

Speak out

3RD EDITION

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

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

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

Teacher's Book with Teacher's Portal Access Code

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

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

Also available

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

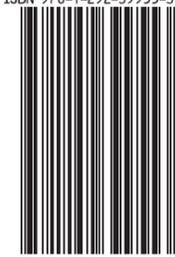
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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test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

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Speak out

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3RD EDITION

A2

Damian Williams

Teacher's Book with Teacher's Portal Access Code



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

To access the Portal:

- 1 Go to pearsonenglish.com/login
- 2 Sign in or create your Portal account
- 3 Follow the on-screen instructions to add your product using the **access code** below.

Access code

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

Need help?

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

B B C

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Teacher's Book

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and Associated Companies throughout the world.

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SCOPE AND SEQUENCE

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
LEAD-IN p6			
1 me and you B B C VLOGS Who are you?			
1A Hi! p8	Present simple: <i>I, you, we, they</i>	Jobs and studies	Weak forms and linking: <i>do you</i>
1B Same but different p10	Present simple: <i>he, she, it</i>	Common verb phrases FUTURE SKILLS Self-management	Third person -s
1C Let's meet. p12	How to ... make suggestions	Adjectives for feelings; time phrases FUTURE SKILLS Self-management	Intonation to show interest
1D Family and friends p14	Possessive 's, s'	Family	
UNIT 1 REVIEW p16			
2 lifestyle B B C VLOGS What food do you like and dislike?			
2A Can't live without it p18	Countable and uncountable nouns; <i>a, an, some, any</i> FUTURE SKILLS Self-management	Food and drink	The weak /ə/ sound: <i>a, an, some</i>
2B Your lifestyle and you p20	Adverbs and phrases of frequency	Everyday activities	Linking
2C Eating out p22	How to ... order a meal in a restaurant	Restaurant words	Polite intonation FUTURE SKILLS Communication
2D The Indian Relay p24	<i>like, hate, love + -ing</i>		
UNIT 2 REVIEW p26			
3 home B B C VLOGS Do you ever have visitors staying in your home?			
3A Come in. p28	<i>this, that, these, those; here, there</i>	Rooms and furniture	/ɪ/ and /i:/
3B Too much stuff p30	<i>have got</i>	Common adjectives (1) FUTURE SKILLS Self-management	Sentence stress
3C What can I bring? p32	How to ... make invitations and offers	Social phrases	Rhythm in phrases
3D Your neighbourhood p34	<i>there is, there are</i>		
UNIT 3 REVIEW p36			
4 this world B B C VLOGS Do you enjoy quizzes?			
4A What a decade! p38	Past simple of <i>be</i> : <i>was, were</i>	Time phrases (1) and dates	Weak and strong sounds: <i>was, were</i>
4B Life in numbers p40	<i>how much, how many; how + adjective</i>	Amounts; numbers	Intonation to check understanding
4C Where can I get ... ? p42	How to ... get help in shops	Shops and shopping FUTURE SKILLS Self-management	Linking
4D Sakura time p44	<i>should, shouldn't</i> ; imperatives	Weather and seasons	
UNIT 4 REVIEW p46			

	READING	LISTENING/VIDEO	SPEAKING	WRITING
		Understand people introducing other people	Introduce and talk about yourself	Write a personal profile; use capital letters
	Read an article about twin brothers who are very different		Talk about a friend or a family member	
	Understand text messages between friends		Make suggestions MEDIATION SKILLS Make a free-time plan together	
		B B C Street Interviews about people and their families	Talk about people in your life	Describe five people in your life
		Understand people talking about food	Talk about food shopping and eating habits	Write an online comment; use linking words: <i>and, but, or</i>
	Read and do a lifestyle quiz		Discuss what is important in your life	
	Read an article about online photos of food		Order a meal in a restaurant	MEDIATION SKILLS Help someone understand a pizza menu
		B B C Programme <i>Mountain: Life at the Extreme</i>	Talk about a special event	Describe an event
		Understand someone talking about their apartment		Write a description of a home for a website; use commas
	Read about how to 'say goodbye' to clutter		Talk about and describe objects in your home	
	Read and do a questionnaire about how to be a good guest		Accept invitations FUTURE SKILLS Social responsibility	MEDIATION SKILLS Give advice to a friend about your country
		B B C Street Interviews about where people live	Talk about your local area	Write an email about your local area
		Listen to a podcast about events in the 2010s	Talk about a time in your life	Write about a special time; use time phrases
	Read an article with fun facts about numbers		Ask and answer questions about world number facts FUTURE SKILLS Communication	
	Understand text messages between friends		Get help in a shoe shop MEDIATION SKILLS Buy something for a friend	
		B B C Programme <i>Springwatch in Japan</i>	Talk about a good time to visit	Write an email about the best time to visit

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
5 the past B B C VLOGS When you were a child, what was your favourite thing/place/food/music? Why?			
5A Then and now p48	Past simple: regular verbs	Time phrases (2)	-ed ending of regular verbs
5B What went wrong? p50	Past simple: irregular verbs; wh- questions	Life events	Irregular verbs
5C Sorry I'm late. p52	How to ... apologise and make excuses	Excuses; saying the time	Intonation for apologising
5D My weekend was ... p54	Adjectives and modifiers		

UNIT 5 REVIEW p56

6 out and about B B C VLOGS Where do you spend time when you are in town?			
6A Meet me in town. p58	Present continuous	Clothes and appearance	Weak form of <i>are</i>
6B My way p60	Comparative adjectives	Common adjectives (2); transport collocations	Sentence stress
6C Getting around p62	How to ... give directions	Places	Stress to correct information
6D Cities: nature's new wild p64	Prepositions and adverbs of movement		

UNIT 6 REVIEW p66

7 work B B C VLOGS What job would you most like to do?			
7A Odd jobs p68	Articles: <i>a, an, the</i> , zero FUTURE SKILLS Self-management	Skills and qualities	Weak forms: <i>a, an, the</i>
7B An extra day p70	Present simple and present continuous	Phrasal verbs	Connected speech, the /t/ sound
7C I'm calling to check ... p72	How to ... phone for information	Phoning	Friendly intonation
7D Would you like to ... ? p74	Verbs and <i>to</i> infinitive		

UNIT 7 REVIEW p76

8 travellers B B C VLOGS What place in the world would you most like to visit?			
8A Trip advice p78	Superlative adjectives	Describing places	-t in superlatives
8B Surprise travel p80	<i>be going to</i>	Travel activities	Weak form of <i>to</i>
8C At a hotel p82	How to ... make requests and offers in a hotel FUTURE SKILLS Social responsibility	Hotel language; hotel rooms	The contraction 'll
8D Arctic Academy p84	Adverbs of manner		

UNIT 8 REVIEW p86

	READING	LISTENING/VIDEO	SPEAKING	WRITING
	Read an article about big life changes		Discuss your life 'then and now'	
		Understand people talking about events that went wrong	Describe an important life event	Write a mini-bio; use linking words: <i>after that, then, next</i>
	Read a short article about excuses in the digital age		Apologise and make excuses FUTURE SKILLS Social responsibility MEDIATION SKILLS Help a friend to tell a story	
		B B C Street Interviews about what people did at the weekend	Talk about last weekend	Write about a recent activity
		Understand someone describing a person	Describe people and what they are doing in a picture	Write a description of a group photo
	Read an article about unusual ways to get to work		Discuss journeys by different forms of transport	
	Read a leaflet about Dublin		Give and follow directions FUTURE SKILLS Communication	MEDIATION SKILLS Help a group make a plan
		B B C Programme <i>Cities: Nature's New Wild</i>	Talk about an experience	Write about an experience
	Read an article about interesting jobs		Talk about jobs that fit people in your class	
		Listen to a podcast about volunteer work	Discuss and choose volunteer jobs FUTURE SKILLS Collaboration	Write a blog post; use example language
		Understand an automated message	Phone to ask for or give information	MEDIATION SKILLS Give someone the information they need
		B B C Street Interviews about people's skills	Do a survey	Write a summary of a survey
	Read a discussion forum about travel		Talk about a good city to visit and the best things to do there	
		Understand a podcast about surprise travel	Interview someone and suggest a trip for them	Write a description of a trip; use linking words: <i>so, because</i>
	Read an article about hotel guests' questions		Make requests and offers in a hotel MEDIATION SKILLS Discuss a short story	
		B B C Programme <i>Arctic Academy</i>	Talk about a difficult trip	Write about a trip

Welcome to *Speakout 3rd Edition*

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

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

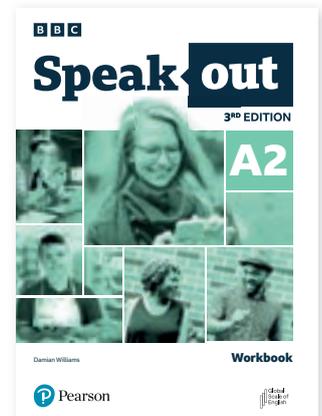
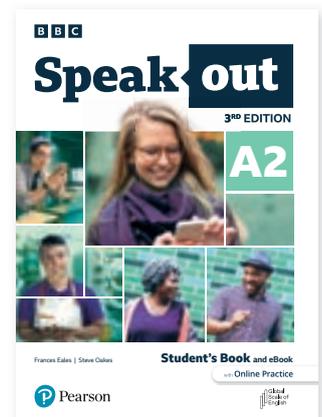
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation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

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

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

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

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



The Global Scale of English

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

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

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

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

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



lifestyle

2



VLOGS

Q: What food do you like and dislike?

1 Work in pairs and discuss the question. Make a list.

2 Watch the video. How many things on your list do you hear?

Global Scale of English

LEARNING OBJECTIVES

2A LISTENING | Understand people talking about food: food and drink

Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*

Pronunciation: the weak /ə/ sound: *a, an, some*

Write an online comment; use linking words: *and, but, or*

2B READING | Read and do a lifestyle quiz: everyday activities

Discuss what is important in your life: adverbs and phrases of frequency

Pronunciation: linking

2C HOW TO ... | order a meal in a restaurant: restaurant words

Pronunciation: polite intonation

2D BBC PROGRAMME | Understand a documentary about the Indian Relay Race in the USA

Talk about a special event: *like, hate, love + -ing*

Describe an event

17

Measuring proficiency using the GSE

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

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

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 1 (A2). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 202–217).

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

▲ GSE Learning Objectives on Unit Opener pages are written in a shorter, more accessible way to allow learners to understand what they will be learning in each lesson.

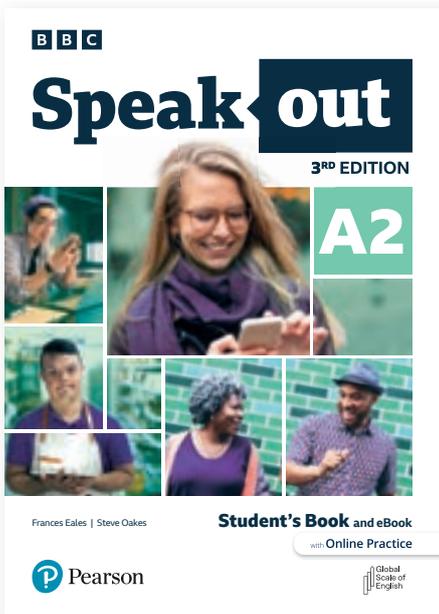
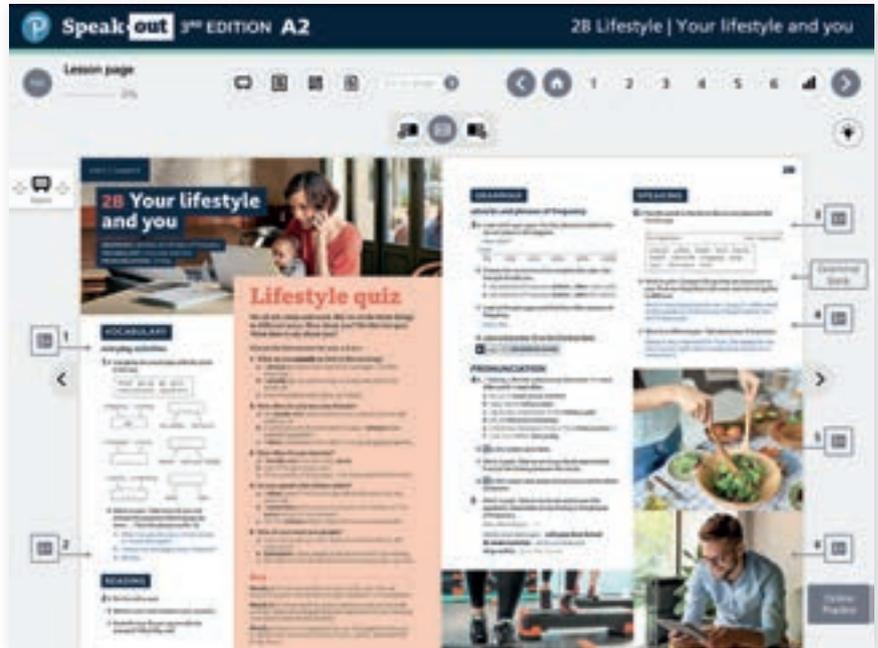
Student components

Student's Book with eBook and Online Practice

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

Student's eBook

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



Student's Book

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

Online Practice

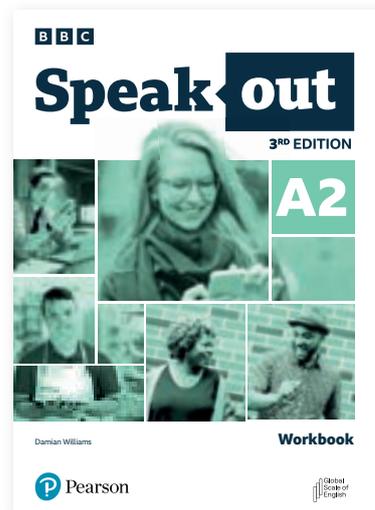
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

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

Workbook

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



Teacher components

Teacher's Book with Teacher's Portal Access Code

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

Teacher's Book

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

Presentation Tool

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

Online Practice

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

Tests Package

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

See page 24 for more details.

Gradebook

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

Teacher's Resources

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



Virtual classroom

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

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

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

How the course works

Unit walkthrough

Course summary

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

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

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

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

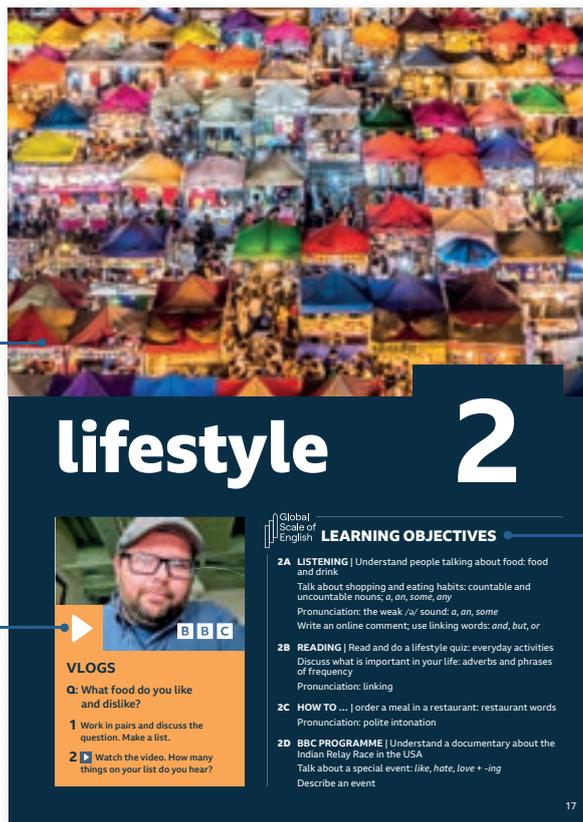
Writing activities in the main input lessons have a Writing Bank at the back of the book, which contains the skills development work and the final output task.

The Mediation Bank contains eight standalone lessons. They can be taught at any point, but ideally they should follow the completion of each Lesson C.

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

Unit Opener

Student's Book

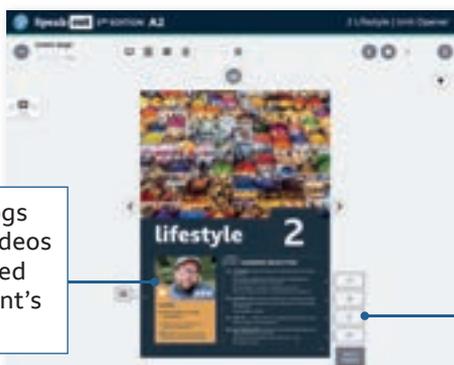


Stunning visuals related to the unit topic help to engage students and stimulate discussion.

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

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

The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 202–217.



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

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

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



Lesson A – main input lesson 1

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

Every lesson contains opportunities for personalised speaking practice.

Each lesson starts with a clear summary of lesson contents.

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

2A Can't live without it

GRAMMAR
countable and uncountable nouns; 4. 2nd, 3rd, 4th, 5th
 4. Look at the food in Ex 10. Which food can you count (C) and which can you count (U)?
 an apple (C), banana (U)

SPEAKING
 7. Work in groups and discuss the questions.
 1. What do you have for breakfast every morning?
 2. Do you have the best breakfast in your house?
 3. When do you like having food in big shops, small shops or at home?
 4. What food do you always have at home?
 5. What food do you never have at home? Why not?

WRITING
write an online comment; use linking words; and, but, or
 8. Do you prefer photos, read or write about food on social media?
 9. Read the feedback to an online discussion about comfort food. What is your favourite comfort food?

LISTENING
 3. Listen to a part of a podcast of three people talking about food. Listen to the audio and answer the questions.
 1. What is the podcast about?
 2. What do the speakers talk about?
 3. What do they think about the topic?
 4. What do they think about the topic?
 5. What do they think about the topic?

VOCABULARY
food and drink
 1. Complete the table with the words in the box.
 2. Work in pairs. Discuss the questions and give your partner advice. Check your partner's answers in the Vocabulary Bank.
 3. Work in pairs. Student A: Give a group from the table in 2B. Student B: Say three types of food.
 4. Work in pairs and discuss the questions. What types of food and drink do you like and dislike?
 A: What types of food do you like?
 B: I really like apples.
 A: Do you like any other types of fruit do you dislike?
 B: I don't like bananas.

GRAMMAR BANK
 1. Look at the words and complete the sentences (1-4).
 2. Write an online comment about your favourite comfort food. Go to the Writing Bank.

When you feel unhappy or stressed, what type of food do you eat?
 Maybe you've heard that when you're stressed or sad, you should eat comfort food. But what is comfort food? It's a special food that makes you feel better when you're sad or stressed. It's a special food that makes you feel better when you're sad or stressed. It's a special food that makes you feel better when you're sad or stressed.

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

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

The lesson leads towards a final GSE-based skills task. Learners have the opportunity to practise the grammar and vocabulary learnt in this lesson (including any sets presented in the Vocabulary Bank). The lesson page introduces the Writing task; the scaffolding activities are in the Writing Bank at the back of the book.

VOCABULARY BANK
2A food and drink
 1. Complete the table with the words in the box.
 2. Work in pairs. Discuss the questions and give your partner advice. Check your partner's answers in the Vocabulary Bank.
 3. Work in pairs. Student A: Give a group from the table in 2B. Student B: Say three types of food.
 4. Work in pairs and discuss the questions. What types of food and drink do you like and dislike?
 A: What types of food do you like?
 B: I really like apples.
 A: Do you like any other types of fruit do you dislike?
 B: I don't like bananas.

WRITING BANK
 2A. Write an online comment; use linking words: and, but, or
 1. Read the online comment to the questions. What type of food do you like? Do you prefer to eat at home or in a restaurant?
 2. Complete the sentences with and, but, or.
 3. Work in pairs. Discuss the questions.
 4. Write an online comment about your favourite comfort food. Go to the Writing Bank.

What is your favourite comfort food?
 Comments:
 1. My favourite comfort food is a big bowl of spaghetti with meat sauce and parmesan cheese. It's so good for me, but I can't eat it because I'm allergic to tomatoes.
 2. My favourite comfort food is a big bowl of spaghetti with meat sauce and parmesan cheese. It's so good for me, but I can't eat it because I'm allergic to tomatoes.
 3. My favourite comfort food is a big bowl of spaghetti with meat sauce and parmesan cheese. It's so good for me, but I can't eat it because I'm allergic to tomatoes.

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

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

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

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

Student's eBook activity, Unit 2 Ex 1

Student's eBook activity, Unit 2 Ex 1

Page-faithful view of print Workbook

Online Practice activity, Unit 2, Ex 1

Lesson B – main input lesson 2

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

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

Vocabulary sets are contextualised in the Reading tasks.

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

GRAMMAR BANK

18 present simple: he, she, it

Reference

Positive and negative

Person	Positive	Negative
I	work	don't work
He/She/It	works	doesn't work
We/You/They	work	don't work

Practice

1 Look at the pictures and write eight sentences about them. Use the present simple.

2 Complete the table with the correct form of the verb in brackets.

3 Read the text and answer the questions about Ben and Sue's lives.

2B Your lifestyle and you

GRAMMAR adverbs and phrases of frequency

VOCABULARY everyday activities

READING 2A On the online quiz

PRONUNCIATION 4 Listen and think

2B

GRAMMAR adverbs and phrases of frequency

1 Look at the four signs. Then the adverbs to finish in the correct place in the diagram.

2 Choose the correct word to complete the rules. Use the sign to help you.

3 Complete the correct word to complete the rules. Use the sign to help you.

4 Listen and think. Go to the Grammar Bank.

5 Work in pairs. Take turns to ask and answer the questions about your job. Use the phrases in 2A.

6 Read the text and answer the questions about Ben and Sue's lives.

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

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

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

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

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

Speak out 3rd Edition A2

2B Lifestyle | Your lifestyle and you

Lifestyle quiz

1 Complete the quiz. Write the correct answer in the box.

2 Listen to the audio and check your answers.

Speak out 3rd Edition A2

2B Lifestyle | Your lifestyle and you

Teaching Notes

1 Look at the four signs. Then the adverbs to finish in the correct place in the diagram.

2 Choose the correct word to complete the rules. Use the sign to help you.

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

2B Lifestyle | Your lifestyle and you

1 Listen to the audio and check your answers.

2 Read the text and answer the questions about Ben and Sue's lives.

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

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

Speak out 3rd Edition A2

2B Lifestyle | Can't live without it

1 Look at the four signs. Then the adverbs to finish in the correct place in the diagram.

2 Choose the correct word to complete the rules. Use the sign to help you.

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

In the ‘How to ...’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. ordering a meal in a restaurant, getting help in shops and phoning for information.

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



A short reading text introduces necessary vocabulary in context and stimulates interest in the topic.



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

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



There is often an out-of-class task at the end of this lesson, e.g. students take a photo of a meal to discuss in a subsequent class.

Lesson C contains a cross-reference to the Mediation Bank lesson at the back of the book. This is a standalone lesson relating to the topic of the main lesson. Find out more about Mediation in *Speakout 3rd Edition* on page 23.

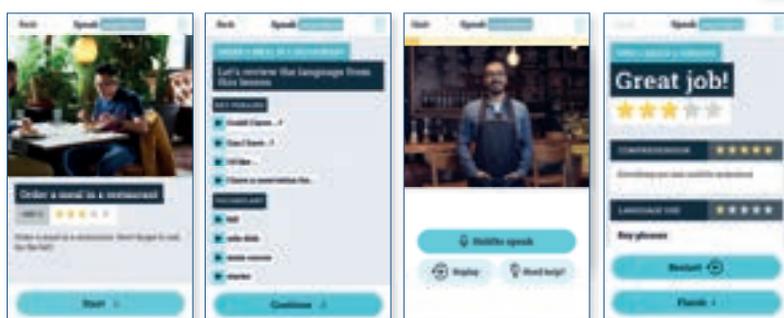


‘Speak Anywhere’ – interactive speaking activities

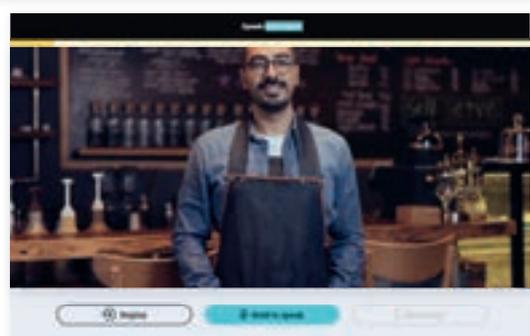
The Speaking Practice button in the Student’s eBook takes learners to ‘Speak Anywhere’, an interactive speaking activity based on the topic and Learning Objectives of Lesson C. Students speak to a bot, and have a conversation on an everyday topic, such as ordering a meal in a restaurant.

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

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



‘Speak Anywhere’ on mobile phone



‘Speak Anywhere’ on computer

Lesson D – BBC video lessons

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

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

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

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

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

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

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

3D Street Interviews
Your neighbourhood

VIEW
1 Watch the first part of the video. Listen to the speakers.
2 Watch the rest of the video. Listen to the speakers.

PREVIEW
1 Think in pairs and discuss the questions.
2 Complete the sentences with the words in the box.

GRAMMAR
like, hate, love + -ing
1 Complete the sentences with the words in the box.

SPEAKING
1 Think in pairs. Talk about a special event.
2 Think in pairs. Tell each other about the special event.

WRITING
1 Write a short paragraph about the special event.

2D Documentary
The Indian Relay

VIEW
1 Watch the BBC video clip. Who wins the race?
2 Watch again and choose the words and phrases you hear.

PREVIEW
1 Where does the Indian Relay take place?
2 What season is it?
3 Can you ride a horse?

GRAMMAR
like, hate, love + -ing
1 Complete the sentences with the words in the box.

SPEAKING
1 Think in pairs. Talk about a special event.
2 Think in pairs. Tell each other about the special event.

WRITING
1 Write a short paragraph about the special event.

Carnival

VIEW
1 Watch the video clip. What is the festival?
2 Watch again and choose the words and phrases you hear.

PREVIEW
1 Where does the Carnival take place?
2 What season is it?
3 Can you ride a horse?

GRAMMAR
like, hate, love + -ing
1 Complete the sentences with the words in the box.

SPEAKING
1 Think in pairs. Talk about a special event.
2 Think in pairs. Tell each other about the special event.

WRITING
1 Write a short paragraph about the special event.

Each BBC video lesson ends with a Writing task.

Lesson 2D
GRAMMAR | like, hate, love + -ing
READING | a special event

GRAMMAR
like, hate, love + -ing
1 Choose the correct word or phrase to complete the sentences.

READING
2 Read the article and answer the questions.

SPEAKING
3 Complete the conversation with the -ing form of the words in the box.

Speak Out 3rd EDITION A2
2D Lifestyle

VIEW
1 Watch the video clip. What is the festival?
2 Watch again and choose the words and phrases you hear.

PREVIEW
1 Where does the Carnival take place?
2 What season is it?
3 Can you ride a horse?

GRAMMAR
like, hate, love + -ing
1 Complete the sentences with the words in the box.

SPEAKING
1 Think in pairs. Talk about a special event.
2 Think in pairs. Tell each other about the special event.

WRITING
1 Write a short paragraph about the special event.

Online Practice

Workbook

Review

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

2 REVIEW

GRAMMAR

- Which words are countable (C) and which are uncountable (U)?
onion bean broccoli butter
cucumber lemon lemonade
oil pear prawn yoghurt
- Choose five things from Ex 1A and write a list.
- Work in pairs. Ask what's on your partner's list.
A: Do you have an onion on your list?
B: Yes, I do. Do you have any beans?
- R2.01 Listen and write the sentences.
- Change the sentences so they are true for you.
I usually watch TV on Sundays.
- Work in pairs. Find two things that are the same and two things that are different for you and your partner.
- Work in a different pair. Ask about the activities in Ex 2A. Use Do you like...? or Do you enjoy...?
A: Do you enjoy watching TV?
B: Sometimes. It depends on the programme. I hate watching...

VOCABULARY

- Name a type of food or drink that starts with these letters.
1 ce 2 av 3 gr 4 la 5 mu 6 no 7 r 8 le 9 sa 10 st
- Work in pairs. Student A: Say the first letter of a type of food or drink. Student B: Guess or ask for one more letter.
A: r
B: One more letter, please.
A: r-i
B: Rice?
A: Yes
- Match (1-6) with (a-f) to make questions.
Do you...
1 go to bed
2 check
3 meet
4 go to
5 spend
6 go
a friends for coffee?
b late at the weekend?
c your messages on a phone, tablet or laptop?
d shopping with friends or alone?
e time online at the evening?
f parties at the weekend?
- Work in pairs. Take turns to ask and answer the questions in Ex 5A. Ask extra questions.
Where? What time? Why/Why not?
Who with? What do you...?
Do you go to bed late at the weekend? What time?
- Complete the words in the text.
R2.02 Listen and check.



ROBOT WAITERS

'Hello and welcome,' says the waiter. 'Are you ready to eat?'

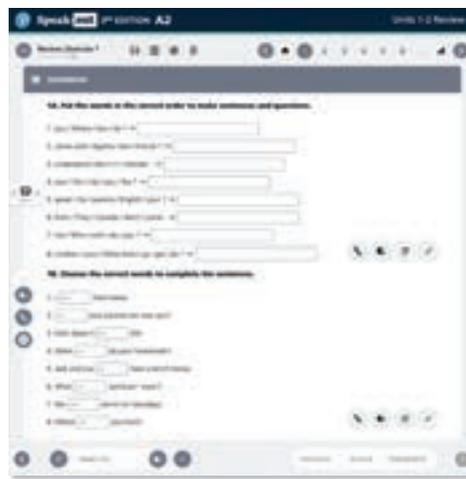
'I say 'hello' and 'yes, I'm ready to order' but the waiter understood me? I don't know. You see, the waiter is a robot. I give my order—a steak for my ma course, potatoes for a 'st' dish and an avocado salad. The robot says, 'Would you like 'so' to drink?' so I ask for some water. And I hope this works, because I'm very thirsty.

Robot waiters are not a new thing, and people have different feelings about them. Restaurant owners love them: 'I have more customers now. People enjoy 'sing the robots with the trays of food. It's good for business.' The human waiters aren't sure: 'I hope it 'do take my job.' And customers? Some love them: 'It's so cute! I want a selfie with 'm. Some hate them: 'They're not very friendly. They 'ne ... smile!'

And me? I'm not sure. I'm very hungry, and my lunch ... Ah, here it comes now!



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



1-2 REVIEW

GRAMMAR

- Put the words in brackets in the correct form in the sentences.
1 I love (fish) / just / eat.
2 I'm tired (happy) / and / I / finish.
3 I understand (difficult) / I / German.
4 I don't (like) / (like) / you / friend.
5 I spend / day / (enjoy) / (enjoy) / you?
6 I hope / (know) / (know) / you / name.
7 I love / (like) / (like) / you?
8 I (like) / (like) / you / friend.
- Choose the correct verb to complete the sentences.
1 I work / (work) / hard / every / day.
2 Do / (do) / your / parents / live / near / you?
3 I / (like) / (like) / (like) / to / travel.
4 When / (do) / you / go / to / school / every / day?
5 I / (like) / (like) / (like) / to / play / tennis / every / weekend.
6 I / (like) / (like) / (like) / to / play / tennis / every / weekend.
7 I / (like) / (like) / (like) / to / play / tennis / every / weekend.
- Put the words in brackets in the correct form in the sentences.
1 I / (like) / (like) / (like) / to / travel.
2 I / (like) / (like) / (like) / to / travel.
3 I / (like) / (like) / (like) / to / travel.
4 I / (like) / (like) / (like) / to / travel.
5 I / (like) / (like) / (like) / to / travel.
6 I / (like) / (like) / (like) / to / travel.
7 I / (like) / (like) / (like) / to / travel.
8 I / (like) / (like) / (like) / to / travel.

VOCABULARY

- Complete the conversation with the correct form of the verb in brackets.
Sam: What's up?
Lisa: I'm really busy.
Sam: How busy?
Lisa: I have to go to school every day.
Sam: How long?
Lisa: From 8 o'clock to 4 o'clock.
Sam: That's a long time.
Lisa: Yes, it is. I don't have much free time.
Sam: Do you like school?
Lisa: Yes, I do. I like my friends and my teachers.
Sam: Do you like your subjects?
Lisa: I like English and Art, but I don't like Maths.
Sam: Why not?
Lisa: It's too difficult for me.
Sam: Do you like your school?
Lisa: Yes, I do. I like my friends and my teachers.
Sam: Do you like your subjects?
Lisa: I like English and Art, but I don't like Maths.
Sam: Why not?
Lisa: It's too difficult for me.

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1-4 CUMULATIVE REVIEW

GRAMMAR

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Sam: Do you like your subjects?
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Sam: Why not?
Lisa: It's too difficult for me.
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Lisa: Yes, I do. I like my friends and my teachers.
Sam: Do you like your subjects?
Lisa: I like English and Art, but I don't like Maths.
Sam: Why not?
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Sam: Why not?
Lisa: It's too difficult for me.
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Lisa: Yes, I do. I like my friends and my teachers.
Sam: Do you like your subjects?
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VOCABULARY

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Course methodology

A note from the authors

OVERVIEW

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

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

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

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

Topics and content

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

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

Grammar

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

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

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

Vocabulary

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

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

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

Functional Language (How to ...)

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

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

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

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

Speaking

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

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

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