INTRODUCTION TO OUTCOMES BEGINNER

Who is Outcomes Beginner for?

Not all ‘Beginner’ language students are the same level. ‘Real beginners’ may have no knowledge of English whatsoever, while ‘false beginners’ will have some passive knowledge of the language and may even have studied the basics before. Outcomes Beginner is appropriate for the vast majority of Beginner students. However, those with a very low level may need a little extra support and will certainly require a slower pace through the material.

How does Outcomes Beginner help real beginners?

We help real beginners by:

• clearly showing the learning aims of the lesson with the opener photos or an initial dialogue
• teaching nearly all vocabulary in early units with visual support
• clearly matching the vocabulary and grammar input to the stated outcomes
• providing ‘just enough’ input – students don’t initially learn all forms of the grammar point, but just enough to enable effective conversation
• offering additional support and reference for areas where some knowledge is assumed in the text (e.g. subject pronouns, colours)
• providing a lot of listening tasks that focus on receptive recognition of words and phrases rather than testing comprehension
• providing recordings of the majority of words, tasks and texts they see on the page
• providing a detailed Letters and sounds chart (Student’s Book p140) to enable students to match spellings to sounds
• incorporating a large amount of revision and recycling within lessons and units and throughout the course.

How does Outcomes Beginner help false beginners?

We help false beginners by:

• including short speaking tasks in which students can give simple answers, or more complex answers if they are more able
• giving opportunities for students to demonstrate and share knowledge beyond what is ‘taught’ in the book.

What are the goals of Beginner language students?

Beginner language students are very much the same as any other language student in terms of the broad reasons they want to learn. As the Common European Framework of Reference (CEFR) states, they generally want:

1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
(Council of Europe, 2001, Common European Framework of Reference for Languages, p3)

At Beginner level, the extent to which students can achieve these goals will, of course, be limited. Nevertheless, we have kept these ideas in mind and aim to enable students to fulfil these goals – in simple ways, using very basic language. On the opening double-page of each unit you will see a list of outcomes, which cover these three areas:

Business of everyday life
Outcomes has a strong practical thread. For example, students at Beginner level learn to:

• ask about times and prices, pages 10–12
• order food in different settings, pages 20 and 21
• ask where things are and understand very basic directions, pages 34 and 35
• check in to a hotel, page 54
• make plans with other people, page 91.

Communicating thoughts and feelings
Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. For example, in the course students learn to:

• say what they like and don’t like, pages 20 and 63
• talk about good places to go, pages 44 and 45
• ask and give opinions, page 67
• say how they feel, pages 80 and 81.
Understanding other cultures
Many of the reading texts and National Geographic videos provide insights into other cultures and perspectives. These generally focus on a simple description with some facts and numbers, but students are encouraged to relate them to their own lives and countries through simple guided questions and tasks. For example, students read texts or watch videos about:

- different weekends round the world, page 37
- interesting information about Egypt, page 58
- homeworking in different countries, page 74
- reasons Iceland is a good place to live, pages 82 and 83
- Diwali in India, page 112
- the Pohoda festival in Slovakia, page 91
- World Heritage sites, pages 102, 146 and 147.

How did we choose the language for students at this level?
The language for this Beginner course was chosen on this basis:

- We start by considering the conversations students may want and need to have.
- We then identify the simplest grammar and vocabulary that will enable students to fulfil those goals in a natural-sounding way.
- Grammatical patterns are introduced to facilitate a limited variety of similar conversations. This may include teaching examples of grammar presented as phrases, such as I don't know, What would you like?, Can you repeat that?, The best place is Westfield, or Where are you going?
- We teach some extra vocabulary that helps students to have a limited variety of similar conversations.
- We pay close attention to word frequency. The words we actively teach are largely taken from the top 100 most common verbs, the top 100 common nouns, etc. We use corpora such as the BNC (British National Corpus) and COCA (Corpus of Contemporary American English) as reference points.
- We ensure that the language taught in Outcomes Beginner leads naturally on to Outcomes Elementary, where it is recycled and extended.

What do we expect Beginner students to achieve?
It is important to keep in mind what our overall expectations are of Beginner students. A relatively wide variety of exchanges and language is encouraged at Beginner level, but we DO NOT expect accuracy in all these exchanges. The Beginner student often quickly resorts to single words and a default 'present' tense. That’s fine. They are Beginners. Note how the CEFR describes ability at A1 level:

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I’m trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Even single words and default ‘present tense’ utterances can still be about plans, or last weekend, or general experiences. However, we believe that it is empowering and motivating to learn a broader range of language, even if much of it will not be used accurately at first. After all, accuracy will only come with practice and exposure to English over a long period of time. Mistakes are both a natural and necessary part of learning.

Should we allow L1 in the classroom?
Our answer to this question is a definite yes, if it is possible given the range of nationalities in your class. All Beginner students naturally translate in their heads and it is better if this process is open and acknowledged. While drilling, practice, testing and recall are best done in English, L1 can be extremely useful in the initial stages of dealing with new language:

- Giving a translation can be an efficient and precise way to convey meaning.
- Occasionally allowing students to use a bilingual dictionary enables them to adapt the conversations they practise to talk more effectively about themselves.
- Asking for an L1 explanation of what students heard or read in a listening can be a better guide to how well they understood something.

How does Outcomes Beginner differ from other Beginner courses?

Approach to grammar
Outcomes Beginner does not differ from other Beginner courses in terms of the basic grammar that is covered in the course, all of which is typical of all Beginner books. However, where there are differences in the way we present grammatical areas, it is always in order to prioritise the language that students are likely to need most outside the class and to ensure greater recycling over time.

1 To practise the verb be in Unit 1, we have question words, numbers and family as the main lexical sets rather than a focus on countries, nationalities, or the alphabet, which are common in many other books. This is for these reasons:

- It enables a broader range of ‘natural’ exchanges in which students can practise the verb be. Note that the answers are often very simple: numbers, names or people.
- The exchanges presented can be more easily and naturally recycled from lesson to lesson than, for example, Where are you from? / Are you Russian?
- It allows question words to be frequently recycled right from the start of the book and enables a bigger range of possible exchanges when students come to practise the present simple, past simple, etc.

There is a reference to countries and nationalities on page 139 of the Student’s Book, in case students need support with their initial exchanges about Where are you from?
2 We do not practise short answers with auxiliaries (Yes, I am. No, I don’t. etc.) in the main units. This is for these reasons:
- In standard L1 language use, a simple yes/yeah or no is far more common than using these words with an additional auxiliary.
- The addition of an auxiliary does not add significant communicative value at this level.
- Not spending time practicing short auxiliaries allows students more time to practice using and understanding a wider variety of questions. Some students may need some knowledge of short auxiliary answers for institutional tests. To this end, several tables and exercises are included in the Grammar reference section. Note that short answers with auxiliaries are explicitly taught in Unit 7 of Outcomes Elementary.

3 We initially introduce some forms in a more restricted way than other courses. For example, in Unit 4 students learn are there ...? / there’s ... and then in Unit 5, we introduce is there ...? / there are + negatives. This is for these reasons:
- The primary focus is on the conversation we are enabling students to have and on ensuring students get sufficient practice of that conversation. Often, students initially only need to use one or two forms (usually I/you) rather than all forms.
- It promotes recycling and allows students to build their knowledge of grammar in clear, easy-to-manage stages.
- Grammar tends to be acquired over time, with repetition, rather than from one single intense (or mass) practice in one unit.
- All parts of the key forms are presented and practised over the whole of the Outcomes Beginner course and are thoroughly revised at Elementary level.

4 In Unit 6, we change the focus from present to past forms, which is earlier than in some other books and the irregular forms was, went, had and did are introduced first. This is for these reasons:
- The present simple form is relatively straightforward in English, and although students will continue to make errors with this basic form, we feel it is important to move on to other relevant and useful structures.
- We introduce the past forms gradually, starting in Unit 6 with four of the most common verbs in English. This allows them to be presented almost as items of lexis, before revisiting the past form in more detail in subsequent units.
- Introducing the past simple earlier allows more recycling and enables us to then include a greater range of texts and exchanges with a natural range of language.
- Research suggests that students need this language early in their course in order to function within their school and the wider community.

5 We introduce a simple way to talk about the future earlier than other books – and we do not give it a ‘name’. In Unit 5, we present I’m/We’re going and Are you going ...? We do this in the context of a conversation at the end of a class, to talk about your immediate plans. We show that the pattern can be followed by a place (home / to the cinema / to the gym, etc.) or an action (to have a coffee / to meet a friend, etc.). We do this for these reasons:
- Research suggests that students need this language early in their course in order to function within their school and the wider community.
- The exchange can be very naturally recycled within all classroom settings – in every lesson, if you wish!
- Presenting it as a pattern (rather than as the present continuous / be going to + verb) means students can easily assimilate it and compare it to the now familiar pattern of I need/want a coffee and I need/ want to go.
- Introducing this pattern earlier allows more recycling over the whole course because we can use it in a greater variety of texts and exchanges with a natural range of language.

6 We expose students to limited exponents of other grammatical structures earlier than other books by presenting these as phrases in the Developing conversations section. For example, we present Have you been to + place name. This is for these reasons:
- Learning simple phrases is a common and natural part of language and learning.
- Knowing some of these phrases helps students take part in a greater variety of exchanges as soon as possible.
- These phrases provide an initial basis for understanding meaning and use and this will help when students come to later study the underlying grammar (either in later units, or in Outcomes Elementary).

7 We teach some words and have some simple exchanges about aspects of life and society that other books do not. For example, in Unit 9 students learn the words education, health system, and environment (among others) and discuss what they think of these things in their country. This is for these reasons:
- Education, health system, and environment are all in the top 100 most frequent nouns in English, so students are likely to see/hear them and want to use them outside of class.
- The vast majority of students want to exchange thoughts, feelings and opinions.
- Enabling conversations like this allows more freedom for better students to extend their English by trying to explain their opinions, while still providing a very simple model for weaker students.

Revision and recycling
The Outcomes series offers a particularly effective learning experience partly because it puts revision and recycling at its heart. As writers, we see these as core principles and have meticulously planned and crafted the structure and content of the series on this basis. In the case of Beginner level there is an extra need for repetition and recycling because the forms and language we introduce are usually entirely new to students. Extensive repetition and recycling is enabled through:
- opener photos which present and practise the language students will learn in the unit.
• dialogues which build and recycle the target vocabulary and grammar as students progress through the unit
• extra review sections in the units (Review and speaking; Pronunciation and review)
• extra Revision and pronunciation work in the Grammar reference section
• the structure of the grammar syllabus (see Approach to grammar above).

Motivation
We believe motivation in language learning comes mainly from successful communication in the business of everyday life and of personal thoughts and feelings. The Outcomes series is driven by the goal of effective communication and as a result students are provided with many supported opportunities to grow and learn. Motivation can also come from a sense of progress; to this end Outcomes provides regular tests and revision tasks that show objectively what students have learned. Feedback from Outcomes users repeatedly shows that students recognise these elements in the series and respond to them positively.

How does Outcomes support teachers?
Of course, the carefully planned support for successful learning in this course is not only beneficial for students, but also creates a solid, effective framework for teachers. We recognise that busy teachers also need material that is quick to prepare and easy to use and we have prepared the course with this very much in mind.

Enough material in the Student’s Book
We are aware that due to the naturally limited knowledge and capabilities of Beginner students, tasks at this level tend not to last very long. With some courses, this can result in teachers needing ‘to fill space’ with additional practice activities. In Outcomes, while the language input remains necessarily limited, we consciously provide a range of varied practice tasks throughout the unit and in the Review sections after every two units. Some of these tasks are short and very focused, while others are longer or more involved (and recycle previously taught language) yet can also be easily broken up into smaller elements for less able students.

Extra material if you need it
• The Teacher’s Book provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
• Tests in the Teacher’s Book allow you to assess students’ progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
• Photocopiable communicative activities provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student’s Book.

• The online Vocabulary Builder follows the spreads of the book so that you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, and add translations and examples, as well as print out lists organised by spread.
• ExamView tests allow you to make your own tailored revision tests in a matter of minutes.
• The course website gives access to all of the additional materials, videos and audio.
• MyOutcomes online resource. Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor’s account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.

1. Go to the MyELT.heinle.com website.
2. Click Create an Account.
3. Click Instructor and then click Next.
4. Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these emails for your records.

Clear structure and signposting to ‘pick up and go’
There may be moments when you have little time for preparation. Outcomes won’t let you down. The following elements help you orient yourself and teach on the go:
• Clear unit goals, along with clear lesson and language input titles; the regular unit structure creates a natural flow and progression through the material.
• Straightforward numbering of exercises and audio on each page helps teachers orient students and manage the class.
• Clearly structured grammar presentations:
  – simple form focus and very simple explanations where possible
  – a ‘just enough’ focus on grammar, practising the forms students need for the particular outcome and leaving other forms till they are needed
  – lots of extra examples and tasks in the unit and Grammar reference including receptive listening tasks and pronunciation practice.
• Visual support for new vocabulary in the opener and throughout the units makes teaching vocabulary efficient and instinctive.
• A Classroom Presentation Tool that allows you to go through the material on an interactive screen easily, with answers, audio and video at the click of a button.
INTRODUCTION TO OUTCOMES

 ELEMENTARY

In this introduction, we try to answer these questions:
• What are the goals of language students?
• How did we choose language for students at this level?
• What makes Outcomes better for teachers?
• How can we help students learn?

GOALS AND OUTCOMES

The Common European Framework of Reference (CEFR) states that language learning and teaching overall goals should be:
1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
(Council of Europe, 2001, Common European Framework of Reference for Languages, p3)

These ideas underpin everything we do in the Outcomes series. At Elementary, we look at some can-do statements at A2 as a guide to what students might want to achieve. On the opening double-page of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aims to help students to do these things better.

Business of everyday life
Outcomes has a strong practical thread. For example, students at Elementary learn the grammar and vocabulary to:
• ask people to do things and give polite answers, page 31
• understand prices and describe what they want in shops, pages 44–45
• buy train tickets and talk about transport information, pages 88–91
• understand menus and order food, pages 98–101
• understand and give email and website addresses, page 137.

For many students, passing exams is also the business of everyday life, which is why Outcomes has a Grammar reference with exercises on all the grammar you’d expect. The Review pages after every two units also make use of exercise types found in common exams such as Cambridge First, such as cloze tests, wordbuilding and transformation exercises.

Writing sections deal with both practical types of writing task (forms, pages 150–151) and exam-type writing (an internet profile, pages 152–53; describing photos, pages 162–163).

Communicating thoughts and feelings
Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That’s why most of the Developing conversations and Conversation practice sections work towards practising typical conversations we have to establish and maintain friendships. For example:
• making arrangements, page 17
• making suggestions, page 71
• exchanging news, page 143

This is also why we constantly give students the chance to exchange their ideas, through Speaking practice activities in Vocabulary and Grammar, the lead-ins to Reading and Listening and discussions about the texts.

Understanding other cultures
Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and Speaking activities in Outcomes always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and National Geographic videos with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.

You’ll watch videos about:
• a famous city, page 22
• an experiment to find out about the abilities of a parrot, page 40
• a photography class in a refugee camp, page 58
• two Kenyans on a visit to a cattle ranch in Texas, page 76
• Barcelona’s street life, page 94
• an initiation ceremony in a village in the Amazon, page 112
• national symbols around the world, page 130
• snow-making machines at a ski resort in Minnesota, in the USA, page 148.

Choosing specific outcomes
We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situation and levels for the purposes of writing exams. For example, they take the social and tourist situation of sightseeing and give different levels students may be able to achieve.

For example, A2 levels suggest:
• Can exchange basic information with other customers, related to place in the queue, etc.
• Can, where appropriate, bargain in the market place to a minimal extent.
• Can get the attention of staff in an appropriate way and order a meal in a restaurant. Can make simple complaints, for example, ‘The food is cold’.
• Can understand most of what is on a standard menu, especially in restaurants where, by their nature, the menu is to a large extent predictable. Can ask simple questions about the menu and understand simple answers. Can express an opinion about food.
• Can complete most forms related to personal information.

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors!) and the kinds of conversations we’ve had with students over the years.

**LANGUAGE AND OUTCOMES**

**Elementary**

In Outcomes, it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see / hear outside the class.

**CEFR level**

Elementary students are aiming to move from around level A1 towards level A2, where they are, for example, expected to ‘understand phrases and the highest frequency vocabulary related to … personal and family information, shopping, local area, employment … read very short simple texts … handle short social exchanges … use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my job … write a very simple personal letter, for example thanking someone for something.’ (Common European Framework of Reference for Languages, pages 24–28)

**Grammar**

You will see the same grammar syllabus as you would expect in other books at this level. We know because we’ve checked! In fact, there are not only the 32 Grammar sections, but a different kind of grammar is often seen in Developing conversations. Where you might find the grammar presentation slightly different to other books is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That’s because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher’s Book and can be very effective with classes who all have the same L1.

**Frequent words**

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with reading and listening texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g. asthma). In this case, we may teach it. All these important words are found in the Vocabulary Builder, with phonetics, definitions, collocations (often very frequent words) and examples where relevant. Other words will appear that are part of a story but aren’t otherwise worth teaching and remembering. These words are glossed or ignored and don’t appear in the Vocabulary Builder.

**Better for teachers**

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

**Quick and easy to prepare**

A Student’s Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this is the case with Outcomes. However, other aspects of the Student’s Book and components should help you just pick up the book and teach:

- Grammar and Vocabulary have clear links to texts and / or topics.
- Clear structured grammar presentations which get students to do the work:
  - short explanation boxes allow you to introduce grammar points
  - examples from the texts with questions or tasks get students to think about the rules
  - grammar reference provides short clear explanations for students to check their ideas
  - simple to more difficult tasks allow students to check and practise their understanding.
- Fully integrated pronunciation. Regular pronunciation work is integrated as part of language input and listening tasks based on simple drills and dictation exercises. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
- Simple instructions in the Student’s Book fully explain tasks.
- Straightforward numbering of exercises and audio on each page helps teachers orient students and manage the class.
- New design makes navigation around the pages easy.
- Regular unit structure allows you to teach as discrete lessons.
• Every spread has its own identity and lesson title, which is usually a fixed expression or collocation, using every opportunity to teach students real English.
• There is thorough recycling and revision of language throughout the course.
• The Teacher’s Book provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
• Tests in the Teacher’s Book allow you to assess students’ progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
• Quickly-prepared photocopiables provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student’s Book.
• The Vocabulary Builder follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.
• ExamView tests allow you to make your own revision tests in a matter of minutes.
• The course website gives access to all of the additional materials, videos and audio.
• MyOutcomes online resource. Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor’s account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.
1. Go to the MyELT.heinle.com website.
2. Click Create an Account!
3. Click Instructor and then click Next.
4. Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these emails for your records.

Motivating students
As a teacher, motivating students will be a major part of your job. However, we know a Student’s Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. Outcomes helps you motivate students by having:
• outcomes that reflect many students’ wants and needs
• vocabulary and grammar input and tasks that really help to fulfil those outcomes
• a beautiful design which makes the material clear and easy to navigate
• National Geographic photos that inspire, including a full double-page spread photo as the starting point for each unit; intended to raise questions and provoke debate
• National Geographic videos that bring in real world content and speech
• fun and funny Conversation practice videos on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
• reading and listening texts based on authentic sources that we think you’ll find by turns informative, funny, even moving
• a range of speaking tasks that allow for play, humour and gossip, as well as serious discussion.

Key to learning
There are many ways to learn but it seems there are a few essentials:
• Students need to notice.
• Students need to understand.
• Students need to remember language.
• Students need to practise – spoken, written, receptive.
• Students need to make mistakes.
• Students need to repeat these steps a lot.

Noticing and understanding
Obviously, Grammar and Vocabulary encourage students to notice and understand language. Grammar has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Focuses in bold help students to notice key words. Pronunciation tasks and drills also help students pay attention to form. Explanations in the Vocabulary Builder and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, reading and listening tasks often ask students to notice words and how they are used.

Remember
Students do have to remember the language they have studied if they are going to use it. That’s why you will see exercises in the Student’s Book which encourage students to study, cover and remember language. Students often will avoid this work! In class, they may say things like ‘it’s impossible!’ Don’t give in. Give students time to study in class, and encourage them. They won’t remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular Review units get students to recall language, and additional tests in the Teacher’s Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, ExamView allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable communicative activities in the Teacher’s Book, and some of the reading and listening tasks that provide key words and encourage students to try to remember how they were used.

Practice
There are controlled, written practice tasks for all the Vocabulary and Grammar sections, in the Grammar reference, Workbook and Vocabulary Builder. However, students also need to try and make language their own and there is also always an opportunity to experiment
with the language that’s presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don’t expect them to use it all or get it right (see Making mistakes below). Photocopiable activities in this Teacher’s Book also provide more of this kind of practice.

Making mistakes
Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student’s Book. We all know from experience and research that people learn new language when they are struggling to express something and the ‘correct’ or better word is given. This is also why we have lots of Speaking activities and speaking after Listening and Reading texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

Repetition
Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learnt to use it! Maybe grammar takes even longer. Recycling and revision is therefore a key part of the design of Outcomes. We try to repeatedly re-use language from Vocabulary in Listening and Reading, in Grammar and Grammar reference, in Developing conversations, in Workbook texts, in exercises and texts in other units of the Student’s Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the Speaking and Conversation practice exercises also allow students to re-use language they’ve learnt, because we work backwards from the outcome to the language. You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The Teacher’s Book gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the Workbook, MyOutcomes online resource, Reviews after every two units, Grammar reference, and grammar-focused exercises in the Vocabulary Builder. You can help students by using these elements over time rather than in one go. For example, you could:
• tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student’s Book
• set grammar homework from the reference or MyOutcomes the night after they do it in the Student’s Book
• ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
• ask students to start working through the Workbook exercises after they finish the whole unit
• get students to prepare for the review unit by doing the Vocabulary Builder exercises
• do the review unit in class
• set an ExamView test every four or five units.
INTRODUCTION TO OUTCOMES
PRE-INTERMEDIATE

In this introduction we try to answer these questions:
• What are the goals of language students?
• How did we choose language for students at this level?
• What makes Outcomes better for teachers?
• How can we help students learn?

GOALS AND OUTCOMES

The Common European Framework of Reference (CEFR) states that language learning and teaching overall goals should be:
1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
(Council of Europe, 2001, Common European Framework of Reference for Languages, p3)

These ideas underpin everything we do in the Outcomes series. At Pre-intermediate, we look at some can-do statements at B1 as a guide to what students might want to achieve. On the opening double-page of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aim to help students to do these things better.

Business of everyday life

Outcomes has a strong practical thread. For example, students at Pre-intermediate learn the grammar and vocabulary to:
• ask for – and give – directions, pages 26–27
• understand medical advice and instructions on medicines, pages 81 and 84–85
• book somewhere to stay and deal with problems in hotels, pages 88–91
• give and take phone messages, pages 106–107
• compare prices and talk about money issues and problems, pages 135 and 138.

For many students passing exams is also the business of everyday life, which is why Outcomes has a Grammar reference with exercises on all the grammar you’d expect. The Review pages after every two units also make use of exercise types found in common exams such as Cambridge First, such as cloze tests, wordbuilding and transformation exercises.

Writing sections deal with both practical types of writing task (letters of complaint, pages 162–163) and exam-type writing (a personal profile, pages 154–55; describing places, pages 156–157).

Communicating thoughts and feelings

Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That’s why most of the Developing conversations and Conversation practice sections work towards practising typical conversations we have to establish and maintain friendships. For example:
• complimenting people, page 17
• explaining who people are, page 53
• responding to news and comments, page 99

This is also why we constantly give students the chance to exchange their ideas, through Speaking practice activities in Vocabulary and Grammar, the lead-ins to Reading and Listening and discussions about the texts.

Understanding other cultures

Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and Speaking activities in Outcomes always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and National Geographic videos with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.

You’ll watch videos about:
• a father teaching his son to catch baby alligators, page 22
• the problems caused by a particularly smelly fruit in Malaysian Borneo, page 40
• the World of Music, Arts and Dance festival, page 58
• a goat farm in Texas that breeds a special kind of goat, page 76
• difficult choices for the future of a historic fishing village in Morocco, page 94
• an Italian man with an amazing memory, and research into the influence of genes and the environment, page 112
• the historic city of Oxford and its connection with Alice in Wonderland, page 130
• Columbus and his discovery of the New World, page 148.

Choosing specific outcomes

We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situation and levels for the purposes of writing exams. For example, they take the social and tourist situation of sightseeing and give different levels students may be able to achieve. For example, B1 levels suggest:
• Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation.
We've checked! In fact there are not only the predictable situations. (e.g., an outing).

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors) and the kinds of conversations we've had with students over the years.

**Language and Outcomes Pre-intermediate**

In Outcomes it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read/listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see/hear outside the class.

**CEFR level**

Pre-intermediate students are aiming to move from around level A2 towards level B1, where they are, for example, expected to understand the main point of many radio or TV programmes on current affairs or matters of personal or professional interest ... deal with most situations likely to arise whilst travelling ... understand descriptions of events, feelings and wishes ... give reasons and explanations for opinions and plans ... enter unprepared into conversations on topics that are familiar, of personal interest, or pertinent to everyday life ... and use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with predictable situations. (Common European Framework of Reference for Languages, pages 24–28)

**Grammar**

You will see the same grammar syllabus as you would expect in other books at this level. We know because we've checked! In fact there are not only the 32 Grammar sections, but a different kind of grammar is often seen in Developing conversations. Where you might find the grammar presentation slightly different to other books, is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g., question, statement, negative). That's because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher's Book and can be very effective with classes who all have the same L1.

**Frequent words**

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with reading and listening texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g., asthma). In this case, we may teach it. All those important words are found in the Vocabulary Builder, with phonetics, definitions, collocations (often very frequent words) and examples where relevant. Other words will appear that are part of a story but aren't otherwise worth teaching and remembering. These words are glossed or ignored and don't appear in the Vocabulary Builder.

**Better for Teachers**

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

**Quick and easy to prepare**

A Student's Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this is the case with Outcomes. However, other aspects of the Student's Book and components should help you just pick up the book and teach:

- Grammar and Vocabulary have clear links to texts and/or topics
- Clear structured grammar presentations which get students to do the work:
  - short explanation boxes allow you to introduce grammar points
  - examples from the texts with questions or tasks get students to think about the rules
  - grammar reference provides short clear explanations for students to check their ideas
  - simple to more difficult tasks allow students to check and practise their understanding
- Fully integrated pronunciation: Regular pronunciation work is integrated as part of language input and listening tasks based on simple drills and dictation exercises. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
- Simple instructions in the Student's Book fully explain tasks.
- Straightforward numbering of exercises and audio on each page helps teachers orient students and manage the class.
• New design makes navigation around the pages easy.
• Regular unit structure allows you to teach as discrete lessons.
• Every spread has its own identity and lesson title, which is usually a fixed expression or collocation, using every opportunity to teach students real English.
• There is thorough recycling and revision of language throughout the course.
• The Teacher’s Book provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
• Tests in the Teacher’s Book allow you to assess students’ progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
• Quickly-prepared photocopiables provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student’s Book.
• The Vocabulary Builder follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.
• ExamView tests allow you to make your own revision tests in a matter of minutes.
• The course website gives access to all of the additional materials, videos and audio.
• MyOutcomes online resource. Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor’s account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.

1. Go to the MyELT.heinle.com website.
2. Click Create an Account!
3. Click Instructor and then click Next.
4. Complete the online form and click Submit Request.
New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these emails for your records.

Outcomes

Noticing and understanding

Obviously, Grammar and Vocabulary encourage students to notice and understand language. Grammar has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Words in bold help students to notice key words. Pronunciation tasks and drills also help students pay attention to form. Explanations in the Vocabulary Builder and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, reading and listening tasks often ask students to notice words and how they are used.

Remember

Students do have to remember the language they have studied if they are going to use it. That’s why you will see exercises in the Student’s Book which encourage students to study, cover and remember language. Students often will avoid this work! In class they may say things like ‘it’s impossible!’ Don’t give in. Give students time to study in class, and encourage them. They won’t remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular Review units get students to recall language, and additional tests in the Teacher’s Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, ExamView allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable communicative activities in the Teacher’s Book, and some of the reading and listening tasks that provide key words and encourage students to try to remember how they were used.

Key to learning

There are many ways to learn but it seems there are a few essentials:

• Students need to notice.
• Students need to understand.
• Students need to remember language.
• Students need to practice spoken, written, receptive.
• Students need to make mistakes.
• Students need to repeat at these steps a lot.

Motivating students

As a teacher, motivating students will be a major part of your job. However, we know a Student’s Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. Outcomes helps you motivate students by having:

• outcomes that reflect many students’ wants and needs
• vocabulary and grammar input and tasks that really help to fulfil those outcomes
• a beautiful design which makes the material clear and easy to navigate
• National Geographic photos that inspire, including a full double-page spread photo as the starting point for each unit, intended to raise questions and provoke debate
• National Geographic videos that bring in real world content and speech
• fun and funny Conversation practice videos on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
• reading and listening texts based on authentic sources that we think you’ll find by turns informative, funny, even moving
• a range of speaking tasks that allow for play, humour and gossip, as well as serious discussion.
Practice
There are controlled, written practice tasks for all the Vocabulary and Grammar sections, in the Grammar reference, Workbook and Vocabulary Builder. However, students also need to try and make language their own and there is also always an opportunity to experiment with the language that’s presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don’t expect them to use it all or get it right (see Making mistakes below). Photocopiable activities in this Teacher’s Book also provide more of this kind of practice.

Making mistakes
Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student’s Book. We all know from experience and research that people learn new language when they are struggling to express something and the ‘correct’ or better word is given. This is also why we have lots of Speaking activities and speaking after Listening and Reading texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

Repetition
Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learnt to use it! Maybe grammar takes even longer! Recycling and revision is therefore a key part of the design of Outcomes. We try to repeatedly re-use language from Vocabulary in Listening and Reading, in Grammar and Grammar reference, in Developing conversations, in Workbook texts, in exercises and texts in other units of the Student’s Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the Speaking and Conversation practice exercises also allow students to re-use language they’ve learnt, because we work backwards from the outcome to the language. You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The Teacher’s Book gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the Workbook, MyOutcomes online resource, Reviews after every two units, Grammar reference, and grammar-focused exercises in the Vocabulary Builder. You can help students by using these elements over time rather than in one go. For example, you could:
- tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student’s Book
- set grammar homework from the reference or MyOutcomes the night after they do it in the Student’s Book
- ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
- ask students to start working through the Workbook exercises after they finish the whole unit
- get students to prepare for the review unit by doing the Vocabulary Builder exercises
- do the review unit in class
- set an ExamView test every four or five units.
INTRODUCTION TO OUTCOMES INTERMEDIATE

In this introduction we try to answer these questions:

• What are the goals of language students?
• How did we choose language for students at this level?
• What makes Outcomes better for teachers?
• How can we help students learn?

GOALS AND OUTCOMES

The Common European Framework of Reference for Languages (CEFR) states that language learning and teaching overall goals should be:

1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

(Council of Europe, 2001, Common European Framework of Reference for Languages, p3)

These ideas underpin everything we do in the Outcomes series. At Intermediate, we look at some can-do statements at B1 and many at B2 as a guide to what students might want to achieve. On the opening double-page of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aim to help students to do these things better.

Business of everyday life

Outcomes has a strong practical thread. For example, students at Intermediate learn the grammar and vocabulary to:

• give and respond to suggestions, pages 26–27
• explain what’s on a menu, pages 70–71
• talk about injuries and illness with a doctor, pages 134–135.

For many students passing exams is also the business of everyday life, which is why Outcomes has a Grammar reference with exercises on all the grammar you’d expect. The Review pages after every two units also make use of exercise types found in common exams such as Cambridge First, such as cloze tests, wordbuilding and transformation exercises.

Writing lessons deal with both practical types of writing task (formal emails, pages 158–159) and exam-type writing (opinion-led essays, pages 162–163).

Communicating thoughts and feelings

Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That’s why most of the Developing conversations and Conversation practice sections work towards practising typical conversations we have to establish and maintain friendships. For example:

• talk about how you feel and why, page 17
• talk about courses, page 63
• talk about journeys, page 117

This is also why we constantly give students the chance to exchange their ideas, through Speaking, practice activities in Vocabulary and Grammar, the lead-ins to Reading and Listening and discussions about the texts.

Understanding other cultures

Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and Speaking activities in Outcomes always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and National Geographic videos with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.

You’ll watch videos about:

• athletes from Kenya meeting people in Central Park, New York, page 22
• a quiz about some World Heritage sites, page 40
• two men selling things in a flea market to raise some money, page 58
• life on the biggest and oldest family cranberry-growing business in Wisconsin, USA, page 76
• the life of a woman in rural Tanzania, and an important choice she has to make, page 94
• the National Geographic geneographic project to use DNA sampling to track the routes taken by early man to populate the world, page 112
• an experiment to measure air pollution and produce a detailed map of pollution levels across a community, page 130
• how bee stings are being used to treat various chronic health problems, page 148.

Choosing specific outcomes

We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situation and levels for the purposes of writing exams. For example, they take the social and tourist situation of sightseeing and give different levels students may be able to achieve. For example, B1 and B2 levels suggest:

• Can understand the general outline of a guided tour where the type of place visited (cathedral, art gallery, etc.) is familiar. Can answer questions of a routine nature and provide simple explanations. (B1)
• Can understand most of what is said on most guided tours. Can ask for clarification and further explanation, and is likely to understand the answer. (B2)
• Can explain what is wrong in straightforward terms at a chemist’s, doctor’s, hospital or dentist’s, especially if symptoms are visible. Can ask for advice and understand the answer, provided this is given in everyday language. (B1/B2)

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors) and the kinds of conversations we’ve had with students over the years.

**LANGUAGE AND OUTCOMES INTERMEDIATE**

In *Outcomes* it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

• to reflect CEFR level descriptors
• to meet expectations of grammar input at this level
• to include frequent words students are likely to use and see / hear outside the class.

**CEFR level**

Intermediate students are at around B1 level and working towards B2, where students are, for example, expected to ‘understand most TV news and current affairs programmes … read articles and reports concerned with contemporary problems … interact with a degree of fluency that makes regular interaction with native speakers possible … present clear detailed descriptions … have a sufficient range of language [to do this].’ (*Common European Framework of Reference for Languages*, pages 27–28)

**Grammar**

You will see the same grammar syllabus as you would expect in other books at this level. We know because we’ve checked! In fact there are not only the 32 Grammar sections, but a different kind of grammar is often seen in *Developing conversations*. Where you might find the grammar presentation slightly different to other books, is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That’s because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher’s Book and can be very effective with classes who all have the same L1.

**Frequent words**

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with *reading* and *listening* texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g. asthma). In this case, we may teach it. All these important words are found in the *Vocabulary Builder*, with phonetics, definitions, collocations (often very frequent words) and examples where relevant. Other words will appear that are part of a story but aren’t otherwise worth teaching and remembering. These words are glossed or ignored and don’t appear in the *Vocabulary Builder*.

**BETTER FOR TEACHERS**

Most teachers need or want material that:

• is quick and easy to prepare
• motivates students

**Quick and easy to prepare**

A Student’s Book is easy to use when the relation between input and outcomes is clear, and we hope you already see this in the case with *Outcomes*. However, other aspects of the Student’s Book and components should help you just pick up the book and teach:

• Grammar and Vocabulary have clear links to texts and/or topics.

• Clear structured grammar presentations get students to do the work:
  – short explanation boxes allow you to introduce grammar points
  – examples from the texts with questions or tasks get students to think about the rules
  – grammar reference provides short clear explanations for students to check their ideas

• Simple instructions in the Student’s Book fully explain tasks.

• Straightforward numbering of exercises and audio on each page helps teachers orient students and manage the class.

• New design makes navigation around the pages easy.

• Regular unit structure allows you to teach as discrete lessons.

• Every spread has its own identity and lesson title, which is usually a fixed expression or collocation, using every opportunity to teach students real English.

• There is thorough recycling and revision of language throughout the course.

• The Teacher’s Book provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
Motivating students
As a teacher, motivating students will be a major part of your job. However, we know a Student’s Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. Outcomes helps you motivate students by having:

• outcomes that reflect many students’ wants and needs
• vocabulary and grammar input and tasks that really help to fulfil those outcomes
• beautiful design which makes the material clear and easy to navigate
• National Geographic photos that inspire, including a full double-page spread photo as the starting point for each unit, intended to raise questions and provoke debate
• National Geographic videos that bring in real-world content and speech
• fun and funny Conversation practice videos on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
• reading and listening texts based on authentic sources that we think you’ll find by turns informative, funny, even moving

• Tests in the Teacher’s Book allow you to assess students’ progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
• Quickly-prepared photocopiables provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student’s Book.
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• ExamView tests allow you to make your own revision tests in a matter of minutes.
• The course website gives access to all of the additional materials, videos and audio.
• MyOutcomes online resource. Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor’s account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.

1. Go to MyELT.heinle.com
2. Click Create an Account!
3. Click Instructor and then click Next.
4. Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these emails for your records.

Practice
There are controlled, written practice tasks for all the Vocabulary and Grammar sections, in the Grammar reference, Workbook and Vocabulary Builder. However, students also need to try and make language their own and there is also always an opportunity to experiment with the language that’s presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don’t expect them to use it all or get it right (see Making mistakes below). Photocopiable activities in this Teacher’s Book also provide more of this kind of practice.

ExamView allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable communicative activities in the Teacher’s Book, and some of the reading and listening tasks that provide key words and encourage students to try to remember how they were used.

Remember
Students do have to remember the language they have studied if they are going to use it. That’s why you will see exercises in the Student’s Book which encourage students to study, cover and remember language. Students often will avoid this work! In class they may say things like ‘it’s impossible’. Don’t give in. Give students time to study in class, and encourage them. They won’t remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular Review units get students to recall language, and additional tests in the Teacher’s Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, ExamView allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable communicative activities in the Teacher’s Book, and some of the reading and listening tasks that provide key words and encourage students to try to remember how they were used.

Key to learning
There are many ways to learn but it seems there are a few essentials:

• Students need to notice.
• Students need to understand.
• Students need to remember language.
• Students need to practise – spoken, written, receptive.
• Students need to make mistakes.
• Students need to repeat these steps a lot.

Outcomes
Outcomes or simply by dull design. or boring content, unclear, unrealistic or unfulfilled work against student motivation by having irrelevant National Geographic videos National Geographic photos beautiful design which makes the material clear and easy to navigate. are combined with a range of speaking tasks that allow for play, humour and gossip, as well as serious discussion.
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Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student’s Book. We all know from experience and research that people learn new language when they are struggling to express something and the ‘correct’ or better word is given. This is also why we have lots of Speaking activities and speaking after Listening and Reading texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

Repetition
Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learnt to use it! Maybe grammar takes even longer. Recycling and revision is therefore a key part of the design of Outcomes. We try to repeatedly re-use language from Vocabulary in Listening and Reading; in Grammar and Grammar reference; in Developing conversations; in Workbook texts; in exercises and texts in other units of the Student’s Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the Speaking and Conversation practice exercises also allow students to re-use language they’ve learnt, because we work backwards from the outcome to the language.
You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The Teacher’s Book gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the Workbook, MyOutcomes online resource, Reviews after every two units, Grammar reference, and grammar-focused exercises in the Vocabulary Builder. You can help students by using these elements over time rather than in one go. For example, you could:
- tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student’s Book
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- ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
- ask students to start working through the Workbook exercises after they finish the whole unit
- get students to prepare for the review unit by doing the Vocabulary Builder exercises
- do the review unit in class
- set an ExamView test every four or five units.
INTRODUCTION TO OUTCOMES
UPPER INTERMEDIATE

In this introduction we try to answer these questions:
• What are the goals of language students?
• How did we choose language for students at this level?
• What makes Outcomes better for teachers?
• How can we help students learn?

GOALS AND OUTCOMES

The Common European Framework of Reference (CEFR) states that language learning and teaching overall goals should be:
1. to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
2. to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
3. to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
(Council of Europe, 2001, Common European Framework of Reference for Languages, p3)

These ideas underpin everything we do in the Outcomes series. At Upper Intermediate, we look at can-do statements for B2 level as a guide to what students might want to achieve. On the opening double-page of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aims to help students to do these things better.

Business of everyday life
Outcomes has a strong practical thread. For example, students at Upper Intermediate learn the grammar and vocabulary to:
• show people around their town or city, pages 16–17
• rent vehicles and deal with problems, pages 98–99
• be more polite in business contexts, pages 142–143.

For many students, passing exams is also the business of everyday life, which is why Outcomes has a Grammar reference with exercises on all the grammar you’d expect. The Review pages after every two units also make use of exercise types found in common exams such as Cambridge First, such as cloze tests, wordbuilding and transformation exercises. Writing sections deal with both practical types of writing task (formal and informal emails, pages 164–165) and exam-type writing (arguing your case, pages 162–163).

Communicating thoughts and feelings
Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That’s why most of the Developing conversations and Conversation practice sections work towards practising typical conversations we have to establish and maintain friendships. For example:
• disagreeing politely, page 9
• feelings about the future, page 81
• passing on messages, page 107.

This is also why we constantly give students the chance to exchange their ideas, through Speaking, practice activities in Vocabulary and Grammar, the lead-ins to Reading and Listening and discussions about the texts.

Understanding other cultures
Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and Speaking activities in Outcomes always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and National Geographic videos with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns with others from very different cultures.

You’ll watch videos about:
• a Chinese artist teaching art to children in Harlem (New York), page 22
• how ‘preppers’ in the US prepare for a possible collapse of the economy, page 41
• helping disadvantaged young people through Capoeira in Brazil, page 58
• extreme weather around the world and its possible causes, page 76
• some of the difficulties faced by an archaeologist working in the field, page 94
• ways in which animals self-medicate, and what humans can learn from them, page 112
• the rites surrounding a Nubian wedding in Egypt, page 130
• the trade in truffles based in a small town in France, page 148.

Choosing specific outcomes
We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situations and levels for the purposes of writing exams. For example, they take the social and tourist situation of sightseeing and give different levels students may be able to achieve. For example, B2 level suggests that a student:
• Can show visitors round and give a detailed description of a place.
• Can show different levels students may be able to achieve.
We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors!) and the kinds of conversations we’ve had with students over the years.

**LANGUAGE AND OUTCOMES UPPER INTERMEDIATE**

In Outcomes it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see / hear outside the class.

**CEFR level**

Upper Intermediate students are aiming to achieve a B2 level, where students are, for example, expected to ‘understand most TV news and current affairs programmes ... read articles and reports concerned with contemporary problems ... interact with a degree of fluency that makes regular interaction with native speakers possible ... present clear detailed descriptions ... have a sufficient range of language [to do this].’ *(Common European Framework of Reference for Languages, pages 27–28)*

**Grammar**

You will see the same grammar syllabus as you would expect in other books at this level. We know because we’ve checked! In fact there are not only the 52 Grammar sections, but a different kind of grammar is often seen in *Developing conversations*. Where you might find the grammar presentation slightly different to other books, is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That’s because we write the texts for the outcome and to sound natural and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher’s Book and can be very effective with classes who all have the same L1.

**Frequent words**

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with reading and listening texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g. asthma). In this case, we may teach it. All these important words are found in the Vocabulary Builder, with phonetics, definitions, collocations (often very frequent words) and examples where relevant. Other words will appear that are part of a story but aren’t otherwise worth teaching and remembering. These words are glossed or ignored and don’t appear in the Vocabulary Builder.

**BETTER FOR TEACHERS**

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

**Quick and easy to prepare**

A Student’s Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this is the case with Outcomes. However, other aspects of the Student’s Book and components should help you just pick up the book and teach:

- **Grammar and Vocabulary** have clear links to texts and/or topics.
- **Clear structured grammar presentations** which get students to do the work.
  - Short explanation boxes allow you to introduce grammar points
  - examples from the texts with questions or tasks get students to think about the rules
  - grammar reference provides short clear explanations for students to check their ideas
  - simple to more difficult tasks allow students to check and practise their understanding
- **Fully integrated pronunciation**. Regular pronunciation work is integrated as part of language input and listening tasks based on simple drills and dictation exercises. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
- **Simple instructions** in the Student’s Book fully explain tasks.
- **Straightforward numbering** of exercises and audio on each page helps teachers orient students and manage the class.
- **New design** makes navigation around the pages easy.
- **Regular unit structure** allows you to teach as discrete lessons.
- **Every spread** has its own identity and lesson title, which is usually a fixed expression or collocation, using every opportunity to teach students real English.
- **There is thorough recycling and revision of language** throughout the course.
- **The Teacher’s Book** provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
- **Tests** in the Teacher’s Book allow you to assess students’ progress after every unit, and to review and assess what they have learned so far on the course at regular intervals through the year.
• Quickly-prepared photocopiables provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student’s Book.
• The Vocabulary Builder follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.
• ExamView tests allow you to make your own revision tests in a matter of minutes.
• The course website gives access to all of the additional materials, videos and audio.
• MyOutcomes online resource. Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor’s account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.

### OUTCOMES

1. Go to MyELT.heinle.com
2. Click Create an Account!
3. Click Instructor and then click Next.
4. Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these emails for your records.

### Motivating students

As a teacher, motivating students will be a major part of your job. However, we know a Student’s Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. Outcomes helps you motivate students by having:

- outcomes that reflect many students’ wants and needs
- vocabulary and grammar input and tasks that really help to fulfil those outcomes
- beautiful design which makes the material clear and easy to navigate
- National Geographic photos that inspire, including a full double-page spread photo as the starting point for each unit, intended to raise questions and provoke debate
- National Geographic videos that bring in real world content and speech
- fun and funny Conversation practice videos on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
- reading and listening texts based on authentic sources that we think you’ll find by turns informative, funny, even moving
- a range of speaking tasks that allow for play, humour and gossip, as well as serious discussion.

### Key to learning

There are many ways to learn but it seems there are a few essentials:

- Students need to notice
- Students need to understand
- Students need to remember language
- Students need to practise – spoken, written, receptive.
- Students need to make mistakes.
- Students need to repeat these steps a lot.

### Noticing and understanding

Obviously, Grammar and Vocabulary encourage students to notice and understand language. Grammar has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Words in bold help students to notice key words. Pronunciation tasks and drills also help students pay attention to form. Explanations in the Vocabulary Builder and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, reading and listening tasks often ask students to notice words and how they are used.

### Remember

Students do have to remember the language they have studied if they are going to use it. That’s why you will see exercises in the Student’s Book which encourage students to study, cover and remember language. Students often will avoid this work! In class they may say things like ‘it’s impossible!’ Don’t give in. Give students time to study in class, and encourage them. They won’t remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular Review units get students to recall language, and additional tests in the Teacher’s Book review and assess what students have learned so far on the course at regular intervals throughout the year. Additionally, ExamView allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable communicative activities in the Teacher’s Book, and some of the reading and listening tasks that provide key words and encourage students to try to remember how they were used.

### Practice

There are controlled, written practice tasks for all the Vocabulary and Grammar sections, in the Grammar reference, Workbook and Vocabulary Builder. However, students also need to try and make language their own and there is also always an opportunity to experiment with the language that’s presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don’t expect them to use it all or get it right (see Making mistakes below). Photocopiable activities in this Teacher’s Book also provide more of this kind of practice.
Making mistakes
Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student’s Book. We all know from experience and research that people learn new language when they are struggling to express something and the ‘correct’ or better word is given. This is also why we have lots of Speaking activities and speaking after Listening and Reading texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

Repetition
Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learned to use it! Maybe grammar takes even longer! Recycling and revision is therefore a key part of the design of Outcomes. We try to repeatedly re-use language from Vocabulary in Listening and Reading, in Grammar and Grammar reference, in Developing conversations, in Workbook texts, in exercises and texts in other units of the Student’s Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the Speaking and Conversation practice exercises also allow students to re-use language they’ve learned, because we work backwards from the outcome to the language.

You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The Teacher’s Book gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the Workbook, MyOutcomes online resource, Reviews after every two units, Grammar reference, and grammar-focused exercises in the Vocabulary Builder. You can help students by using these elements over time rather than in one go. For example, you could:
• tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student’s Book
• set grammar homework from the reference or MyOutcomes the night after they do it in the Student’s Book
• ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
• ask students to start working through the Workbook exercises after they finish the whole unit
• get students to prepare for the review unit by doing the Vocabulary Builder exercises
• do the review unit in class
• set an ExamView test every four or five unit units.
INTRODUCTION TO OUTCOMES ADVANCED

In this introduction we try to answer these questions:
- What are the goals of language students?
- How did we choose language for students at this level?
- What makes Outcomes better for teachers?
- How can we help students learn?

GOALS AND OUTCOMES

The Common European Framework of Reference for Languages (CEFR) states that language learning and teaching overall goals should be:
1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
(Council of Europe, 2001, Common European Framework of Reference for Languages, p3)

These ideas underpin everything we do in the Outcomes series. At Advanced, we look at some can-do statements at C1 as a guide to what students might want to achieve. On the opening double-page of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aim to help students to do these things better.

Business of everyday life
Outcomes has a strong practical thread. For example, students at Advanced learn the grammar and vocabulary to:
- handle arguments in a constructive manner, pages 52–53
- give better presentations, pages 108–109
- take part in meetings and take minutes, pages 128–129.

For many students passing exams is also the business of everyday life, which is why Outcomes has a Grammar reference with exercises on all the grammar you’d expect. The Review pages after every two units also make use of exercise types found in common exams such as Cambridge First, including cloze tests, wordbuilding and transformation exercises.

Writing sections deal with both practical types of writing task (covering letters, pages 158–159) and exam-type writing (a review, pages 154–155; an article, pages 160–161).

Communicating thoughts and feelings
Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That’s why most of the Developing conversations and Conversation practice sections work towards practising typical conversations we have to establish and maintain friendships. For example:
- talk about other people, page 17
- talk about sports you watch or do, page 99
- comment on news stories, page 117

This is also why we constantly give students the chance to exchange their ideas, through Speaking, practice activities in Vocabulary and Grammar, the lead-ins to Reading and Listening and discussions about the texts.

Understanding other cultures
Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and Speaking activities in Outcomes always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and National Geographic videos with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.

You’ll watch videos about:
- constructing skyscrapers in New York, page 22
- Aboriginal songlines and culture (Australia), page 40
- providing astronomy books for blind children, page 58
- maths and the basic instincts of babies, page 76
- the drama of an animal operation, page 94
- investigations into the myth of King Arthur, page 112
- how we can combat counterfeiters, page 130
- the long-necked women of Myanmar, page 148.

Choosing specific outcomes
We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situations and levels for the purposes of writing exams. For example, they provide the following specific suggestions for what students should be able to achieve at C1 level:
- Can show visitors around and give a detailed description of a place.
- Can enquire effectively about health services provided, entitlements and procedures involved.
- Can participate in casual conversation with appropriacy and good understanding of humour, irony and implicit cultural references.

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors!) and the kinds of conversations we’ve had with students over the the years.
**LANGUAGE AND OUTCOMES ADVANCED**

In *Outcomes* it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see / hear outside the classroom

**CEFR level**

Advanced students are aiming to achieve a C1 level, where students are, for example, expected to ‘understand a wide range of demanding, longer texts, and recognise implicit meaning … express him / herself fluently and spontaneously without much obvious searching for expressions … use language flexibly and effectively for social, academic and professional purposes … produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices’. (Common European Framework of Reference for Languages, page 24)

**Grammar**

You will see the same grammar syllabus as you would expect in other books at this level. We know because we’ve checked! In fact there are not only the 32 Grammar sections, but a different kind of grammar is often seen in Developing conversations. The grammar presentation may differ slightly from other books in that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That’s because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie. This is an optional activity presented in the Teacher’s Book and can be very effective with classes who all have the same L1.

**Frequent words**

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with reading and listening texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g. asthma). In this case, we may teach it. All these important words are found in the Vocabulary Builder, with phonetics, definitions, collocations (often very frequent words) and examples where relevant. Other words will appear that are part of a story but aren’t otherwise worth teaching and remembering. These words are glossed or ignored and don’t appear in the Vocabulary Builder.

**Better for teachers**

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

**Quick and easy to prepare**

A Student’s Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this is the case with *Outcomes*. However, other aspects of the Student’s Book and components should help you just pick up the book and teach:

- Grammar and Vocabulary have clear links to texts and / or topics.
- Clear, structured grammar presentations which get students to do the work:
  - short explanation boxes allow you to introduce grammar points
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- Fully integrated pronunciation. Pronunciation work is integrated as part of language input and listening tasks. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
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- Tests in the Teacher’s Book allow you to assess students’ progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
- Quickly-prepared photocopiables provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student’s Book.
• The Vocabulary Builder follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website (ngl.cengage.com/outcomes). Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.

• ExamView tests allow you to make your own revision tests in a matter of minutes.

• Course website gives access to all of the additional materials, videos and audio.

• MyOutcomes online resource. Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor’s account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.
  2. Click Create an Account!
  3. Click Instructor and then click Next.
  4. Complete the online form and click Submit Request.
  New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these emails for your records.

Motivating students
As a teacher, motivating students will be a major part of your job. However, we know a Student’s Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfilled outcomes or simply by a dull design. Outcomes helps you motivate students by having:

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• a range of speaking tasks that allow for play, humour and gossip, as well as serious discussion.

Key to learning
There are many ways to learn but it seems there are a few essentials:
• Students need to notice.
• Students need to understand.
• Students need to remember language.
• Students need to practise – spoken, written, receptive.
• Students need to make mistakes.
• Students need to repeat these steps a lot.

Noticing and understanding
Obviously, Grammar and Vocabulary encourage students to notice and understand language. Grammar has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Words in bold help students to notice key words. Explanations in the Vocabulary Builder and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, reading and listening tasks often ask students to notice words and how they are used.

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Students do have to remember the language they have studied if they are going to use it. That’s why you will see exercises in the Student’s Book which encourage students to study, cover and remember language. Students often will avoid this work! In class they may say things like ‘it’s impossible!’ Don’t give in. Give students time to study in class, and encourage them. They won’t remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular Review units get students to recall language, and additional tests in the Teacher’s Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, ExamView allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable communicative activities in the Teacher’s Book, and some of the reading and listening tasks that provide key words and encourage students to try to remember how they were used.

Practice
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