BBC

Speakout 3RD EDITION

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

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

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

Teacher's Book with Teacher's Portal Access Code

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

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

Also available

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

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

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Speakout

BBC

Speakout 3RD EDITION

B1 Teacher's Book with Teacher's Portal Access Code

Lindsay Warwick

BBC

Speakout 3RD EDITION

B1

Lindsay Warwick

Teacher's Book
with Teacher's Portal Access Code

Pearson

Global Scale of English

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

To access the Portal:

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

2 Sign in or create your Portal account

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

Access code

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

Need help?

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

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Speakout

3RD EDITION

Teacher's Book

Pearson Education Limited
KAO Two
KAO Park
Hockham Way
Harlow, Essex
CM17 9SR
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KAO Park
Hockham Way
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CM17 9SR
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SCOPE AND SEQUENCE

LESSON		GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6						
1 people BBC VLOGS | How would your friends describe you?						
1A	**Who are you?** p8	Present simple and present continuous; state verbs; adverbs of frequency	People and relationships; personality adjectives	Connected speech: *do you*		
1B	**Good people** p11	Verb patterns	Jobs; work	Syllable stress	Read about people making a difference **FUTURE SKILLS** Social responsibility	
1C	**Let's talk!** p14	**How to ...** start and end a conversation; keep a conversation going	Conversation topics	Rhythm and intonation	Read a text about the benefits of talking to strangers	
1D	**Lifestyle** p16	Modifiers				
UNIT 1 REVIEW p18						
2 tale tellers BBC VLOGS | Tell me about a happy memory.						
2A	**What happened?** p20	Narrative tenses	Adjectives for feelings; *-ed/-ing* adjectives	Weak forms of *was*, *were* and *had*		
2B	**Storytelling** p23	Past simple and present perfect	Story words; types of film	Contracted *have* in the present perfect	Read about the history of storytelling	
2C	**A likely story** p26	**How to ...** apologise and give reasons	Collocations with *get* and *make*	Intonation for apologising		
2D	**The story of a place** p28	prepositions of time				
UNIT 2 REVIEW p30						
3 questions BBC VLOGS | What things are you curious about and why?						
3A	**Facts and figures** p32	Question forms	Knowledge; verbs and nouns	Stressed words in questions		
3B	**Decisions** p35	Future plans and intentions	Decisions	Weak forms of *are you* and *going to*	Read an article about making decisions	
3C	**Can I ask you ... ?** p38	**How to ...** make polite inquiries	Facilities; places in a city	Polite intonation	Read a webpage about Malta	
3D	**What matters most?** p40	Phrasal verbs				
UNIT 3 REVIEW p42						
4 winners BBC VLOGS | Have you ever won anything?						
4A	**Success** p44	Modals for rules and advice	Success	Silent letters		
4B	**First!** p47	Articles	Technology collocations; word building: suffixes **FUTURE SKILLS** Self-management	*the*	Read an article about famous tech firsts	
4C	**Taking part** p50	**How to ...** explain rules and procedures	Sports and games	*Can* and *can't*		
4D	**Top Gear: Nepal** p52	Present perfect + superlative				
UNIT 4 REVIEW p54						

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to people talking about the people and activities that are important to them	Use a diagram to describe people who are important to you	Write a personal profile page
		Tell a news story	
	Listen to three conversations between strangers	Roleplay conversations with people you don't know **FUTURE SKILLS** Communication **MEDIATION SKILLS** Agree on a community project	
	BBC Street Interviews about lifestyle	Interview your partner about their lifestyle	Write a blog post about a day in your life
	Listen to a story about two friends travelling in India	Tell an anecdote about a personal memory **FUTURE SKILLS** Communication	Write a story about a memorable experience
		Complete a class questionnaire	
	Listen to six conversations about problems	Conversations offering and accepting apologies **MEDIATION SKILLS** Solve a problem between work colleagues	
	BBC Documentary *Mediterranean with Simon Reeve*	Talk about a place that is special to you	Write a review of a place
	Listen to two friends discussing a quiz	Ask your partner quiz questions **FUTURE SKILLS** Communication	Write an email asking for information
		Talk about future plans and intentions **FUTURE SKILLS** Leadership	
	Listen to three conversations in which people make inquiries	Roleplay two situations and make inquiries	**MEDIATION SKILLS** Give a friend advice about where to study English
	BBC Street Interviews about what's important in life	A conversation about what is important to you	Write an online forum comment
	Listen to a podcast about rules for success	Discuss advice about success at work and your personal goals **FUTURE SKILLS** Goal-setting	Write an email/letter giving advice
		Discuss your use of social media	
		Give a presentation about a sport or game **FUTURE SKILLS** Communication **MEDIATION SKILLS** Help someone understand a game	
	BBC Entertainment *Top Gear*	Talk about a memorable journey	Write a travel writing competition entry

LESSON		GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
5 news BBC **VLOGS** | How do you get your news?						
5A	**Fake news** p56	Relative clauses	News and social media	*wh-*	Read an article about real and fake news **FUTURE SKILLS** Critical thinking	
5B	**Newsmakers** p59	Reported speech	Social issues; the environment	silent letters **FUTURE SKILLS** Self-management		
5C	**Good news** p62	**How to ...** give and respond to personal news	Events and occasions	Intonation to exaggerate feelings		
5D	**The future of news** p64	*will*, *might* and *be going to* for predictions				
UNIT 5 REVIEW p66						
6 creators BBC **VLOGS** | What creative things do you do or are you interested in?						
6A	**The two Pablos** p68	*Used to*	The arts; the arts: people, places, things	*Used to*	Read an article about Pablo Picasso and Pablo Casals	
6B	**Be creative** p71	Comparatives and superlatives	Creativity: word building **FUTURE SKILLS** Creativity	Word stress in word families		
6C	**Why do you think that?** p74	**How to ...** ask for and give opinions and reasons	Extreme adjectives	Intonation for expressing opinions		
6D	**An artist at work** p76	Present perfect + *for*, *since* and *yet*				
UNIT 6 REVIEW p78						
7 travel BBC **VLOGS** | Where do you feel happiest?						
7A	**Good tourists** p80	First and second conditionals	Travel and tourism	Contractions	Read an article about responsible tourism	
7B	**Globetrotters** p83	Quantifiers	New experiences; the natural world	Emphasising quantity		
7C	**You must see ... !** p86	**How to ...** make and respond to recommendations	Describing places	Sounding enthusiastic **FUTURE SKILLS** Communication	Read a travel guide for Shanghai	
7D	**Go solo?** p88	Reflexive pronouns				
UNIT 7 REVIEW p90						
8 know-how BBC **VLOGS** | Are you good or bad at fixing things?						
8A	**Doers and dreamers** p92	*Can*, *could*, *be able to*	Practical abilities; abilities: phrasal verbs	Weak forms of *can*, *could* and *be able to*		
8B	**Video everywhere** p95	Active and passive	Video collocations; technology 1	Emphasising important information	Read an article about uses of video	
8C	**Help!** p98	**How to ...** describe a problem and make recommendations	Technical problems; technology 2	Contrastive stress		
8D	**A gifted learner** p100	*-ing* form				
UNIT 8 REVIEW p102						

GRAMMAR BANK p104 **VOCABULARY BANK** p136 **COMMUNICATION BANK** p146 **MEDIATION BANK** p150

	LISTENING/VIDEO	SPEAKING	WRITING
		Retell a news story	
	Listen to a podcast about young people in the news **FUTURE SKILLS** Social responsibility	Present a campaign to solve a local problem	Write an online comment offering a solution to a problem
		Share good and bad personal news **MEDIATION SKILLS** Agree on a plan	
	BBC Street Interviews about types of news	Plan and present an idea for a news app	Write a webpage about a news app
		Talk about a hobby you used to have	
	Listen to four people talking about creativity	Discuss ways to become more creative	Write a review
		Discuss your favourite things in art and media **FUTURE SKILLS** Critical thinking **MEDIATION SKILLS** Agree on a book to read for a book club	
	BBC Documentary *What do artists do all day?*	Nominate someone for a creative genius award	Write a nomination for an award
		Discuss solutions to problems with tourism **FUTURE SKILLS** Social responsibility	
	Listen to someone talking about about moving to Brazil	Talk about new experiences	Write a description of an experience
	Listen to a conversation about visiting Shanghai	Talk about a place and make recommendations **MEDIATION SKILLS** Tell someone useful information	
	BBC Street Interviews about travelling	A discussion about travel	Write an essay about why we travel
	Listen to four people talking about their practical skills	Ask and answer questions about your abilities	Write an anecdote about learning a skill
		Plan or present a video or video channel **FUTURE SKILLS** Creativity	
	Listen to three conversations about technical problems	Roleplay two conversations about technical problems **MEDIATION SKILLS** Make instructions easier to understand	
	BBC Documentary *Inside the Human Body*	Discuss the best ways to learn a language	Write a forum comment about language learning

AUDIOSCRIPTS p158 **VIDEOSCRIPTS** p170 **IRREGULAR VERB TABLE** p174

Welcome to *Speakout 3rd Edition*

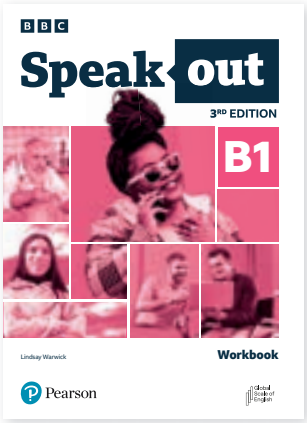
Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, ***Speakout 3rd Edition*** is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular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

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

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

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

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



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

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

The Global Scale of English GSE

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

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

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

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

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

Measuring proficiency using the GSE

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

By using our Benchmark Tests alongside ***Speakout 3rd Edition***, you will be able to see the progress being made by learners during their course of study and receive rich score reports which identify strengths and weaknesses along with recommendations on how to address them using ***Speakout 3rd Edition***. For this level of ***Speakout 3rd Edition***, we recommend Benchmark Test Level B1. 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 2 (B1). 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 214–223).

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

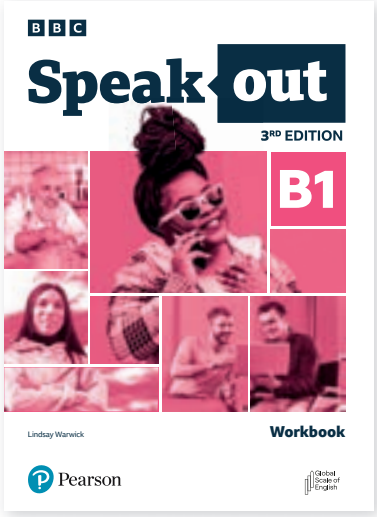
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

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.

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 214–223.

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.

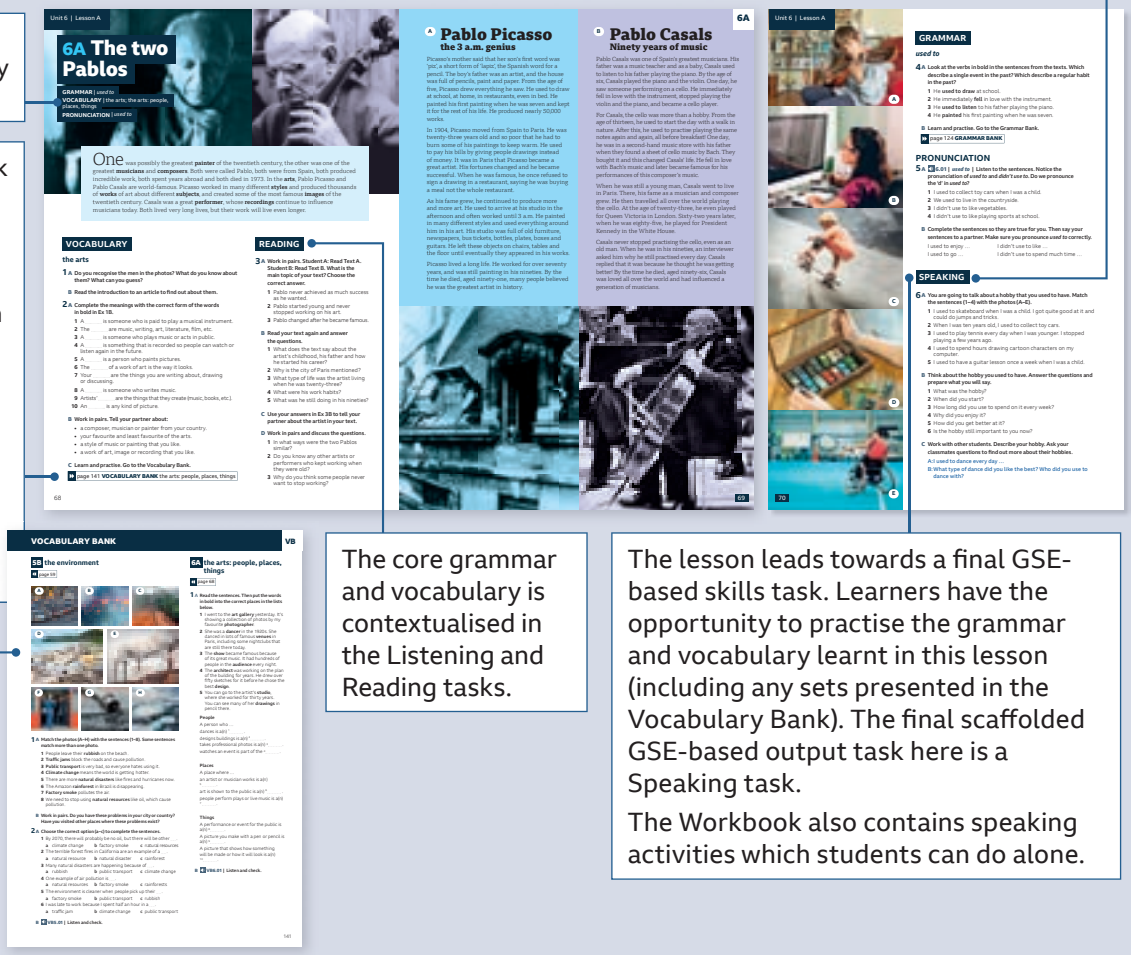
Lesson A – main input lesson 1

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 three pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English (GSE) Learning Objective.

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.



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 final scaffolded GSE-based output task here is a Speaking task.

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

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

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

Student's eBook activity

Please note that this is a spread from Lesson A; it is not the complete lesson.

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

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

Page-faithful view of print Workbook

Online Practice activity

Lesson B – main input lesson 2

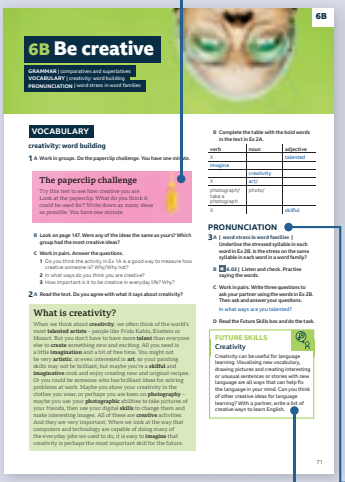
Lesson B is the second of the two main input lessons. It consists of three pages, and practises all four skills, plus vocabulary, grammar and pronunciation.

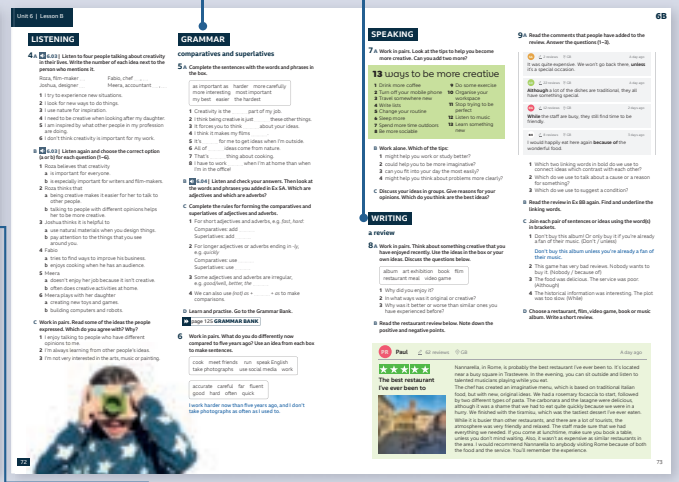
Vocabulary sets are contextualised in the Reading tasks.

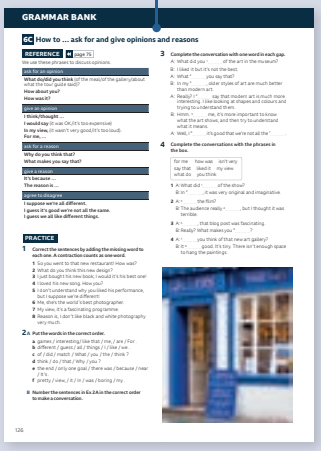
Speakout 3rd Edition teaches grammar inductively. There is an activity on the lesson page that requires the learner to make a deduction and complete the rule. Learners can refer to a full grammar explanation in the Grammar Bank, and also complete practice activities.

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

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







Each 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.

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

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

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

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

Please note that this is a spread from Lesson B; it is not the complete lesson.

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

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

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

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

In the ‘How to …’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. asking for and giving opinions and reasons, making and responding to recommendations, starting and ending a conversation and keeping a conversation going.

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

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.

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

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

‘Speak Anywhere’ – interactive speaking activities

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

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.

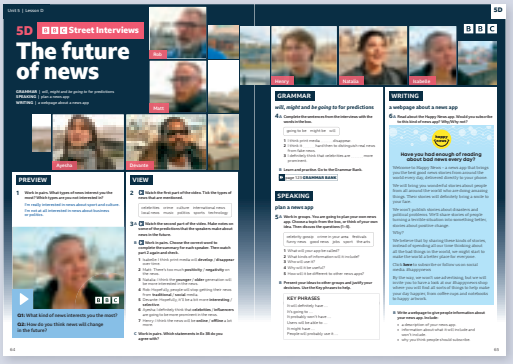
As with all the other activities in ***Speakout 3rd Edition***, the ‘Speak Anywhere’ activities can be done on a computer, tablet or mobile phone.

‘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.

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.

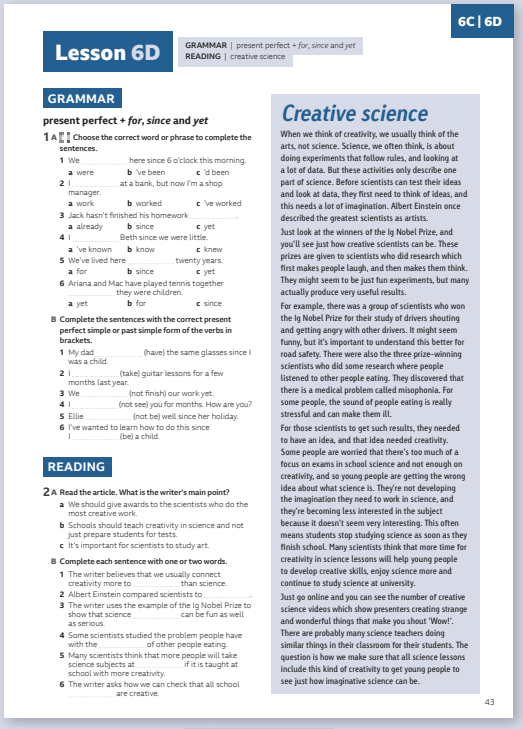
Each BBC video lesson ends with a Writing task.

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.

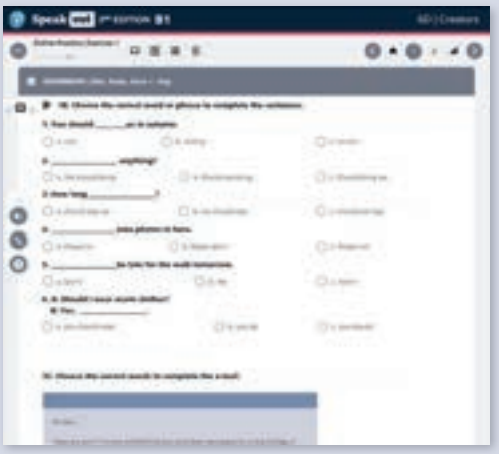
Videos are embedded in the Student's eBook and the Presentation Tool, and can also be downloaded from the Resources.

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

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



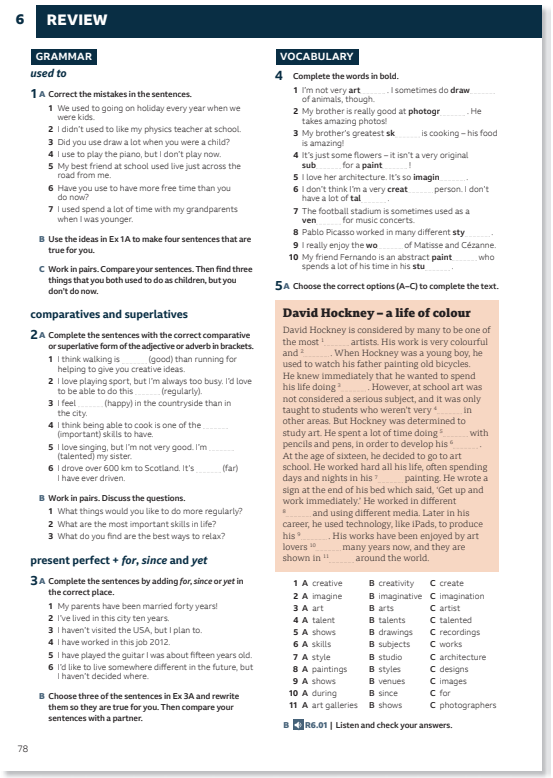
Workbook



Online Practice

Review

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



6 REVIEW

GRAMMAR

used to

1 A Correct the mistakes in the sentences.

1 We used to going on holiday every year when we were kids.
2 I didn't used to like my physics teacher at school.
3 Did you use draw a lot when you were a child?
4 I use to play the piano, but I don't play now.
5 My best friend at school used live just across the road from me.
6 Have you use to have more free time than you do now?
7 I used spend a lot of time with my grandparents when I was younger.

B Use the ideas in Ex 1A to make four sentences that are true for you.

C Work in pairs. Compare your sentences. Then find three things that you both used to do as children, but you don't do now.

comparatives and superlatives

2 A Complete the sentences with the correct comparative or superlative form of the adjective or adverb in brackets.

1 I think walking is _____ (good) than running for helping to give you creative ideas.
2 I love playing sport, but I'm always too busy. I'd love to be able to do this _____ (regularly).
3 I feel _____ (happy) in the countryside than in the city.
4 I think being able to cook is one of the _____ (important) skills to have.
5 I love singing, but I'm not very good. I'm _____ (talented) my sister.
6 I drove over 600 km to Scotland. It's _____ (far) I have ever driven.

B Work in pairs. Discuss the questions.

1 What things would you like to do more regularly?
2 What are the most important skills in life?
3 What do you find are the best ways to relax?

present perfect + *for*, *since* and *yet*

3 A Complete the sentences by adding *for*, *since* or *yet* in the correct place.

1 My parents have been married forty years!
2 I've lived in this city ten years.
3 I haven't visited the USA, but I plan to.
4 I have worked in this job 2012.
5 I have played the guitar I was about fifteen years old.
6 I'd like to live somewhere different in the future, but I haven't decided where.

B Choose three of the sentences in Ex 3A and rewrite them so they are true for you. Then compare your sentences with a partner.

VOCABULARY

4 Complete the words in bold.

1 I'm not very **art**_____. I sometimes do **draw**_____ of animals, though.
2 My brother is really good at **photogr**_____. He takes amazing photos!
3 My brother's greatest **sk**_____ is cooking – his food is amazing!
4 It's just some flowers – it isn't a very original **sub**_____ for a **paint**_____!
5 I love her architecture. It's so **imagin**_____.
6 I don't think I'm a very **creat**_____ person. I don't have a lot of **tal**_____.
7 The football stadium is sometimes used as a **ven**_____ for music concerts.
8 Pablo Picasso worked in many different **sty**_____.
9 I really enjoy the **wo**_____ of Matisse and Cézanne.
10 My friend Fernando is an abstract **paint**_____ who spends a lot of his time in his **stu**_____.

5 A Choose the correct options (A–C) to complete the text.

David Hockney – a life of colour

David Hockney is considered by many to be one of the most [1]_____ artists. His work is very colourful and [2]_____. When Hockney was a young boy, he used to watch his father painting old bicycles. He knew immediately that he wanted to spend his life doing [3]_____. However, at school art was not considered a serious subject, and it was only taught to students who weren't very [4]_____ in other areas. But Hockney was determined to study art. He spent a lot of time doing [5]_____ with pencils and pens, in order to develop his [6]_____. At the age of sixteen, he decided to go to art school. He worked hard all his life, often spending days and nights in his [7]_____ painting. He wrote a sign at the end of his bed which said, 'Get up and work immediately.' He worked in different [8]_____ and using different media. Later in his career, he used technology, like iPads, to produce his [9]_____. His works have been enjoyed by art lovers [10]_____ many years now, and they are shown in [11]_____ around the world.

1	A creative	B creativity	C create
2	A imagine	B imaginative	C imagination
3	A art	B arts	C artist
4	A talent	B talents	C talented
5	A shows	B drawings	C recordings
6	A skills	B subjects	C works
7	A style	B studio	C architecture
8	A paintings	B styles	C designs
9	A shows	B venues	C images
10	A during	B since	C for
11	A art galleries	B shows	C photographers

B R6.01 | Listen and check your answers.

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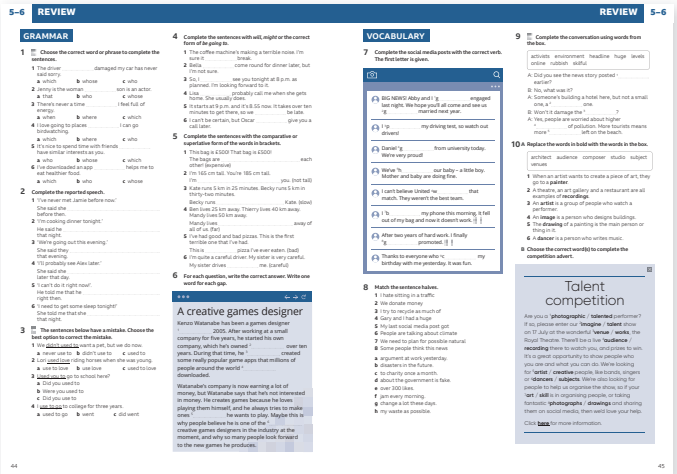
The Student's eBook provides access to the Online Practice reviews. In the Online Practice and the Workbook, there is a two-page Review after every two units, a Cumulative Review after Units 1–4 and another after Units 5–8, as well as a Cumulative Review for Units 1–8.



5–6 REVIEW

GRAMMAR

1 Choose the correct word or phrase to complete the sentences.

1 The driver _____ damaged my car has never said sorry.
a which b whose c who
2 Jenny is the woman _____ son is an actor.
a that b who c whose
3 There's never a time _____ I feel full of energy.
a when b where c which
4 I love going to places _____ I can go birdwatching.
a which b where c who
5 It's nice to spend time with friends _____ have similar interests as you.
a who b whose c which
6 I've downloaded an app _____ helps me to eat healthier food.
a which b who c whose

2 Complete the reported speech.

1 'I've never met Jamie before now.'
She said she _____ before then.
2 'I'm cooking dinner tonight.'
He said he _____ that night.
3 'We're going out this evening.'
She said they _____ that evening.
4 'I'll probably see Alex later.'
She said she _____ later that day.
5 'I can't do it right now.'
He told me that he _____ right then.
6 'I need to get some sleep tonight.'
She told me that she _____ that night.

3 The sentences below have a mistake. Choose the best option to correct the mistake.

1 We didn't used to paint a pet, but we do now.
a never use to b didn't use to c used to
2 Lori used love riding horses when she was young.
a use to love b use love c used to love
3 Jared use to go to school here?
a Did you used to
b Were you used to
c Did you use to
4 I use to live to college for three years.
a used to go b went c did went

4 Complete the sentences with *will*, *might* or the correct form of *be going to*.

1 The coffee machine's making a terrible noise. I'm sure it _____ break.
2 Bella _____ come round for dinner later, but I'm not sure.
3 So I _____ see you tonight at 8 p.m. as planned. I'm looking forward to it.
4 Lisa _____ probably call me when she gets home. She usually does.
5 It starts at 9 p.m. and it's 8.55 now. It takes over ten minutes to get there, so we _____ be late.
6 I can't be certain, but Oscar _____ give you a call later.

5 Complete the sentences with the comparative or superlative form of the words in brackets.

1 This bag is £500! That bag is £500! The bags are _____ each other! (expensive)
2 I'm 165 cm tall. You're 185 cm tall. I'm _____ you. (not tall)
3 Kate runs 5 km in 25 minutes. Becky runs 5 km in thirty-two minutes. Becky runs _____ Kate. (slow)
4 Ben lives 25 km away. Thierry lives 40 km away. Mandy lives 50 km away. Mandy lives _____ all of us. (far)
5 I've had good and bad pizzas. This is the first terrible one that I've had. This is _____ pizza I've ever eaten. (bad)
6 I'm quite a careful driver. My sister is very careful. My sister drives _____ me. (careful)

6 For each question, write the correct answer. Write one word for each gap.

A creative games designer

Kenzo Watanabe has been a games designer '_____' 2005. After working at a small company for five years, he started his own company, which he's owned '_____' over ten years. During that time, he '_____' created some really popular game apps that millions of people around the world '_____' downloaded.

Watanabe's company is now earning a lot of money, but Watanabe says that he's not interested in money. He creates games because he loves playing them himself, and he always tries to make ones '_____' he wants to play. Maybe this is '_____' why people believe he is one of the '_____' creative games designers in the industry at the moment, and why so many people look forward to the new games he produces.

VOCABULARY

7 Complete the social media posts with the correct verb. The first letter is given.

BIG NEWS! Abby and I' g_____ engaged last night. We hope you'll all come and see us '_____' married next year.

I' d_____ my driving test, so watch out drivers!

Daniel' g_____ from university today. We're very proud!

We've 'h_____ our baby – a little boy. Mother and baby are doing fine.

I can't believe United 've_____ that match. They weren't the best team.

I 'h_____ my phone this morning. It fell out of my bag and now it doesn't work. :(:(

After two years of hard work, I finally 'g_____ promoted. :) :)

Thanks to everyone who 'c_____ my birthday with me yesterday. It was fun.

8 Match the sentence halves.

1 I hate sitting in a traffic
2 We donate money
3 I try to recycle as much of
4 Gary and I had a huge
5 My last social media post got
6 People are talking about climate
7 We need to plan for possible natural
8 Some people think this news

a argument at work yesterday.
b disasters in the future.
c to charity once a month.
d about the government is false.
e over 300 likes.
f jam every morning.
g change a lot these days.
h my waste as possible.

9 Complete the conversation using words from the box.

activists environment headline huge levels online rubbish skilful

A: Did you see the news story posted '_____' earlier?
B: No, what was it?
A: Someone's building a hotel here, but not a small one, a '_____' one.
B: Won't it damage the '_____'?
A: Yes, people are worried about higher '_____' of pollution. More tourists means more '_____' left on the beach.

10 A Replace the words in bold with the words in the box.

architect audience composer studio subject venues

1 When an artist wants to create a piece of art, they go to a **painter**.
2 A theatre, an art gallery and a restaurant are all examples of **recordings**.
3 An **artist** is a group of people who watch a performer.
4 An **image** is a person who designs buildings.
5 The **drawing** of a painting is the main person or thing in it.
6 A **dancer** is a person who writes music.

B Choose the correct word(s) to complete the competition advert.

Talent competition

Are you a '**photographic** / **talented** performer? If so, please enter our '**imagine** / **talent** show on 31 July at the wonderful '**venue** / **works**, the Royal Theatre. There'll be a live '**audience** / **recording** there to watch you, and prizes to win. It's a great opportunity to show people who you are and what you can do. We're looking for '**artist** / **creative** people, like bands, singers or '**dancers** / **subjects**. We're also looking for people to help us organise the show, so if your '**art** / **skill** is in organising people, or taking fantastic '**photographs** / **drawings** and sharing them on social media, then we'd love your help.

Click here for more information.

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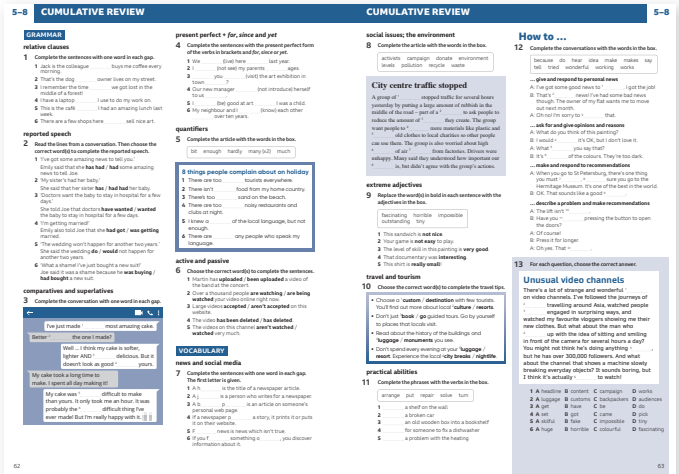

5–8 CUMULATIVE REVIEW

GRAMMAR

relative clauses

1 Complete the sentences with one word in each gap.

1 Jack is the colleague _____ buys me coffee every morning.
2 That's the dog _____ owner lives on my street.
3 I remember the time _____ we got lost in the middle of a forest!
4 I have a laptop _____ I use to do my work on.
5 This is the café _____ I had an amazing lunch last week.
6 There are a few shops here _____ sell nice art.

reported speech

2 Read the lines from a conversation. Then choose the correct word(s) to complete the reported speech.

1 'I've got some amazing news to tell you.'
Emily said that she **has had** / **had** some amazing news to tell Joe.
2 'My sister's had her baby.'
She said that her sister **has** / **had had** her baby.
3 'Doctors want the baby to stay in hospital for a few days.'
She told Joe that doctors **have wanted** / **wanted** the baby to stay in hospital for a few days.
4 'I'm getting married!'
Emily also told Joe that she **had got** / **was getting** married.
5 'The wedding won't happen for another two years.'
She said the wedding **do** / **would** not happen for another two years.
6 'What a shame! I've just bought a new suit!'
Joe said it was a shame because he **was buying** / **had bought** a new suit.

comparatives and superlatives

3 Complete the conversation with one word in each gap.

I've just made '_____ most amazing cake.
Better ' _____ the one I made?
Well ... I think my cake is softer, lighter AND ' _____ delicious. But it doesn't look as good ' _____ yours.
My cake took a long time to make. I spent all day making it!
My cake was ' _____ difficult to make than yours. It only took me an hour. It was probably the ' _____ difficult thing I've ever made! But I'm really happy with it. :) :)

present perfect + *for*, *since* and *yet*

4 Complete the sentences with the present perfect form of the verbs in brackets and *for*, *since* or *yet*.

1 We _____ (live) here _____ last year.
2 I _____ (not see) my parents _____ ages.
3 _____ you _____ (visit) the art exhibition in town _____?
4 Our new manager _____ (not introduce) herself to us _____.
5 I _____ (be) good at art _____ I was a child.
6 My neighbour and I _____ (know) each other _____ over ten years.

quantifiers

5 Complete the article with the words in the box.

bit	enough	hardly	many (x2)	much

8 things people complain about on holiday

1 There are too _____ tourists everywhere.
2 There isn't _____ food from my home country.
3 There's too _____ sand on the beach.
4 There are too _____ noisy restaurants and clubs at night.
5 I knew a _____ of the local language, but not _____ enough.
6 There are _____ any people who speak my language.

active and passive

6 Choose the correct word(s) to complete the sentences.

1 Martin has **uploaded** / **been uploaded** a video of the band at the concert.
2 Over a thousand people **are watching** / **are being watched** your video online right now.
3 Large videos **accepted** / **aren't accepted** on this website.
4 The video **has been deleted** / **has deleted**.
5 The video on this channel **aren't watched** / **watched** very much.

VOCABULARY

news and social media

7 Complete the sentences with one word in each gap. The first letter is given.

1 A h_____ is the title of a newspaper article.
2 A j_____ is a person who writes for a newspaper.
3 A b_____ p_____ is an article on someone's personal web page.
4 If a newspaper p_____ a story, it prints it or puts it on their website.
5 F_____ news is news which isn't true.
6 If you f_____ something o_____ you discover information about it.

social issues; the environment

8 Complete the article with the words in the box.

activists campaign donate environment levels pollution recycle waste

City centre traffic stopped

A group of '_____ stopped traffic for several hours yesterday by putting a large amount of rubbish in the middle of the road – part of a ' _____ to ask people to reduce the amount of ' _____ they create. The group want people to ' _____ more materials like plastic and ' _____ old clothes to local charities or other people can use them. The group is also worried about high ' _____ of air ' _____ from factories. Drivers were unhappy. Many said they understood how important cur ' _____ is, but didn't agree with the group's actions.

extreme adjectives

9 Replace the word(s) in bold in each sentence with the adjectives in the box.

fascinating	horrible	impossible	
outstanding	tiny		

1 This sandwich is **not nice**.
2 Your game is **not easy** to play.
3 The level of skill in this painting is **very good**.
4 That documentary was **interesting**.
5 This shirt is **really small**!

travel and tourism

10 Choose the correct word(s) to complete the travel tips.

• Choose a '**custom** / **destination** with few tourists. You'll find out more about local '**culture** / **resorts**.
• Don't just '**book** / **go** guided tours. Go by yourself to places that locals visit.
• Read about the history of the buildings and '**luggage** / **monuments** you see.
• Don't spend every evening at your '**luggage** / **resort**. Experience the local '**city breaks** / **nightlife**.

practical abilities

11 Complete the phrases with the verbs in the box.

arrange	put	repair	solve	turn

1 _____ a shelf on the wall
2 _____ a broken car
3 _____ an old wooden box into a bookshelf
4 _____ for someone to fix a dishwasher
5 _____ a problem with the heating

How to ...

12 Complete the conversations with the words in the box.

because do hear idea make makes say tell tried wonderful working works

... give and respond to personal news
A: I've got some good news to ' _____. I got the job!
B: That's ' _____! I never! I've had some bad news though. The owner of my flat wants me to move in next month.
A: Oh no! I'm sorry to ' _____ that.

... ask for and give opinions and reasons
A: What do you think of this painting?
B: I would ' _____ it's OK, but I don't love it.
A: What ' _____ you say that?
B: It's ' _____ of the colours. They're too dark.

... make and respond to recommendations
A: When you go to St Petersburg, there's one thing you must ' _____ sure you go to the Hermitage Museum. It's one of the best in the world.
B: OK. That sounds like a good ' _____.

... describe a problem and make recommendations
A: The lift isn't ' _____.
B: Have you ' _____ pressing the button to open the doors?
A: Of course!
B: Press it for longer.
A: Oh yes. That ' _____.

13 For each question, choose the correct answer.

Unusual video channels

There's a lot of strange and wonderful _____ on video channels. I've followed the journeys of ' _____ travelling around Asia, watched people _____ engaged in surprising ways, and watched my favourite vloggers showing me their new clothes. But what about the man who _____ up with the idea of sitting and smiling in front of the camera for several hours a day? You might not think he's doing anything ' _____, but he has over 300,000 followers. And what about the channel that shows a machine slowly breaking everyday objects? It sounds boring, but I think it's actually ' _____ to watch!

1	A headline	B content	C campaign	D works
2	A luggage	B customs	C backpackers	D audiences
3	A get	B have	C be	D do
4	A set	B get	C came	D pick
5	A skilful	B fake	C impossible	D tiny
6	A huge	B horrible	C colourful	D fascinating

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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.