

BBC

# Speak out

3<sup>RD</sup> EDITION

C1-C2

Damian Williams

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

 Pearson

 Global  
Scale of  
English



**B B C**

# Speak < out

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



**C1-C2**

**Teacher's Book**

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# SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6					
<b>1 learning</b> <b>B B C</b> VLOGS   What's one thing you think everyone should learn to do?					
<b>1A</b> Is that a fact? p8	Conditional forms	Describing attitudes; idioms	/f/ in natural speech	Read an article about attitudes to failure	
<b>1B</b> Tomorrow's learning p11	Nominal relative clauses	Collocations: education; compound nouns	Emphatic syllable stress		
<b>1C</b> Creativity p14	<b>How to ...</b> manage interaction during a discussion	Creativity	Polite intonation		
<b>1D</b> Learning experiences p16		Teaching and learning			
UNIT 1 REVIEW p18					
<b>2 culture</b> <b>B B C</b> VLOGS   If you could live anywhere in the world, where would you choose and why?					
<b>2A</b> Cities p20	Advanced ways of comparing	Describing the impact of an action; binomials	Schwa /ə/	Read an article about Cities of Culture	
<b>2B</b> Lost in translation p23	Reporting	Summarising verbs; multi-word verbs for reporting	Using intonation to show contrasting opinions		
<b>2C</b> The way we do it p26	<b>How to ...</b> maintain and develop interaction	Conventions/cultural heritage	Expressing surprise and asking for reaction		
<b>2D</b> Flavours p28		Describing food			
UNIT 2 REVIEW p30					
<b>3 working life</b> <b>B B C</b> VLOGS   What's the best or worst job you have ever had?					
<b>3A</b> Get that job! p32	Modal verbs and phrases	Collocations: job searching	Linking sounds in modal phrases		
<b>3B</b> Going remote p35	Passives	Verb–noun collocations; metaphors	Word stress	Read an article and a blog post about remote working	
<b>3C</b> Tackling the real issues p38	<b>How to ...</b> check understanding by paraphrasing and summarising	Collocations: politics; politics	Stress and intonation when paraphrasing		
<b>3D</b> Company culture p40		Workplace and work culture			
UNIT 3 REVIEW p42					
<b>4 humanity</b> <b>B B C</b> VLOGS   What human characteristics are the most important?					
<b>4A</b> Pioneers p44	Verb patterns	Verb–noun collocations; adverb–adjective collocations	Syllable stress in verb–noun collocations	Read an article about two pioneers	
<b>4B</b> Community p47	Continuous and perfect aspects	Collocations: needing and giving; adjectives to describe people	Stress in collocations featuring verbs with 'weak' meanings		
<b>4C</b> Economies p50	<b>How to ...</b> present survey results	Money and economy	Chunking language		
<b>4D</b> Extinction p52		Extinction			
UNIT 4 REVIEW p54					

	LISTENING/VIDEO	SPEAKING	WRITING
		Talk about conventional wisdom	
	Listen to an extract from a radio programme about future learning	Talk about future educational developments	Note-taking and summary writing <b>FUTURE SKILLS</b> Self-management
		Discuss ways of developing people's creativity at work or college <b>FUTURE SKILLS</b> Collaboration <b>MEDIATION SKILLS</b> share recommendations	
	<b>B B C</b> Street Interviews about teaching and learning	Discuss education	Write a nomination for an award
		Talk about applying to be 'City of Arts'	
	Understand a radio interview about interpreting	Talk about translation apps <b>FUTURE SKILLS</b> Communication	Write an informative summary for a careers brochure
		Talk about traditions and cultures <b>FUTURE SKILLS</b> Social responsibility <b>MEDIATION SKILLS</b> talk about a character and speculate on their motivation	
	<b>B B C</b> Programme <i>Nadiya's American Adventure</i>	Propose a new restaurant	Write a blog post about a food hotspot
	Listen to a question-and-answer session after a talk on job hunting	Record a video résumé <b>FUTURE SKILLS</b> Communication	Write a cover email/letter
		Talk about solutions to problems with remote working <b>FUTURE SKILLS</b> Communication	
		Discuss issues related to work <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> share and listen to viewpoints	
	<b>B B C</b> Street Interviews about jobs	Make suggestions for a better workplace	Write a report on work experience
		Have a debate about space exploration <b>FUTURE SKILLS</b> Critical thinking	
	Understand a radio programme about a charity	Talk about designing an app to help people in need	Write an informal review of a product or service
		Present survey results <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> explain a complex diagram	
	<b>B B C</b> Programme <i>Extinction: The Facts</i>	Plan a documentary introduction	Write an opinion essay

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
<b>5 influence</b> <b>B B C</b> <b>VLOGS</b>   Who's the most famous person you've ever met?				
<b>5A</b> <b>First impressions</b> p56	Giving emphasis: inversion, clefting, tailing, fronting	Collocations: first impressions; adjectives and adjectival endings	Stress while giving emphasis	Read a blog post about the influence of accents
<b>5B</b> <b>The truth about rumour</b> p59	Participle clauses	Spreading misinformation	Intonation in participle clauses	
<b>5C</b> <b>Try it out</b> p62	<b>How to ...</b> use persuasive techniques in presentations	Persuasion; adjectives to describe presentations	Intonation: being persuasive	
<b>5D</b> <b>Role models</b> p64		Role models		
UNIT 5 REVIEW p66				
<b>6 classics</b> <b>B B C</b> <b>VLOGS</b>   Are new things always better than old things?				
<b>6A</b> <b>Hidden gems</b> p68	Narrative tenses review	Describing literature; describing books and films	Intonation to show surprise/interest	Read an article about classics
<b>6B</b> <b>Words and music</b> p71	Adverbials	Reacting to poetry and song	Intonation to show contrast	
<b>6C</b> <b>Classic journeys</b> p74	<b>How to ...</b> tell an anecdote	Adjective–noun collocations: travel	Informal phrases when telling anecdotes	
<b>6D</b> <b>Design classics</b> p76		Innovation		
UNIT 6 REVIEW p78				
<b>7 choice</b> <b>B B C</b> <b>VLOGS</b>   What important decisions will you need to make over the next decade?				
<b>7A</b> <b>Decisions, decisions!</b> p80	Omitting words	Idioms for choices; connotation	Word stress in idiomatic phrases	Read an article and comments about the impact of choices
<b>7B</b> <b>Online or offline?</b> p83	Prepositional phrases	Ways of reading; idioms: books and reading	Stress in phrasal verbs and dependent prepositions	
<b>7C</b> <b>Urban animals</b> p86	<b>How to ...</b> hedge an opinion and express reservations	Collocations: discussing issues	Intonation when hedging and expressing reservations	
<b>7D</b> <b>Too much choice?</b> p88		Making choices		
UNIT 7 REVIEW p90				
<b>8 body and mind</b> <b>B B C</b> <b>VLOGS</b>   Which quality do you like most about yourself?				
<b>8A</b> <b>No limits?</b> p92	Noun phrases	Idioms and collocations: skills and abilities; compound adjectives	Linking consonants	Read an article about endurance swimming
<b>8B</b> <b>Bridging the senses</b> p95	Uses of <i>will</i> and <i>would</i>	Adjectives to describe sensations and reactions; verbs to describe reactions	Contracted <i>will</i>	
<b>8C</b> <b>Feeling good</b> p98	<b>How to ...</b> explain the purpose and benefit of something	Well-being	Intonation in sentences containing contrasting ideas	
<b>8D</b> <b>Effects and illusions</b> p100		Thoughts and ideas		
UNIT 8 REVIEW p102				
WRITING BANK p104    GRAMMAR BANK p112    VOCABULARY BANK p136    COMMUNICATION BANK p142				

	LISTENING/VIDEO	SPEAKING	WRITING
		Talk about positive and negative first impressions	
	Understand a radio programme about a fake news story	Talk about fake news	Write a report
		Give a presentation <b>MEDIATION SKILLS</b> give opinions about a course of action	
	<b>B B C</b> Street Interviews about people who influence us	Discussing types of influence	Write a contribution for a website
		Talk about books or films you think should become classics	Write a review of a book or film
	Understand a radio discussion about poetry and song	Talk about and agree on a playlist for space	
		Tell an anecdote <b>MEDIATION SKILLS</b> process and report a range of opinions	
	<b>B B C</b> Programme <i>Everyday Miracles</i>	Talk about selecting classic designs	Write an account of an exhibition
		Talk about decisions and their impacts <b>FUTURE SKILLS</b> Teamwork	
	Understand a radio programme about reading	Talk about how to encourage people to read for pleasure	Write a blog post
		Oppose and defend statements <b>MEDIATION SKILLS</b> identify what is relevant in a talk	
	<b>B B C</b> Street Interviews about choice	Prioritising essential items	Write a newspaper opinion piece
		Give a shout-out to somebody who deserves it	
	Understand a radio programme about synaesthesia	Talk about sensory reactions	Write a description
		Discuss ways to create a healthier work environment <b>FUTURE SKILLS</b> Goal setting: time management <b>MEDIATION SKILLS</b> make a decision as a group	
	<b>B B C</b> Programme <i>QI</i>	Describing psychological effects	Write a story about strange effects

# 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.

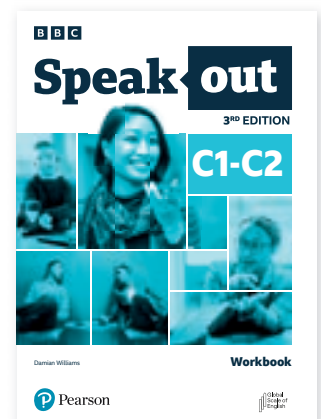
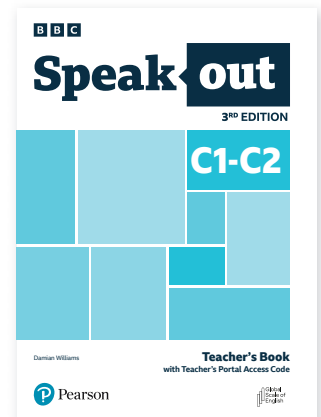
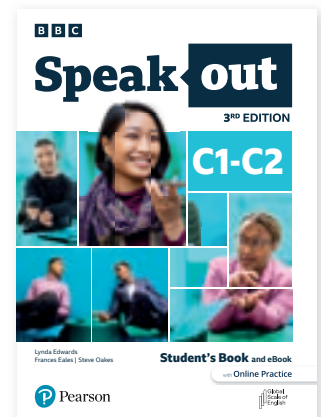
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation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



## humanity 4

 **LEARNING OBJECTIVES**

**4A READING** | Read an article about two pioneers: verb–noun collocations; adverb–adjective collocations  
Pronunciation: syllable stress in verb–noun collocations  
Have a debate about space exploration; verb patterns

**4B LISTENING** | Understand a radio programme about a charity: collocations; needing and giving; adjectives to describe people  
Pronunciation: stress in collocations featuring verbs with 'weak' meanings  
Talk about designing an app to help people in need: continuous and perfect aspects  
Write an informal review of a product or service

**4C HOW TO ...** | present survey results: money and economy  
Pronunciation: chunking language

**4D BBC PROGRAMME** | Understand a documentary about extinction  
Talk about planning a documentary introduction: extinction  
Write an opinion essay about extinction

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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 C. 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 4 (C1) & Level 5 (C2). 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 200–207).

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.

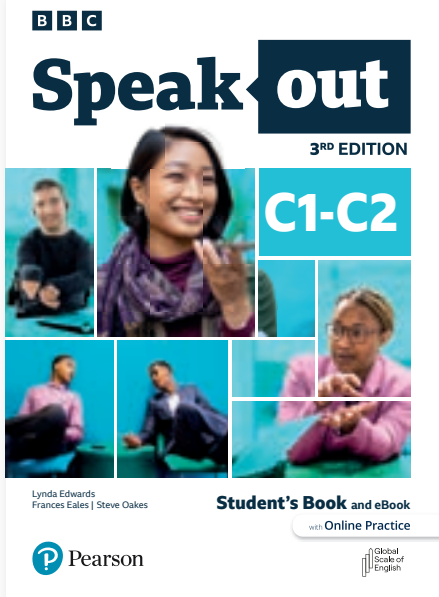
# Student components

## 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

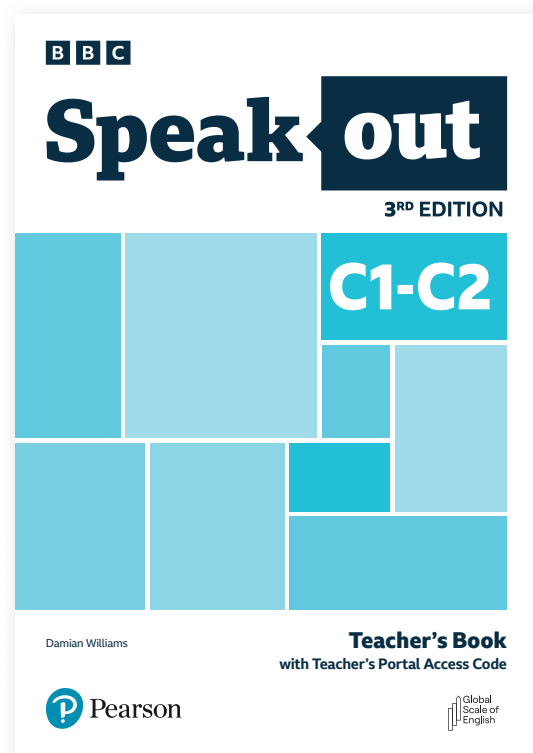
See page 24 for more details.

### 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

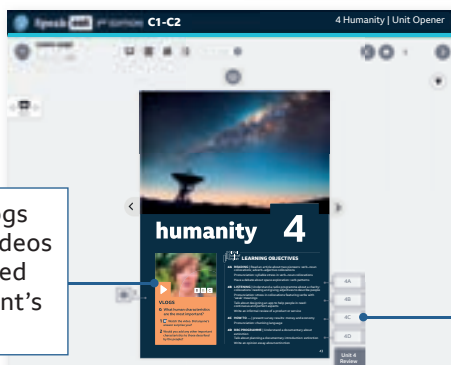


Stunning visuals related to the unit topic help to engage students and stimulate discussion.

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.

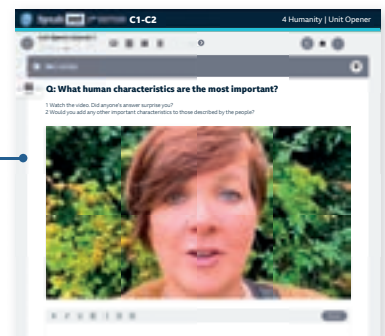
The vlogs are embedded in the eBook, and can also be found in the Teacher’s and Student’s Resources.

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 200–207.



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.

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.

Each lesson starts with a clear summary of lesson contents.

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

The screenshot shows the main lesson page for Unit 4, Lesson A. It features two main articles: '4A Pioneers' and 'Heights and depths'. The 'Pioneers' article discusses technological advancements in space exploration, while 'Heights and depths' discusses the challenges of space exploration. The page includes sections for 'READING', 'VOCABULARY', 'GRAMMAR', and 'SPEAKING'. The 'VOCABULARY' section is highlighted with a callout box.

This screenshot shows the 'GRAMMAR' and 'SPEAKING' sections of the lesson page. The 'GRAMMAR' section includes exercises for 'PRONOUNS' and 'GRAMMATIC PATTERNS'. The 'SPEAKING' section includes a 'DISCUSS' activity and a 'FUTURE SKILLS' section. The 'FUTURE SKILLS' section asks students to think about the future of space exploration and its impact on society.

The screenshot shows the 'VOCABULARY BANK' section of the lesson page. It lists various words and phrases related to the lesson, such as 'technological', 'space exploration', 'pioneers', and 'space exploration'. The words are organized into categories like 'Nouns', 'Verbs', and 'Adjectives'.

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 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.

Every lesson contains opportunities for personalised speaking practice.

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

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

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

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

The screenshot shows the 'Student's eBook activity' interface. It displays a digital version of the lesson page with interactive elements and navigation buttons. The page is titled '4A Pioneers' and 'Heights and depths'.

This screenshot shows the 'Page-faithful view of print Workbook'. It is a high-resolution scan of the lesson page, showing all text, images, and layout details. It is used for reference and answer checking.

The screenshot shows the 'Online Practice activity' interface. It displays a digital version of the lesson page with interactive elements and navigation buttons. The page is titled '4A Pioneers' and 'Heights and depths'.

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

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 Listening 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.

**4B Community**

**LISTENING**

1 Read about some areas of business. Would you or someone you know do any of these? Write your response on how you would do the usual.

2 Listen to the audio and choose the correct answer for each.

**VOCABULARY**

3 Choose the correct words to complete the sentences. Use the words in the box. You may use a word more than once.

**GRAMMAR**

4 Complete the sentences with the correct form of the verb in brackets. Use the words in the box. You may use a word more than once.

**PRONUNCIATION**

5 Listen to the audio and choose the correct answer for each.

**GRAMMAR**

5 Complete the sentences with the correct form of the verb in brackets. Use the words in the box. You may use a word more than once.

**WRITING**

6 You are going to read a review of an app called 'Realise your dreams'. Read the review and answer the questions.

7 Write a review of the app and choose the best title for the review. Give reasons for your choice.

**GRAMMAR BANK**

**Continuous and perfect aspects**

**RESERENCE**

**PRACTICE**

1 Choose the correct verb to complete the sentences. Use the words in the box. You may use a word more than once.

2 Complete the sentences with the correct form of the verb in brackets. Use the words in the box. You may use a word more than once.

**Realise your dreams**

Version 1.0  
Release: Annual subscription £55  
Available: All major app providers

**A: Analyse your dreams**

This app is designed to help you achieve your dreams. It is a great tool for anyone who wants to make their dreams a reality. The app is easy to use and has a lot of features that will help you to achieve your goals.

**B: Realise your dreams**

This app is designed to help you achieve your dreams. It is a great tool for anyone who wants to make their dreams a reality. The app is easy to use and has a lot of features that will help you to achieve your goals.

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 presenting survey results.

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

**4C Economies**

**HOW TO ...** Present survey results  
VOCABULARY money and economy  
PRONUNCIATION sharing language

**VOCABULARY**  
money and economy

1 A **work to plan**. What do you think is meant by the terms **sharing economy** and **circular economy**? Go to page 42 and check your ideas.

2 Decide if these businesses (1-6) are examples of the **sharing economy** or the **circular economy**.

3 Why cannot animal waste be fertiliser and natural gas used as a green-powered generator?

4 How is only a few clicks away from finding a spare room or apartment from a few days to a few hours?

5 Easy changing your work location? Don't be a desk in our on-working space whenever you need it.

6 Sell up your old clothes and use it for them into new fashion items. Don't waste it, give it away.

2 Read the article and complete the collocations in bold with the words in the box.

collaboration share economy from investment investment highly model development online terms items

**The future way to do business?**

Once a game-changing movement, the so-called **sharing** ... has long since become a recognised **business** ... Also referred to as ... **consumption**, another term that emphasises the **sharing** element, businesses that fall under these **umbrella** ... come into existence now ... **transactions** because the name. Yet, however these businesses **transact** themselves, they are still essentially **profit** ...

As many businesses don't actually involve sharing, the term **access economy** came into use, focusing more on the notion that the provider offers **access** to a product or service – for a price. More exactly, the term **'circular economy'** has become ever more familiar, as businesses are coming to terms with the potentially **endless** recycling of **products** and **services** that **reuse** your work, **reusing** and **remanufacturing**. In **recognition** of the **idea of aligning** for consumers, businesses and the planet, and is based on the assumption that **the use of data** ... is the **opportunity** in the sectors of building, fashion, food, transport and plastic packaging will move away from **consuming** ... **resources** towards **reusing** and **recycling**. In this a realistic vision of how economies will work in the future. Many hope it is ...

**How to ... present survey results**

3 Answer the questions in the survey on the sharing economy. Work in pairs and compare your answers.

**Your thoughts: the sharing economy**

1 What do you think sharing economy businesses have you used?  
2 How often have you used it?  
3 Have you been happy with the service?  
4 Do you think they give value for money?  
5 Which sharing economy businesses would you like to find out more about?  
6 Which would you like to try?  
7 Which would you never use?

4 Listen to an extract from a presentation of the survey results and answer the questions.

1 Which survey questions are mentioned?  
2 Should the speaker that presenting what examples do they say?  
3 What do they conclude about human nature?

4 Listen to a second survey was carried out with questions about the sharing economy. Complete the phrases to report on the results with the correct words. Listen and check.

1 On ... people expressed a concern about how effective the businesses were in significantly reducing items that are wasteful.

2 To ... an example, people who were interested in sustainable fashion favoured how many times fashion items could be recycled.

3 Our ... was simply that people were interested in the difference between the company and the actual reality of these businesses.

4 Their interest ... reflected a genuine concern to help people they care about.

5 Another ... of this is the number of people who asked for more information about the sharing economy and other circular economy options.

6 ... **speaking through**, there was limited interest in trying out our app that had a great price record in a questionnaire and seemed to be profit driven rather than socially-friendly.

7 The ... seems to be that people favour businesses that persuade us that they are really committed to a truly circular economy.

8 Which ... in this is the video to go watching.

9 One might ... that the way of presenting services will not attract customers and create a realistic vision on the way we spend money in the future and why.

10 ... is exemplifying it or specialising.

11 Learn and practice: Go to the Grammar Bank.

12 ... 122 (GRAMMAR BANK)

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 or presenting survey results.

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.

**Speakout 3rd Edition C1-C2** 4C Humanity | Economies

**4C Economies**

**How to ... present survey results**

3 Answer the questions in the survey on the sharing economy. Work in pairs and compare your answers.

**Your thoughts: the sharing economy**

1 What do you think sharing economy businesses have you used?  
2 How often have you used it?  
3 Have you been happy with the service?  
4 Do you think they give value for money?  
5 Which sharing economy businesses would you like to find out more about?  
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4 Listen to a second survey was carried out with questions about the sharing economy. Complete the phrases to report on the results with the correct words. Listen and check.

1 On ... people expressed a concern about how effective the businesses were in significantly reducing items that are wasteful.

2 To ... an example, people who were interested in sustainable fashion favoured how many times fashion items could be recycled.

3 Our ... was simply that people were interested in the difference between the company and the actual reality of these businesses.

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6 ... **speaking through**, there was limited interest in trying out our app that had a great price record in a questionnaire and seemed to be profit driven rather than socially-friendly.

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8 Which ... in this is the video to go watching.

9 One might ... that the way of presenting services will not attract customers and create a realistic vision on the way we spend money in the future and why.

10 ... is exemplifying it or specialising.

11 Learn and practice: Go to the Grammar Bank.

12 ... 122 (GRAMMAR BANK)

**PRONUNCIATION**

5 Listen to a recording of the sharing economy survey results. Listen again and repeat.

1 Listen to a sample sentence which used a particular structure. Listen again and repeat.  
2 Generally speaking, though, the cost and effort that goes into producing goods is too high for very small profit margins.

6 Listen to an extract from a presentation of the survey results. Mark where you think the natural pauses would occur. Listen again, check and repeat.

**SPEAKING**

6 Listen to a recording of the survey questions based on one of the businesses (1-6) or another business you think of. Think about the points below:

- compare a business with another business
- their attitude to business like this
- compare on the basis of the business

7 Ask other students to complete your survey. Make notes on their answers.

8 Work with your original partner and compare your notes.

7 Read the Future Skills box and do the task.

**FUTURE SKILLS**

**Communication**

When presenting information to a group, we may need to make, but we should not just read them with our heads down. It is important to make eye contact with the audience to maintain interest and check for understanding.

Work in pairs and organise your notes by key points so that they are easy to refer to.

8 Present your survey results to the class.

**MEDIATION SKILLS**

1 Listen to a recording of the survey results and complete the diagram.

2 Use the diagram to help you prepare your presentation.

3 Prepare your presentation to the class.

**MEDIATION BANK**

1 ... 122 (GRAMMAR BANK)

**Speak Anywhere** Go to the interactive speaking practice

**Great job!**

5 stars

Use the app to give a star rating for how well the bot could understand them, and a star rating for use of the target language from the lesson.

**Give opinions**

Team challenge

**Speak**

Let's continue the Language Bank topic.

1 Listen to a sample sentence which used a particular structure. Listen again and repeat.  
2 Generally speaking, though, the cost and effort that goes into producing goods is too high for very small profit margins.

6 Listen to an extract from a presentation of the survey results. Mark where you think the natural pauses would occur. Listen again, check and repeat.

**SPEAKING**

6 Listen to a recording of the survey questions based on one of the businesses (1-6) or another business you think of. Think about the points below:

- compare a business with another business
- their attitude to business like this
- compare on the basis of the business

7 Ask other students to complete your survey. Make notes on their answers.

8 Work with your original partner and compare your notes.

7 Read the Future Skills box and do the task.

**FUTURE SKILLS**

**Communication**

When presenting information to a group, we may need to make, but we should not just read them with our heads down. It is important to make eye contact with the audience to maintain interest and check for understanding.

Work in pairs and organise your notes by key points so that they are easy to refer to.

8 Present your survey results to the class.

**MEDIATION SKILLS**

1 Listen to a recording of the survey results and complete the diagram.

2 Use the diagram to help you prepare your presentation.

3 Prepare your presentation to the class.

**MEDIATION BANK**

1 ... 122 (GRAMMAR BANK)

**Speak Anywhere** Go to the interactive speaking practice

**Great job!**

5 stars

Use the app to give a star rating for how well the bot could understand them, and a star rating for use of the target language from the lesson.

**Give opinions**

Team challenge

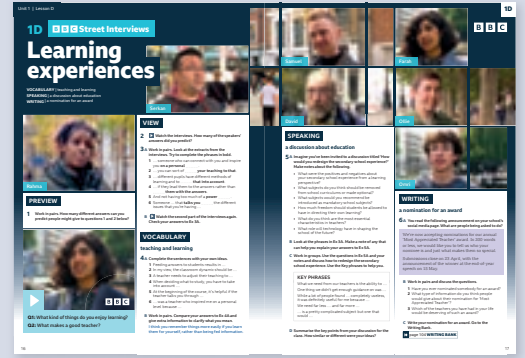
\*examples are from level B1

‘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.

### 4D BBC Documentary

## Extinction

**VOCABULARY** | extinction  
**SPKING** | plan a documentary introduction  
**WRITING** | an opinion essay

**PREVIEW**

1 Read the programme information below. Work in pairs and answer the questions.

- How many endangered animals can you name in two minutes?
- Do you know the names of any animals that have become extinct?

2 Do the quiz. Compare your answers with a partner. Circle the correct answers.

What percentage of vertebrate mammals has been lost since 1970?

a 20%   b 40%   c 60%

How many animals and plant species face extinction today?

a 500,000   b 1 million   c 2 million

How much faster are we losing animal species than the natural extinction rate?

a ten times faster   b fifty times faster   c a hundred times faster

How many northern white rhinos are left on the planet?

a 2   b 22   c 42

**VIEW**

2a Watch the BBC video clip and check your answers to Ex 1B.

2b Work in pairs and discuss the questions.

- Why should we be concerned about the loss of biodiversity?
- How do we view the current extent of biodiversity loss?
- Species have become extinct at various stages in history. Why is what is happening today different?
- What is tragic about the state of the northern white rhino?

2c Watch the video again. Check your answers to Ex 2b.

### VOCABULARY

2. Complete the sentences with the words in the box.

bring   global   grave   pooled   seemingly   set   talent   unprepared

1 Our planet is home to a **infinite** variety of species.

2 The evidence is that unless **immediate** action is taken...

3 ... this crisis has **impacts** for us all.

4 Many of these wonders seem **to disappear** forever.

5 This is the first time there's been a **assessment**.

6 All the evidence has been **together**.

7 We're losing biodiversity at a rate that is truly **to**.

8 ... we're pushed to the **of extinction** by habitat loss and hunting.

**B Complete the sentences with your own ideas.**

- The **grave impacts** on humanity would include ...
- We should **take immediate action** such as ...
- Something **happening at an unprecedented rate** that most people are aware of ...
- An animal that is **set to disappear**, which I would miss greatly ...
- In my opinion, the likelihood of all nations acting on the results of this **global assessment** is ...

**C Work in pairs. Compare your ideas in Ex 3B.**

### SPKING

4 Plan a documentary introduction

4a Work in pairs. Imagine you are working on a wildlife documentary in fifty year's time. Think about what you will include. Discuss.

- what wildlife might remain in the wild, in captivity, in conservation programmes
- which animals and plants might have become extinct and why
- which animals are now endangered
- which species may have come back from extinction

4b Plan the introduction to the documentary with your partner. Think about the music, images and video shots you will use. Make notes on what the voiceover will say. Use the Key Phrases to help you.

**KEY PHRASES**

We could kick it off with ...

To start with, how about ...

I'd say we need to include ...

Thinking about the current state of things, I'd imagine ...

I think it's pretty safe to say that ...

It's hard to say for certain, but I think the likelihood of ...

Nothing written in stone, but it's more than likely that ...

**C Share your plan for the documentary introduction with the class. Have a vote on which introductions would be most appealing.**

### WRITING

an opinion essay

5a You are going to write an essay on the topic of extinction. Read the essay question below with your partner. How far do you agree or disagree with the statement?

"The title for 'humanity first' is over – perhaps we would do the rest of the species on the planet a favour if we became extinct ourselves."

**B Write an opinion essay about extinction. Go to the Writing Bank.**

**W** page 107 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 4D

**LISTENING** | an endangered species  
**READING** | a conservation success story

**LISTENING**

1 Listen to a documentary. What is a vaquita?

a a cow   b a porpoise   c a dolphin

2 Listen again and answer the questions.

- Which are longer, male or female vaquitas?
- What are extinctions?
- Where does the vaquita live?
- What does it eat?
- What industry is to blame for vaquitas being endangered?
- How many were there in 1997?
- How many are thought to exist today?
- What happened to the female that was captured?

**READING**

3 Read the article quickly. Was the project successful?

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

- The writer was surprised by the fact that ...
  - a the bird was in a city.
  - b the bird caught a mouse.
- In the past, people didn't like red kites because ...
  - a of the waste they produced.
  - b of how they looked.
- The British country they were safest in during medieval times was ...
  - a Scotland.
  - b Wales.
- Flying in birds on a plane ...
  - a had never happened before.
  - b had taken place before, elsewhere.
- The population of the birds first started to increase ...
  - a thanks to people in London.
  - b because of the transport network.
- One in ten red kites in the world ...
  - a are in Britain.
  - b are outside Britain.

### 4C | 4D

#### The Rise of the Red Kite

Typing in my office in a quiet English town, I look out of my window and see a magnificent bird high up in the sky. As I'm marvelling at its beauty and grace, all of a sudden it swoops down and catches a mouse in its talons. Wondering what a bird of prey is doing in such an urban environment, I watch it as it glides away again, and that's when I realise what it is – a red kite!

The red kite had a troubled history in Britain. In medieval times they were very unpopular, largely because they ate carrion (dead, rotting animals). Their fearsome appearance also created an impression of them as harbingers of doom. King James I of Scotland even went so far as to say they should be killed wherever possible. In Wales, however, they were seen as useful, because of the way they got rid of carrion and other rubbish, so they were afforded some protection over the next hundred years.

By the turn of the twentieth century, their numbers had dwindled to just a few breeding pairs in Wales. But all that changed in July 1950, when concerns that they were set to disappear from the UK forced conservationists groups to take immediate action. That came in the unprecedented form of flying in thirteen birds from Spain on a jet. These birds were introduced in the Chiltern valley, in the centre of England. Not only did they survive the journey, but they went on to thrive. From their new home, they started to spread out westwards along the corridor of the M40 motorway, feeding on carrion found there.

From there they spread out across the whole country. In 2006 came the first sighting in London, and now there are more than 10,000 red kites in Britain. Nowadays, they're a common sight for millions of people in the UK.

This is the story of the world's most successful reintroduction project – a truly magnificent and awe-inspiring creature that has gone from being on the brink of extinction in Britain to numbers there now forming nearly ten percent of the world's population. In fact, it's been so successful that it's inspired the possibility of reintroducing other animals, such as eagles in the south of England and beavers throughout the UK.

4C | 4D

4C Complete the sentences with the correct form of the words in brackets.

1 The kite was **seen** (see) flying in the sky.

2 The bird was **surprised** (surprise) by the fact that it was in a city.

3 The bird **caught** (catch) a mouse.

4 In the past, people **didn't like** (like) red kites because of the waste they produced.

5 The British country they were **safest** (safe) in during medieval times was Wales.

6 Flying in birds on a plane **had never happened** (happen) before.

7 The population of the birds **first started to increase** (increase) thanks to people in London.

8 The population of the birds **was** (be) because of the transport network.

9 One in ten red kites in the world **are** (be) in Britain.

10 One in ten red kites in the world **are** (be) outside Britain.

Online Practice

Workbook

16



# 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.