

HOW TO TEACH WITH

speakout



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Overview of *Speakout* 2nd Edition

An award-winning eight-level adult General English course

Speakout 2nd Edition is an **eight-level** General English course that builds up the skills and knowledge students need to express themselves confidently in a real English-speaking environment.

The course provides a smooth progression from **Starter Level (A1) to Advanced Plus (B2+-C2)**, and includes video content from the BBC to engage students and familiarise them with English as it is spoken.

It follows a balanced approach to topics, language development and skills work, and features a wealth of authentic, real-world language. The challenging activities and recycling of language builds students' confidence in understanding context and communication.

The second edition of *Speakout* offers cutting-edge digital solutions to both students and teachers. Teachers will benefit from all course resources in one place on the Pearson English Portal.


Build your students' confidence

Core lessons are built around **clear objectives**, and develop the language and communication skills that are essential for study and the workplace.

Lead-in activities introduce the unit theme and get students to use their existing topic vocabulary, as well as personalising language

Clear learning goals mapped to the Global Scale of English and the CEFR.

Each unit begins with a **BBC interview question**, where students discuss the question then listen to real-world answers from speakers in a range of accents, building confidence in understanding.



5.1 LOW TECH SOLUTIONS

- C comparatives/superlatives
- P syllable stress
- V technology

READING

1 Work in pairs. Discuss the questions.

- 1 In general, do you like or dislike new technology and gadgets like ebooks, tablets and phones?
- 2 Can you think of ways in which technology has made our lives better/worse?
- 3 Are there any problems which technology has helped to solve? Give examples.

2A Look at the prompts below. What information do you think could go in the gaps to describe the problems? Use the pictures to help you.

- 1 New _____ tends to make things faster and more efficient.
- 2 Popular entertainment (theatre, cinema, music concerts, exhibitions) is often _____ and based in cities.
- 3 In many villages in Asia and Africa, access to _____ is still a huge problem.
- 4 The citizens of Bogotá, Colombia wanted young people to have more access to _____.

B Read the text to check your answers.

3A Work in pairs. Answer the questions.

- 1 How is the Rural Academy (slow theatre) different from other theatre companies?
- 2 Why might people living in rural areas appreciate this type of theatre?
- 3 How does the Playpump help children to solve the problem of access to water?
- 4 How has the pump changed the lives of the young girls in particular?
- 5 How has the invention of the ebook changed how people read?
- 6 Where have they put the new libraries in Bogotá?

B Discuss. What do you think of the solutions suggested? Which idea do you like best? Can you think of some other solutions to these problems?

LOW TECH SOLUTIONS p56

ASK THE EXPERTS p59

IT'S OUT OF ORDER p62

MAN VERSUS MACHINE p64

SPEAKING 5.1 Talk about inventions over the last 100 years. 5.2 Present and answer questions on your area of expertise. 5.3 Explain/Solve problems. 5.4 Present a new machine.

LISTENING 5.2 Listen to people answering difficult questions. 5.3 Listen to conversations about technical problems. 5.4 Watch a BBC programme about a race between a car and two people.

READING 5.1 Read about some low technology solutions. 5.2 Read a book review.

WRITING 5.1 Write an advantages/disadvantages essay. 5.4 Write an advertisement.

BBC INTERVIEWS


Q Are you good at solving problems?

55 **56**

Why is it that people seem to think that the newest technology is always the best? From high-speed trains to high-speed internet, you could be forgiven for thinking that faster is always better (not to mention, more efficient and more economical). We decided to investigate a few simpler, more low-tech solutions to the world's problems.


Meet the slow theatre

Much of our popular entertainment these days is action-packed, expensive and based in cities. So, the Rural Academy decided they wanted to offer an alternative. Touring the United States, they take a horse-drawn theatre, and a bicycle-powered silent cinema on the road with them. They want to celebrate and call attention to life in more rural locations, in opposition to what they see as the global urbanisation of our culture, economy, media and art. By using a carriage pulled by horses, rather than a vehicle that runs on petrol, they offer a less expensive, low-tech alternative entertainment, which they hope will include more people and move at a slightly slower pace.




The roundabout water pump

Access to a clean water supply is still one of the biggest problems for people living in rural villages in Asia and Africa. To try and solve the problem, a company in South Africa has invented a way to use children's high energy levels to help pump water from underground. The Playpump is a water pump that is powered when the children use the roundabout. As they play, the water is pumped from below the ground into a storage tank. Before the pumps were installed, many young girls had to spend hours of their day walking to collect water, rather than going to school. With the new pumps, however, the girls don't need to miss school, so they get a much better education.



Bus stop libraries in Bogotá

The invention of the ebook has meant that books are now slightly cheaper and a lot lighter to carry. But in Bogotá, Colombia, they had a far better idea for helping people to read on the go. The city wanted to improve the access that young people had to books, but not by buying new tablets. They decided to install colourful book libraries around the city, in the parks and at bus stops. What could be better than to sit in the sunshine and read a book while waiting for your bus?



Help your students develop their skills

Skills are integrated into each lesson to allow students to develop and practise listening, speaking, reading and writing.

The **inductive approach to grammar** allows students to hear or see grammar in context before practising.

Pronunciation links to the vocabulary or grammar point in each lesson.

Speakout Tips feature throughout each unit to support understanding.

Pair and group work allow opportunities for **collaboration and peer learning**.

Grammar rules boxes engage students with the taught grammar.

Speaking tasks are interspersed throughout each lesson, to help students develop critical thinking, for students to think more deeply about the topic and provide extra speaking practice.

References to the **Vocabulary Bank** guide students to further examples and practice of the target language.

5.2
5.2

LISTENING

3 A Work in groups and discuss.


- How do you prefer to find information, on the internet, in books or by asking people? What does it depend on?
- What type of questions do children ask? Think of some examples. *They sometimes ask difficult questions like: 'Why is snow cold?'*

B Read a review of a book about questions children ask their parents. How did the author get the idea for the book? Are any of your questions included in the examples from the book?

Questions Daddy can't answer

It all began with a question asked by Dean, a four-year-old boy: 'Why do ships have round windows?' His father didn't know. And when his sister started behaving badly, Dean asked another question: 'Why can't we just cook her?' On a long drive the boy wondered why the road was so loud. His father replied, 'Because the people who live next to the road have their vacuum cleaners on.' The boy's inquiries kept coming: 'Why is the sky blue? Are rainbows hot or cold? What was it like living in the 1940s? What would hurt more – getting run over by a car or getting stung by a jellyfish? Why do police officers like doughnuts?'

Eventually, Jamieson decided to write down the questions. He thought it might be fun one day to show them to his son. Then he had a better idea: he'd research the answers. Some people might do their investigations on the internet. Not Mr Jamieson. He contacted experts ranging from astronomers to Buddhist monks, to scientists, to magicians, and asked lots of questions. He later turned these – and the experts' responses – into a book: *Father Knows Less*.



GRAMMAR

QUESTION TAGS

5 A Complete questions 1–6. Then look at audio script 5.2 on page 168 to check.

- Round windows are stronger, _____ they?
- No, it's not that many, _____ it?
- It depends whose head, _____ it?
- Nothing happens, _____ it?
- They got old, _____ they?
- John Lennon went off with Yoko Ono, _____ he?

B Read the rules about question tags. Which rules are exemplified in 1–6 in Exercise 6A?

Rule 2 is shown in question number 3. It uses doesn't.

RULES

- Use question tags to confirm information.
- To form a question tag, repeat the auxiliary verb. For example, use *do* or *does* for the present. Use *will* or *won't* for the future.
- After the auxiliary verb, use a pronoun (e.g. *he, she, it, they*).
- If the sentence is positive, the question tag is negative.
- If the sentence is negative, the question tag is positive.

▶ page 136 **LANGUAGEBANK**

6 Look at the statements below and complete the question tags.

- You're Italian, aren't you?
- You aren't a doctor, are you?
- You don't smoke, _____ you?
- You play a musical instrument, _____ you?
- You didn't know any of the other students before, _____ you?
- Our teacher hasn't taught you before, _____ she?
- You will be here tomorrow, _____ you?
- You went to bed late last night, _____ you?
- You've travelled a lot, _____ you?
- You were good at sport when you were a child, _____ you?

7 A

5.3 **INTONATION: question tags** Listen to two questions. Notice how the intonation goes down when the speaker is sure of the answer. Notice how the intonation goes up when the speaker is not sure.

- You're Italian, aren't you? (the speaker knows the answer)
- You aren't a doctor, are you? (the speaker is not sure of the answer)

B **5.4** Listen to the questions in Exercise 6. Which answers is the speaker sure about? Listen and repeat the questions, using the same intonation.

C Work in pairs. Choose six questions to ask your partner. Make sure your intonation is correct in the question tags.

A: *You play a guitar, don't you?*
B: *Yes, I do. I play bass in a band.*

SPEAKING

B Work in groups and follow instructions 1–4 below.


- Think of one subject each that you know a lot about. Write your topics on a piece of paper: *tennis, Japanese cars, hip hop*
- Exchange papers with another group.
- Think of statements about the subjects. Use question tags. *Rafael Nadal is the best tennis player in history, isn't he? The most popular Japanese car is the Toyota, isn't it?*
- Read your statements to the first group. Are they correct?

VOCABULARY PLUS

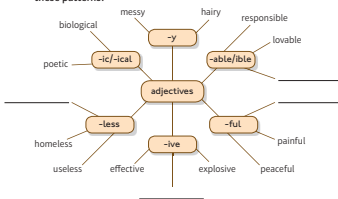
WORD BUILDING: ADJECTIVES

9 A Read the text below. How was the ice cream cone invented?

For over a hundred years ice cream was sold mainly in dishes. Then one day, a creative ice cream seller turned a hopeless situation into a profitable one. In 1904, at a festival, he ran out of spoons and dishes. He bought some wafers from a vendor next to him and put the ice cream into them. The customers loved them and the idea spread quickly. The world has been thankful ever since!



B Underline four adjectives in the text and add them to the word web below. Can you think of other examples of adjectives that fit these patterns?



10 Complete the text. Add suffixes to the words in brackets.

The city of Detroit, USA was famous for its _____ (value) car industry. In the early days, the city was _____ (response) for the majority of cars in the USA, and Detroit's streets were full of cars. A police officer called William Potts saw that the organisation of the traffic was _____ (hope) and the traffic was very slow. So, in 1920, he developed an _____ (effect) system of lights to regulate the flow of cars. He used the same colours as the railway system and put the lights in a tower so that it would be _____ (easy) for drivers to see them even on _____ (rain) days. Potts's system was very _____ (success). When other countries realised how _____ (use) it was, the system spread all over the world.

11 A Complete the words by adding suffixes.

Find someone who:

- has a peaceful hobby.
- is hopeful at maths.
- is a good, careful driver.
- is quite messy at home.
- thinks he/she is quite creative.
- is quite knowledge about politics.

B Work in groups. Ask and answer questions about the information above. *You've got a peaceful hobby, haven't you?*

▶ page 152 **VOCABULARYBANK**

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The **Language Bank** is an indispensable reference, highlighting rules, structures and examples of the target grammar point.

Functional language development

Each unit features a functional language lesson to motivate learners and build students' confidence in communicating in a real-life setting.

5.3 IT'S OUT OF ORDER

A

B

C

D

E

VOCABULARY

PROBLEMS AND SOLUTIONS

- Think of two pieces of technology you have used in the last twenty-four hours. Did you have any problems with them? What problems can you have with them?
- Work in pairs. Look at the photos. What is the problem in each case?
- Look at the phrases in bold. Are they problems (P) or solutions (S)? Which phrases can you use to talk about the problems in pictures A-E above?
 - It's **broken down**.
 - It **needs recharging**.
 - It's **out of order**.
 - It **needs fixing**.
 - There is no **reception** (for my phone).
 - Try **switching it off** (and on again).
 - It **keeps making this strange noise**.
 - It's **crashed/frozen**.
 - It **doesn't work** (any more).
 - We have to **sort it out**.
 - Save it **onto a memory stick**.
 - Shall I **print it for you**?
- Work in pairs and answer the questions.
 - Have any of these problems happened to you or anyone you know recently?
 - How did you feel when it happened?
 - How did you try to solve the problem?

FUNCTION

POLITE REQUESTS

2 A **5.5** Listen to four conversations. What is the problem in each case?

B Read questions 1-8. Which can you answer? Listen again to check.

- In conversation 1, what question does the man ask?
- Where does the woman suggest that he goes?
- In conversation 2, what does the woman 'keep losing'?
- What does the man suggest?
- In conversation 3, what does the vacuum cleaner 'keep making'?
- Does the woman give the man instructions about what to do to fix his vacuum cleaner?
- In conversation 4, what does the man ask for?
- Who does the man need to speak to?

C Complete the extracts in the table with the correct words.

Could you _____ the line, please?	1 _____ the line, please?
Could you tell me who I should _____ to?	2 _____ me a refund?
Do you know what the problem is? If there's another _____ somewhere?	3 _____ is?
Would you mind _____ at it for me?	4 _____ at it for me?
	5 _____ him for me?

C **5.6** Listen and repeat the requests.

▶ page 136 LANGUAGEBANK

LEARN TO

RESPOND TO REQUESTS

3 A Read some conversation extracts from Exercise 2. Complete the responses with the phrases in the box.

Yes, I can / I'm not sure / I'm afraid I can't / Yes, of course (x2) / Of course not / Sure/OK / Let me have a look

- Do you know if there's another machine somewhere? I really need to get some money.
W: Hmm ... _____ There might be one in the shopping centre.
- Would you mind looking at it for me?
M: _____
- Do you know what the problem is?
M: _____
- Could you tell me what the problem is, sir?
M: _____ It keeps making a funny noise. And it's just not working properly.
- Could you hold the line, please?
M: _____
- Could you give me a refund?
W: _____ do that.
M: Well, could you tell me who I should speak to?
W: _____ You need to speak to the manager.
M: OK. Would you mind calling him for me?
W: _____ I'll just call him.

B Read audio script 5.5 on page 168 to check.

4 A Make polite requests and responses with the prompts in brackets.

- I can't concentrate. (Would / mind / turn / music down?)
- Sure. Sorry about that.
- I need to speak to the manager. (Do / know / if / anyone in the office?)
B: Let me have a look.
- I'm afraid Mr Soul isn't here at the moment. (Do / know / when / coming back?)
A: (not / sure). Do you want me to check?
B: Thank you.
- (Could / tell / how / machine works)? I don't know how to turn it on.
B: (Yes / course).
- I need to take this machine to the repair service. (Would / mind / help / me)?
B: (course / not). Leave it here.
- My computer has frozen. (Could / tell / who / I / speak / to)?
B: OK. (Let / have / look).

B **5.7** Listen to check your answers.

C **INTONATION: polite requests** Does the speaker's voice start high or low? Listen again and repeat the requests copying the polite intonation.

SPEAKING

5 A Work in pairs. Read your role and think about the phrases you are going to use. Then role-play the situation below.

Student A

Tell Student B that you have reception on your phone. Suggest that he/she tries standing outside.

Tell Student B he/she can borrow your phone to make the phone call.

Student B

You need to call your sister but you can't get any reception on your phone. Ask Student A if he/she knows where you can get reception.

You still can't get any reception. Ask Student A if you can borrow his/her phone to send a text message.

Thank Student A for his/her help.

B Change roles and role-play the situation below.

Student A

You can't get the printer to work. Ask Student B if he/she can help you.

It still doesn't work. Ask Student B if he/she knows of other printers in the building.

Thank Student B for his/her help.

Student B

Suggest Student A tries turning it off and then on again. Ask if that has worked.

Tell Student A he/she can use your printer.

C Choose one or two situations from Exercises 4 and 5. Write a conversation using the flow charts above to help. Then role-play it with a partner.

Lead-in questions engage students in the topic and allow opportunities for personalisation.

Useful vocabulary and phrases are built on from the start, including idiomatic expressions for higher levels.

Authentic listenings expose students to a wide variety of international accents.

Extended speaking activities prepare students for everyday interactions by combining language from the unit with useful expressions and phrases.

The BBC Video Lessons

The BBC Video Lessons in each unit are unique to *Speakout 2nd Edition*. The engaging topics motivate learners by using authentic content and building confidence in real-world language.

Speakout sections introduce important language from the video and allow students to work collaboratively to plan and present their ideas.

Students watch a topic-related, real-life **BBC video** to hear authentic language in a real-world context.

Writeback sections provide students with the opportunity to write, respond and reflect on the topic.

1.4 THE BLIND PAINTER

DVD PREVIEW

1 A Work in pairs and discuss the questions.

- 1 What creative or sporting activities are important to you? How would you feel if you couldn't do them any more?
- 2 Which creative or sporting activities would be particularly difficult if you were blind? What problems do you think a blind person would have?

B Read about the programme. What caused Sargy Mann to go blind? What happened after he went totally blind?

The Blind Painter **BBC**

Sargy Mann painted all of his professional life, first as a teacher and later as a professional artist. In his mid-30s he developed cataracts on both eyes, eventually leading to total blindness. He continued to paint. Twenty-five years later, Sargy's work was very popular with art collectors, with paintings regularly selling for more than £50,000 (US\$80,000). He spoke to BBC News about his life and how he continued to work.

DVD VIEW

2 Watch the DVD. What does Sargy use to help him paint? What do you think of his paintings?

3 A Answer the questions.

- 1 What do you know about Sargy Mann after watching the clip?
- 2 Why did Sargy start to paint again after he went blind?
- 3 How does he use Blu-Tack to help him paint?
- 4 Who buys his artwork?

B Look at the quotes from the DVD. Try to complete the phrases using the words in the box.

sensation go edgy coordinates landscape nonsense

- 1 The idea of painting when you were totally blind seemed a _____ to me.
- 2 I wonder what would happen if I give that a _____.
- 3 I had the most extraordinary _____.
- 4 Pre-total blindness, I would say I was a _____ painter.
- 5 Now the thing about these bits of Blu-Tack of course is that what they are actually is _____.
- 6 They are _____ dangerous. They tell stories, they're full of impact through colour.

C Watch the DVD again to check your answers.

D Match the words and expressions from Exercise 3B with a)–f) below.

- a) a very strange or unusual feeling
- b) an artist who paints the countryside and scenery
- c) experimental or avant-garde
- d) numbers or information used to indicate a point
- e) looked like a silly idea
- f) (to) try something

4 Discuss the questions.

- 1 Do you think that Sargy Mann would have been such a successful artist if he was not blind?
- 2 Can you think of other people who have achieved great things despite physical disabilities?

speakout 60 seconds about you

5 A Listen to Monica talking about herself. Which questions does she answer from the questionnaire below? What does she say?

Who are you?

- 1 What three words best describe you?
- 2 What is your idea of perfect happiness?
- 3 What possession is most important to you?
- 4 What is your greatest achievement?
- 5 What do you like most/least about your lifestyle?
- 6 What is your favourite sound, smell and taste?
- 7 What do you always carry with you?
- 8 Who would be your perfect dinner date? Why?
- 9 What's your favourite month and why?
- 10 If you could change one thing about the past, what would it be?

B Listen again. Complete the phrases Monica uses.

KEY PHRASES

I'm going to tell you _____ about myself.
I think three words that describe me would be _____, talkative and hard-working.
One of the things I _____ about my lifestyle ...
I suppose that's one _____ I don't like.
In the summer, I love to _____ to the coast ...
It makes me feel _____.

C Prepare to talk about yourself for 60 seconds. Choose two or three questions from the questionnaire in Exercise 5A. Plan your answers. Practise and time your presentation to check you can say it all in just 60 seconds.

D Work in pairs and take turns to give your presentation. Take notes on your partner's presentation. What do you have in common?

writeback a personal description

6 A Read the text. What do you think are Stephan's main achievements?

Stephan Wilding in 100 words:

Stephan decided to change his degree from pharmacology to studying Thai at the School of Oriental Studies in London. When he finished university, he spent six months in Thailand teaching English before coming back to the UK. Unsure of his next move, he spent his evenings and weekends teaching himself how to code. He then got together with some friends to start up their own software business. It was a huge adventure and they learnt a lot very quickly. They have recently won a contract to build a computer platform for a design company, so the future is looking good.

B Work in pairs. You are going to write a short description of your partner. Check your notes from Exercise 5D and ask your partner questions if you think you need more information. Then use the text in Exercise 6A to help you write your description (100 words).

Speakout 2nd Edition Digital Tools and Resources

Digital Tools and Resources

Speakout 2nd Edition comes with **Teacher Digital Tools and Resources** available through the **Pearson English Portal** that can be used alongside a video conferencing platform to create **engaging online lessons**.

The course also comes with **Student Digital Activities and Resources** that can be used for self-directed study.

To access the digital tools:

1

Go to the Pearson
English Portal
(english.com/portal)

2

Create
an account

3

Type in the code
inside your
Teacher's Book/
Student's Book

Digital tools for teachers

- ✓ ActiveTeach
- ✓ Digital Resources
- ✓ Test Generator
- ✓ Professional Development videos
- ✓ Integrated Zoom platform

Digital tools for students

- ✓ Interactive Student's eBook
- ✓ Extra Digital Activities and Resources
- ✓ Study Booster for Spanish-speaking learners
- ✓ Online Practice* (Interactive Workbook)

* Access available through the Student's Book with Online Practice

The screenshot displays the SpeakOut ActiveTeach interface. At the top left is the 'speakout' logo. The main content area shows a lesson page titled '5.4 MAN VERSUS MACHINE' with various text, images, and interactive elements. Below the lesson page is a navigation menu with a grid of buttons for different units and resources. At the bottom is a toolbar with buttons for 'Help', 'Teacher's Resource Book', 'Audio resources', 'Video resources', 'Phonetic chart', and 'Toolbox', along with navigation arrows.

SB Contents	SB Unit 0 My world	SB Unit 1 People are people	SB Unit 2 It's delicious!
SB Unit 3 Every day	SB Unit 4 Love to learn	SB Unit 5 The music of life	SB Unit 6 A question of sport
SB Unit 7 The time machine	SB Unit 8 Talking to the world	SB Unit 9 Getting around	SB Grammar Time
SB Irregular verbs	SB Student activities	SB Exam Time	SB CLIL
SB Culture	WB Unit 0 My world	WB Unit 1 People are people	WB Unit 2 It's delicious!
WB Unit 3 Every day	WB Unit 4 Love to learn	WB Unit 5 The music of life	WB Unit 6 A question of sport
WB Unit 7 The time machine	WB Unit 8 Talking to the world	WB Unit 9 Getting around	WB Exam Time

ActiveTeach offers an interactive version of the Student's Book for online and in-class presentation.

It can be projected in front of the class or shared on-screen. It can be accessed through the Pearson English Portal, to be downloaded and installed for offline use.

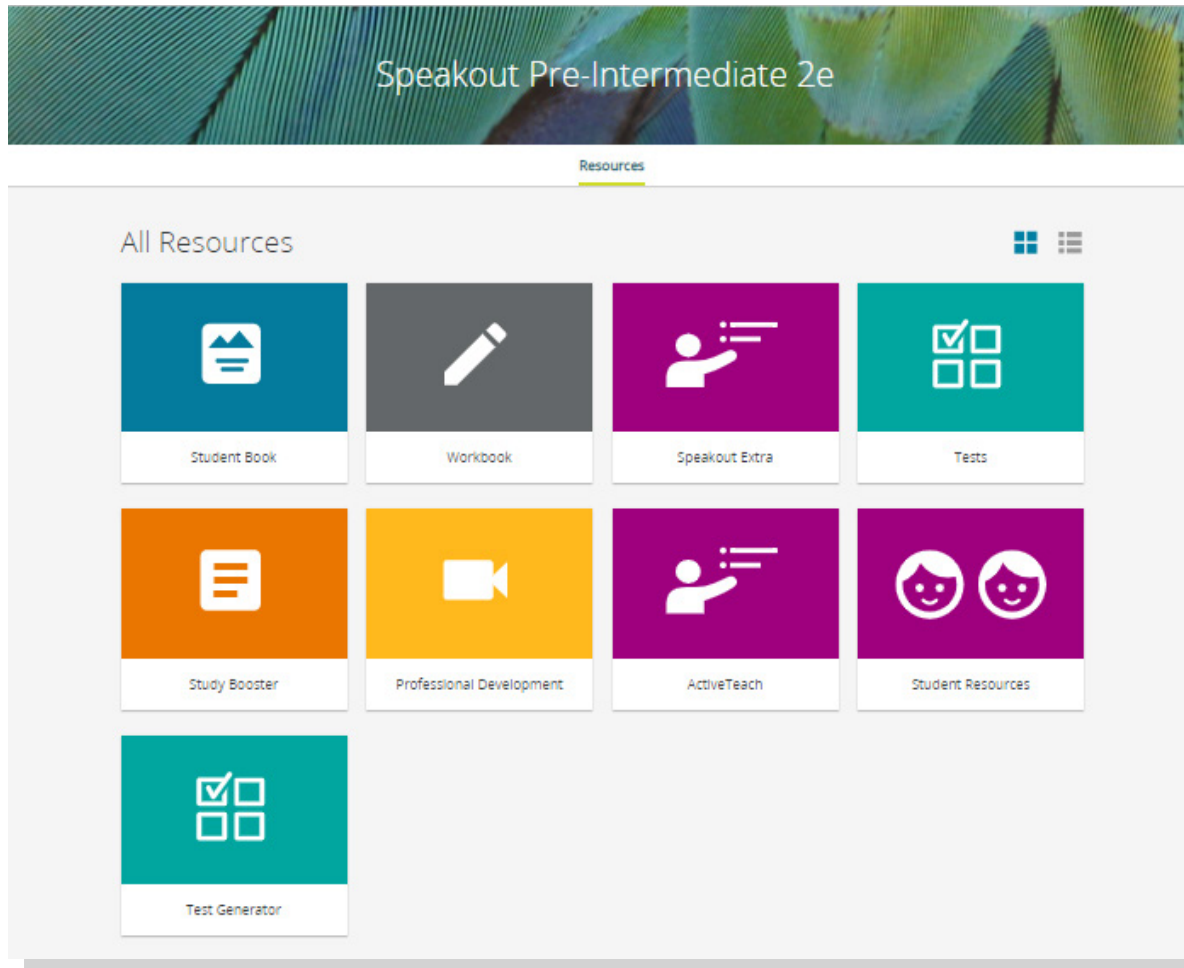
ActiveTeach features:

- ✓ the complete **Student's Book** with embedded audio and video with time-coded scripting
- ✓ **interactive games** and activities for each unit
- ✓ extra **teacher resources** in a printable format
- ✓ **test master** containing all the course tests
- ✓ **whiteboard software** to add notes, embed files and reduce preparation time
- ✓ other **useful tools** such as a phonetic keyboard, a stopwatch and a score card

Using ActiveTeach during online lessons:

- 1 Go to the Pearson English Portal and open your resources to find ActiveTeach.
- 2 Download ActiveTeach and install an offline version on your computer.
- 3 Open your video conferencing platform.
- 4 Share your screen to display the ActiveTeach content to your students.

Teacher's Digital Resources



Digital Resources enable teachers to adapt the course to meet different students' needs, in class, during an online lesson, and for self-directed study.

Resources available with *Speakout 2nd Edition* include:

- ✓ **Photocopiable activities for each lesson** with additional grammar, vocabulary pronunciation and skills practice.
- ✓ A **placement test** with accompanying audio.
- ✓ **Online Practice** (interactive workbook) with instant feedback and gradebook to review students' performance.
- ✓ **Test Generator** to help customise tests from the Assessment Package.
- ✓ A **Study Booster**, with extra pronunciation, grammar and vocabulary practice for Spanish-speaking learners of English.
- ✓ **Access to students' materials**, including the language and vocabulary banks.
- ✓ The Student's Book **audio and video**.
- ✓ **Professional Development videos** with activity ideas to use in the classroom

The pdf worksheets can be downloaded and shared with students before lessons if you want to use them in class, or after a lesson if you want learners to complete them for homework. The tests are also available in Word format so you can edit them to suit your class. You can display all these resources in your lesson by sharing your screen in your video conferencing platform.

Interactive Student's eBook

The Interactive Student's eBook provides an online version of the Student's Book, enabling students to complete activities wherever they are.

It features **audio and video** at the point of use, and can be navigated easily using the contents toolbar.

Users can switch between spread and single page views for ease of reading.

Play buttons indicate a video to play at the point of use.

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sensation go edgy coordinates landscape nonsense

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- 4 Pre total blindness, I would say I was a _____ painter.
- 5 Now the thing about these bits of Blu-Tack of course is that what they are actually is _____.
- 6 They are _____ dangerous. They tell stories, they're full of impact through colour.

C Watch the DVD again to check your answers.

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5 A Listen to Monica talking about herself. Which questions does she answer from the questionnaire below? What does she say?

writeback a personal description

6 A Read the text. What do you think are Stephan's main achievements?

Stephan Wilding in 100 words:

Stephan decided to change his degree from pharmacology to studying Thai at the School of Oriental Studies in London. When he finished university, he spent six months in Thailand teaching English before coming back to the UK. Unsure of his next move, he spent his evenings and weekends teaching himself how to code. He then got together with some friends to start up their own software business. It was a huge adventure and they learnt a lot very quickly. They have recently won a contract to build a computer platform for a design company, so the future is looking good.

B Work in pairs. You are going to write a short description of your partner. Check your notes from Exercise 5D and ask your partner questions if you think you need more information. Then use the text in Exercise 6A to help you write your description (100 words).

Who are you?

- 1 What three words best describe you?
- 2 What is your idea of perfect happiness?
- 3 What possession is most important to you?
- 4 What is your greatest achievement?
- 5 What do you like most/least about your lifestyle?
- 6 What is your favourite sound, smell and taste?
- 7 What do you always carry with you?
- 8 Who would be your perfect dinner date? Why?
- 9 What's your favourite month and why?
- 10 If you could change one thing about the past, what would it be?

B Listen again. Complete the phrases Monica uses.

KEY PHRASES

I'm going to tell you _____ about myself.
I think three words that describe me would be _____, talkative and hard-working.
One of the things I _____ about my lifestyle ...
I suppose that's one _____ I don't like.
In the summer, I love to _____ to the coast ...
It makes me feel _____.

C Prepare to talk about yourself for 60 seconds. Choose two or three questions from the questionnaire in Exercise 5A. Plan your answers. Practise and time your presentation to check you can say it all in just 60 seconds.

D Work in pairs and take turns to give your presentation. Take notes on your partner's presentation. What do you have in common?

Audio icons indicate a recording can be played within the eBook.

A Toolkit is available to allow for more interactive work

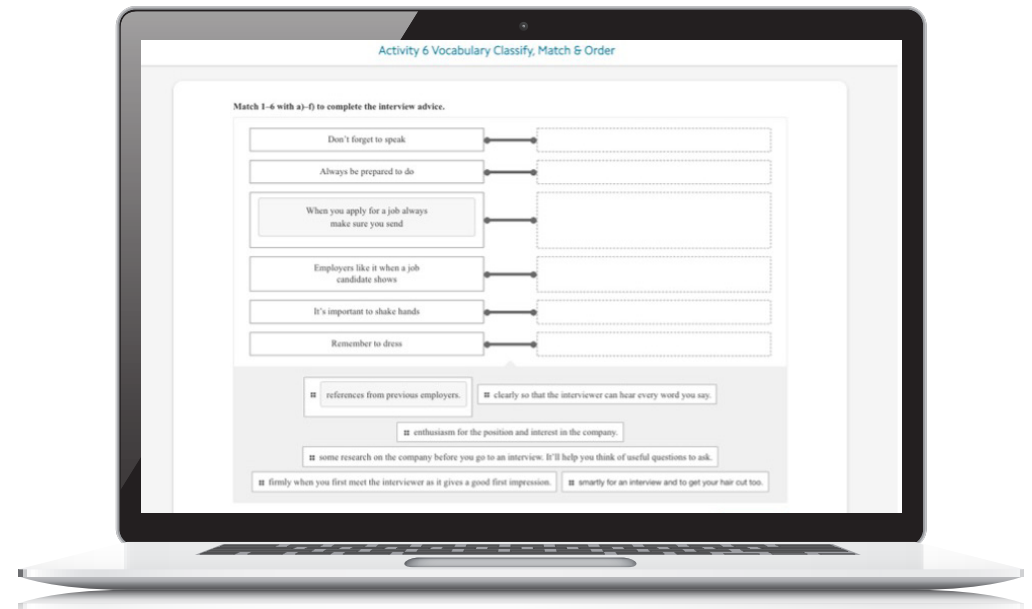
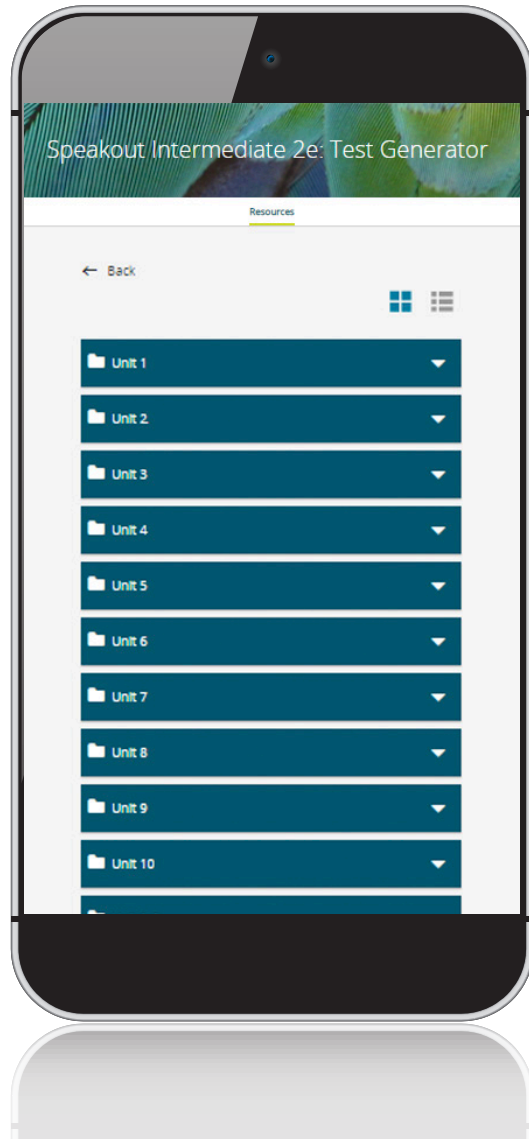
Test Generator

The new Test Generator enables teachers to generate a test based on the content from *Speakout 2nd Edition*.

Teachers can randomise the test questions to give each student a different test. Tests are available online, as well as in Word and pdf formats, for printing out to use in class.

Students receive a notification when they have an online test assigned to them.

Teachers can see the automatic test results from the online tests, and grade the printed tests manually.



Online Practice

Online Practice includes all workbook activities in an interactive, digital format.

Students will benefit from **instant feedback and automatic grading** of their personal performance, **extra grammar and vocabulary checkpoint** activities. They can also access **Reading, Listening and Use of English** banks of exercises and texts as well as **all audio and video resources**.

Teachers have access to all student resources. With Online Practice they can also access a **Gradebook** to track and compare students' progress.

Student	Assignment First Attempt	Practice First Attempt	Assignment Time spent	Assignment Attempts	Assignment Last Attempt	Assignment Highest Score	Assignment Average Score	Practice Last Attempt	Practice Highest Score
Example, Student 1	83% A-	-	7hr 58m	99	87% A-	88% A-	73% A+	-	-
Example, Student 2	74% A-	11% C	3hr 0m	88	68% B	74% A-	47% B	11% C	11% C
Example, Student 3	65% B	42% B	43m 52s	22	71% A-	77% A-	68% B	42% B	42% B
Example, Student 4	41% B	-	37m 10s	20	53% B	60% B	30% C	-	-
Example, Student 6	70% B	-	25m 14s	6	70% B	70% B	70% B	-	-
Example, Student 7	71% A-	53% B	0m 24s	1	71% A-	71% A-	71% A+	78% A-	78% A
Example, Student 8	64% B	-	43m 20s	17	64% B	64% B	64% B	-	-
Example, Student 9	-	-	-	-	-	-	-	-	-
Example, Student 10	68% B	-	2hr 6m	28	71% A-	72% A-	62% B	-	-
Grzmiel, Sławek	-	-	-	-	-	-	-	-	-

Navigation Item
UNIT 1
UNIT 2
Review 1: Units 1-2
UNIT 3
UNIT 4
Review 2: Units 3-4
UNIT 5
UNIT 6
Review 3: Units 5-6
UNIT 7
UNIT 8
Review 4: Units 7-8

Teaching online

Teaching online following the ESAP framework

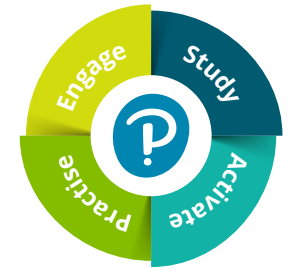
As any virtual teacher quickly discovers, teaching online is different to teaching face-to-face. The remote nature of online learning can affect engagement, make it harder to see whether learners are on task and, depending on your video conferencing tools, make speaking tasks more challenging to implement.

The good news is that all the teaching techniques that you use in a face-to-face classroom are all still vital for online learning. To help you adapt to an online environment, we suggest following our online teaching methodology – **ESAP**, which stands for **Engage, Study, Activate** and **Practise**. This approach is very similar to what you do in the face-to-face classroom, but with different tools.

The table on the next page explains how the *ESAP* approach differs in an online and a face-to-face environment, and the digital tools you might use at each stage.

ESAP – Engage, Study, Activate, Practise

Distance teaching methodology



Face-to-face lesson	Online lesson	Differences
 Homework (paper workbook)	 Practise in an interactive environment on the Pearson English Portal	<ul style="list-style-type: none"> ● interactive online exercises ● instant feedback for students ● automated scoring and reporting ● checking students' performance online ● tailoring the next lesson to target students' weak areas ● saving time on marking
 Warm-up and Revision	 Engage (warm-up, retrieval practice, prior knowledge activation)	<ul style="list-style-type: none"> ● engaging students with lesson content from the very first minute ● doing retrieval practice ● creating more personalised learning experience for students
 Presentation and Practice	 Study (new language introduction followed by controlled practice)	<ul style="list-style-type: none"> ● using ActiveTeach and sharing your screen with students ● using Zoom through the Pearson English Portal ● avoiding lengthy teacher talking time ● varying the pace of the lesson and type of activities ● keeping students as active as possible ● giving students enough time to practise new language (using peer teaching if possible) ● giving students enough time to think of an answer before nominating a student to respond ● using the whiteboard to give whole class feedback and the chat box to give personalised feedback to individual learners directly ● using the Gradebook to assign activities and see students' individual progress
 Production	 Activate (free language production)	<ul style="list-style-type: none"> ● organising speaking tasks by managing microphones ● pairing or grouping students in breakout rooms ● nominating students to answer verbally ● inviting learners to type an answer into the chat box
 Homework (paper workbook)	 Practise in an interactive environment on the Pearson English Portal	<ul style="list-style-type: none"> ● interactive online exercises ● instant feedback for students ● automated scoring and reporting ● monitoring students' performance online ● checking if the lesson objectives have been achieved ● saving time on marking

Exploiting online tools

When planning online lessons, you need to consider the tools available in your video conferencing platform, alongside the *Speakout 2nd Edition* digital tools and the methodological approach. These determine how you can implement activities and give feedback.

Zoom on the Pearson English Portal

Zoom is now integrated into the Portal, so you can schedule classes from your dashboard.

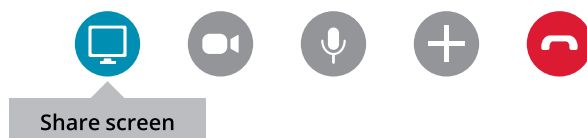
You can schedule lessons and invite participants from your classes. The lesson is automatically added to your and your students' schedule in the Portal.

You can launch the lessons directly from the Portal; they last up to 40 minutes (or longer if you have a paid Zoom account).

Key video conferencing features

Share screen

Share screen allows you to show learners your screen. So, when you bring up the *Speakout 2nd Edition* ActiveTeach on your screen, for example, your students will be able to see exactly what you see.



You can also use screen share to:

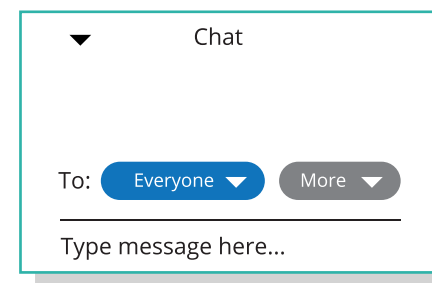
- ✓ show presentation slides to present new language
- ✓ show images to explain vocabulary
- ✓ play a video on a video channel
- ✓ show a student's written work and elicit corrections (one-to-one)
- ✓ display texts or listening questions for students to complete comprehension tasks

Audio

Playing audio in some platforms might require you to tick a box or change a setting before students can hear it. If you can't play the audio, you may need to share the audio file with your students, give them time to listen to it on their own and then come back to the lesson. Students could also be given the audio before the lesson to listen to for homework.

Chat box

The chat box can make online lessons better than face-to-face lessons. It's a place where you can ask all learners to respond and share answers, ideas etc., all at the same time. This means that all learners are busy thinking and using English, and you can assess the learning of all your learners in the class.



Some ways to use the chat box:

- ✓ elicit answers to questions
- ✓ get answers to an exercise
- ✓ ask students to produce an example sentence
- ✓ brainstorm and share ideas and opinions
- ✓ provide corrections to errors
- ✓ allow students to ask questions

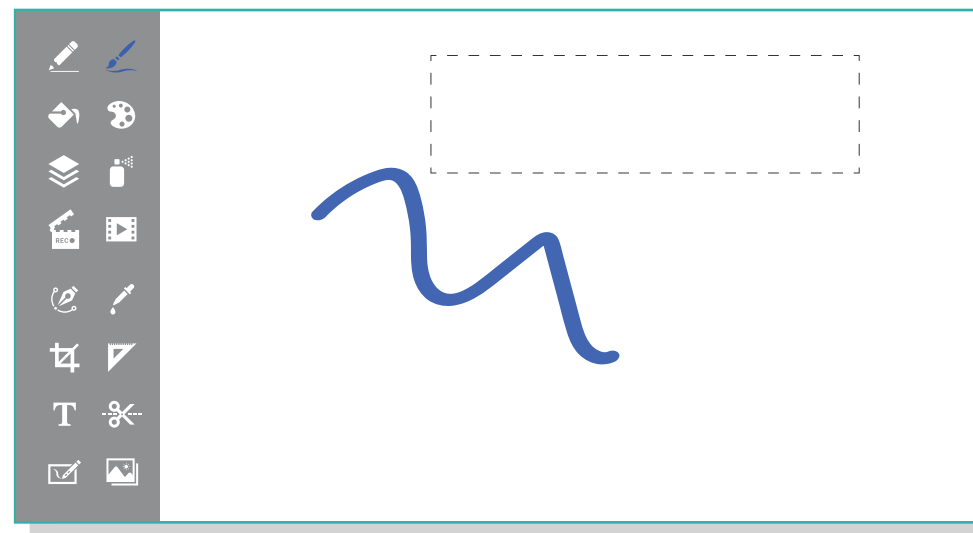
Once you've gathered information via the chat box, you can follow up by nominating students to say more, *e.g. explain an answer, give a reason for their opinion or select an interesting answer to comment on.*

You can usually chat privately with a student so you can offer individual support by answering their questions, checking they're okay, offering technical support, giving prompts if less confident or giving an additional task if they finish quickly.

On many platforms you can allow students to chat together privately, so students can do pair work if you don't have access to breakout rooms. Give them a time limit and, when finished, invite a few students to share a summary of their discussions with the class. Students might write rather than speak while chatting, but this type of synchronous, informal communication is how many of us communicate these days. It requires a quick response – as speaking does – but provides slightly more thinking time, which can be good for accuracy of language.

Note that you can usually save the chat and share it with students after the class.

Interactive whiteboard



Some video conferencing platforms have an interactive whiteboard. This allows you to record vocabulary, highlight the grammar form, mark pronunciation features, note down learner errors etc. just as you might on a board in the face-to-face classroom. The whiteboard is interactive (unless you change the settings), which means learners can type on it too. You can usually save it as a pdf, and share it with your class after a lesson.

If your platform doesn't have this tool, you can use a Word document instead, and share your screen so your class can see it. If you want students to collaborate, you could use a tool such as Google docs, Edmodo, or Dropbox.

Polls

A polling tool allows you to ask a multiple choice question that your students answer, where you see the results in real time. Polls are great for student engagement and a wonderful formative assessment tool.

Polls can be used in many ways in the online classroom, including:

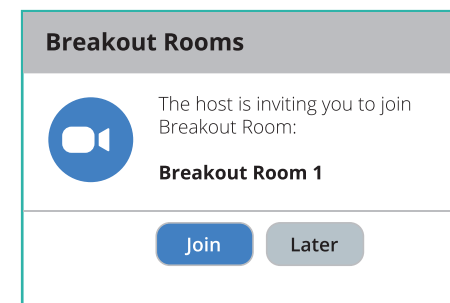
- ✓ understanding student needs and helping learners set goals (e.g. 'which of these goals is most important for you today?')
- ✓ engaging students and getting them curious about a topic (e.g. 'which of these activities have you tried?')
- ✓ checking student understanding – before, during or after a teaching cycle (e.g. 'which preposition is incorrect?')
- ✓ sparking discussion (e.g. 'which of these do you like best?')
- ✓ reflecting on learning (e.g. 'how confident do you feel about today's learning goal?')

If your platform doesn't have this tool, you can ask the same questions in the chat box and monitor responses. Alternatively, you can find third party polling tools online.

Breakout rooms

Breakout rooms are virtual rooms where learners can be split into pairs or groups. While you can't usually monitor them all at the same time, you can drop into one room at a time to monitor each pair or group.

Breakout rooms are fantastic for speaking activities, as it means pair and group work can be conducted as it is in the face-to-face classroom. You can also use them for peer assessment, collaborative writing tasks, brainstorming activities, jigsaw reading tasks, games and so on. You can access this via your Zoom Integration on the Pearson English Portal.



Raise hand icon

In many platforms, your students can click on a raise hand icon to get your attention, show that they want to answer a question, ask a question, or that they've finished a task so you know to move on.

Record session

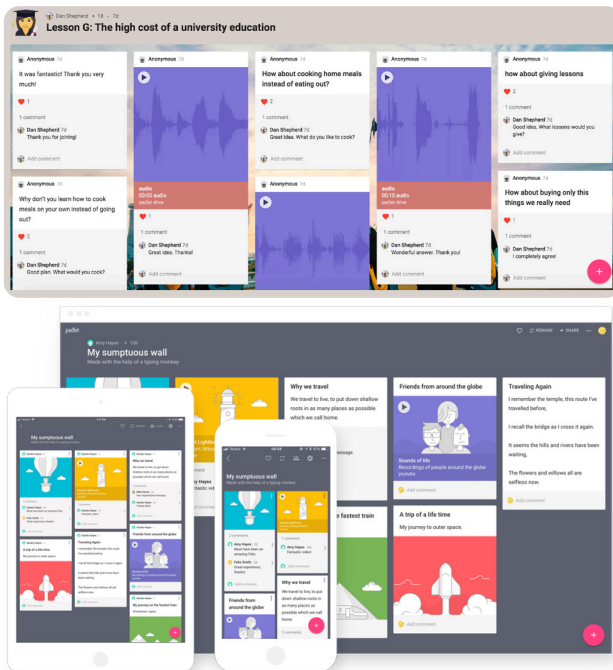
Recording a session allows you to make the lesson available to your students after the class for review and to send to any students who missed the lesson to catch up. Do remember to tell your students before you hit 'record' to warn them.

Online tools for the virtual teenage classroom

There are many asynchronous tools you can use to facilitate independent learning with your teenage students. Using online tools can also make your virtual classes more dynamic and ensure that students feel part of a group of learners, even if they are studying online at home.

Padlet

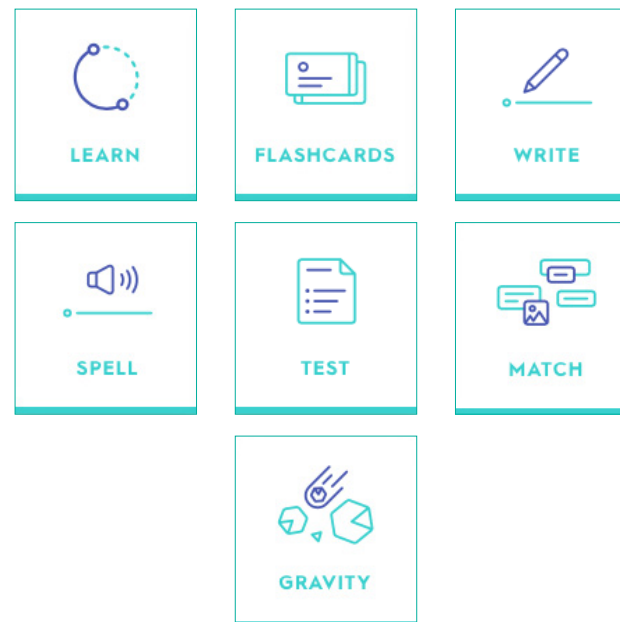
Padlet is an interactive noteboard, where learners can add photos, text, documents, links and audio recordings.



padlet.com

Quizlet

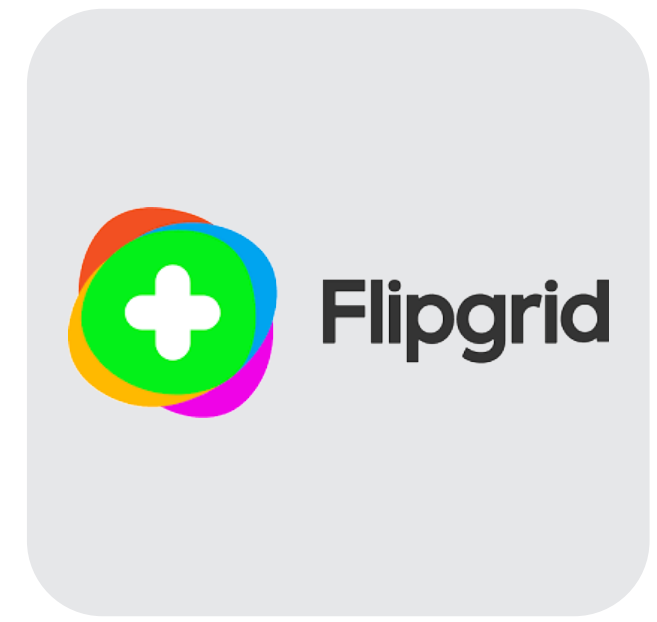
Quizlet allows you and your students to create self-study flashcards and interactive activities to help learn and revise new vocabulary.



quizlet.com

Flipgrid

Flipgrid is a video community where you record a video with a question or task and learners respond with their own video. They can watch each other's videos and respond.



flipgrid.com

Actively Learn

Actively Learn allows you to add questions or notes in response to an article on a website. You can then share the link with students who can read and respond to each other.



Actively Learn

activelylearn.com

Wordwall

Wordwall allows you to create custom activities for the classroom such as quizzes, word games and interactive matching tasks.



wordwall.net

Storybird

Storybird allows students to practise their creative writing skills by creating online books to share anonymously.



storybird.com

Decide which digital tools will be helpful and enjoyable for your learners to use in class, and encourage them to use these tools for independent learning outside of the teacher-led classroom.

FAQs

'I don't feel the same connection with my students online as I do in the face-to-face classroom. How can I engage with them?'

It's a good idea to start the lesson by greeting your students individually as they enter the room. Ask them how they are, how an event went, how their day was etc. You could also give students a question to answer in the chat box as they arrive and encourage them to respond to each other, for instance 'What has been the highlight of your day today?'. If you do this every lesson, it's a good way for you to show you care, connect with your students and help them to connect with each other. It's also likely to inspire some interesting discussion.

'I feel my lessons have become very teacher-centred, with me directing everything and students just sitting and waiting for me to ask them to talk. How can I change that?'

It's very easy for online lessons to become more teacher-led than face-to-face lessons, as students want to avoid talking over each other. It can mean that interaction tends to be between teacher and students, rather than between students. If you have access to breakout rooms, use these at least once a lesson so that students can collaborate with each other. In the main room, when asking a question, nominate a student to answer, then ask them to nominate someone to respond. Another idea is to pose a question and put a student in charge of managing a discussion within the class.

You can also get pairs or groups of students to prepare presentations to encourage a more student-led class and to practise speaking.

Use some of the suggested digital tools to encourage students to participate and engage in the lesson, or have students explain how they've been using the tools to independently study outside of the online classroom.

'Not all of my students have a good internet connection. What can I do?'

The first thing is to turn off video as that can take up quite a lot of bandwidth. You could start your lesson with video to say hello, and then ask students to turn off their videos, keeping yours on if possible. It's nice for learners to see their teacher. If connection issues continue, students can turn off their audio but still participate by listening to you, and responding via the chat box. If students keep losing their connection and disappearing from the platform, then you'll need to talk to the learner about ways to access a connection to help them learn, *e.g. a public library or a wifi hotspot on their phone.*

'How can I engage my learners in online lessons?'

It's much easier to deliver an online lecture than it is to deliver a lesson with interactivity. However, it's important that we exploit tools such as the chat box, breakout rooms and digital resources on the Pearson English Portal, as well as other online tools to allow for maximum interaction. These tools help to ensure students participate in tasks, think and learn, and are kept involved throughout the lesson. Students will find distractions if they're inactive, under-challenged and the pace is too slow. Maintain pace by not spending too long on one particular task, and by providing extra tasks for fast finishers via the chat box. You can also employ the same techniques for engagement as you would in a face-to-face classroom – use images etc. to engage learners with a topic, personalise learning, bring in competitive games, use the tools on the teacher's portal, make the learning goal clear, highlight progress, and give learners choice.

Sending students tasks to complete before the lesson will also encourage them to participate and engage, as you'll be able to nominate individual students to feedback on tasks.

'I've got a big class. How can I help learners to develop speaking skills in an online lesson?'

Use the breakout rooms by accessing Zoom via your teacher's portal. You might not be able to monitor every pair or group, so it's important to include self and peer reflection tasks. When you set a speaking task, agree what success looks like with your students. Give assessment criteria, and ask students to assess themselves and each other in breakout rooms before they return to the main room.

You could use another tool (*e.g. Padlet, Flipgrid*) where students can record themselves and share their recording with each other. You could ask them to leave the lesson for ten minutes, record a monologue using particular language and then return to the lesson. Alternatively, you could set it for homework. Students could listen to each other's contributions and comment on them in the next lesson.

'How can I assess my students in an online classroom?'

In most virtual classrooms, it's unlikely that students will be content with sitting a test in an online lesson. Testing, therefore, becomes more about formative than summative assessment. You can:

- ✓ set little quizzes in class as progress tests, with students answering in the chat box.
- ✓ monitor students' answers to reading and listening tasks, assess their speaking and writing in class and check their homework.
- ✓ encourage learners to take more control of assessment through self and peer assessment.
- ✓ use this assessment to identify strengths, weaknesses and progress made to inform future learning.
- ✓ provide students with tests to do at home for homework.

You can assign the tests in the *Speakout 2nd Edition* Test Generator as interactive activities. If you want to set additional or alternative assessments, you can use a survey or quiz to gather the answers. You can't be sure students haven't looked an answer up, but if they have, they've hopefully gained greater understanding.

'How can I support students who finish much more quickly than others?'

You could set an extra task via the chat box, *e.g. type three sentences about you using three of the words in the exercise.* Or it could be a question about an opinion on a topic they've just read about. Alternatively, build differentiation into the original task, *e.g. write sentences about you using 'used to' in the chat box.* Write as many sentences as you can until I stop you. That way, they're all occupied until the task ends.

'How can I make sure that all of my students are actually doing the tasks when their cameras are off?'

Monitoring learning while learners are doing something individually is much harder online. If you're teaching teenagers, then there has to be a level of trust and the understanding that if they don't do the work, then their progress will suffer. Agreeing what's expected of the class at the start of a course, and discussing the reasons behind those expectations, will help students to understand the importance of participation. Then, if you have concerns during a task, you can ask students to share their answers with you via the chat box. They can do this privately, so that you're the only one that sees their answers and they can't copy from each other. It's also a good way of assessing their learning, which is what you can tell students is the purpose of their sharing their answers in that way.

A lesson plan for an online lesson with *Speakout* 2nd Edition

An online lesson plan

This section provides a lesson plan for a lesson on future forms, based on lesson 6.2 from Unit 6 of *Speakout 2nd Edition*, Upper Intermediate level.

FUTURE ME

● future perfect and continuous
● weak forms auxiliaries
● optimism/pessimism

6.2

LISTENING

1 A Over the next four years, what are you definitely going to do, what do you think you might do and what do you hope you'll do?

B Work in pairs and compare your ideas. Do you have any plans or hopes in common?

2 Read the programme information below and answer the questions.

1 How does the website work?

2 Do you think it would be uplifting or depressing to get a letter from your younger self?

Letters to myself

The idea is simple: write a letter to yourself, and futureme.org will keep it and send it back to you at a point in the future – you pick the date. What will you discover, looking back? In this BBC radio programme, people read about and comment on their letters.

3 A **CD 6.3** Listen to Laura reading a letter she wrote to herself four years ago when she was sixteen. Answer the questions.

1 Which topics did she write about?

2 Is the letter down-to-earth or romantic? Is it generally optimistic or pessimistic?

B Listen again and correct the mistakes.

1 I envisage myself at Oxford Uni, ... sitting under a tree ... and watching something floaty.

2 I know I'm practical, I hope that hasn't changed.

3 I hope I'll have married someone.

4 ... I think I'll have three children with long brown hair and blue eyes.


5 ... I have to write everything I can down, but I'm running out of time.

6 Don't worry too much, and be happy with who you are.

C **CD 6.4** Listen to the second part of the programme and underline the two correct alternatives.

1 Laura now sees her sixteen-year-old self as 'shallow/quite mature/sure/satisfied'.

2 She feels very happy/ecstatic/amazed at the way her life has turned out.



GRAMMAR

FUTURE PERFECT AND CONTINUOUS

4 A Look at sentences a) and b) from Laura's letter. Which one talks about:

1 things that will be completed before the moment she opens the letter?

2 things that will be in progress around the moment that she opens the letter?

a) I'll have changed so much.

b) But when I get this, it'll be raining.

B Complete the rules.

1 To talk about something that will finish before a specific time in the future, use will + _____.

2 To talk about something that will be in progress at or around a specific time in the future, use will + _____.

C Underline the correct alternative in the sentences and explain your reason.

1 In ten years' time, I expect I'll be owing/I'll own a flat.

2 I'll have finished the report by/until I read certainly no later than that.

D **CD 6.5** **WEAK FORMS: auxiliaries** Listen and write the sentences. Underline examples of the future perfect and future continuous. Circle the auxiliary verbs.

E Listen again and say the sentences at the same time as the speaker.

▷ page 138 LANGUAGEBANK

5 A Look back at the rules on page 71 and complete the questions with the correct form of the future perfect, future continuous or the future with will.

1 By the end of the day, do you think _____ (you/ receive) more than fifty emails?

2 At 9 p.m. tonight, _____ (you/watch) TV? If so, what?

3 Do you think _____ (you/fall) asleep by midnight tonight?

4 This time next year, _____ (you/still/study) English and _____ (you/pass) any English exams?

5 Do you expect _____ (you/visit) the same kind of music a few years from now?

6 In twenty years' time, _____ (you/live) in the same town, do you think?

B Work in pairs and discuss the questions in Exercise 5A. Use the words and phrases from the box.

Probably Yes, definitely
That's quite likely I doubt it
No, definitely not Perhaps
I expect so I don't suppose so

6 A Work alone and think about your plans for ten years' time. Make notes on three of the areas below.

studies or work **achievements**

travel **English**

relationships and/or family

home **activities/experiences**

B Work with a partner and discuss your ideas.

A: What would you say about 'achievements'?

B: Well, in ten years' time, I hope I'll have become fluent in English. I'd like to be working abroad somewhere, maybe Australia. How about you?

C Work in pairs. Would you say you are generally an optimistic, 'glass half full' type of person or a pessimistic, 'glass half empty' one? Give examples.

VOCABULARY

OPTIMISM/PESSIMISM

7 A Work in pairs and read the quiz. Guess the meaning of the words/phrases in bold.

B Match the phrases in bold in the quiz with the meanings below. Put the phrase in the infinitive.

1 feel both positive and negative about something

2 think about a future event and feel good about it

3 sometimes go well and sometimes go badly

4 make no progress

5 be really worried and fearful about something

6 makes you feel extremely negative

7 optimistic

8 see things in a positive way

C Work in pairs and complete the quiz questions. Then read the key on page 159 and work out your partner's score. Do you think the analysis is accurate?

▷ page 153 VOCABULARYBANK

Engage

Warmer

Aim: to engage learners, to activate prior knowledge, to encourage interaction between learners, to introduce the topic of the lesson

When students enter the online classroom, ask them how they are and how their day has been, to show interest in your learners. Then, put students into breakout rooms in pairs or groups to discuss the questions.

Bring students back to the main room and ask them to write any ideas they feel comfortable sharing in the chat box.

LISTENING

1 A Over the next four years, what are you definitely going to do, what do you think you might do and what do you hope you'll do?

B Work in pairs and compare your ideas. Do you have any plans or hopes in common?

Study



Listening for gist

Aim: to prepare for listening, listening for gist

Display the short text and the questions on screen and nominate students to turn their microphone on and share their answers.

Then, display the next set of questions. Play the recording and ask students to take notes, then write their answers in the chat box during feedback.


2 Read the programme information below and answer the questions.

- 1 How does the website work?
- 2 Do you think it would be uplifting or depressing to get a letter from your younger self?

Letters to myself

The idea is simple:

write a letter to yourself, and futureme.org will keep it and send it back to you at a point in the future - you pick the date. What will you discover, looking back? In this BBC radio programme, people read aloud and comment on their letters.

3 A  **6.3** Listen to Laura reading a letter she wrote to herself four years ago when she was sixteen. Answer the questions.

- 1 Which topics did she write about?
- 2 Is the letter down-to-earth or romantic? Is it generally optimistic or pessimistic?



Listening for detail

Aim: listening for detail, listening to grammar and vocabulary in context

Display the sentences on the screen and play the recording for students to make notes of the mistakes. For lower level classes, do the first sentence together and pause after you hear it to elicit feedback in the chat box.

During feedback, students compare their answers in breakout rooms. Then back in the main class, nominate students to turn on their microphone and share their answers. You could ask the class if they recognise any of the tenses in the sentences, e.g 3 - *future perfect*.

Play the second part of the programme and ask students to write the two correct alternative answers to Exercise C in the chat box.

B Listen again and correct the mistakes.

- 1 I envisage myself at Oxford Uni, ... sitting under a tree ... and watching something floaty.
- 2 I know, I'm practical. I hope that hasn't changed.
- 3 I hope I'll have married someone.
- 4 ... I think I'll have three children with long brown hair and blue eyes.
- 5 ... I have to write everything I can down, but I'm running out of time.
- 6 Don't worry too much, and be happy with who you are.

C 6.4 Listen to the second part of the programme and underline the two correct alternatives.

- 1 Laura now sees her sixteen-year-old self as *shallow/quite mature/unrealistic*.
- 2 She feels *very happy/ecstatic/amazed* at the way her life has turned out.

Grammar

Aim: to review/learn how to use future perfect and future continuous, practise pronunciation

Ask students to discuss the questions and complete the rules in breakout rooms in pairs or small groups. Then, have them choose the correct alternative in the sentences in Exercise C.

Back in the main lesson, nominate students to say their groups' answers. You could direct students to the Language Bank on page 138 or display it on screen, for extra practice and a further breakdown if necessary.

Play recording 6.5 to the class to listen to the weak forms in the sentences. You could nominate students to turn on their microphones to say the sentence as the speaker did in the recording.

FUTURE PERFECT AND CONTINUOUS

4 A Look at sentences a) and b) from Laura's letter. Which one talks about:

- 1 things that will be completed before the moment she opens the letter?
 - 2 things that will be in progress around the moment that she opens the letter?
- a) I'll have changed so much.
b) I bet when I get this, it'll be raining.

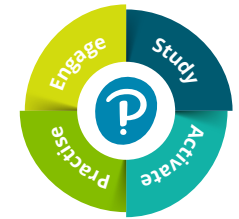
B Complete the rules.

- RULES**
- 1 To talk about something that will finish before a specific time in the future, use *will* + _____ + _____.
 - 2 To talk about something that will be in progress at or around a specific time in the future, use *will* + _____ + _____.

C Underline the correct alternative in the sentences and explain your reason.

- 1 In ten years' time, I expect *I'll be owning/I'll own* a flat.
- 2 I'll have finished the report *by/until* 12 and certainly no later than that.

D 6.5 **WEAK FORMS: auxiliaries** Listen and write the sentences. Underline examples of the future perfect and future continuous. Circle the auxiliary verbs.



Further grammar practice

Aim: further practice of target language, personalisation of grammar

Ask students to complete the sentences individually, then have students write their sentences in the chat box. Go through any corrections by using the rules on page 71 or 138 if necessary. To extend the activity, you could elicit more examples of questions using the future tenses.

Organise students into breakout rooms to discuss the questions in pairs using the words from the box.

Back in the main lesson, choose pairs to unmute themselves and share what they discussed with the class.

5 A Look back at the rules on page 71 and complete the questions with the correct form of the future perfect, future continuous or the future with *will*.

- 1 By the end of the day, do you think _____ (you/ receive) more than fifty emails?
- 2 At 9p.m. tonight, _____ (you/watch) TV? If so, what?
- 3 Do you think _____ (you/fall) asleep by midnight tonight?
- 4 This time next year, _____ (you/still/study) English and _____ (you/pass) any English exams?
- 5 Do you expect _____ (you/still/like) the same kind of music a few years from now?
- 6 In twenty years' time, _____ (you/live) in the same town, do you think?

B Work in pairs and discuss the questions in Exercise 5A. Use words and phrases from the box.

Possibly Yes, definitely
That's quite likely I doubt it
No, definitely not Perhaps
I expect so I don't suppose so

Discussion

Aim: personalising language, oral production

Ask students to work individually to make notes on their plans for ten years' time. You could ask them to think about three of the areas, or more if you want to challenge the class.

Organise students into breakout rooms to discuss their ideas. Encourage them to ask each other questions to get more information where possible.

Back in the main lesson, choose students to unmute themselves and share some of their ideas. Then, ask students to write their answers to the next question in the chat box. Alternatively, you could use a polling tool such as Mentimeter and have students anonymously say if they're a 'half-full' or 'half-empty' person, to see what the overall majority in the class is.

6 A Work alone and think about your plans for ten years' time. Make notes on three of the areas below.

studies or work **achievements**
travel **English**
relationships and/or family
home **activities/experiences**

B Work with a partner and discuss your ideas.

A: *What would you say about 'achievements'?*

B: *Well, in ten years' time, I hope I'll have become fluent in English. I'd like to be working abroad somewhere, maybe Australia. How about you?*

C Work in pairs. Would you say you are generally an optimistic, 'glass half full' type of person or a pessimistic 'glass half empty' one? Give examples.

Study

Vocabulary

Aim: to revise/learn new language, to elicit pre-existing knowledge

Display the quiz on the screen. Organise groups into breakout rooms to discuss what they think the phrases in bold mean. Monitor and support the breakout rooms as necessary.

Back in the main room, elicit ideas from each group by having a representative unmute themselves. If preferred, students can write their ideas in chat box instead.

Ask students to match the phrases to the meanings, then put them back into breakout rooms to compare their answers.

- 7 A** Work in pairs and read the quiz. Guess the meaning of the words/phrases in bold.
- B** Match the phrases in bold in the quiz with the meanings below. Put the phrase in the infinitive.
- 1 feel both positive *and* negative about something
 - 2 think about a future event and feel good about it
 - 3 sometimes go well and sometimes go badly
 - 4 make no progress
 - 5 be really worried and fearful about something
 - 6 makes you feel extremely negative
 - 7 optimistic
 - 8 see things in a positive way
- C** Work in pairs and complete the quiz questions. Then read the key on page 159 and work out your partner's score. Do you think the analysis is accurate?

Glass half full or half empty?

- 1 How do you feel about your English?
a) It's going well.
b) You **have your ups and downs**.
c) You're stuck and **going nowhere**.
- 2 This weekend, you're going to a party with lots of people you don't know. How do you feel?
a) You're **looking forward to** it.
b) You **have mixed feelings about** it.
c) It's the last thing you feel like doing.
- 3 Your partner rings you and asks to meet as soon as possible as they have something important to tell you. What do you think?
a) You **look on the bright side**; the news will be good.
b) It'll just be news, nothing particularly positive or negative.
c) You're **dreading** it; you're sure they want to break up with you.
- 4 When you think about the next year or two in your life, how do you feel?
a) quite **upbeat** about it
b) cautiously hopeful
c) quite pessimistic about the prospects
- 5 How does the future in general make you feel?
a) It fills you with great hope.
b) It has its fair share of positive and negative prospects.
c) It **fills you with despair**.

Activate

Speaking

Aim: to personalise new language, build students' confidence in using new language orally

As an extension, organise breakout rooms for students to discuss the following:

- ✓ What are you looking forward to?
- ✓ Do you always look on the bright side of things?
- ✓ Have you ever dreaded anything then it actually turned out better than expected?
- ✓ What makes you feel upbeat?
- ✓ Do you have mixed feelings about anything coming up?



Practise



Homework/Self-study

Aim: to consolidate learning

You could ask learners to choose from these activities, or choose yourself:

- ✓ Grammar Unit 6 from Speakout Extra
- ✓ Exercises 3 & 4 from 'Lookback' on page 78
- ✓ Exercises 6.2 A & B on page 139 of the Student's Book
- ✓ Grammar page 40 of the Workbook
- ✓ Vocabulary Ex 4 page 40 of the Workbook



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