

PTE GENERAL™

Speakout
Elementary
Second Edition

2ND
EDITION

Correlation with
Pearson Test of English General
Level I (CEFR A2)

Speakout[®] 2ND EDITION

Speakout Second Edition is a comprehensive six-level general English course for adults that has been developed in association with **BBC Worldwide** and **BBC Learning English**. The course integrates authentic video from popular BBC programmes into every unit and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

Completely revised and aligned to the **Global Scale of English**, this edition has striking new visuals, updated reading and listening texts, new video clips and a large bank of additional practice material.

Speakout Extra

Speakout Extra provides downloadable worksheets that meet learners' individual needs by providing them with additional grammar, vocabulary, pronunciation and skills practice. It also includes extra video exploitation activities to help learners get the most out of the BBC clips.

COURSE COMPONENTS

- Students' Book with DVD-ROM
- Students' Book with DVD-ROM and MyEnglishLab
- Students' Book Audio CDs
- Workbook with Audio CD (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

For more information on Speakout, visit
pearsonELT.com/speakout

PTE GENERAL™

Pearson Test of English General (PTE General) is a six-level general English test, designed to reward positive achievement in English language learning. PTE General integrates all four skills (Listening, Reading, Speaking and Writing) and focuses on assessing the ability of communicating in English, rather than test-taking skills. The tasks in the test are a natural continuation of what happens in the classroom, giving test takers the opportunity to perform at their best.

Assessment of communicative ability

PTE General is a scenario-based English language test designed to allow students the freedom to express themselves, show what they can do and how well they can use English.

Realistic and familiar tasks

The test uses real-life material and tasks, such as writing messages, understanding talks and newspaper articles, or participating in conversation.

Positive testing experience

Through a variety of tasks that are relevant and authentic, the test will help students identify their strengths and track improvement and success.

The test is provided in partnership with EdExcel Limited, the largest UK-awarding body for academic and vocational qualifications. It is recognised globally and accepted by employers and national education authorities in many countries as evidence of a required level of English.

For more information on Pearson Test of English General, visit
pearsonpte.com/pte-general

Correlation table between Speakout 2nd edition Elementary and Pearson Test of English General Level I (CEFR A2)

General Level I Assessment Objectives

To understand straightforward information in the spoken and written language and to express oneself in speech and in writing for simple practical purposes in everyday situations requiring a simple and direct exchange of information.

CEFR Level A2

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Notes

CEFR refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment

For more information on the CEFR, visit
www.coe.int/lang-cefr

PTE General Level I Description

Candidates should show they can:

- Read and follow short written signs, notices and posters, directions, instructions and messages.
- Read personal correspondence and other short, simple documents on everyday matters.
- Read and follow the written version of spoken discourse on everyday matters.
- Identify the gist of the written discourse.
- Identify and understand general information in the discourse.
- Identify and understand specific information in the discourse.
- Identify and extract relevant information from the discourse.
- Follow the order and sequence in the discourse.

CEFR Description A2

Overall reading comprehension

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Reading correspondence

- Can understand basic types of standard routine letters and faxes (*enquiries, orders, letters of confirmation etc.*) on familiar topics.
- Can understand short simple personal letters.

Reading for orientation

- Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
- Can locate specific information in lists and isolate the information required (e.g. *use the 'Yellow Pages' to find a service or tradesman*).
- Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.

Reading for information and argument

- Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.

Reading instructions

- Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Gap fill 3-option multiple choice	To assess ability to understand the purpose, structure and main idea of short written texts	Text types include: labels, instructions, signs, notices, menus, advertisements and announcements	Unit 10.4/p.104/Ex.2B Unit 12.1/p.119/Ex.6B	
3-option (graphical) multiple choice	To assess ability to understand the main detail in short written texts	Texts giving descriptions or directions, relating to pictures, maps or diagrams	Unit 1.4/p.14/Ex.1 Unit 2.1/p.18/Ex.1B Unit 4.2/p.40/Ex.1C Unit 7.4/p.74/Ex.1B Unit 8.1/p.78/Ex.2A Unit 9.4/p.94/Ex.3	
Open-ended question	To assess ability to understand the main points of short written texts	Text types include: letters, emails, newspaper articles, magazine articles, leaflets, brochures or websites	Unit 2.4/p.24/Ex.2 Unit 3.4/p.34/Ex.3 Unit 5.4/p.54/Ex.1B Unit 6.4/p.64/Ex.1B Unit 7.2/p.70/Ex.2A Unit 8.4/p.84/Ex.2	
Text, note completion	To assess ability to extract specific information from a written text	Text types include: letters, emails, advertisements, newspaper articles, magazine articles, websites or textbooks	Unit 1.2/p.10/Ex.2B Unit 7.2/p.70/Ex.3B Unit 9.1/p.88/Ex.3C Unit 9.3/p.93/Ex.4A Unit 12.2/p.120/Ex.1C	Some activities are True/False (not note completion), but they test the ability to extract specific information from an extended written test

PTE General Level I Description

Candidates should show they can:

- Convey information related to their own background, locality and areas of immediate relevance in response to simple visual or written instructions.
- Reply to an invitation or suggested meeting in the form of notes, messages, e-mails, postcards and short letters
- Complete simple application forms.
- Write about topics related to the scenario of the examination paper in the form of a description of a scene or narrative account.

CEFR Description A2

Overall written production

- Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.

Creative writing

- Can write about everyday aspects of his/her environment, e.g. people, places, a job or study-linked sentences.
- Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.
- Can write short, simple imaginary biographies and simple poems about people.

Reports and essays

No descriptor available.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Write correspondence	To assess ability to write a short piece of correspondence	Instructions which include the purpose of the text, the intended content of the message and the recipient	Unit 2.4/p.25/Ex.6C Unit 5.4/p.55/Ex.5C Unit 10.4/p.105/Ex.6B Unit 11.4/p.115/Ex.5 Unit 12.1/p.119/Ex.6C	Section 8 PTE General combines reading and writing skills. In these activities correspondence is not always based on the information students have read.
Write text	To assess ability to write a short text based on a series of three pictures	Instructions are given for each set of visual images	Unit 3.2/p.31/Ex.7D Unit 3.4/p.35/Ex.6B Unit 4.1/p.39/Ex.7C Unit 4.4/p.45/Ex.5B Unit 5.2/p.51/Ex.6E Unit 6.2/p.61/Ex.8C Unit 6.4/p.65/Ex.4B Unit 7.4/p.75/Ex.6C Unit 10.2/p.101/Ex.5C Unit 11.2/p.111/Ex.6BD Unit 12.4/p.125/Ex.5C	These activities are not based on a visual image but students will have the opportunity to practise writing in the styles represented in the PTE General Level I



LISTENING AND WRITING

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Dictation	To assess ability to understand a short utterance by transcribing a spoken text	Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive and contain relatively formal language	Unit 1.3/p.12/Ex.3A Unit 4.1/p.38/Ex.2C Unit 5.3/p.52/Ex.3A Unit 5.3/p.53/Ex.7B Unit 6.1/p.58/Ex.3C Unit 7.3/p.72/Ex.3B	In these tasks students write down individual sentences and they practise transcribing a spoken text

PTE General Level I Description

Candidates should show they can:

- Listen to and follow short conversations, messages, announcements and information services related to areas of immediate relevance in daily life.
 - Identify the gist of the spoken discourse.
 - Identify general information in the spoken discourse.
 - Identify specific information and details in the spoken discourse.
 - Identify and extract the relevant information from the spoken discourse.
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CEFR Description A2

Overall listening comprehension

- Can understand phrases and expressions related to areas of most immediate priority (e.g. *very basic personal and family information, shopping, local geography, employment*) provided speech is clearly and slowly articulated.

Understanding interaction between native speakers

- Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.

Listening as a member of a live audience

- No descriptor available.

Listening to announcements and instructions

- Can catch the main point in short, clear, simple messages and announcements.
- Can understand simple directions relating to how to get from X to Y, by foot or public transport.

Listening to audio media and recordings

- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

LISTENING

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
3-option (graphical) multiple choice	<p>To assess ability to understand the gist of short spoken utterances by:</p> <ul style="list-style-type: none"> - identifying the situation (e.g. <i>store, restaurant, etc.</i>) - identifying a speaker's role (e.g. <i>movie box office attendant</i>) - identifying topic (e.g. <i>study habits</i>) - following an instruction (e.g. <i>giving directions</i>) - understanding spatial relations (e.g. <i>the position of an object in a room</i>) - understanding a description (e.g. <i>girl with long dark hair</i>) 	<p>Short recordings of one or two speakers, including the following:</p> <ul style="list-style-type: none"> - transactional conversations, e.g. <i>buying</i> - social conversations, e.g. <i>greeting</i> - public announcements, e.g. <i>train times</i> <p>Including the following language functions:</p> <ul style="list-style-type: none"> - instructions - request for goods or services - request for action - request for information - factual information - description 	<p>Unit 1.1/p.8/Ex.2A Unit 2.4/p.25/Ex.5A Unit 3.2/p.30/Ex.2A Unit 4.2/p.41/Ex.5C Unit 5.1/p.49/Ex.4B Unit 5.3/p.53/Ex.7A Unit 7.1/p.69/Ex.5B Unit 7.3/p.72/Ex.3A Unit 8.2/p.80/Ex.1B,2B Unit 8.3/p.83/Ex.3A Unit 9.3/p.93/Ex.4B Unit 10.1/p.98/Ex.1D Unit 10.3/p.102/Ex.2C Unit 11.3/p.112/Ex.3A Unit 12.3/p.122/Ex.3A</p>	Not all activities here are 3-option graphical multiple choice but they all require the student to understand the gist of short spoken utterances
Text, note completion	<p>To assess ability to extract specific information from spoken texts</p>	<p>One or two speakers, giving or exchanging information which requires accurate listening and transcription (e.g. <i>addresses and telephone numbers</i>).</p> <p>Including the following:</p> <ul style="list-style-type: none"> - conversations - public announcements - recorded messages 	<p>Unit 1.3/p.12/Ex.2B Unit 1.3/p.13/Ex.6 Unit 1.4/p.15/Ex.4C Unit 2.2/p.20/Ex.3B Unit 3.2/p.30/Ex.2B Unit 3.3/p.32/Ex.2B,3A Unit 3.4/p.34/Ex.4B Unit 4.3/p.42/Ex.3AB Unit 4.4/p.44/Ex.3B Unit 6.1/p.58/Ex.1D Unit 6.3/p.62/Ex.3B Unit 6.4/p.64/Ex.2C Unit 7.4/p.74/Ex.2C Unit 8.4/p.84/Ex.3D Unit 10.4/p.104/Ex.3C Unit 11.1/p.108/Ex.3D Unit 12.1/p.118/Ex.2A Unit 12.4/p.124/Ex.3CD</p>	With these tasks students may practise extracting specific information from a spoken text. Some activities might involve matching information or identifying false information instead of completing gaps as it is in PTE General

PTE General Level 1 Description

Candidates should show they can:

- Respond to and express greetings, introductions and farewells.
- Respond to and express thanks.
- Ask for and give information and directions.
- Describe people including themselves, places and things.
- Describe events and activities.
- Describe daily routines and habits.
- Express likes and dislikes.
- Express time.
- Express ability.
- Make and accept offers, apologies and requests.
- Make future plans.
- Instruct and direct people.
- Express numbers, costs, quantities.

CEFR Description A2

Overall oral production

- Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.

Sustained monologue: describing experience

- Can tell a story or describe something in a simple list of points.
- Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.
- Can give short, basic description of events and activities.
- Can describe plans and arrangements, habits and routines, past activities and personal experiences.
- Can use simple descriptive language to make brief statements about and compare objects and possessions.
- Can explain what he/she likes or dislikes about something.
- Can describe his/her family, living conditions, educational background, present or most recent job.
- Can describe people, places and possessions in simple terms.

Sustained monologue: putting a case (e.g. in a debate)

No descriptor available.

Public announcements

- Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.

Addressing audiences

- Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life and briefly give reasons and explanations for opinions, plans, actions.
- Can cope with a limited number of straightforward follow up questions.
- Can give a short, rehearsed, basic presentation on a familiar subject.
- Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Sustained monologue	To assess ability to speak about matters of personal information and interest	A series of questions put by the interlocutor. These always begin with "Can you tell me your name please?" and are followed by questions which invite either a short or extended response	Unit 1.2/p.10/Ex.2D Unit 2.1/p.18/Ex.1A Unit 2.1/p.19/Ex.6B Unit 2.4/p.25/Ex.4A Unit 3.1/p.28/Ex.2A Unit 3.2/p.30/Ex.1B,2C Unit 3.2/p.31/Ex.6BC Unit 3.4/p.34/Ex.1 Unit 3.4/p.35/Ex.5D Unit 4.1/p.38/Ex.3C Unit 4.2/p.41/Ex.6B Unit 4.4/p.45/Ex.4D Unit 5.1/p.48/Ex.1A Unit 5.2/p.50/Ex.2D Unit 5.4/p.54/Ex.2D Unit 5.4/p.55/Ex.4DE Unit 6.1/p.59/Ex.7D Unit 6.2/p.61/Ex.7B Unit 6.3/p.62/Ex.1 Unit 6.3/p.63/Ex.7B Unit 6.4/p.65/Ex.3A Unit 7.1/p.68/Ex.1A Unit 7.1/p.69/Ex.7B Unit 7.2/p.71/Ex.6B Unit 7.4/p.75/Ex.4B,5A Unit 8.2/p.80/Ex.1E Unit 8.3/p.82/Ex.2E Unit 8.3/p.83/Ex.8 Unit 8.4/p.84/Ex.1 Unit 8.4/p.85/Ex.5A,6B Unit 9.1/p.88/Ex.1 Unit 9.1/p.89/Ex.6C Unit 9.2/p.90/Ex.2C Unit 9.3/p.92/Ex.1A Unit 9.4/p.94/Ex.1 Unit 10.1/p.98/Ex.1A Unit 10.1/p.99/Ex.5B Unit 10.2/p.102/Ex.2E Unit 10.4/p.104/Ex.3D Unit 10.4/p.105/Ex.5AB Unit 11.1/p.109/Ex.6A Unit 11.2/p.110/Ex.1A Unit 12.2/p.121/Ex.6B Unit 12.3/p.122/Ex.1A Unit 12.4/p.124/Ex.1,3E Unit 12.4/p.125/Ex.4D	With these activities it is important to encourage students to give extended responses. In PTE General Level 1 they should produce a long turn of 20-30 seconds
Describe picture	To assess ability to speak about a picture	A picture depicting a scene which is designed to elicit description of: <ul style="list-style-type: none"> - people - interiors (e.g. <i>at home, school, workplace, stores, restaurants</i>) - public places (e.g. <i>streets, parks</i>) - everyday activities and events 	Unit 3.1/p.28/Ex.1A Unit 4.2/p.40/Ex.1A Unit 4.4/p.44/Ex.1A Unit 6.2/p.60/Ex.1A Unit 8.1/p.79/Ex.6 Unit 10.2/p.101/Ex.4A Unit 12.1/p.118/Ex.1B	Students should be encouraged to describe the pictures in detail, relating different features

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Role play	<p>To assess ability to perform and respond to basic language functions appropriately. Including the following language functions:</p> <ul style="list-style-type: none"> - greeting and leave-taking - asking for things - asking for information - responding to requests - offering - accepting - responding to offers - thanking - giving information - apologizing - asking for directions - giving simple directions - inviting - accepting/declining invitations - suggesting (<i>for time or place of meetings</i>) - responding to suggestions 	<p>The interlocutor gives the test taker up to 15 seconds to read a role card with:</p> <ul style="list-style-type: none"> - an explanation of the situation and the roles - 4–5 instructions involving at least two different functions - visual support where appropriate <p>Including the following situations:</p> <ul style="list-style-type: none"> - basic social encounters and gatherings - shopping - ordering food and drink - public transportation - about town, at home, at work - being a tourist 	<p>Unit 1.3/p.13/Ex.8B Unit 1.4/p.15/Ex.5 Unit 2.3/p.23/Ex.5AB Unit 3.3/p.33/Ex.7B Unit 4.3/p.43/Ex.6AB Unit 4.5/p.46/Ex.5BC Unit 5.3/p.53/Ex.6BC Unit 6.3/p.63/Ex.5A Unit 9.3/p.92/Ex.3AB Unit 10.3/p.103/Ex.5B Unit 11.1/p.109/Ex.6CD Unit 11.3/p.113/Ex.6B,7 Unit 12.3/p.123/Ex.6 Unit 12.5/p.126/Ex.5B</p>	<p>These tasks will help students get accustomed to the format of a role play in the PTE General Section 13</p>