

# 1A GRAMMAR: questions

## Ten questions

**Materials:** One worksheet per student

**Time:** 20 minutes

Tell students that they are going to do an activity to practise asking questions. Write a key word not on the worksheet on the board in brackets, e.g. (*chocolate*), and elicit at least three different questions which could be asked using it, e.g. 'Do you like chocolate?', 'What kind of chocolate do you like?', 'How often do you eat chocolate?'

Elicit possible question words and write these on the board, e.g. *When, Where, What, Which, How often, How far*, etc. Give each student a worksheet and then put students in pairs to write questions on their worksheet using the key words in brackets. Point out that students can also include *yes/no* questions with *Is, Are, Do, Does, Have, Has, Did*, etc. Encourage students to use a range of question words and include a few *yes/no* questions, too. Make sure that they understand that they do not need to answer the questions at this point. Circulate to check question forms, assisting as necessary. With stronger classes, you could skip this preparation stage and have students make up questions as they mingle.

Conduct the class mingle. Students circulate, asking a different question to each classmate, noting their name and making a few notes about their answers on the worksheet. If this is the beginning of the course and students don't know each other, encourage them to introduce themselves before asking the question.

After the mingle, finish by giving students the opportunity to share some of their questions with the class. If you choose, you could also invite them to ask you some of their questions.

Alternatively, instead of a mingle, ask students to swap partners after the question-writing stage and interview each other.

If time is short, students could just choose four of the questions to write and ask each other.

### POSSIBLE ANSWERS:

- 1 When is your birthday?
- 2 How far do you walk every day?
- 3 Have you got a cinema near your home?
- 4 How often do you cook breakfast?
- 5 Did you see a friend at the weekend?
- 6 Where did you go last summer?
- 7 Which music do you prefer: jazz or pop?
- 8 What time did you get up today?
- 9 Which languages do you know?
- 10 Do you play any games?

### 1A GRAMMAR: questions

#### Ten questions

Write questions using the words in brackets.

Question	Name and notes
1 (birthday) _____	
2 (walk) _____	
3 (cinema) _____	
4 (cook) _____	
5 (friend) _____	
6 (go) _____	
7 (music) _____	
8 (get up) _____	
9 (languages) _____	
10 (play) _____	

1A VOCABULARY: common verbs; everyday activities

What am I doing?

**Materials:** One set of cards per group of three or four

**Time:** 10 minutes

Tell students that they are going to do an activity to practise common verbs and everyday activities. Put students in groups of three or four and give each group a set of cards face down in a pile. Explain that each card has a verb or activity from the lesson on it and that students will take turns to take a card without showing the others and act it out. Act out a few verbs or activities not on the cards which students already know as examples, e.g. *read a book, swim, watch TV*. In their groups, students take turns to act out and guess the verbs and activities. The first student to guess each one correctly keeps the card. The student with the most cards at the end of the game is the winner.

As an optional follow-up, students could place the cards face up and take turns to invent ‘true or false’ sentences about themselves using one of the verbs or activities. The other students guess if each sentence is true or not.

A2+ | PHOTOCOPIABLE ACTIVITIES

Speakout  
3RD EDITION

1A VOCABULARY: common verbs; everyday activities

What am I doing?

brush your teeth	go to sleep
join a gym	wait (for someone)
wake up	shut a window
pack a bag	cry
lock a door	put something away
do the washing up	switch a light off
get dressed	dry your hair
hide (something)	miss (someone)

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# 1B GRAMMAR: present simple and continuous

## Noughts and crosses

**Materials:** One worksheet per pair

**Time:** 15 minutes

Tell students that they are going to play a game of noughts and crosses to practise the present simple and the present continuous. Check students know how to play the game by demonstrating on the board – two students take turns to put a *O* or a *X* in a square. If a player gets three of their symbols in a row horizontally, vertically or diagonally, they win the game. Put students in pairs and give each pair a worksheet. Tell them that in this version of the game, to win a square, they must make a sentence as an example of the item in the square, using the present simple or the present continuous appropriately. Demonstrate with the first square in Game 1 as an example, eliciting different options, e.g. 'I usually go to the gym.', 'I walk home.', 'I often go to the shops.' If a student forms a correct sentence, they win the square and write their symbol (*O* or *X*) in it. If they are incorrect, they lose their turn. The first player to win three squares in a row wins the game.

Monitor closely as students play, checking verb forms as necessary and drawing their attention to the Remember box if necessary.

With weaker classes, you could start by asking students to nominate whether the present simple or the present continuous should be used for each square, and checking as a class, before students make their sentences for the game.

To extend the activity, when students have finished both games, encourage them to go back and take turns to form sentences with any unused squares, or see if they can think of an alternative sentence using the same prompts.

### POSSIBLE ANSWERS:

#### Game 1

- 1 I meet my brother and we walk home together.
- 2 My cousin is staying with me.
- 3 I have a nice watch.
- 4 I love the sea.
- 5 I always have a big cup of coffee.
- 6 I usually go for a run.
- 7 I'm doing this English course!
- 8 I want a really great job!
- 9 We're playing a game.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 1B GRAMMAR: present simple and continuous

#### Noughts and crosses

##### Game 1

1 Your routine after class.	2 Something that's happening this month.	3 A possession you have.
4 Something you love.	5 Something you always do in the morning.	6 Something you usually do at the weekend.
7 Something you're doing this year.	8 Something you want.	9 An action happening right now.

##### Game 2

1 Something you sometimes do.	2 Something you need to buy.	3 Something that's happening this week.
4 Something you never do.	5 Something you're doing today.	6 Something you hate.
7 Something that's true these days.	8 An opinion you have about life.	9 Something you're learning at the moment.

#### Remember

We don't usually use the present continuous with state verbs such as *cost*, *like*, *love*, *hate*, *want*, *understand*, *know*, *mean* or *need*.

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#### Game 2

- 1 I sometimes go to the cinema.
- 2 I need to buy some fruit.
- 3 I'm organising a surprise birthday party for a friend.
- 4 I never get up before 9 a.m. on Saturdays.
- 5 We're learning about the present simple and the present continuous.
- 6 I hate spiders.
- 7 These days people are very busy!
- 8 Friends are really important for a good life.
- 9 I'm learning more English!

1B VOCABULARY: job phrases

True sentences

**Materials:** One set of cards per group of three

**Time:** 15 minutes

Tell students that they are going to do an activity to practise vocabulary for job phrases. Put students in groups of three and give each group a set of cards. Students work together to match the cards to form sentences. Check answers as a class.

Write the following questions on the board:

*Is the sentence true for you?*

*If it's not true, how can you change it so it is true?*

In their groups, students then discuss whether each sentence is true for them, adapting it as necessary, e.g. 'I want to work in the travel industry.', 'I don't usually feel nervous before I have a job interview.'

To finish, invite a few groups to share some of the sentences they changed.

ANSWERS:

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

1B VOCABULARY: job phrases

True sentences

1 I want to work in the	a new job in the past year.
2 I feel nervous before I have a	b own online business.
3 It's my job to	c film industry.
4 It's important to sign a	d contract for every job.
5 It's common to talk about	e career to my parents.
6 I want to develop my	f job interview.
7 Someone offered me a	g your pay in my country.
8 I want to find a different	h help people with computers.



# 1C HOW TO ... encourage people

## Great reply!

**Materials:** One set of cards per pair, cut into a phrases card and two student cards

**Time:** 15 minutes

Tell students that they are going to do an activity to practise encouraging people. Ask them to close their books. As a class, brainstorm phrases they can remember from the lesson to a) show you understand a problem, b) encourage people and c) compliment someone. Then put students in A/B pairs, give each pair a phrases card and each student in the pair a Student A or Student B card. Explain that students will take turns to say one of the sentences or questions on their card. The other student needs to listen and reply with an appropriate phrase from the phrases card. Give an example not on the cards, pointing out how sometimes more than one phrase can be used in a reply, e.g.

*A: I won a prize today!*

*B: Well done! / What great news!*

Point out that students can tick the phrases they use to respond to each other to encourage them to use as wide a range of expressions as possible, and that it's fine to use each phrase more than once.

When students have asked and responded to sentences/questions 1–6, they should make up two of their own for their partner to respond to (sentences/questions 7 and 8).

To finish, ask a few pairs to share one of their own sentences/questions and replies.

### POSSIBLE ANSWERS:

#### Student A (responses to Student B)

- 1 It looks nice!
- 2 Just be yourself. You'll be great.
- 3 I understand. It's fine, really. My name's ...
- 4 Yes! Go on!
- 5 I know what you mean.
- 6 What a good question! Well, ...

#### Student B (responses to Student A)

- 1 That's all right. I understand.
- 2 You'll be great.
- 3 What a good question! Well, ...
- 4 What great news!
- 5 Good idea!
- 6 Don't worry. You can do it!

## 1C HOW TO ... encourage people

### Great reply!

#### Phrases

##### Show you understand a problem

- ☐ That's all right.
- ☐ I understand.
- ☐ It's fine, really.
- ☐ I know what you mean.

##### Compliment someone

- ☐ It looks good/nice/great!
- ☐ Well done!
- ☐ What great news!

##### Encourage people

- ☐ You can do it!
- ☐ It'll be fine.
- ☐ You'll be great.
- ☐ Just be yourself.
- ☐ What a good question!
- ☐ That's a great idea.
- ☐ What do you think?
- ☐ Go on!
- ☐ Don't worry.
- ☐ Good idea!

#### Student A

- 1 I'm sorry I'm late.
- 2 I'm singing in a concert tonight!
- 3 What's a good way to meet new people?
- 4 I've got a new job!
- 5 Let's get something to eat.
- 6 I have a big exam tomorrow.
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

#### Student B

- 1 Do you like my new bag?
- 2 I have a job interview later today.
- 3 I'm sorry, I can't remember your name.
- 4 Would you like to hear a joke?
- 5 It's so hot in here!
- 6 Where's a good place to eat near here?
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

## 2A GRAMMAR: past simple and continuous

### What were you doing?

**Materials:** One worksheet per pair; dice; counters (or scraps of paper)

**Time:** 15–20 minutes

Tell students that they are going to play a board game to practise the past simple and the past continuous. Put students in pairs and give each pair a gameboard, a dice and counters. If you don't have any counters, ask students to write their names on scraps of paper. Tell students to put their counters on the START square. The first player rolls the dice and moves their counter the number of places shown. They read out the prompt on the square that they land on, completing the sentence with what they did or were doing at that time using the past simple or the past continuous as appropriate. Give an example with the first square, e.g. 'On my last birthday, I was staying with my cousins. They cooked me a special dinner.' Students should say their answers aloud, rather than write on the gameboard, in case students land on the same squares. If students don't use the tenses correctly, they move back to their original square. Play continues in turn and the first player to the FINISH square is the winner. Circulate to assist during the game, checking any sentences students are not sure of.

Fast finishers could discuss and make up sentences for any squares they didn't land on.

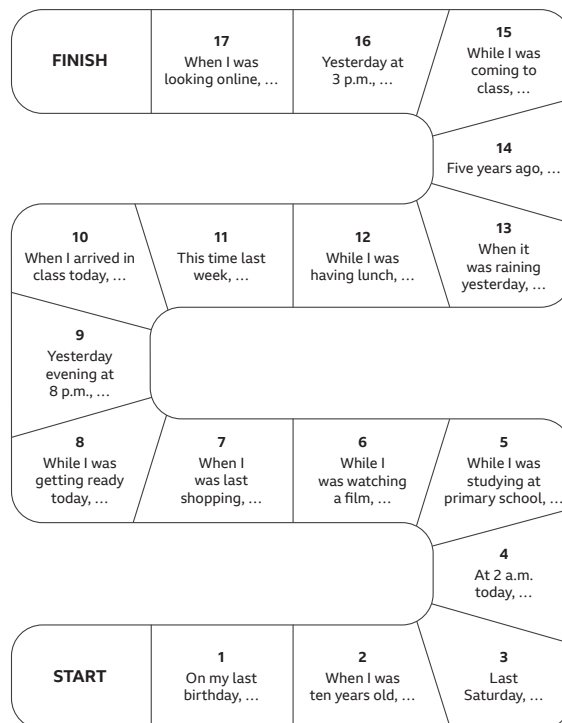
To finish, elicit a few example sentences from the class.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 2A GRAMMAR: past simple and continuous

What were you doing?



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#### POSSIBLE ANSWERS:

- 1 On my last birthday, I had dinner with my family.
- 2 When I was ten years old, I wanted to be a singer.
- 3 Last Saturday, I was working. I started at 8 a.m. and finished at 3 p.m.
- 4 At 2 a.m. today, I was sleeping!
- 5 While I was studying at primary school, I took piano lessons.
- 6 While I was watching a film at the weekend, I had some popcorn.
- 7 When I was last shopping, I bought a cap.
- 8 While I was getting ready today, I listened to my favourite playlist.
- 9 Yesterday evening at 8 p.m., I was having dinner.
- 10 When I arrived in class today, I said hello to everyone.
- 11 This time last week, I was here in class.
- 12 While I was having lunch, I read the news.
- 13 When it was raining yesterday, I used an umbrella.
- 14 Five years ago, I was studying at secondary school.
- 15 While I was coming to class, it was sunny.
- 16 Yesterday at 3 p.m., I was tired!
- 17 When I was looking online, I saw some cheap holidays.

# Talk about animals!

**Time:** 20 minutes

B: Dolphins are important in my country because if you see one ...

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**Speak out**  
 3<sup>rd</sup> EDITION

## 2A VOCABULARY: animals

### Talk about animals!

1 Write animals for each of the following prompts in the circles. Don't write them in order.

- 1 This is a very small animal.
- 2 This animal would be a terrible pet!
- 3 You know a story about this animal.
- 4 You have seen this animal in a zoo.
- 5 There are a lot of this animal in your country.
- 6 This animal is important to your country.
- 7 You would like to see this animal one day.
- 8 You can make the sound of this animal!
- 9 This animal is like you in some way.
- 10 This is your favourite animal.

2 Work with another student. Take turns to guess which animal your partner was thinking about.

The image shows a collection of 20 empty circles arranged in a grid-like pattern, intended for students to write animal names. Surrounding these circles are various black silhouettes of animals, including a dolphin, a beetle, a fox, a spider, a butterfly, a snake, a rabbit, a mouse, a goat, a turtle, a wolf, a bear, a lizard, a bee, a dog, a cat, and a frog. These silhouettes are scattered around the circles, some above, some below, and some to the sides, providing a visual reference for the animals mentioned in the prompts.

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## 2B GRAMMAR: definite article: *the*

### Team challenge

**Materials:** One worksheet per pair or group of three

**Time:** 15 minutes

Tell students that they are going to do a team challenge to practise the definite article: *the*. Put students in pairs or teams of three and give each pair/team a worksheet face down. Explain that there are ten items on the worksheet and that they will have a time limit, e.g. seven minutes, to read them and decide whether the definite article: *the* has been used correctly or needs to be deleted or added. Write an example not on the worksheet on the board for students to correct, e.g. *I'm in shop at the Victoria Station.* and elicit the correction, i.e. *I'm in **the** shop at ~~the~~ Victoria Station.'*

With weaker classes, tell students that three of the items are correct, and that all the incorrect items have two mistakes in them.

Tell students to start the challenge. Circulate while the teams complete their worksheet, but do not correct or offer answers at this stage. Encourage students to refer to the rules in the Grammar Bank on page 101 of the Student's Book instead.

When teams have finished, or the time limit is up, go through the answers as a class. Students get points as indicated for correct answers (see answers below), which they put in their points column. The team with the most points wins.

As an optional follow-up, each team could make up two similar items to swap with another team and check or correct.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 2B GRAMMAR: definite article: *the*

#### Team challenge

	Points
1 I have friends in USA, UK and Argentina. Correct? Yes / No Corrected sentence: _____	
2 Tours start at the 9 a.m. and 1 p.m. Tour takes about two hours. Correct? Yes / No Corrected sentences: _____	
3 In evening, I like watching the movies and series. Correct? Yes / No Corrected sentence: _____	
4 The sun is so hot today. Could you pass me the water? Correct? Yes / No Corrected sentences: _____	
5 Please turn to the page 5 of book. Correct? Yes / No Corrected sentence: _____	
6 Can you see Moon? It's above hills. Correct? Yes / No Corrected sentences: _____	
7 There is a lot of information on the internet. Correct? Yes / No Corrected sentence: _____	
8 Close window at the night, please. Correct? Yes / No Corrected sentence: _____	
9 'You'll be in the Room 11 from fifth of June.' (spoken) Correct? Yes / No Corrected sentence: _____	
10 In many countries, 1st November is an important day. (written) Correct? Yes / No Corrected sentence: _____	

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### ANSWERS:

- 1 I have friends in **the** USA, **the** UK and Argentina. (2 points)
- 2 Tours start at ~~the~~ 9 a.m. and 1 p.m. **The** tour takes about two hours. (2 points)
- 3 In **the** evening, I like watching ~~the~~ movies and series. (2 points)
- 4 Correct (2 points)
- 5 Please turn to ~~the~~ page 5 of **the** book. (2 points)
- 6 Can you see **the** Moon? It's above **the** hills. (2 points)
- 7 Correct (2 points)
- 8 Close **the** window at ~~the~~ night, please. (2 points)
- 9 'You'll be in ~~the~~ Room 11 from **the** fifth of June.' (2 points)
- 10 Correct (2 points)

## 2B VOCABULARY: air travel; at the airport

### Pelmanism

**Materials:** One set of cards per pair

**Time:** 10 minutes

Tell students that they are going to play a game to practise vocabulary for air travel. Put students in pairs and give each pair a set of cards. Students spread the cards face down on the table, then take turns to turn over two at a time. If they form a collocation, they say a sentence using it and keep the cards. If the cards don't match, or the student can't make a suitable sentence, they are turned face down again in the same position. The student with the most pairs when all the cards have been used wins. Circulate during the game, checking sentences as needed.

Before students begin, write some possible sentence prompts on the board, e.g.

*At the ... , you ...*

*When you ... , you ...*

*You need a ... to ...*

As an optional follow-up, students place the cards face down in a pile. In groups of three, students take turns to draw a card and read it aloud. The other students have to call out the full collocation, e.g. A: 'check-in', B: 'check-in desk'. The student who calls out the full collocation correctly first keeps the card, and the student with the most cards at the end of the game wins.

#### ANSWERS:

board the plane  
 arrivals hall  
 go through customs  
 passport control  
 get off  
 departure lounge  
 check-in desk  
 make a reservation  
 take off  
 boarding pass

### 2B VOCABULARY: air travel; at the airport

#### Pelmanism



board	the plane
arrivals	hall
go	through customs
passport	control
get	off
departure	lounge
check-in	desk
make a	reservation
take	off
boarding	pass

## 2C HOW TO ... make and accept offers

### Amazing offers

**Materials:** One card per student

**Time:** 15 minutes

Tell students that they are going to do a class mingle to practise making and accepting offers. Draw three columns on the board labelled *offer*, *accept* and *refuse politely*. As a class, brainstorm phrases students can remember from the lesson for each category and write them on the board as prompts for the activity, e.g.

**Offer:** *'ll + infinitive; can + infinitive; Do you want me to + infinitive; Let me + infinitive; Shall I + infinitive*

**Accept:** *Yes, please.; Thanks. That's (really) kind/good of you.; That's a great help.; That would be great.*

**Refuse politely:** *I'm fine, thank you/thanks.; It's OK, thanks.; Thank you, but I'm OK.*

Explain that students are going to offer each other some amazing things and decide which of them to accept. Preteach *recipe*, *teddy bear*, *handstand*, *helicopter* and *VIP*. Give each student a card (in large classes, it's fine to have some duplicate cards) and explain that students will mingle and pair up with each other to make the offer on their card, noting down the number of people who accept or refuse. They also need to listen and either accept or refuse their partner's offer. Encourage them to try out a range of different phrases from the board to make offers, accept offers and refuse offers politely. As the mingle progresses, encourage students to refer to the prompts less if they can. After students have spoken to most people, or had sufficient practice, the mingle ends.

After the mingle, ask students how many people accepted their offer and find out which offer was the most popular in the class. Point out that students can also use this language in the classroom when making real offers to their classmates. Elicit other examples of offers students could make in class, e.g. 'Do you want me to get you a worksheet?', 'Let me move my books.', 'I'll give you the wifi password.'

### 2C HOW TO ... make and accept offers

#### Amazing offers

<ul style="list-style-type: none"> <li>Offer to get your classmate a table at the best restaurant in the city.</li> </ul> Accept: Refuse:	<ul style="list-style-type: none"> <li>Offer to introduce your classmate to a famous person.</li> </ul> Accept: Refuse:
<ul style="list-style-type: none"> <li>Offer to lend your classmate your holiday home in Hawaii.</li> </ul> Accept: Refuse:	<ul style="list-style-type: none"> <li>Offer to share your grandmother's secret recipe with your classmate.</li> </ul> Accept: Refuse:
<ul style="list-style-type: none"> <li>Offer to make a website for your classmate for free.</li> </ul> Accept: Refuse:	<ul style="list-style-type: none"> <li>Offer to give your classmate a very big teddy bear.</li> </ul> Accept: Refuse:
<ul style="list-style-type: none"> <li>Offer to teach your classmate how to do a handstand.</li> </ul> Accept: Refuse:	<ul style="list-style-type: none"> <li>Offer to give your classmate a good job at your company.</li> </ul> Accept: Refuse:
<ul style="list-style-type: none"> <li>Offer to give your classmate a ride home in your helicopter.</li> </ul> Accept: Refuse:	<ul style="list-style-type: none"> <li>Offer to do your classmate's homework for them every day for the next month.</li> </ul> Accept: Refuse:
<ul style="list-style-type: none"> <li>Offer to give your classmate two VIP tickets to see a famous pop star.</li> </ul> Accept: Refuse:	<ul style="list-style-type: none"> <li>Offer to help your classmate with anything!</li> </ul> Accept: Refuse:

## 3A GRAMMAR: *have to, don't have to, can't*

### Cross the board

**Materials:** One worksheet per pair

**Time:** 15–20 minutes

Tell students that they are going to play a game to practise using *have to, don't have to* and *can't*. Put them in pairs and give each pair a worksheet. Explain that each shape includes a verb or collocation to make a sentence about. Students will take turns to choose a shape and form an appropriate sentence with *have to, don't have to* or *can't*. If they complete the task correctly, they 'win' the shape. The aim is to win five shapes in a row across or down the board.

Students play the game. If they aren't sure their partner's sentence is correct, they should check with you. If a student's answer is not grammatically correct or appropriate, their turn is over and they don't win the shape. Point out that sometimes sentences may be a matter of opinion or depend on context. When a student wins a shape, they mark it with their name/initials or a large 'X'.

Circulate while students play, assisting as required.

Finish by eliciting sentences from the class for some of the shapes.

Fast finishers could work together to think of sentences for the remaining shapes.

Alternatively, this game can be played in teams of two students, with pairs taking turns to form sentences and win shapes.

#### POSSIBLE ANSWERS:

- 1 You can't play music in an exam.
- 2 You have to bring a gift to a birthday in my family.
- 3 You don't have to take off your shoes in my house.
- 4 You have to bring your own bag to this shop. They don't have bags.
- 5 You can't drive a truck without a licence.
- 6 You have to brush your teeth twice a day.
- 7 You can't buy tickets at the concert, you have to buy them before.
- 8 You don't have to pay tax on fresh food in my country.
- 9 You don't have to get up early at weekends.
- 10 You have to go to school when you're six in my country.
- 11 You don't have to exercise, but it's good for you!
- 12 You don't have to be rich to be happy.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 3A GRAMMAR: *have to, don't have to, can't*

#### Cross the board

Choose a number. Make a true sentence with *have to, don't have to* or *can't* to win the shape. Make a line of five vertically or horizontally and you win!



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- 13 You don't have to like everyone at work.
- 14 You have to turn off your phone at the cinema.
- 15 You can't wear a hat at my bank.
- 16 You can't eat or drink on the buses in the city.
- 17 You have to wear a seatbelt in the car for safety.
- 18 You have to wash your hands before cooking.
- 19 You don't have to ask questions in class, but it can help you learn.
- 20 You can't take a dog into the supermarket.
- 21 You don't have to watch films in other languages, but it's fun!
- 22 You have to use the internet in today's world!
- 23 You don't have to pay rent if you own your home.
- 24 You don't have to eat breakfast every day, but I do.
- 25 You have to watch the news if you want to know what's happening in the world.

## 3A VOCABULARY: knowing, understanding and thinking

### Advice wanted

**Materials:** One worksheet per group of three

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise vocabulary for knowing, understanding and thinking by reading situations where people want advice. Preteach *passion* (a very strong interest in something), then put students in groups of three and give each group a worksheet. Explain that students are going to read the situations together and choose the correct verb in each one. When they have finished, check answers as a class.

In their groups, students then discuss what advice they would give to the people in each situation, making a note of this below each one. If time allows, they could compare answers with another group. Finally, groups could share which situation was the easiest or the most difficult to give advice for with the class.

#### ANSWERS:

- |             |              |
|-------------|--------------|
| 1 decide    | 5 describe   |
| 2 explain   | 6 discovered |
| 3 expected  | 7 develop    |
| 4 searching | 8 planning   |

### 3A VOCABULARY: knowing, understanding and thinking

#### Advice wanted

1 I have to study another language for university, but I can't *decide* / *explain* which one.

2 Sometimes my classmates *explain* / *describe* things to me that I already know.

3 I *expected* / *searched* to love studying IT, but after a month I'm not enjoying it.

4 I'm *searching* / *planning* for ways to remember more from my classes.

5 Someone asked me to *describe* / *expect* my career in under ten words. Can you?

6 I'm twenty five. I haven't *planned* / *discovered* my passion yet.

7 I need to *develop* / *describe* my art skills before I start my new job as a designer.

8 I'm *planning* / *discovering* to study law, but my family wants me to do medicine.



## 3B GRAMMAR: subject and object questions

### Question race

**Materials:** One worksheet per group of three or four, cut along the dotted lines indicated

**Time:** 15 minutes

Tell students that they are going to play a game to practise subject and object questions. Put students in teams of three or four. Fold the worksheets so that only the 'Team' strip is visible and ask teams to label the worksheet with their names or to invent a team name. They should not look at the question strips on the back. Collect the sheets in and stick them to the board. When you say 'go', a runner from each team tears off a strip from their worksheet to take back to their team (without looking at it yet). The team must work together to correct the question and decide whether it's a subject or object question, then check it with you. If students' answers are correct, they tear off another question from their worksheet. If their answer is incorrect, they must make adjustments until it is correct. The team who finishes first is the winner.

You could ask students to take turns to run and tear the sentence from the board to vary the roles.

Alternatively, for a quicker, seated activity, give each group a complete worksheet and tell them to make as many corrections and identify as many subject and object questions as they can within a time limit (e.g. five minutes). When they have finished, check answers as a class. The team(s) with the most correct answers wins.

As an optional follow-up, students could ask and answer the questions in their groups.

### 3B GRAMMAR: subject and object questions

#### Question race

Team	
1	What sort of films you like? _____ Subject / Object question?
2	How many people do live in your town or city? _____ Subject / Object question?
3	What you did do last summer? _____ Subject / Object question?
4	Where your favourite place near here? _____ Subject / Object question?
5	How many clubs you belong to? _____ Subject / Object question?
6	Which did you subject prefer at school? _____ Subject / Object question?
7	Who did tell you about this class? _____ Subject / Object question?
8	What means 'brilliant'? _____ Subject / Object question?
9	Which countries do start with the letter 'N'? _____ Subject / Object question?
10	When feel your best? _____ Subject / Object question?

#### ANSWERS:

- 1 What sort of films **do** you like? (Object question)
- 2 How many people ~~do~~ live in your town or city? (Subject question)
- 3 What ~~you did~~ **did you** do last summer? (Object question)
- 4 Where **is** your favourite place near here? (Subject question)
- 5 How many clubs **do** you belong to? (Object question)
- 6 Which ~~did you subject~~ **subject did you** prefer at school? (Object question)
- 7 Who ~~did tell~~ **told** you about this class? (Subject question)
- 8 What means 'brilliant' **does 'brilliant' mean?** (Object question)
- 9 Which countries ~~do~~ start with the letter 'N'? (Subject question)
- 10 When **do you** feel your best? (Object question)

## 3B VOCABULARY: positive adjectives

### Talk for a minute ...

**Materials:** One set of cards per group of three; a way of timing one minute (e.g. student mobile phones, a clock)

**Time:** 10–15 minutes

Tell students that they are going to do an activity to practise using positive adjectives. Put students in groups of three and explain that they will take turns to talk for a minute about different positive experiences. Give each group a set of both topic cards and adjective cards face up. Students spread out both sets of cards, then take turns to choose and talk about a topic, timing each other for one minute as they speak (they have two turns each in total). The other students should listen for the use of the adjectives and turn them over as they are used. Each speaker should aim to use as many as possible during their turns. For a game version of the activity, students get a point for each adjective they use, with the student getting the most points in any turn the winner and/or trying to beat their own score on their second turn.

With weaker classes, students could each choose a topic card then have a few minutes of thinking and note-taking time before they take turns to speak.

With stronger classes, give each group the topic cards face down in a pile. Students take turns to pick up the top card without showing anyone, then immediately speak about the topic, using as many of the adjectives as possible, while other students guess what the topic was.

As an alternative, students could discuss the topics together with no time limit, aiming to use as many of the adjectives as possible for each topic.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 3B VOCABULARY: positive adjectives

Talk for a minute ...



Talk for a minute about ... a good place to eat	Talk for a minute about ... a good friend
Talk for a minute about ... a good party	Talk for a minute about ... a good place for tourists
Talk for a minute about ... a good film or book	Talk for a minute about ... a good learning experience
Talk for a minute about ... a good live performance	Talk for a minute about ... a good game to play
brilliant	clever
delicious	equal
exciting	favourite
popular	real

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## 3C HOW TO ... give instructions and check understanding

### Snack hacks

**Materials:** One half worksheet per student

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise giving instructions and checking understanding. Elicit the meaning of *snack* and ask students to share some examples of snacks they like to prepare, or which are typical in their country. Explain that students are going to give instructions on how to prepare a favourite snack or drink to a partner. Give each student half a worksheet. Encourage students to choose a snack or drink that has various steps to make it, but that is not too complicated. Point out that the activity is not simply to give general instructions, but personal ones, i.e. 'How to make *your favourite* sandwich' not 'How to make *a* sandwich'. Circulate while students make notes on or draw pictures of their hack, assisting with vocabulary as necessary. If students choose to make notes, emphasise that they don't need to write full instructions, just short points to help them structure their explanation.

Put students in pairs to explain their snack hack to their partner. Encourage students to use a range of phrases to give instructions and check understanding. You could refer them to the Grammar Bank on page 106 of the Student's Book or display the phrases on the board. If time allows, students could swap partners and repeat the activity, aiming for increased confidence and fluency in instruction-giving the second time.

To finish, ask a few students to explain their snack hack to the class, including some tips using *always* or *never* + imperative.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 3C HOW TO ... give instructions and check understanding

#### Snack hacks

**Snack hack**

1 You're going to give instructions on how you prepare a favourite snack or drink your way, e.g. a delicious sandwich, your favourite coffee, a snack from your country.  
Write notes or draw pictures for each step.

How to make

↓

↓

↓

↓

↓

**Snack hack**

1 You're going to give instructions on how you prepare a favourite snack or drink your way, e.g. a delicious sandwich, your favourite coffee, a snack from your country.  
Write notes or draw pictures for each step.

How to make

↓

↓

↓

↓

↓

2 Explain your snack hack in pairs. Use a range of phrases to give the instructions. When you listen, use phrases to check your understanding.

2 Explain your snack hack in pairs. Use a range of phrases to give the instructions. When you listen, use phrases to check your understanding.

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## 4A GRAMMAR: present perfect simple (1)

### Same!

**Materials:** One set of cards per group of three

**Time:** 15–20 minutes

Tell students that they are going to play a game to practise making positive and negative sentences with the present perfect simple. Put students in groups of three and give each group a set of cards. Go through the instructions and elicit some examples of sentences using the prompts, and write these on the board, e.g. *I've been to London many times.*, *I haven't done my homework.*, *I've never watched a sports match in a stadium.* Explain that students will get a point for each grammatically correct sentence and an additional point when another student's sentence is true for them as well. Therefore, to win the game, students should try to think of sentences that might not be true for others. Circulate and monitor during the game, checking any sentences students are unsure of. When they have finished, the student with the most points in each group wins.

With weaker classes, have an additional stage before students play the game in groups where they discuss sentences they could use for the game with someone who has the same card as them.

To finish, invite a few students to share some of their sentences with the class.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 4A GRAMMAR: present perfect simple (1)

#### Same!

##### Student A

Make sentences about your experiences with the past participles of the verbs in the box. Get one point for each correct sentence and one point when another student's sentence is true for you.

be   stay   travel   work

*I've ... once/many times.*
*I haven't ...*
*I've never ...*
**My points**

--	--	--	--	--	--	--	--	--	--	--	--

##### Student B

Make sentences about your experiences with the past participles of the verbs in the box. Get one point for each correct sentence and one point when another student's sentence is true for you.

go   live   play   watch

*I've ... once/many times.*
*I haven't ...*
*I've never ...*
**My points**

--	--	--	--	--	--	--	--	--	--	--	--

##### Student C

Make sentences about your experiences with the past participles of the verbs in the box. Get one point for each correct sentence and one point when another student's sentence is true for you.

do   try   use   visit

*I've ... once/many times.*
*I haven't ...*
*I've never ...*
**My points**

--	--	--	--	--	--	--	--	--	--	--	--

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## 4A VOCABULARY: irregular past participles

### Have you ever ... ?

**Materials:** One worksheet per student

**Time:** 20 minutes

Tell students that they are going to do a discussion activity to practise irregular past participles. Check understanding of *cave*, *roller coaster* and *coconut*, then give each student a worksheet and explain that they need to complete the *Have you ever ... ?* questions with the past participle of the verbs in brackets. Ask students to do this individually or in pairs before checking as a class. Then students mingle, asking and answering each question with a different classmate to try to find someone who has had each experience, noting their name if they say yes and making notes of additional details in the relevant columns. Encourage students to ask follow-up questions for more information using the past simple, e.g.

A: *Have you ever done a tour?*

B: *Yes, I have.*

A: *Where did you go?*

B: *Well, I did a tour of ...*

Circulate and monitor during the mingle for correct use and pronunciation of the irregular past participles. When students have finished, they could compare what they discovered about their classmates in pairs. Remind students to use the third person *'s/has* for this, e.g. 'Nina's seen an elephant. She saw it when ...'.

In class feedback, elicit a few interesting things students found out, or anything that students haven't done, but want to, e.g. 'I've never been inside a cave, but I want to!'

### ANSWERS:

- |             |           |
|-------------|-----------|
| 1 done      | 7 made    |
| 2 bought    | 8 driven  |
| 3 been/gone | 9 had     |
| 4 seen      | 10 ridden |
| 5 slept     | 11 been   |
| 6 eaten     | 12 drunk  |

### 4A VOCABULARY: irregular past participles

Have you ever ... ?

	Name	Notes
1 _____ (do) a tour?		
2 _____ (buy) a tree?		
3 _____ (go) inside a cave?		
4 _____ (see) an elephant?		
5 _____ (sleep) in an expensive hotel?		
6 _____ (eat) an insect?		
7 _____ (make) bread?		
8 _____ (drive) a very fast car?		
9 _____ (have) a pet?		
10 _____ (ride) a roller coaster?		
11 _____ (be) very angry?		
12 _____ (drink) from a coconut?		

## 4B GRAMMAR: comparatives and superlatives

### Around the world

**Materials:** One worksheet per group of three

**Time:** 15–20 minutes

Tell students that they are going to do a team activity to practise comparatives and superlatives. Demonstrate the activity by writing *River (long)* on the board and then the names of three major rivers, e.g. *A The Amazon, B The Nile, C The Ganges*, or three rivers in the country you're in. Put students in groups of three and ask them to order the rivers using comparatives and superlatives, e.g. 'I think X is longer than Y.', 'X is/isn't the longest.', etc. They should mark the longest river '1'. Students then check their answers online (if this is an option in your classroom). (Answers: 1 The Nile, 2 The Amazon, 3 The Ganges). Point out that not all sources of information on the internet are reliable. Encourage students to assess the reliability of the sources they find and, if there is any doubt at all, to cross-check with at least three online sources before considering an answer 'checked'.

Give each group a worksheet and explain that for Ex 1, they need to order the different options in the same way. They should use comparatives and superlatives to discuss the items first, and mark the highest, most popular, biggest, etc. as '1', then (if possible) research their answers online to confirm. Circulate during the activity, monitoring and providing feedback on the use of comparatives and superlatives, and helping students to assess the reliability of their sources, reminding them to cross-check with more than one source where necessary. When students have finished, check answers as a class, eliciting sentences with comparatives and superlatives about each one.

For Ex 2, give students a minute to think about their own 'most exciting places to visit' and 'most beautiful places to visit' then ask them to discuss their answers in groups (using comparatives and superlatives) and write their answers on their worksheet.

To finish, students could share their ideas with another group or with the class.

#### ANSWERS:

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







#### 4B GRAMMAR: comparatives and superlatives

##### Around the world

**1** Work in groups. Discuss and research the order of the options. Use comparatives and superlatives.

<b>1</b> Mountain (high) A _____ Mount Kilimanjaro B _____ Mount Everest C _____ Mont Blanc	<b>5</b> Country size (large) A _____ Canada B _____ India C _____ Australia
<b>2</b> Tourist numbers (popular) A _____ France B _____ Iceland C _____ Thailand	<b>6</b> Distance from the North Pole (far) A _____ Singapore B _____ Peru C _____ New Zealand
<b>3</b> Ocean size (big) A _____ The Atlantic Ocean B _____ The Arctic Ocean C _____ The Pacific Ocean	<b>7</b> Rain each year (rainy) A _____ The UK B _____ Colombia C _____ Nigeria
<b>4</b> Country size (tiny) A _____ Vatican City B _____ Monaco C _____ Switzerland	<b>8</b> Border length (long) A _____ Vietnam   China B _____ Canada   The USA C _____ Chile   Argentina

**2** Decide on your group's top three options for the following categories.

<b>Place to visit (exciting)</b>  _____  _____  _____	<b>Place to visit (beautiful)</b>  _____  _____  _____
--	---

## 4B VOCABULARY: travel; travel phrases

### Dream journey

**Materials:** One worksheet per pair

**Time:** 20 minutes

Tell students that they are going to plan a journey to practise vocabulary for travel and travel phrases. Read the quote on the worksheet aloud and check students understand the meaning (e.g. 'If you think too much about the final destination or goal, you might not enjoy life as much as you could.'). Put students in pairs and give each pair a worksheet. Explain that they need to decide on a dream trip destination, but that rather than think about the place itself, they are going to focus on planning the journey to get there. Give students time to read the prompts and point out that for *Location of destination* they could use travel phrases from the Vocabulary Bank on page 133 of the Student's Book, such as 'It's on the south coast.', 'It's near the border with ...', 'It's north of ...', etc. Circulate while students discuss and plan their trips, researching information online as needed (if this is an option in your classroom) and noting the details on their worksheets.

When they have finished, combine pairs to form groups of four. Pairs take turns to interview each other about their dream journeys, e.g. 'Where are you going on your trip?', 'What is the distance of the journey?', 'What are you going to do on the way?', and answer using the vocabulary for travel and travel phrases where possible.

To finish, you could ask a few groups to share how their journeys were similar or different to each other's in class feedback.

Alternatively, you could give all students the same destination (e.g. a place a day's journey away), and ask them to plan the most interesting journey to get there.

### 4B VOCABULARY: travel; travel phrases

#### Dream journey

**'The journey is more important than the destination.'**

Trip destination

\_\_\_\_\_

Location of destination

between   near the border with   north of   on the south coast  
 on the way to   other \_\_\_\_\_

Transport

bicycle   bus   car   on foot   train   other \_\_\_\_\_

Goals

learn   relax   see the country   other \_\_\_\_\_

Distance

\_\_\_\_\_

Direction of travel

north   northeast   south   southwest   other \_\_\_\_\_

Description of the route, including any stops

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What you'll do on the way

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 4C HOW TO ... make suggestions and recommendations

### What can you suggest?

**Materials:** One worksheet per pair, cut in half

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise asking for and making suggestions and recommendations. On the board, write *great places to eat* and *films or series you would recommend* and ask students to think about these for a minute and to write down at least three items for each category. Explain that they can use these ideas as prompts during the activity. Give each student half a worksheet and put them in A/B pairs. Then give students time to read the instructions and explain that when they ask for recommendations, they should say a bit about what they like and don't like to their partner. Point out the prompt phrases on the worksheets and encourage students to use as wide a range of language as possible in the activity, ticking the phrases as they use them. Circulate while students do the activity, assisting as required.

You could suggest that students give a combination of good and not-so-good recommendations, so their partner has the opportunity to use phrases to respond such as 'I don't think they'd like that.'

To finish, ask a few students to share some recommendations for each category with the class using the prompt phrases.

With weaker classes, students could have the discussion in groups of four (two As/two Bs) instead of pairs.

### 4C HOW TO ... make suggestions and recommendations

#### What can you suggest?

##### Student A

##### 1 Ask for recommendations about the best place to eat ...

- ... with a large group of people of all ages.
- ... for a special dinner for a visitor from abroad.
- ... for you.

##### Asking

- ☐ *wh-* question word + *can/could* + subject + infinitive
- ☐ *wh-* question word + *shall* + *I/we* + infinitive

##### Responding

- ☐ That's a good/an interesting idea.
- ☐ That sounds really (cool).
- ☐ I'm not sure.
- ☐ I'm not sure that's a good idea.
- ☐ I (don't) think you'd/they'd like it/that.
- ☐ It's a bit/too (expensive).
- ☐ Great idea!

##### 2 Listen to Student B's questions and make suggestions.

- ☐ You can/could ...
- ☐ Why don't you ... ?
- ☐ How/What about ... ?
- ☐ You should ...

##### Student B

##### 1 Listen to Student A's questions and make suggestions.

- ☐ You can/could ...
- ☐ Why don't you ... ?
- ☐ How/What about ... ?
- ☐ You should ...

##### 2 Ask for recommendations about the best films or series to watch ...

- ... to see people and places from their/this country.
- ... for a fun film night for English language students.
- ... for you.

##### Asking

- ☐ *wh-* question word + *can/could* + subject + infinitive
- ☐ *wh-* question word + *shall* + *I/we* + infinitive

##### Responding

- ☐ That's a good/an interesting idea.
- ☐ That sounds really (interesting).
- ☐ I'm not sure.
- ☐ I'm not sure that's a good idea.
- ☐ I (don't) think you'd/they'd like it/that.
- ☐ It's a bit/too (scary).
- ☐ Great idea!



## 5A GRAMMAR: possessive pronouns, *whose, this/that, there/then*

### Whose is this ticket?

**Materials:** One card per student

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise possessive pronouns, *whose, this/that* and *there/then*. Give each student a card and explain that it shows their item for the activity. Tell them to look at the item carefully and remember exactly what it is, then collect the cards in and shuffle them. Explain that everyone has 'lost' their items. Redistribute the cards, ensuring no one has their own from the first task, and explain that students need to mingle and ask questions to find the owner of the item they now have. Elicit questions that could be asked using *whose* and possessive pronouns, and write them on the board as prompts, e.g. *Whose is this cap?* *Whose are these gloves?* *Is this ticket yours?* *Are these keys yours?* Give an example of how the prompts could be used, e.g.

A: *Excuse me, I found these zoo tickets in the lift. Are they yours?*

B: *No, they're not mine. I haven't been there. Those might be hers.* [points to another student]

Circulate during the activity, monitoring and encouraging use of the target language. The activity is complete when all the owners have found their lost items. Next, ask students to work in pairs. Each pair receives one card, which now belongs to them. The cards are then reshuffled and distributed to another pair. This time, students mingle in their pairs and therefore need to use the possessive pronouns *ours/ theirs* in the activity, e.g.

A: *Excuse me. We found this key. Is it yours?*

B: *No, it's not ours.*

C: *It might be theirs.* [points to another pair]

As an optional follow-up, students could play another round, drawing (or using!) their own items.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 5A GRAMMAR: possessive pronouns, *whose, this/that, there/then*

Whose is this ticket?



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## 5A VOCABULARY: money and value

### Three things

**Materials:** One set of cards per group of four to six; a way of timing twenty seconds (e.g. student mobile phones, a clock)

**Time:** 10 minutes

Tell students that they are going to play a game to practise vocabulary for money and value. Put students in groups of four to six and tell them to divide themselves into two teams of two or three. Give each group a set of cards face down in a pile. Explain that teams will take turns to pick up a card and read it to the other team. To win the card, the other team must say three things in the category listed on the card within twenty seconds (or whatever time limit you think is appropriate for your class) while the reading team times them. If they don't, the reading team can try to name three things in ten seconds to win the card, but without re-using any words previously said. Give students some examples not on the cards to practise with, e.g. 'Say three things that are special, but not valuable.', 'Say three places to put your savings.', 'Say three things that cost more than \$1,000.' During the game, circulate to assist with any queries about whether an item fits the category given. The team with the most cards at the end of the game wins.

Fast finishers could create other, similar challenges for their teammates using the words in bold, e.g. 'Say three ways to spend money.', 'Say three grocery items and a fair price for each.', 'Say three things people could rent on holiday.'

A2+ | PHOTOCOPIABLE ACTIVITIES

Speakout

3RD EDITION

5A VOCABULARY: money and value

Three things

Three things that **cost** less than a cup of coffee.

Three things that are **valuable**.

Three things people can **rent**.

Three reasons to have **savings**.

Three things you can do if something isn't a **fair** price.

Three things you **spend** money **on** every month.

Three things that have **increased** in price in the last five years.

Three places where people make an **offer** on something.

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## 5B GRAMMAR: quantifiers

### Too fast, too slow or just right?

**Materials:** One worksheet per student

**Time:** 15 minutes

Tell students that they are going to do a questionnaire about fast and slow living to practise quantifiers. Before handing out the worksheets, you could ask students to predict the kind of questions the questionnaire might have. For Ex 1, give each student a questionnaire to complete individually and circulate, assisting with vocabulary as required. For Ex 2, put students in pairs or small groups to discuss their answers to the questionnaire and the questions at the bottom of the worksheet. Point out that rather than just giving their answers, e.g. 'I chose A.', they should describe it and add more detail using appropriate quantifiers, e.g. 'I don't take enough breaks during the day, I work too much! I should go for more walks and get a bit of air.'

In class feedback, ask a few pairs or groups to share ways that they were similar or different based on their discussion.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 5B GRAMMAR: quantifiers

#### Too fast, too slow or just right?

1 Work individually. Complete the questionnaire.

- |  |   |
|--|---|
| <p><b>1</b> How many breaks do you take to rest or relax during the day?</p> <p>A too many<br/>B some<br/>C not enough<br/>D other _____</p>                       | <p><b>5</b> How many meals a week do you usually eat while moving?</p> <p>A too many meals<br/>B some meals<br/>C no meals<br/>D other _____</p>                            |
| <p><b>2</b> How many hours per week do you spend on your hobbies?</p> <p>A too much time<br/>B a little time<br/>C I don't have any hobbies!<br/>D other _____</p> | <p><b>6</b> How many things are on your 'to-do' list today?</p> <p>A too many to count<br/>B some<br/>C none at all!<br/>D other _____</p>                                  |
| <p><b>3</b> How many times a day do you think 'I'm too busy'?</p> <p>A a lot of times<br/>B once or twice<br/>C never<br/>D other _____</p>                        | <p><b>7</b> As a lifestyle, I'm interested in ...</p> <p>A achieving a lot of goals.<br/>B living in the present moment.<br/>C a bit of both A and B.<br/>D other _____</p> |
| <p><b>4</b> To relax, do you like a bit of ...</p> <p>A tech?<br/>B nature?<br/>C news?<br/>D other _____</p>  | <p><b>8</b> How many times a month do you buy new clothes?</p> <p>A a lot of times<br/>B two or three<br/>C hardly ever<br/>D other _____</p>                               |

2 Work with a partner. Discuss your answers to the questionnaire. Use quantifiers.

- Who is living a slower life? You or your partner?
- Would you like to live faster or slower? Why?

I don't take enough breaks during the day. I should ...

Really? I think I take too many, because ...

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## 5B VOCABULARY: countable and uncountable nouns

### Sort and connect

**Materials:** One set of cards per group of three or four

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise using countable and uncountable nouns. Put students in groups of three or four and give each group a set of cards face down. Students take turns to turn over a card, read it to the group, and put it in one of two categories: countable or uncountable nouns. (You could tell weaker groups that there are ten words in each category.) Students can help each other if needed, or for a more competitive option they could win a point for each noun they identify correctly. When all groups have finished, check answers as a class.

As a follow-up, students could take turns to combine a countable and an uncountable noun into a single sentence correctly, e.g. 'Accommodation isn't expensive in this town, so I live in a small house with my sister.' When they do, the words can be put back in the pile. As fewer words are available, students will need to be more and more creative to connect them in sentences. Circulate to monitor the use of countable and uncountable nouns in the activity.

#### ANSWERS:

##### Uncountable (left column on worksheet):

accommodation, advice, electricity, fashion, information, luggage, money, news, social media, traffic

##### Countable (right column on worksheet):

article, battery, house, job, jumper, sofa, song, suggestion, suitcase, train

### 5B VOCABULARY: countable and uncountable nouns

#### Sort and connect



accommodation	article
advice	battery
electricity	house
fashion	job
information	jumper
luggage	sofa
money	song
news	suggestion
social media	suitcase
traffic	train

## 5C HOW TO ... talk about a product

### Sales team

**Materials:** One half worksheet per pair, cut into cards and separated into white and grey sets

**Time:** 15 minutes

Tell students that they are going to practise talking about a product in pairs, taking turns to speak. Put students in pairs and give each pair a set of cards (either white or grey). Ensure there is an even spread of white and grey sets among the class. Explain that pairs need to work as a sales team to write about and pitch a product of their choice, either something in the classroom, e.g. a table, a book, a poster, or that they have on them, e.g. a bag, a phone, a jacket. Alternatively, you could ask them to choose something of local relevance, e.g. a famous product or food from their city or country. Explain that students need to put their cards in a logical order and complete the sentences about their chosen product. Circulate while students write and practise their pitches, assisting as needed. Point out that they must both take turns to speak in the pitch. Students then give their pitch to a pair with the other set of white/grey prompt cards.

Monitor the pitches and note feedback points to share with the class to finish. If time allows, students could pitch again to another pair to develop their fluency and confidence.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
3<sup>RD</sup> EDITION

**5C HOW TO ... talk about a product**

**Sales team**

We all need _____, but are you looking for something different?	Do you have a problem with _____?
We all want _____, but lots of us _____.	Maybe your _____ are too _____.
Well, here's the answer. _____	Well, I have the answer. _____
It's not just a normal _____, and I'll tell you why.	It's _____. It has _____. It's got _____.
It's _____. It has _____. It's got _____.	The best thing about _____ is _____.
And that's not all. You can _____.	Why is this important? Well, _____.
It's perfect for _____.	_____ different colours/sizes.
I really love my _____, and you're going to love yours, too!	I really love my _____, and you're going to love yours, too!

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## 6A GRAMMAR: adverbs of frequency and manner

### Adverb ladders

**Materials:** One worksheet per pair; coins; counters (or scraps of paper)

**Time:** 15–20 minutes

Tell students that they are going to play a game to practise adverbs of frequency and manner. Put them in pairs and give each pair a worksheet and a coin (or ask them to use one of their own). Check students understand that *heads* is one side of the coin (usually with a head on it) and *tails* is the other side.

Go through the instructions on the worksheet and demonstrate the game. Each student puts their counter on one of the START spaces. Student A flips the coin. If it lands on heads, they move up two spaces and if it lands on tails, one space. When they move to a space, they must make a true, grammatically correct sentence using the adverb given, with a modifier if possible. If students can't make a sentence, then they go back to their previous space (or START, in this case). Circulate as students play the game, monitoring and assisting with language as required. If time allows, students could swap A/B roles and play again.

To finish, elicit some sentences students made during the game in class feedback. You could also ask students to identify which adverbs relate to frequency and which to manner.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 6A GRAMMAR: adverbs of frequency and manner

#### Adverb ladders

Work in pairs. Put your counters on START. Take turns to flip a coin.

Heads: Move up two spaces. Say a true sentence with the adverb in the space.

Tails: Move up one space. Say a true sentence with the adverb in the space.

Add modifiers to your answers if you can (*really, (not) very, quite, etc.*).

If you can't make a correct sentence, go back to your previous space.

The first player to the FINISH wins!

Student A FINISH	Student B FINISH
8 fast	8 hardly ever
7 occasionally	7 slowly
6 best	6 always
5 brilliantly	5 normally
4 never	4 well
3 carefully	3 happily
2 late	2 hard
1 often	1 early
Student A START	Student B START

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### POSSIBLE ANSWERS:

#### Student A

- 1 I quite often go for a walk in the morning.
- 2 I don't like arriving late.
- 3 I spend my money very carefully.
- 4 I never watch sport on TV.
- 5 I don't draw brilliantly, but I enjoy it!
- 6 I work best when I listen to music.
- 7 I only go to the cinema occasionally.
- 8 I talk quite fast when I'm excited.

#### Student B

- 1 I arrived early to class today.
- 2 I work really hard to learn new words.
- 3 I happily spend my weekends at home, I don't need to go out.
- 4 I read English very well, but listening is harder.
- 5 I normally have bread and cheese for breakfast.
- 6 I always play volleyball on Tuesday nights.
- 7 I move quite slowly when I'm tired.
- 8 I hardly ever call people on the phone.

## 6A VOCABULARY: sports collocations (*play, do, go*)

### Dominoes

**Materials:** One set of cards per group of three

**Time:** 15–20 minutes

Tell students that they are going to play a game to practise sports collocations. Put students in groups of three and give each group a set of domino cards. Students shuffle the cards and place them in a pile face down on the table, then take four cards each to start. One student turns over the top card on the pile and places it on the table. The next student tries to place one of their four cards at either end of it to form a collocation with the correct verb for the sport pictured. When a student matches two cards, they must also say a sentence using that collocation, e.g. 'I've never done karate.', 'I occasionally played baseball at school.'

If students can't say a correct sentence, or are unable to play their turn because they can't make a correct collocation, they take another card from the pile, or miss a go if there is no pile left. Students continue to place cards until one student has no cards left. If no more collocations can be made, then the winner is the student with the least cards at the end.

















Alternatively, students could work collaboratively to make a chain of collocations from the cards, saying a sentence with the collocation each time they match two cards. This could be done before, after or instead of the game above.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 6A VOCABULARY: sports collocations (*play, do, go*)

#### Dominoes

a 	play	b 	play
c 	go	d 	go
e 	go	f 	play
g 	do	h 	go
i 	go	j 	do
k 	go	l 	play
m 	play	n 	play
o 	do	p 	play
q 	go	r 	play
s 	do	t 	go

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#### ANSWERS:

The sports collocations are matched correctly on the complete worksheet.

The completed collocations are: go (a) snowboarding, play (b) baseball, play (c) volleyball, go (d) scuba diving, go (e) bowling, go (f) ice-skating, play (g) rugby, do (h) athletics, go (i) horse-riding, go (j) windsurfing, do (k) karate, go (l) cycling, play (m) badminton, play (n) table tennis, play (o) snooker, do (p) judo, play (q) hockey, go (r) skiing, play (s) cricket, do (t) tai chi

## 6B GRAMMAR: present perfect simple (2)

### Truth or lie?

**Materials:** One half worksheet per student

**Time:** 15 minutes

Tell students that they are going to do an activity to practise using the present perfect simple. Explain that they are going to share present perfect simple sentences about themselves – some true and some false – and that other students will have to guess whether the sentences are true or not. Model the activity by saying a few sentences about yourself and asking students to guess if they're true or false, e.g. 'I've recently been snowboarding for the first time.', 'I haven't passed my driving test yet.', 'I still haven't tried virtual reality.', 'I've just had three coffees.', etc. Give each student half a worksheet and allow them time to write sentences using the prompts. Remind students that they will need to use past participles to complete the present perfect simple prompts and that at least two sentences should be false. Tell them that they will probably need eight to ten sentences, and that they should use each prompt at least once. Circulate, checking students' sentences as required. With stronger classes, students could think of things to say without writing their sentences in advance. Point out the stars on each worksheet and explain that each time students guess correctly whether another student's sentence is true or not, they can tick one star. Circulate during the class mingle, monitoring for accurate use of the present perfect simple. The first student to tick all five stars wins the game.

In class feedback, invite a few students to share one of their sentences and ask the rest of the class to guess if it is true or false.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
3<sup>RD</sup> EDITION

**6B GRAMMAR: present perfect simple (2)**

**Truth or lie?**

I've recently ...

I still haven't ...

I've already ...

I've just ...

I haven't ... yet.

**Truth or lie?**  
Get one point for each correct guess.

☆☆☆☆☆

I've recently ...

I still haven't ...

I've already ...

I've just ...

I haven't ... yet.

**Truth or lie?**  
Get one point for each correct guess.

☆☆☆☆☆

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## 6B VOCABULARY: actions; physical actions

### Guess it first

**Materials:** One set of cards per group of three or four

**Time:** 10 minutes

Tell students that they are going to do an activity to practise vocabulary for actions and physical actions. Put students in groups of three or four and give each group a set of cards face down in a pile. Explain that each card has a verb or phrase from the lesson on it. Students will take turns to take a card from the pile without showing the others and act it out. In the group, the first student to guess the verb or phrase correctly keeps the card. The student with the most cards at the end of the game is the winner.

With weaker classes, students could spread out the cards face up and take turns to choose which one they will act out.

As an optional follow-up, students could place the cards face up and take turns to invent 'true or false' sentences about themselves using one of the verbs or phrases. The other students guess if each sentence is true or not.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 6B VOCABULARY: actions; physical actions

Guess it first



have an accident	forget something	get something down
push	take something	jump
point at	fall over	pull
drop something	have an argument	crash into something
leave something somewhere	click on	fall off something
climb	bite	kick

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## 6C HOW TO ... talk about health problems

### Ask a friend

**Materials:** One worksheet per pair, cut in half

**Time:** 15–20 minutes

Tell students that they are going to roleplay talking about health problems and giving advice. Ask them to think about who they might talk to first if they had a health problem or accident, e.g. a doctor, a friend, a family member, a classmate, a colleague, etc., and why. Then put students in A/B pairs, and give each student in the pair a Student A or Student B worksheet, telling them not to show it to their partner. Read the instructions with the class and explain that the person giving advice needs to ask more about their partner's symptoms before they decide what to suggest. Both students can make up details or advice. Demonstrate a conversation with a stronger student as an example, or write the start of an example conversation on the board, e.g.

A: *Ow, I've got a really painful finger. I shut it in the door.*

B: *Oh no. Have you put ice on it?*

A: *Not yet. Ouch, it really hurts.*

B: *I'll get you some ice. Have you taken a painkiller?*

A: *No, I haven't.*

B: *It sounds like you need to! And if it still hasn't got better in half an hour, you should see a doctor.*

Circulate during the activity, monitoring for good use of the target language and noting frequent errors for correction. Encourage students to use as wide a range of language as possible in the activity, ticking the prompt phrases on their worksheet as they use them. Once students have used all the phrases at least once, they could then cover the prompts for more challenging additional practice.

Fast finishers could make up their own accidents or health problems to roleplay.

Finish by sharing any errors for correction in class feedback and/or by praising examples of particularly good language use from the activity.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 6C HOW TO ... talk about health problems

#### Ask a friend



##### Student A

Work with Student B. Take turns to share problems and offer advice.

##### Problem 1

You've just accidentally shut your finger in the door. It looks bad!

##### Problem 2

You've had toothache for two days. Painkillers haven't worked.

##### Problem 3

You've been worried about work recently and today your heart feels strange. You're also dizzy.

##### Explaining problems

*I'm worried about ...*

*I've got a sore/painful ...*

*My ... hurt(s).*

*My ... ache(s).*

*I can't stop ...*

*I'm feeling ...*

##### Asking about problems

*What are your symptoms?*

*When did (your symptoms) start?*

*Have you got ... ?*

*Have you (put ice on it)?*

*Have you (taken a painkiller)?*

*Have you been to (the doctor/hospital)?*

##### Giving advice

*It sounds like you ...*

*You should/shouldn't ...*

*You must/mustn't ...*

*If it still hasn't got better (tomorrow), ...*

*If you don't feel better (in half an hour), ...*

##### Student B

Work with Student A. Take turns to share problems and offer advice.

##### Problem 1

You've had a sore eye since yesterday. It's getting worse.

##### Problem 2

You've just been horse-riding and your back aches. Ice hasn't helped.

##### Problem 3

Today your head hurts and you keep coughing. You feel really tired.

##### Explaining problems

*I'm worried about ...*

*I've got a sore/painful ...*

*My ... hurt(s).*

*My ... ache(s).*

*I can't stop ...*

*I'm feeling ...*

##### Asking about problems

*What are your symptoms?*

*When did (your symptoms) start?*

*Have you got ... ?*

*Have you (put ice on it)?*

*Have you (taken a painkiller)?*

*Have you been to (the doctor/hospital)?*

##### Giving advice

*It sounds like you ...*

*You should/shouldn't ...*

*You must/mustn't ...*

*If it still hasn't got better (tomorrow), ...*

*If you don't feel better (in half an hour), ...*

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## 7A GRAMMAR: present continuous with future reference; other future forms

### Shade the squares

**Materials:** One worksheet per pair, plus a few extra worksheets for fast finishers

**Time:** 10–15 minutes

Tell students that they are going to play a game to practise future forms. Put students in pairs, give each pair a worksheet and make sure each student in the pair has a different coloured pen or pencil. Explain that the goal of the game is to fill the most squares with their colour. Students take turns to choose any prompt on the worksheet (1–16) and either respond to it or make a true sentence with it using one of the future forms at the top of the worksheet. They should check with you if they are unsure of their answer. If their sentence and choice of future form is correct, the student colours a series of squares on the grid in the shape indicated for the category of prompt, then crosses out the prompt so that it can't be reused. When no more shapes can be added to the grid, students count the total number of squares in their colour. The student with the most squares wins. Circulate during the activity, monitoring students' accuracy with future forms and checking answers as appropriate.

Fast finishers could think of sentences for any unused prompts, or could play again on an extra worksheet, making different sentences to the first time they played.

To finish, elicit some example sentences for some of the prompts.

#### POSSIBLE ANSWERS:

- 1 I'll have a large coffee, please.
- 2 I'll do that right now.
- 3 Shall we go to the cinema tonight?
- 4 Next week, I'm meeting an old friend for lunch.
- 5 I'm seeing the dentist on Friday.
- 6 Tomorrow, I'm coming to class in the morning.
- 7 I'll colour my squares straightaway.
- 8 Shall I open a window?
- 9 Next year, I'm going to read more books.
- 10 OK. I'll call you after work.
- 11 I won't answer it. We're in class!
- 12 Shall I show you some photos of my holiday?
- 13 I'm meeting my new boss on Thursday morning.
- 14 I'm going to learn to make sushi.
- 15 Shall we get something to eat?
- 16 In a few minutes, we're going to finish this game!

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 7A GRAMMAR: present continuous with future reference; other future forms

#### Shade the squares

Give your answers to prompts 1–16 using one of the future forms in the box.

be going to + infinitive    'll/will + infinitive    present continuous    Shall I/we ... ?

	1 Order a drink at a café. 2 Your boss asks you to send an email. Agree to do it straightaway. 3 Suggest going to the cinema. 4 Next week, ...
	5 Share an event that's in your diary. 6 Tomorrow, ... 7 I ... straightaway. 8 Offer to open a window.
	9 Next year, ... 10 Your friend asks you to call them. Agree. 11 Your phone rings. Decide whether to answer. 12 Offer to show some photos of your holiday.
	13 Share an arrangement you have this week. 14 Share something you intend to do in the future. 15 Suggest having something to eat. 16 In a few minutes, ...


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## 7A VOCABULARY: going out and staying in

### What do you prefer?

**Materials:** One set of cards per group of three or four

**Time:** 15 minutes

Tell students that they are going to have a discussion to practise vocabulary for going out and staying in. Put students in groups of three or four and give each group a set of cards. Students work together to complete the gaps with the correct forms of *go*, *have*, *see* and *watch*. Check answers as a class, then ask students to divide the cards among themselves and take turns to ask their questions to the group. Circulate during the discussion to assist as needed.

To finish, choose a few of the questions to discuss as a class.

Alternatively, the cards can be used for a class mingle. Each student is given one card, which they need to complete with the correct form of *go*, *have*, *see* or *watch*. Check answers as a class. Students then mingle and ask their question to different classmates, noting down responses on the back of their card. They then report back what they found out to a partner and/or the class.

#### ANSWERS:

- |                 |                   |
|-----------------|-------------------|
| 1 going         | 7 watch           |
| 2 going, having | 8 go, go          |
| 3 see           | 9 having, having  |
| 4 go            | 10 watch, watched |
| 5 having        | 11 see            |
| 6 going         | 12 go             |

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 7A VOCABULARY: going out and staying in

What do you prefer?

<b>1</b> Do you prefer _____ing to the cinema or the theatre?	<b>2</b> After class, do you usually feel like _____ing out with friends or _____ing a rest?
<b>3</b> How easy is it to _____ live music where you live?	<b>4</b> Would you rather _____ to a club or a market?
<b>5</b> Today, do you feel like _____ing an evening out or a night in?	<b>6</b> What sort of concerts would you enjoy _____ing to?
<b>7</b> Would you rather _____ a tennis match, a basketball game or a car race?	<b>8</b> Are you going to _____ shopping or _____ for a coffee this weekend?
<b>9</b> Do you prefer _____ing some friends round to eat or _____ing meals out?	<b>10</b> How much TV do you _____? Have you _____ed any good programmes lately?
<b>11</b> Would you prefer to _____ a play or a comedy show?	<b>12</b> Where did you last _____ sightseeing or on a tour?

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## 7B GRAMMAR: indefinite pronouns: *someone, nothing, anywhere, etc.*

### Question mix

**Materials:** One set of cards per group of three

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise indefinite pronouns. Ask students to brainstorm possible questions people could ask in eating out and/or eating in situations using indefinite pronouns, e.g. 'Is everybody hungry?', 'Would anyone like some more?' Then put students in groups of three and give each group a set of cards. Explain that students need to match the cards to form questions that might be used when eating out and/or eating in. Point out that in some cases there is more than one possible answer, but there is only one way for students to match all the cards. Circulate while students do the activity, assisting as required, then check answers as a class. As a follow-up, students could create mini-roleplays based on the questions (using indefinite pronouns if they can). Give an example, e.g.

A: *Is there anything without meat on the menu?*

B: *Sorry, there's nothing.*

A: *Well, is there somewhere else we could go to eat?*

B: *There might be. Let's ask someone.*

To finish, a few students could share a mini-roleplay with another pair or with the class.

### ANSWERS:

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

## 7B GRAMMAR: indefinite pronouns: *someone, nothing, anywhere, etc.*

### Question mix



1 Is there anything	a my red water bottle?
2 Has everyone	b without meat on the menu?
3 Has anybody seen	c sweet to finish?
4 Is everything	d else we could get pizza?
5 Does no one	e nothing left in the fridge?
6 Is there nowhere	f want to wait for a takeaway?
7 Can we get sushi	g finished their lunch?
8 Would you like something	h alright with your meal?
9 Why is there water	i everywhere?
10 Is there really	j anywhere near here?

## 7B VOCABULARY: containers

### A pot of what?

**Materials:** One worksheet per class, cut in half

**Time:** 10–15 minutes

Tell students that they are going to do an activity to practise vocabulary for containers. Put students in pairs and ask them to decide who is Student A and who is Student B. Explain that you have two cards (A and B) with pictures of items in containers. The A card will be placed on a table (or pinned to the board) at the front of the room and the B card at the back. Pairs need to make a list of the ten items including the containers, e.g. 'a bottle of milk', from memory after looking at the cards. However, Student As can only go to view the A card and Student Bs can only go to view the B card. In addition, only one student from each pair can leave their table at a time to view their card, then report what they remember to their partner, who writes it down. The first pair to write down the ten items correctly wins. Alternatively, set a time limit for pairs to aim to finish in, e.g. five minutes. Monitor during the activity, ensuring that people move around safely, then check the answers as a class.

If your class is not set up for movement, give each student their own card (A or B) and tell them not to show it to their partner. Explain that students will take turns to say the items on their lists, their partner taking visual notes or drawing pictures of the items, then using these visual notes to repeat the list back, seeing how many they got correct.

#### ANSWERS:

##### Student A

a bottle of milk, a jar of jam, a box of fruit, a tube of tomato paste, a mug of tea

##### Student B

a pot of yoghurt, a packet of biscuits, a carton of apple juice, a tin/can of soup, a bowl of rice

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 7B VOCABULARY: containers

A pot of what?



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## 7C HOW TO ... ask for and give permission

### Secret reasons

**Materials:** One worksheet per group of three, cut into cards

**Time:** 15 minutes

Tell students that they are going to do an activity to practise asking for and giving permission. Ask students to brainstorm some ideas of things people might ask permission for in an art gallery. Explain that in this activity, they will be asking each other permission to do a range of things in this location and must work out each other's secret reasons for giving or refusing permission for different requests. Demonstrate with the class. Ask students to imagine that you work in an art gallery and that they need to ask you for permission to do things, using a range of phrases from the Grammar Bank on page 122 of the Student's Book and their ideas from the brainstorm. (Your secret reason is that if students are on the right-hand side of the classroom, you give permission, but if they're on the left-hand side of the classroom, you refuse.) See if students can guess the secret reason after five questions and reveal it if they haven't worked it out after ten.

Put students in A/B/C groups, and give each student in the group a Student A, Student B or Student C card, telling them not to show it to the others in their group. Ask them to each look at their card and read their secret reason and their example conversation without showing the information to each other. Explain that first Students B and C will ask Student A for permission to do things (using the ideas on their cards and/or their own ideas) until they work out Student A's secret reason. Then Students A and C will ask Student B, then Students A and B will ask Student C. Circulate during the activity, encouraging students to use a range of different phrases in both their requests and answers, and noting down any feedback related to asking for and giving permission. After five minutes (and then ten minutes), students switch to the next person, even if they haven't worked out the previous secret reason. Tell them not to tell each other if they can't work it out, as they can return to previous students if they have time later. Fast finishers could repeat the activity, this time making up their own secret reason.

Finish by sharing any errors for correction in class feedback and/or by praising examples of particularly good language use from the activity.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 7C HOW TO ... ask for and give permission

#### Secret reasons

##### Student A

Imagine you're at an art gallery. Ask permission from Students B and C to do the things below, or use your own ideas.

- Take a selfie.
- Sit down in this chair. You're tired!
- Leave your bag.
- Use someone's phone because yours is broken.
- Bring in your dog.
- Come back later and use the same ticket.
- Ask a question.
- Touch a painting.

When other students ask you, respond positively or negatively based on your secret reason.

**Secret reason** = You say no to most requests, but if the person uses the word 'OK', you say yes.

Do you think I could take a video?

I'm afraid not.

Is it OK for me to leave my coat on this chair?

Go right ahead.

##### Student B

Imagine you're at an art gallery. Ask permission from Students A and C to do the things below, or use your own ideas.

- Take your umbrella into the gallery.
- Leave your bike here.
- Take a video.
- Use your student ID for a cheaper ticket.
- Eat a sandwich.
- Sit on the floor.
- Bring in a selfie-stick.
- Use headphones.

When other students ask you, respond positively or negatively based on your secret reason.

**Secret reason** = You say no to all requests where no reason is given. If a reason is given, you say yes.

Is it OK if I bring in my dog?

I have to say no. Sorry.

Could I take a photo? I love the painting!

Of course, go ahead.

##### Student C

Imagine you're at an art gallery. Ask permission from Students A and B to do the things below, or use your own ideas.

- Take an information leaflet to read later.
- Bring in your ice cream to finish it.
- Ask some questions about the tours.
- Take a photo of the artwork to show a friend.
- Lie down somewhere.
- Leave your coat on this chair.
- Speak to the manager. You have an idea!
- Use the bathroom.

When other students ask you, respond positively or negatively based on your secret reason.

**Secret reason** = You say yes, then no, then yes, then no, then yes ... and so on ...

Is it all right if I take a selfie with this painting?

Yes, no problem.

May I sit on the floor?

Sorry, you can't.

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## 8A GRAMMAR: *will* for predictions

### When I'm sixty-four, ...

**Materials:** One worksheet per student

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise *will* to make predictions about their lives in the future. Give each student a worksheet and invite them to choose one of the ages (which must be in their future) in Ex 1 to make predictions about. Then direct students to Ex 2 on the worksheet and complete the first question with the class as an example. Students work individually or in pairs to write the other questions about the future using *will* and the prompts given. Circulate to check questions as needed.

Then, for Ex 3, ask students to recall words and phrases to let the listener know how sure they are of something, and write these on the board as prompts for the activity, e.g. *probably, maybe, perhaps, I'm sure, I think, I don't think*. Students take turns to ask and answer the questions to see what their future selves have in common (in different pairs if they wrote the questions together). Explain that students should answer using full sentences and give details in their answers if possible.

To finish, elicit some similarities or differences students predicted about themselves in class feedback.

#### POSSIBLE QUESTIONS:

- 1 Where will you live?
- 2 What will you do for work?
- 3 What kind of hobbies will you do?
- 4 Will you have any pets?
- 5 What will be important to you?
- 6 Who will you spend time with?
- 7 How will your life be similar to now?
- 8 Will you/things/life be very different?

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

#### 8A GRAMMAR: *will* for predictions

##### When I'm sixty-four, ...

1 Choose a future age from the box to make predictions for.

21 30 50 64 75 99

2 Write questions with *will* and think about your answers.

<p>1 _____ live?</p>	<p>2 _____ work?</p>
<p>3 _____ hobbies _____ ?</p>	<p>4 _____ pets?</p>
<p>5 _____ important to you?</p>	<p>6 _____ spend time with?</p>
<p>7 _____ similar to now?</p>	<p>8 _____ different?</p>

3 Work in pairs. Ask and answer the questions. What will you have in common in the future?

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## 8A VOCABULARY: change

### How has ... changed over time?

**Materials:** One worksheet per pair

**Time:** 10 minutes

Tell students that they are going to do an activity to practise vocabulary for change. Put students in pairs and give each pair a worksheet. Explain that students will take turns to choose a topic from the first section of the worksheet to ask their partner about, e.g. *wifi*: 'How has wifi changed over time?'; *shoes*: 'How have shoes changed over time?' The other student needs to respond using at least one word or phrase from the bottom of the worksheet. Students tick the topics in the first part and the words and phrases in the second part as they are used. Point out that the words and phrases can be used more than once and that students should aim to use all of them between them at least once. Emphasise that if students don't know a lot about the topic, they can use phrases such as 'I don't know much about it, but I think/guess that ...', etc. Circulate during the activity to assist as required. Students can also help each other with ideas and ask follow-up questions for more detail.

To finish, elicit an example of a sentence to use each word or phrase for change.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 8A VOCABULARY: change

#### How has ... changed over time?

Take turns to choose a topic for your partner to comment on.

wifi	your English	food prices
music	headphones	public transport
students	your walking speed	weather
the number of things to do in your town	libraries	shoes

Tick the words and phrases as you use them. Aim to use all of them between you.

improve	speed	increase	stay the same
become	get smaller	get faster	go down

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## 8B GRAMMAR: first conditional

### Two sides

**Materials:** One worksheet per pair, cut in half

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise the first conditional. Ask students to think about whether they're more likely to look on the bright side or see the negative side in a situation and why. Then explain that in this activity, they'll be working in pairs and taking turns to look on the bright and negative side in a series of situations. Write an example *if* clause not on the worksheets on the board, e.g. *If you get up at 4 a.m., ...* and elicit a possible bright side, e.g. *you'll have extra time in your day to get things done.* and a possible negative side, e.g. *you'll be tired for the rest of the day!* Give each student half a worksheet and put them in A/B pairs. Point out the ten conditional situations with *if* clauses, and explain that students need to think of ways to complete them that matches their allocated attitude (bright/negative side). Encourage students to try to convince their partner that their attitude is right for the situation. Use the examples on the board to remind them that they can reverse the order of the *if* clause and main clause, e.g. *You'll have extra time in your day to get things done if you get up at 4 a.m.* and to do this in some of their sentences. Circulate during the activity, checking the first conditionals and assisting as necessary.

With weaker classes, have an additional stage before students share their sentences with a partner where they discuss sentences they could use for the activity with someone who has the same half worksheet as them.

To finish, ask students to share some of the sentences they made during the activity. With stronger classes, this stage could be developed into a debate where the two sides take turns to share their viewpoints about one or more of the situations.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
 3<sup>RD</sup> EDITION

### 8B GRAMMAR: first conditional

#### Two sides

##### Student A

Look for the bright side in these situations.

- 1 If you work in the same job for ten years, ...
- 2 If you don't have much time to study, ...
- 3 If it rains tomorrow, ...
- 4 If someone fails their driving test, ...
- 5 If there's no wifi, ...



See the negative side in these situations.

- 6 If you stay up late tonight, ...
- 7 If you have extra time this weekend, ...
- 8 If you don't work hard, ...
- 9 If you cook dinner for twenty people, ...
- 10 If you move to another country, ...



##### Student B

See the negative side in these situations.

- 1 If you work in the same job for ten years, ...
- 2 If you don't have much time to study, ...
- 3 If it rains tomorrow, ...
- 4 If someone fails their driving test, ...
- 5 If there's no wifi, ...



Look for the bright side in these situations.

- 6 If you stay up late tonight, ...
- 7 If you have extra time this weekend, ...
- 8 If you don't work hard, ...
- 9 If you cook dinner for twenty people, ...
- 10 If you move to another country, ...



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## 8B VOCABULARY: attitudes

### Connections

**Materials:** One worksheet per pair

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise connections between words and phrases about attitudes. Put students in pairs and give each pair a worksheet.

In pairs, students take turns to make sentences using two (or more) of the words and phrases in the circles, e.g. 'Sometimes you fail, but then you succeed when you have more experience.' When students make a connection, they draw a line between the two circles. Point out that students can use the words and phrases more than once. Give students five to ten minutes to find as many connections as they can between the words and phrases, then put pairs in groups of four to compare and discuss their diagrams. Tell them to make a note of any particularly useful combinations of words and phrases.

To finish, elicit the least connected words and phrases and work as a class to make connections with these.

A2+ | PHOTOCOPIABLE ACTIVITIES

**Speak out**  
3<sup>RD</sup> EDITION

**8B VOCABULARY: attitudes**

**Connections**

dream (noun)

look on the bright side

experience (noun)

impossible

hope (verb)

see the negative side

fail

worry (verb)

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## 8C HOW TO ... check information

### How well do you know each other?

**Materials:** One half worksheet per student

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise checking information with question tags to see how well they know each other. Give each student half a worksheet and explain that they need to complete the sentences by adding different classmates' names at the beginning of the sentences, then completing them with relevant information or guesses. Write a few examples on the board, e.g. *Lina is from Brazil.*, *Mawasha has been to Scotland.* With weaker classes, brainstorm a few ideas for each sentence on the board for students to use as models. Tell students that sentences should be positive and not too personal. Try and ensure that all students' names in the class are used, for example by encouraging students to write sentences about the ten people sitting closest to them. Circulate while students write their sentences, assisting as necessary.

Explain that students are now going to use statements and question tags to check what they have written in a class mingle. Refer to the statements on the board to elicit some examples and write these under the relevant statements, e.g. *Lina, you're from Brazil, aren't you?*, *Mawasha, you've been to Scotland, haven't you?* As students mingle and check each answer with the relevant student, they should put a tick or cross in the 'True?' column. Remind students to think carefully about which question tag to use for each sentence. Monitor the activity, prompting correct use of question tags and noting down any examples for correction.

To finish, share any examples for correction (without identifying the students who said them), and ask the class to correct these together.

Alternatively, instead of the class mingle, students could work in groups of three or four, writing sentences and checking the information about only the people in their group. This is a good option if students don't know their classmates well.

#### POSSIBLE QUESTIONS:

- 1 You're from Brazil, aren't you?
- 2 You were at university a few years ago, weren't you?
- 3 You're learning to paint, aren't you?
- 4 You've been to Paris, haven't you?
- 5 You get to class by bicycle, don't you?
- 6 You played football last week, didn't you?
- 7 You enjoy films, don't you?
- 8 You have a dog, don't you?
- 9 You'll travel abroad in the future, won't you?
- 10 You can play the guitar, can't you?

### 8C HOW TO ... check information

How well do you know each other?

Add your classmates' names and complete the sentences.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1 _____ is _____.                  | True? <input type="checkbox"/> |
| 2 _____ was _____ a few years ago. | <input type="checkbox"/>       |
| 3 _____ is learning _____.         | <input type="checkbox"/>       |
| 4 _____ has been to _____.         | <input type="checkbox"/>       |
| 5 _____ gets to class by _____.    | <input type="checkbox"/>       |
| 6 _____ played _____ last week.    | <input type="checkbox"/>       |
| 7 _____ enjoys _____.              | <input type="checkbox"/>       |
| 8 _____ has _____.                 | <input type="checkbox"/>       |
| 9 _____ will _____ in the future.  | <input type="checkbox"/>       |
| 10 _____ can _____.                | <input type="checkbox"/>       |

A: You're always early, aren't you?

B: Actually, I'm not. Sometimes I'm late!

Add your classmates' names and complete the sentences.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1 _____ is _____.                  | True? <input type="checkbox"/> |
| 2 _____ was _____ a few years ago. | <input type="checkbox"/>       |
| 3 _____ is learning _____.         | <input type="checkbox"/>       |
| 4 _____ has been to _____.         | <input type="checkbox"/>       |
| 5 _____ gets to class by _____.    | <input type="checkbox"/>       |
| 6 _____ played _____ last week.    | <input type="checkbox"/>       |
| 7 _____ enjoys _____.              | <input type="checkbox"/>       |
| 8 _____ has _____.                 | <input type="checkbox"/>       |
| 9 _____ will _____ in the future.  | <input type="checkbox"/>       |
| 10 _____ can _____.                | <input type="checkbox"/>       |

A: You're always early, aren't you?

B: Actually, I'm not. Sometimes I'm late!