ interesting.
Our hotel _____ really good but it _____ on a busy street and it _____ quiet. There _____ a restaurant in the hotel but there _____ some good restaurants near it. It _____ a great holiday and we _____ happy to leave.

past simple: regular verbs
6 Complete the sentences with the correct form of the verbs in brackets.
1 Last summer, we _____ (travel) to Mexico. We _____ (rent) an amazing apartment at the beach.
2 I _____ (study) English when I was at school but I _____ (not like) it.
3 We _____ (not watch) television last night. We _____ (listen) to a podcast.
4 Eunho _____ (try) Polish food for the first time last night. He _____ (love) it.
5 I _____ (clean) our apartment yesterday but my housemate _____ (not help) me.

VOCABULARY

common verbs (1)
7 Complete the sentences with the correct form of the verbs in the box.
call forget get help say thank
1 I _____ Fleurie, but she didn't answer her phone.
2 My sister always _____ me with my problems.
3 My neighbour isn't friendly. He never _____ 'hello'.
4 I usually _____ a coffee at the café before work.
5 I helped Margot, but she didn't _____ me.

adjectives (2)
8 Put the adjectives in bold into the correct sentence.
1 You're **expensive** late. Class started at 9 a.m.
2 My new sofa was very **wrong**. It was £2,000!
3 Sorry, I was **early** – they don't speak Spanish in Brazil!
4 I got up very **open** this morning – it was only 5.30 a.m.
5 The swimming pool isn't **late**, it's 11 o'clock at night.

rooms and furniture
9 Complete the advert with the words in the box.
armchair bed fridge kitchen living table television
The apartment has a big _____ room with a sofa, an _____ and a _____. The bedroom is also big and has a double _____. The _____ has a cooker, a _____ and a _____ and chairs.

everyday activities (2)
10 Choose the correct alternative.
On Saturday I **cleaned / washed** my apartment and **spent / washed** my car. Then I **had / did** a bath. I also went to the park and **fed / cooked** the ducks. After that, I went home and **ate / had** my homework.

body parts
11 Find six parts of the body in the word snake.

common verbs (2)
12 Complete the text with the verbs in the box.
change plan relax stay travel try walk want
Do you _____ a break from everyday life or to _____ your usual routine? _____ to the Pyrenees and _____ in our beautiful house in Casteret – a quiet village next to Lac de Gaube. You can _____ in the mountains, swim in the lake, or just _____ and do nothing. _____ a visit to nearby villages and _____ food in local restaurants.

transport
13 A Complete the transport words.
1 m_t_rb_k 4 p_n_
2 t_x_ 5 u_d_r_ _ _
3 b_k_ 6 b_t

B Choose the correct alternative.
A: How do you usually travel to work?
B: I can't drive so I usually ride my **'car' / bike** or walk. Sometimes I take the **'bus / motorbike**.
A: I don't live near my office. I get a **plane / bus** to the airport and then I take the **train / car** to work.
B: I buy a monthly **'single / pass** because I travel every day.

How to ...
14 Complete the conversations with the words in the box.
can course far help hurt matter near next single well wrong
... make requests and offers
A: Can you _____ me, please?
B: Yes, of _____!
A: I don't understand this question.
B: _____ I see?
... ask where a place is
A: Is there a supermarket _____ here?
B: Yes, there is.
A: How _____ is it?
B: It's about ten minutes from here.
... say you're not well
A: What's the _____?
B: I don't feel _____.
A: What's _____?
B: I've got a headache and my eyes _____.
... buy a travel ticket
A: Can I have a ticket to Bristol, please?
B: _____ or return?
A: Return please. What time's the _____ train?
B: It leaves at 8.40.

15 Choose the correct alternative to complete the text.
My holiday was amazing! I **travelled / travel** to Brazil with my sister. First, we took the train to the airport then we travelled by **'plane / train** to Rio de Janeiro. Our aunt lives there, and we **'visited / stayed** with **'him / her** for a week. She lives in a beautiful **'apartment / living room** near the sea and we **relaxed / walked** to the beach every day. The weather **'was / were** great.
'It was / There was a great restaurant **'opposite / between** my aunt's house and we **'tried / cooked** lots of Brazilian food. My favourite was the steak – I loved it! **'It / There**, but it was **'expensive / cheap**.

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Course methodology

A note from the authors

OVERVIEW

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

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

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

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

Topics and content

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

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

Grammar

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

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

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

Vocabulary

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

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

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

Functional Language (How to ...)

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

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

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

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

Speaking

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

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

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

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

Listening

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

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

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

Reading

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

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

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

Writing

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

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

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

Pronunciation

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

Future Skills

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

Teaching A1 Learners

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

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

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