

# 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.

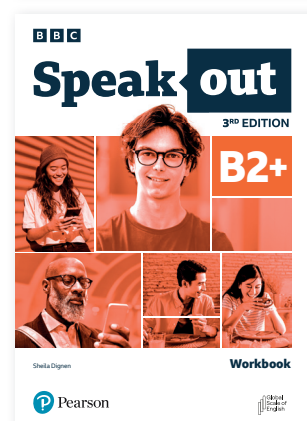
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation 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.



## competition 2




**VLOGS**

**Q:** In what ways are you competitive?

**1** Watch the video. What are some of the different ways of competing that the people mention?

**2** In what ways are you a competitive person?

 **LEARNING OBJECTIVES**

**2A LISTENING** | Understand a conversation about cheating: idioms: winning and losing  
Pronunciation: emphasis in cleft sentences  
Discuss cheating: cleft sentences

**2B READING** | Read an interview about cooperation in industry: industry competition  
Pronunciation: phrasal stress  
Speculate about products and services: ellipsis and substitution  
Write an article about rivalry

**2C HOW TO ...** | compare and evaluate ideas: business; work benefits  
Pronunciation: intonation when comparing

**2D BBC PROGRAMME** | Understand a TV programme about a driving challenge  
Have a debate about competing: competing  
Write a reflection

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## 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 B2. Find out more about this test at [www.pearsonenglish.com/exams-offer](http://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 3 (B2). Find out more about this test at [www.pearsonenglish.com/exams-offer](http://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 214–221).

For more information about how the GSE can support your planning, teaching and assessment, go to [www.pearsonenglish.com/gse](http://www.pearsonenglish.com/gse). Visit the GSE Teacher Toolkit – freely available online at [www.english.com/gse/teacher-toolkit/user/lo](http://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.

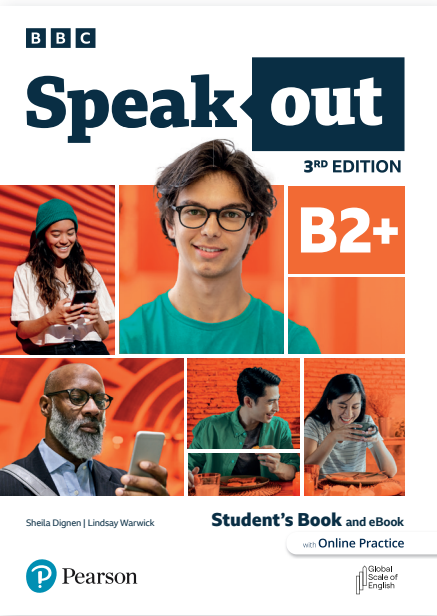
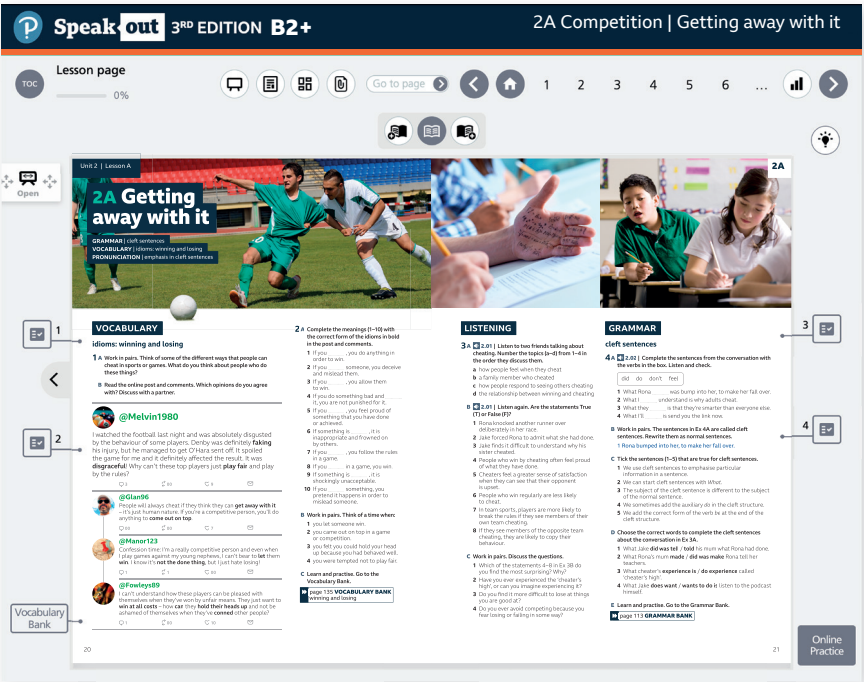
# Student components

## 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

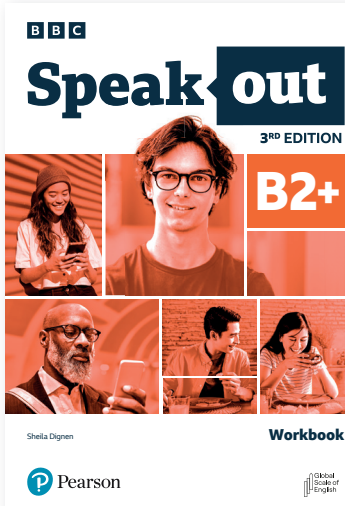
- Print version of the Student’s eBook
- Access code for the Student’s eBook and Online Practice

### 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

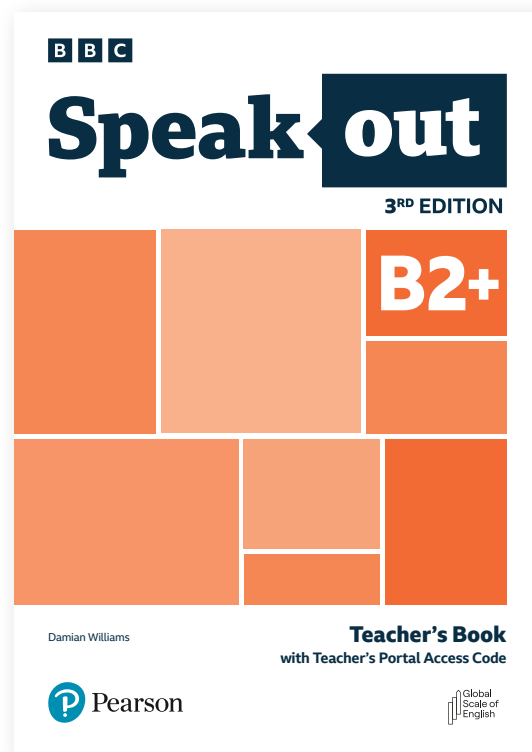
See page 24 for more details.

### 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.



# competition 2



**VLOGS**

**Q:** In what ways are you competitive?

**1** Watch the video. What are some of the different ways of competing that the people mention?

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**2A LISTENING** | Understand a conversation about cheating: idioms: winning and losing  
Pronunciation: emphasis in cleft sentences  
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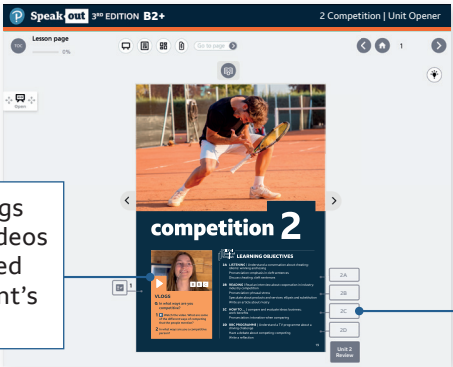
**2B READING** | Read an interview about cooperation in industry: industry competition  
Pronunciation: phrasal stress  
Speculate about products and services: ellipsis and substitution  
Write an article about rivalry

**2C HOW TO ...** | compare and evaluate ideas: business; work benefits  
Pronunciation: intonation when comparing

**2D BBC PROGRAMME** | Understand a TV programme about a driving challenge  
Have a debate about competing: competing  
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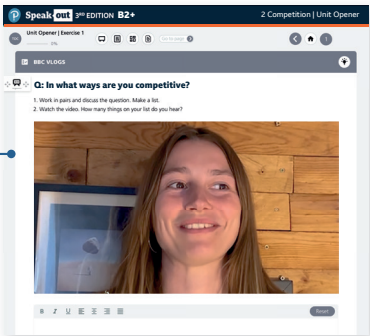
The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 214–221.



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

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

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



# 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.

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

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 screenshot shows the Lesson A page for 'Getting away with it'. It includes a title, a photo of a soccer game, and sections for Vocabulary, Listening, Grammar, and Pronunciation. The Vocabulary section lists words like 'winning', 'losing', 'cheating', and 'cheat'. The Listening section includes a transcript of a conversation. The Grammar section focuses on the present perfect tense. The Pronunciation section includes a listening exercise.

This screenshot shows the continuation of the Lesson A page, focusing on the Grammar and Pronunciation sections. The Grammar section includes exercises for the present perfect tense. The Pronunciation section includes a listening exercise and a speaking task.

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 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.

The screenshot shows the Student's eBook interface. It displays the Lesson A page for 'Getting away with it' with interactive elements like checkboxes and buttons for checking answers.

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.

The screenshot shows the Online Practice interface. It displays the Lesson A page for 'Getting away with it' with interactive elements like checkboxes and buttons for checking answers.

Online Practice activity

## Lesson B – main input lesson 2

Vocabulary sets are contextualised in the Reading input.

*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.

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.

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

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

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. language for speculating and talking about certainty.

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.

26 | Lesson 4

## 2C In the workplace

How to: **Communicate** (business) **work** **benefits**  
**PRONUNCIATION** (intention when comparing)

### 1 VOCABULARY

**business**

- 1 **Work in pairs.** Is better to communicate information or collaboration between employees' ability?
- 2 **What's the best part of an article?** What did Tony Price decide to do and why?

**Work in pairs.** What do you think disappointed the company after the mission salary was increased? Why?

- 3 **Match the verbs to the nouns with meaning (1-6).** Use the correct forms in the article in 2C to help you.

- 1 **decrease** company's customer satisfaction
- 2 **increase** productivity
- 3 **improve** communication
- 4 **raise** the standard of living
- 5 **bring** something without spending much time/money
- 6 **raise** the rate at which something is produced/increased

**2C** In the article, the company was **disappointed** by the increase in the productivity when they produced things.

3 The rate of living was able to pay back what you put in.

4 The rate of production was a company's value.

5 An important new law.

6 The ability to communicate with others.

7 The ability to make a profit.

8 The relation to something, eg. numbers of employees or amount of money sent.

**Work in pairs and answer the questions.**

1 What was the motivation because the efficiency and productivity of their staff?

2 What was the workplace initiative used to produce things to work hard?

3 How do you think that a higher reward and profitability should be given to the employees?

4 When salaries are considered in a company, do you think the CEO should be the best person to be a salary?

**C Learn and practice. Go to the Vocabulary Bank.**

**Page 123 VOCABULARY BANK work benefits**

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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.

[illegible]

## '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 or describing a process.

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.


[illegible]


Quit


Speak **anywhere**


You're interviewing to get an apprenticeship. Answer the question and explain briefly:

- what it is you can create or fix
- some general things you need to create or fix it

 Hold to speak

 Replay

 Need help?



Spends **3 minutes**

Quit

Describe a process

UNIT 7

★★★★☆

You're being interviewed for an apprenticeship. Explain how to make something!

Start >

Use the language from this lesson to get a high score.

\*examples are from level B2

'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.

The BBC video lesson teaches key vocabulary that occurs in the video.



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

Unit 2 | Lesson D

2D BBC Entertainment

# Challenge

VOCABULARY | competing  
SPEAKING | a debate  
WRITING | a reflection

**PREVIEW**

1 A. Work in pairs and discuss the questions.

- When was the last time you challenged yourself?
- What do you do? Why?
- What happened?

B. Read the programme information. What is the challenge? Who undertakes it?

**VIEW**

2 A. Watch the BBC video clip. What is the challenge called? Who wins?

B. Watch the video again and answer the questions.

- When did Ryan Thomas become interested in car?
- What does gammatana involve?
- What prompts Ryan to select his car?
- What helped Ryan to prepare in a day?
- How will the winner of the race be determined?
- How did both Ryan and Matt feel about the race results?

**VOCABULARY**

competing

3 A. Work in pairs. Look at the words and phrases in bold in the extracts from the video (1–6). For each word or phrase, decide if:

- you know the meaning.
- you can guess the meaning.

- the mental challenge of knowing the unmarked course inside and out.
- You've got a lot to take in in one day ...
- Head-to-head racing ... three rounds
- Best of three wins.
- The nerves are kicking in now.
- They were neck and neck after two laps.
- ... so it all came down to that one last run.
- You Matt: 'He took it like we'll really well.'

B. Work with another pair. Share your ideas from Ex 3A. Use a dictionary to check the meaning of any items you don't know.

C. Complete the questions with the correct form of words from Ex 3A.

- If you lose, do you ... well or badly?
- What place do you know ... and last?
- What game do you know where the winner is decided in the ... of three rounds?
- How long before a competition do your nerves ...?
- What was the last time you had a lot of information ...?
- What does winning ... down to? Is it skill, or luck?

D. Work in pairs. Take turns to ask and answer the questions in Ex 3C.

2D

BBC

**SPEAKING**

a debate

4 A. Work in pairs. How competitive do you think people are in the contexts in the box? Why? Is the competition a good or bad thing?

car ownership the gym home and garden school technological devices the workplace

B. [2-27] Listen to two opinions (A and B) and decide which you most agree with.

C. [2-27] Listen again. Number the key phrases in the order you hear them (1–5).

**KEY PHRASES**

If you ... you end up ...  
... more about ... than ...  
It's problematic because ...  
The result is that ...  
... (quite) leads to ...

5 A. Work in groups of four and divide into pairs. Pair A: Prepare to argue for opinion A in Ex 4B. Pair B: Prepare to argue for opinion B. Think about the consequences of competing with others and competing with yourself. Form an argument and a counterargument.

B. Work in your groups. Debate the opinions in Ex 4B. Use the key phrases to help you.

C. In your group, decide which arguments presented were the strongest. What's your real view of the opinions in Ex 4B?

**WRITING**

a reflection

6 A. Work in pairs and discuss the questions.

- How often do you reflect on something you have done?
- What kind of things do you tend to reflect on? Why?
- Why do you think it might be useful to reflect after a challenging task?
- Can you think of any professional or educational situations where reflections might be used?

B. Write a reflection. Go to the Writing Bank.

page 105 WRITING BANK

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.

Lesson 2D

LISTENING | challenges  
READING | cold-water challenge

2C | 2D

**LISTENING**

1 [2-28] Listen to three people talking. Decide which speaker (Oscar, Grace or Milo) talks about each challenge (1–3).

- a challenge involving a commitment of many years
- a challenge that required support and cooperation
- a challenge that was physically very demanding

2 [2-29] Listen again and choose the correct person.

1 Oscar / Grace / Milo sometimes felt they might not complete the challenge.

2 Oscar / Grace / Milo says the most difficult thing was giving up their social life.

3 Oscar / Grace / Milo was surprised at the effect the challenge had on them and others.

4 Oscar / Grace / Milo says the challenge has changed the way they view other people.

5 Oscar / Grace / Milo talks about a feeling of doing something very rare.

**READING**

3 Read the article about cold-water swimming. Choose the best summary.

- The writer discusses the benefits of cold-water swimming and encourages readers to try it.
- The writer is curious about cold-water swimming and discusses its advantages and dangers, but is not impressed when he tries it.

4 Read the article again and choose the correct option (a or b) to complete the sentences.

- In the first paragraph, the writer suggests that a swimming in cold water must be fun, because it is so popular.
- He wants to understand why people enjoy cold-water swimming.
- Gabriel and Stan
- are both swimming in Scotland for the first time.
- Research on athletes has shown that ice treatments a. can help with mental health problems. b. speed up recovery from physical health problems.
- The writer claims that when jumping into cold water, a. your body soon gets used to it. b. people should be very cautious, especially if they have never done so before.
- The author a. is unlikely to swim in cold water again. b. is keen to try cold-water swimming again.

**Anyone fancy ice with their swim?**

Let's face it, being cold isn't pleasant. So why are more and more people taking up the challenge of jumping into ice-cold water wearing nothing but a swimsuit? The popularity of wild swimming has grown hugely in recent years, with thousands of people around the world now swimming regularly in rivers, lakes and seas, in all weathers and seasons.

So, what's like to swim in nearly freezing water? I joined a group of swimmers on a beach in Scotland one cold January morning. Talking to the other members of the group, I found they all had their own positive reasons for their chilly morning swims. Gabriel, 57, told me that the cold water takes away the pain of her chronic arthritis and allows her to move more freely. Since she started swimming, her condition has improved. Stan, 26, explained that he'd suffered with anxiety for years and now believes cold-water swimming has given him the confidence to get back to work.

But what evidence is there for the health benefits of cold-water swimming? It's true that athletes use ice baths after competitions and research proves this can help to more quickly heal damaged skin and muscle tissue, as well as improve heart function and circulation. Some studies also suggest it might be good for treating depression, but it's early days and there haven't been many large-scale studies of the mental health benefits.

Jumping into ice-cold water can certainly be risky, especially when your body isn't used to it. Even the most enthusiastic supporters of the sport concede that beginners need proper training and supervision. If you are not properly prepared, the cold could literally kill you. A heart attack is a real risk, as is your body just getting too cold to function properly.

So, how did I feel after my dip in the sea off the coast of Scotland? As I'd expected, it wasn't pleasant and I couldn't wait to get out. I did feel good about half an hour afterwards, but not enough to want to repeat the experience!

Speakout 3rd Edition B2+

2D | Competition

Online Practice | Exercise 1

GRAMMAR | verb patterns

**4A. Complete the sentences with the correct form of the verbs in brackets.**

- I'm interested in learn Chinese.
- work at night can be really tiring.
- Before start university, I worked abroad for two months.
- I've decided get a pet.
- I can't imagine live in a huge house.
- We'd like have the pasta, please.
- I miss see my friend now he's moved to a different city.
- hear the news has made me feel sad.

**4B. Choose the correct word or phrase to complete the sentences.**

1. We see you soon.

a. hoping to  
b. hope  
c. hope to

2. I promise all the dishes if you cook.

a. to clean  
b. cleaning  
c. clean

3. After the first page of this book, I don't think it's for me.

a. read  
b. to read  
c. reading

5. Tom and Mike have decided a boat.

a. buying  
b. to buy

6. Please stop that loud noise!

a. make  
b. to make

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.

2 REVIEW

GRAMMAR

cleft sentences

- 1 **A** Complete the second sentence as a cleft sentence.
- 1 Some footballers pretend they have been fouled to get an opponent sent off.  
What ..... they have been fouled to get an opponent sent off?  
2 It annoys me when players complain to the referee to waste time.  
What ..... players complain to the referee to waste time?  
3 One tennis champion asked for a bathroom break when her opponent was close to winning the match.  
What ..... a bathroom break when her opponent was close to winning the match?  
4 Some rugby players will inflict quite serious injuries on each other because they are so desperate to win.  
What ..... quite serious injuries on each other because they are so desperate to win?  
5 I've seen cyclists deliberately bumping into their opponents to knock them off their bikes.  
What ..... into their opponents to knock them off their bikes?  
6 One professional basketball player untied an opponent's shoelaces to slow him down!  
What ..... an opponent's shoelaces to slow him down!
- 8 **B** Work in pairs. Which actions in Ex 1A do you consider to be cheating? How should the players be punished?

ellipses and substitution

- 2 **C** Cross out the words that you can omit from each sentence.
- 1 Are you ready to leave?  
2 I'll talk to Jon and I'll let you know what he says.  
3 I went to the gym yesterday, but Sara didn't go to the gym yesterday.  
4 She applied for the job and she got it.  
5 I'd met Abi before, but Ali hadn't met her before.

3 **A** Choose the correct words to replace the words in bold.

- 1 I'd been writing novels for years, but I only got a **novel** published when I collaborated with another writer. (one / it / a one)  
2 I never enjoyed working on group projects at university, but I had to **work on a group project** once and we got a really bad mark! (do / do / do one)  
3 Most people I know love playing team sports and I **love playing team sports**, too. (do so / do / do)  
4 When I was asked to work with a colleague on a project, I was worried she would steal all my best ideas and guess what? She **stole all my best ideas**! (it / stole it / did steal)  
5 My boss says I'll have to work in a new team next year, but I hope I **won't have to work in a new team**. (don't / not / I'll not)
- 8 **B** Work in pairs. Talk about a good or bad experience you have had of cooperating with others.

VOCABULARY

4 **A** Choose the correct words to complete the sentences.

- 1 I know it's not the done **behaviour** / **attitude** / **thing** to be too competitive in games with friends, but can't help myself!  
2 I would always **play** / **get** / **make** fair, even if I really wanted to win something.  
3 My best friend and I got on really well, but we are **large** / **bitter** / **strong** rivals when we play tennis!  
4 I'm not very competitive. If someone tries to **overtake** / **redo** me at something, I just let them.  
5 I think there should be more government **initiatives** / **productivity** / **efficiency** to get young people competing in sports.  
6 I think gym membership is one of the best job **schemes** / **programmes** / **perks** you can get!

8 **B** Do you agree with the statements in Ex 4A? Why/Why not? Tell a partner.

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

Competing for the countryside

The Peak District, in the north of England, was first designated as a national park in 1961, making it the first national park in the UK. Millions of visitors have enjoyed its beautiful scenery over the years and they continue to ..... the mountains and open countryside, far from urban areas, and many hotels and campsites thrive on this kind of tourism. However, there are competing views on how far the area should be developed. Owners of some local businesses would like to attract more visitors, to increase their ..... This might involve companies providing more popular attractions such as these parks, to ..... a competitive edge over their rivals. On the other hand, environmentalists argue that such attractions are completely out of place in this rural area. They believe that developers should not be allowed to get ..... with spoiling the natural beauty and peace, but instead the focus should be on ..... to improve the environment. The arguments continue, with few signs of ..... between the different groups. It is unclear which side is going to ..... on top.

- 1 **A** do one **B** do so **C** do  
2 **A** was **B** are **C** were  
3 **A** cutbacks **B** profitability **C** bankruptcy  
4 **A** gain **B** make **C** produce  
5 **A** over **B** away **C** out  
6 **A** competitiveness **B** C initiatives  
7 **A** rivalry **B** cooperation **C** alliance  
8 **A** come out **B** come away **C** come up
- 8 **B** R2.01 Listen and check.
- C** Work in pairs. Are there any areas in your country where there are competing groups or interests?

Speak out 3RD EDITION B2+ 2 | Review

Lesson page 0%

1 **REVIEW**

2 **REVIEW**

3 **REVIEW**

4 **REVIEW**

5 **REVIEW**

Online Practice

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.

Speak out 3RD EDITION B2+ Units 1–2 Review

Review | Exercise 3

0%

GRAMMAR

3. Complete the conversation with the correct form of do to add emphasis.

A: Are you going to the company party on Thursday?  
B: I (1) ..... want to go but it's on the other side of London from me. It'll be fun, though.  
A: Hmm, well, I didn't want to go last year either but I must admit, I (2) ..... enjoy it in the end.  
B: Yes, and there's a DJ again, isn't there?  
A: Well, you (3) ..... love a good dance, but I really (4) ..... I hate it.  
B: Fair enough. The quiz should be good though. I think Emi's running it this year.  
A: Well, he (5) ..... like testing us all, doesn't he?  
B: That's true. I'm rubbish at quizzes but I (6) ..... like the theme last time – 90s pop music.  
A: My team won! I think Mike was unhappy – he (7) ..... like to show off his knowledge!

You can record yourself.

00:00

Result | 0%

Attempts | 0 Errors | 0 Total Errors | 0

1–2 REVIEW

GRAMMAR

- 1 **C** Complete the second sentence as a cleft sentence.
- 1 I enjoyed sport at school.  
I ..... what I did at school.  
2 I usually go to the gym twice a week. (find)  
I ..... to go to the gym twice a week.  
3 I usually go to the gym twice a week. (find)  
I ..... to go to the gym twice a week.  
4 I usually go to the gym twice a week. (find)  
I ..... to go to the gym twice a week.  
5 I usually go to the gym twice a week. (find)  
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7 I usually go to the gym twice a week. (find)  
I ..... to go to the gym twice a week.  
8 I usually go to the gym twice a week. (find)  
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2 **C** Complete the sentences with the correct form of the verbs in brackets.

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VOCABULARY

- 3 **C** Complete the sentences with the correct form of the verbs in brackets.
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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.

## Introduction

- **Extended speaking tasks** – In the final lesson of each unit, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include a model, rehearsal time, useful language and a concrete outcome.

## Listening

For most users of English (or any language), listening is the most frequently utilised skill. A learner who can speak well but who has problems understanding language to at least the same level is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening activities can act as a springboard to stimulate discussion in class.

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

- **Focus on authentic recordings** – We believe that it is motivating for all levels of learner to listen to authentic material. As such, each unit starts with vlogs and also includes either a clip from a BBC programme, or a street interview filmed in locations around central London. At the higher levels, there are also authentic, unscripted BBC radio and podcast extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where audio recordings, particularly at lower levels, are scripted, they nevertheless aim to reflect the patterns of natural speech.
- **Focus on sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. The latter are taken from the GSE and include, for example, listening and predicting what will come next, extracting key details, identifying chronological sequences, and understanding technical instructions.
- **As a context for new language** – We see listening as a key mode of input, and *Speakout 3rd Edition* includes many listening texts which contain target grammar, vocabulary or functional language in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, sometimes by using the audioscripts as a resource.
- **As a model for speaking** – In the third and fourth lessons of each unit, the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' own speaking.

## Reading

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral skills. Within the classroom, reading texts can introduce stimulating topics and act as springboards for class discussion.

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

- **Focus on authentic texts** – As with *Speakout 3rd Edition* listening materials, there is an emphasis on authenticity. Many of the reading texts draw on real-world sources, including newspapers, magazines, media websites and books. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read, and the texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Focus on sub-skills and strategies** – In *Speakout 3rd Edition*, we strive to maintain authenticity in the way readers interact with a text. We always give students a reason to read and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and paying attention to discourse markers. As with the listening and speaking sub-skills, the reading sub-skills syllabus is based on the GSE.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency, and this can be most easily achieved through reading. In *Speakout 3rd Edition*, reading texts often serve as contexts for introducing grammar and vocabulary as well as discourse features.
- **As a model for writing** – In the writing sections, the texts serve as models for students in terms of overall organisation as well as style and language content.

## Writing

Many students need to develop their formal writing for professional and exam-taking purposes, while others prefer to focus on less formal genres. For this reason, *Speakout 3rd Edition* covers both formal text types such as essays, formal emails and reports, and informal genres such as discussion forums, personal emails and social media posts.

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

- **Focus on genres** – In every unit, there is a section that focuses on a genre of writing, for example emails. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We then ask students to produce their own piece of writing. While there is always a written product, we also focus on the writing process, including stages such as brainstorming, planning and checking.
- **Focus on sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns. Strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking students to notice the feature. We then provide an opportunity for students to practise it.
- **Lesson D writing task** – At the end of the final lesson in each unit, following the final speaking task, we include a writing task. The idea is for students to develop fluency in their writing. While we always provide a model, the emphasis here is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout 3rd Edition*.

## Pronunciation

For many learners the ability to pronounce English in a comprehensible way is very important. It is also vital in helping them to understand spoken English. In *Speakout 3rd Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items, or functional language. Where relevant to the level, a grammar, vocabulary or functional language focus is followed by a focus on a feature of pronunciation, for example, word stress, sentence stress, intonation or the weak forms of auxiliary verbs. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it. In the Vocabulary Bank, we give the pronunciation of each item. At A1 level, there is a comprehensive focus on common sounds and their spelling, as well as on potentially confusing sound–spelling relationships.

## Future Skills

We recognise that in addition to language skills, students need to be equipped with a range of other skills to improve their levels of employability and help them to thrive in the future. For this reason, we include a Future Skills feature in roughly half the lessons. The key skills taught are: collaboration, communication, creative and critical thinking, leadership, self-management, and social responsibility. These sections comprise short notes highlighting the relevant skills as they occur naturally in the flow of the lesson, followed by mini-tasks that encourage students to develop those skills.

## Teaching B2+ Learners

Students at B2+ probably have extensive experience learning in classroom contexts and often know how they learn best. Allowing them the opportunity to have some say in the learning process is likely to motivate them and provide you with useful insight. This means giving students the opportunity to make suggestions, requests and reflect on the learning process throughout their course.

At this level, learners can normally communicate comfortably on a wide range of everyday topics, with relatively little of the sort of language hesitation that is common at lower levels. Many B2+ students can come across as fluent on common topics but are less impressive when they converse on topics that are more specialised or less commonly discussed in English. They also have a bank of language that they can comfortably use to express themselves, which means they are sometimes reluctant to take on additional language. It is vital they do in order to achieve an advanced level. It is therefore important to push them out of their comfort zones; challenging them to continue to develop new ways to express themselves so that they can understand and participate in a wider range of communicative contexts.

Students at this level should be encouraged to to create their own meanings rather than only generate sentences that demonstrate or practise their knowledge. Lessons should be conducted with this in mind, giving space to individual expression and reducing the amount of sustained restricted practice.

Having said that, learners at a B2+ level may still struggle with certain language points, and may need to improve their accuracy, so deliberate and restricted practice is still vital. New language points will need clarification, and restricted practice too. However, learners are likely to pick up new language faster than lower-level learners, which means restricted practice can be reduced and more time spent on freer practice.

B2+ students often need to become more sophisticated in their use of functional language, focussing on its appropriacy in different situations, for example formal versus informal registers and academic versus non-academic settings. Similarly, B2+ students will also be refining their use of speaking and listening strategies to increase competency in a range of contexts.

## Introduction

As in other levels, there may be a wide range of strengths and weaknesses across the skills in a B2+ class. Also, motivations may differ, with some students needing to focus more on exam-style accuracy and on writing, and others more interested in developing fluency in speaking.

Here are our top tips for teaching at this level:

- Find out about your learners' experience studying English. What have they enjoyed most and found most useful? What sort of activities do they dislike? What do they find most challenging? What are their linguistic goals and ambitions and how can you help them to achieve these? Maintain a channel of communication with students over the course, and they will help you to be effective in your teaching.
- Challenge students. Don't let them cruise through a course using language they're already comfortable with, but rather push them to express themselves in greater depth and detail, using new vocabulary, and on topics that are not a comfortable part of their repertoire.
- In dealing with language errors, don't just correct, but upgrade and enrich the learners' language. Show them how more sophisticated structures and vocabulary, including lexical phrases, phrasal verbs, and idiomatic language that can help them make the 'quality step' they need to go beyond the B levels.
- Devote more time than you have at lower levels to freer activities so that students have the opportunity to both articulate more complex ideas and to build greater fluency expressing themselves.
- Be as systematic and rigorous in focusing on grammar and vocabulary as you are with lower levels. Don't be fooled by the impression a B2+ group can give, particularly those one or two strong students, of knowing it all already. Post-systematic errors – where the student knows the rule but makes the error – need to be handled mindfully, as it may well be that the learner doesn't know, or has forgotten, the relevant rule.
- Encourage personalised learning out of class so that learners can focus on areas they need to strengthen.
- Encourage extensive, out-of-class reading, listening, and viewing by identifying sources of texts, audio, and film that are easy for them to access and of course likely to interest them. Along with vocabulary that is overtly taught on a course, students at this level have the capacity to make great gains in building their passive vocabulary as well as knowledge of syntax through reading, viewing, and listening.
- Encourage students to record themselves performing extended speaking tasks and then to watch or listen to these recordings to note where they could make improvements. Give them criteria to assess themselves by, or encourage learners to come up with their own criteria.
- As always, don't forget to praise your students' progress – feedback is not just what they can do better but also what they did well and need to continue to do well. Help learners to recognise this progress too. Positive feedback from you, peers and the learner themselves can be a powerful motivator, and motivation is essential to making real progress in learning a language.

*Antonia Clare, Sheila Dignen, Lindsay Warwick and JJ Wilson*

# Mediation

## What is Mediation?

Mediation is a common feature of everyday language facilitating communication between people, or groups of people, who require the help of an interpreter or interlocutor to understand a text or a concept, to achieve consensus or to resolve a dispute. Mediation can be interlingual (between two languages) or intralingual (a single language). In an interlingual situation (between two languages), the interpreter translates from one language to another. Depending on the complexity of the topic, and the knowledge level of the person or people receiving the information, the interpreter may also have to moderate and simplify their explanation, even when explaining in the recipient's own language. In an intralingual situation (a single language), the interlocutor may have to absorb and understand the concept themselves, particularly if it is not their first language, and then interpret it in a different, perhaps simpler, way for the recipient. Mediation can be spoken or written.

## Mediation and the CEFR and GSE

Mediation has become increasingly important in English language learning in recent years due to the addition of new Can Do statements in the CEFR Companion Volume with New Descriptors (2018). The Pearson GSE includes Mediation as a Communicative Skill, which is broken down into sub-skills and then further broken down into Learning Objectives (LOs).

The GSE Mediation sub-skills or competencies are:

- Acting as intermediary in informal situations (with friends and colleagues)
- Analysis and criticism of creative texts (including literature)
- Collaborating in a group
- Explaining data in speech (e.g. in graphs, diagrams, charts, etc.)
- Explaining data in writing (e.g. in graphs, diagrams, charts, etc.)
- Expressing a personal response to creative texts (including literature)
- Facilitating communication in delicate situations and disagreements
- Facilitating pluricultural space
- Leading groupwork
- Note-taking (e.g. lectures, seminars, meetings, etc.)
- Processing text in speech
- Processing text in writing
- Relaying specific information in speech
- Relaying specific information in writing
- Strategies to explain a new concept
- Strategies to simplify a text
- Translating a written text in speech
- Translating a written text in writing

An example of a GSE Mediation sub-skill and LO at two levels:

Speakout 3rd Edition levels	Examples of Mediation sub-skills featured	GSE LO
A2 GSE 30–38	Analysis and criticism of creative texts (including literature)	Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
C1–C2 GSE 73–90		Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit ([www.english.com/gse/teacher-toolkit/user/lo](http://www.english.com/gse/teacher-toolkit/user/lo)), and the Mediation Learning Objectives used in this level of **Speakout 3rd Edition** can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 214–221).

## Why is Mediation important?

Teaching Mediation helps students to become versatile and successful communicators in a rapidly changing and increasingly intercultural environment. More and more communication is carried out online, where the most common language is English. Global companies require their employees to be able to use a common language when communicating with each other. That common language is generally English. However, communicating is not just about words, it's about how we use language to cooperate with others. Students who wish to take up opportunities in international careers and education not only have to be able to speak English well, they also have to have the soft skills that employers and universities demand, for example communication, collaboration and teamwork, leadership, critical thinking, and self-management.

## Mediation in *Speakout 3rd Edition*

In **Speakout 3rd Edition**, we have included eight standalone Mediation lessons per level – one for every unit. These lessons appear at the back of the book in the Mediation Bank and are linked from each Lesson C – the functional language lesson, which teaches practical, real-world skills. They are linked to the theme of the unit and are based on GSE Mediation Learning Objectives. Each lesson focuses on Speaking or Writing as the final output task. Teaching notes and the GSE LOs for the eight Mediation lessons at this level can be found in this Teacher's Book and in the Presentation Tool.

Please note that all Mediation activities in **Speakout 3rd Edition** are intralingual activities, designed to be carried out in English.

# Testing and assessment while using *Speakout 3rd Edition*

## In-course testing

**Speakout 3rd Edition** offers a comprehensive package of tests. All tests are supplied in A and B formats (different tests which can be used for retakes) and there is also a version suitable for use with students with dyslexia (Version C). Tests are available as both ready-to-print PDFs and editable Word documents in the Teacher's Resources area on Pearson English Connect at [www.pearsonenglish.com/speakout3e](http://www.pearsonenglish.com/speakout3e), or as tests assignable online via the Test Generator. The Tests Package audio, audioscripts, Answer Keys and marking guidelines for Writing and Speaking are also available in the Teacher's Resources area.

## Types of test

**Quick Day 1 Entry Test** – a quick multiple-choice diagnostic test to allow teachers to identify any gaps in students' grammar knowledge from the previous level before beginning the current level

**Full Unit Tests** – a three-part test for every unit, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

**Quick Unit Quizzes** – twenty-five multiple-choice questions testing Grammar, Vocabulary and Functional Language from the unit

**Progress Tests** – four tests for each level, for use after Units 2, 4, 6 and 8, with cumulative testing of the preceding two units; consists of Grammar, Vocabulary and Functional Language (Part A); Listening and Reading (Part B); and Speaking and Writing (Part C)

**Mid-course Test** – a multiple-choice cumulative test for use after Unit 4 of each level, testing Grammar, Vocabulary and Functional Language from the preceding four units

**Full End of Course Test** – a three-part cumulative test for use after Unit 8 of each level, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

**Quick End of Course Test** – Part A of the Full End of Course Test is multiple-choice, and may be used as a standalone test

Note: The Speaking tasks in any of the Tests are conducted in pairs. One student should use Version A of the Test and the other Version B. If using a dyslexia-adapted Test (Version C) the other students in the pair should use Version B.

## Adult Benchmark and Pearson English International Certificate

**Speakout 3rd Edition** is mapped to Adult Benchmark and Pearson English International Certificate.



### Adult Benchmark

Benchmark takes the time, complexity and subjectivity out of the assessment process. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Tests alongside any English course to smooth and accelerate the journey to fluency.

## Pearson English International Certificate



**Pearson**  
**PTE GENERAL**

Pearson English International Certificate (PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, International Certificate is recognised by universities and employers in many countries around the world. The exam tests authentic communication skills in real-world contexts and is available in both paper-based and computer-based formats.

# Lead-in

## LESSON OVERVIEW

The activities on the Lead-in page are designed to provide revision and practice in grammar and lexical sets that Ss at this level should be familiar with. Use the Lead-in page, according to your needs and those of your class, to assess your Ss' existing knowledge (as an informal diagnostic test, as you listen to and assess their current language skills) and/or to revise or teach the target language in each activity.

### Online Teaching

If you're using these exercises online, you might find the following tips useful:

- **Ex 1C:** Put Ss in breakout rooms to discuss their hopes and ambitions.
- **Ex 3B:** Use a collaborative document for Ss to share and compare their ideas.

### Additional Materials

#### For Teachers:

Presentation Tool Lead-in  
Online Digital Resources

#### For Students:

Online Practice Lead-in

## GRAMMAR

- 1 A** As well as reviewing tenses and other structures, the aim of this section is also to provide an opportunity for you to find out about Ss' ambitions and hopes. Ss read the texts and choose the correct options alone, then check in pairs. Check answers with the class.

**EXTRA SUPPORT: DYSLEXIA** You can support Ss with dyslexia, who may find the reading in this activity a challenge, by reading the texts with the class or pairing them with another student who can read the texts with them. Alternatively, you could record the texts before the lesson so that Ss can listen on their device while they read. Covering the parts of the texts they are not focusing on as they read will help prevent distraction.

#### ANSWERS:

- |                    |                       |
|--------------------|-----------------------|
| 1 'd been studying | 5 it's likely to be   |
| 2 not to give up   | 6 won't be allowed to |
| 3 It was a friend  | 7 being challenged    |
| 4 'll be joining   | 8 'll have started    |

- B** Ss match the forms with the examples individually (they should look for one example of each), then check in pairs. Check answers with the class.

**EXTRA SUPPORT: DYSLEXIA** To help dyslexic learners manage the information they need for this activity, you could provide the correct answers (and other text required for context if necessary) from Ex 1A as a separate vertical list for them to work with.

#### ANSWERS:

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

- C** Ss discuss the question in pairs (in breakout rooms with online classes). Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask one or two Ss to share their answers with the class and find out if any others have the same hopes and ambitions for the coming year.

VOCABULARY

**2A** Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone, then check in pairs. When they have finished, check answers with the class.

**EXTRA SUPPORT: DYSLEXIA** You can support learners with dyslexia by giving them two options for each pair of sentences (the correct one and a distractor) and asking them to choose the correct one. Remind them to cover the sets of sentences they are not working on to help them focus.

<b>ANSWERS:</b>			
1 top	2 look	3 way	4 take
5 let	6 mind	7 make	8 time

**B** Put Ss in pairs to discuss the meanings. When they have finished, check answers with the class.

**EXTRA IDEA** You could put pairs of Ss together to share and compare their answers, and tell them to look up any phrases they are still unsure of or don't know before you check answers with the class.

<b>POSSIBLE ANSWERS:</b>	
1 <b>A</b> be in control	<b>B</b> at full volume
2 <b>A</b> think of as inferior	<b>B</b> improve
3 <b>A</b> obstruct, prevent	<b>B</b> be impossible
4 <b>A</b> relax, slow down	<b>B</b> treat badly because of anger or frustration caused by something else
5 <b>A</b> inform, tell	<b>B</b> fail to provide expected help or support
6 <b>A</b> not have a preference	<b>B</b> be indecisive
7 <b>A</b> manage to see or hear with difficulty	<b>B</b> be confused, confusing or impractical
8 <b>A</b> it should have happened / needed to happen before now	<b>B</b> with no risk of being late, in no haste

FUNCTIONS

**3A** Elicit the first answer as an example and write it on the board. Remind Ss that there is one word in each group that they do not need. Ss complete the rest of the replies individually, then check in pairs. Check answers with the class.

**EXTRA SUPPORT: DYSLEXIA** Remind Ss with dyslexia to cover the items they are not working on to help reduce distraction. You could also remove the words they don't need to provide more support.

<b>ANSWERS:</b>	
1 I'd rather not	4 You could always
2 could do with	5 really appreciate your
3 mind you don't	6 was thoughtful of

**B** Put Ss in pairs to think of other phrases with similar meanings to those in Ex 3A. For online classes, remember Ss can use a collaborative document for this. In feedback, elicit their ideas and write them on the board.

**EXTRA CHALLENGE** Put Ss in pairs and ask them to write short conversations using the alternative responses written on the board in Ex 3B. Ss then practise the conversations before performing them for the class.

# 1 connections

## Global Scale of English **LEARNING OBJECTIVES**

### 1A New friends

- **LISTENING** | Understand a podcast about a friendship app: relationships; phrasal verbs: friendships
- **Pronunciation:** contractions: 'll and 'd
- **Describe a relationship with a friend:** describing past and present habits

#### **GSE INFORMATION**

##### **LISTENING**

71 Can understand when something is being said ironically in a casual conversation.

##### **VOCABULARY**

59–75 Can use language related to family members and relationships.

##### **GRAMMAR**

70 Can use a range of tenses and structures to refer to past and present habits and routines.

##### **SPEAKING**

72 Can talk about personal experiences in detail using linguistically complex language.

### 1B Places

- **READING** | Read an article about how our physical environment affects us: transforming places; urban spaces
- **Pronunciation:** the /r/ sound in different accents
- **Plan a perfect working environment:** reduced relative clauses
- **Write a proposal about transforming a city space**

#### **GSE INFORMATION**

##### **READING**

74 Can get the gist of specialised articles and technical texts outside their field.

##### **GRAMMAR**

56 Can construct 'reduced' defining (restrictive) relative clauses with verb + -ing.

68 Can use 'reduced' defining (restrictive) relative clauses with verb + -ed.

##### **VOCABULARY**

76–90 Can use language related to public buildings and places.

##### **SPEAKING**

72 Can describe places in detail using linguistically complex language.

##### **WRITING**

67 Can write relevant subheadings to structure longer more complex texts.

### 1C Things we love

- **HOW TO ...** | talk about hypothetical preferences: idiomatic phrases: hobbies and interests
- **Pronunciation:** connected speech: final /r/ sound

#### **GSE INFORMATION**

##### **VOCABULARY**

76–90 Can use language related to hobbies and interests.

59–75 Can use language related to expressing likes or preference.

##### **HOW TO ...**

74 Can answer questions in a survey using linguistically complex language.

##### **SPEAKING**

67 Can encourage members of a group to describe and elaborate on their thinking.

### 1D Comfort food

- **BBC STREET INTERVIEWS** | Understand street interviews about comfort food
- **Talk about comfort food:** the taste and appeal of food
- **Write a social media post**

#### **GSE INFORMATION**

##### **VOCABULARY**

59–75 Can use language related to the taste and appeal of food.

##### **SPEAKING**

70 Can politely bring a discussion back to the main point when the participants have gone off topic.

##### **WRITING**

67 Can write about feelings and the personal significance of experiences in detail.