

PTE GENERAL™

Speakout

**2ND
EDITION**

**Speakout
Upper Intermediate
Second Edition**

**Correlation with
Pearson Test of English General
Level 3 (CEFR B2)**

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 Upper Intermediate and Pearson Test of English General Level 3 (CEFR B2)

General Level 3 Assessment Objectives

To understand and respond appropriately in the spoken and written form to the purpose, information and points of view in spoken and written communication of the kind required in a variety of study, work, everyday and leisure-related contexts in daily life.

CEFR Level B2

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

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 3 Description

Candidates should show they can:

- Understand and follow the main events of continuous narrative, descriptive, explanatory and persuasive texts.
- Follow texts on concrete and abstract topics on familiar and unfamiliar topics, related to their own personal, social, educational or working lives.
- Use organisational and structural features to locate, extract and synthesise relevant information from different parts of the written discourse.
- Identify the context and register of the written discourse and the purpose of the writer.
- Understand the general content and details of the written discourse.
- Identify the relationship between the main and secondary ideas in written discourse.
- Identify and understand the feelings, attitude and points of view of the writer.
- Infer meaning which is not explicit in the text.
- Identify and understand the purpose of the choice of language of the writer.

CEFR Description B2

Overall reading comprehension

- Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.

Reading correspondence

- Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.

Reading for orientation

- Can scan quickly through long and complex texts, locating relevant details.
- Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

Reading for information and argument

- Can obtain information, ideas and options from highly specialised sources within his/her field.
- Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
- Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

Reading instructions

- Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.

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	Authentic text types include: labels, instructions, signs, notices, menus, advertisements and announcements	Unit 5.1 /p.58/Ex.8B Unit 9.1 /p.104/Ex.1B	
3-option multiple choice	To assess ability to understand the main ideas in an extended written text	Authentic text types include: newspaper articles, magazine articles, leaflets, brochures and website articles	Unit 2.1 /p.21/Ex.4A	
Open-ended question	To assess ability to understand the main points of short and extended written texts	Authentic text types include: newspaper articles, magazine articles, leaflets, brochures and website articles	Unit 2.2 /p.25/Ex.7B Unit 3.2 /p.37/Ex.7B Unit 7.4 /p.88/Ex.1B	
Text, note completion	To assess ability to extract specific information from an extended written text	Authentic text types include: newspaper articles, magazine articles, website articles or textbooks	Unit 5.1 /p.56/Ex.2C Unit 5.4 /p.64/Ex.1B Unit 8.4 /p.100/Ex.2 Unit 9.1 /p.104/Ex.2C	These activities are True/False or error correction (not note completion), but they test the ability to extract specific information from an extended written test

PTE General Level 3 Description

Candidates should show they can consider and integrate information, produce clear, qualified and illustrated facts and details and express ideas and points of view, advice and arguments on a wide range of subjects from a variety of personal, social, educational and working contexts in the form of:

- Competition entries, contextualised summaries, reports, public notices and informal letters.
- Questionnaires.
- Narrative accounts.
- Discursive essays.

CEFR Description B2

Overall written production

- Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

Creative writing

- Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text, and following established conventions of the genre concerned.
- Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- Can write a review of a film, book or play.

Reports and essays

- Can write an essay or report, which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
- Can evaluate different ideas or solutions to a problem.
- Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Can synthesise information and arguments from a number of sources.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Write correspondence	To assess ability to write a piece of correspondence	Instructions that include the purpose of the text, the intended content of the message and the recipient. The task gives the test taker the opportunity to convey emotion or highlight the personal significance of events and experiences	Unit 1.1/p.10/Ex.11A Unit 2.2/p.25/Ex.9B Unit 6.2/p.73/Ex.10A	Section 8 PTE General combines reading and writing skills. In PTE General, test takers have to write a piece of correspondence based on some information they have read before (article, letter, etc.)
Write text	To assess ability to write a short text from own experience of knowledge or imagination	A choice of two topics providing the test taker with the opportunity to give their point of view, explain advantages and disadvantages or develop an argument	Unit 1.4/p.17/Ex.5B Unit 3.1/p.34/Ex.10A Unit 3.4/p.41/Ex.4B Unit 4.1/p.46/Ex.10D Unit 4.4/p.53/Ex.6C Unit 5.2/p.61/Ex.10 Unit 5.4/p.65/Ex.5C Unit 7.2/p.85/Ex.10D Unit 8.2/p.97/Ex.9B Unit 8.4/p.101/Ex.5C Unit 9.2/p.109/Ex.10 Unit 9.4/p.113/Ex.4C Unit 10.1/p.118/Ex.11D Unit 10.4/p.125/Ex.6C	You may set the word limit of 150-200 words in some tasks to make them more similar to PTE General Level 3 format



LISTENING AND WRITING

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Dictation	To assess ability to understand an extended utterance by transcribing a spoken text	Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are authentic, descriptive and contain relatively formal language	Unit 1.2/p.13/Ex.7B Unit 1.3/p.14/Ex.2B Unit 3.3/p.39/Ex.6B Unit 5.3/p.62/Ex.3A Unit 5.3/p.63/Ex.5B Unit 6.1/p.69/Ex.6A Unit 6.2/p.71/Ex.4D Unit 7.1/p.81/Ex.4A Unit 9.1/p.105/Ex.4	In these tasks students write down individual sentences and they practise transcribing a spoken text

PTE General Level 3 Description

Candidates should show they can:

- Listen to, identify and extract information from concrete and abstract spoken discourse on familiar and unfamiliar topics from their own personal, social, educational or working life.
- Identify the context and register of the spoken discourse and the purpose of the speaker(s).
- Understand the content and details of the extract in the spoken discourse.
- Identify and extract relevant information from the spoken discourse.
- Identify the relationship between the main and secondary ideas in the spoken discourse.
- Identify the feelings, attitudes and points of view of the speaker(s) in the spoken discourse.
- Identify the purpose of the choice of language of the speaker(s).
- Listen for gist and follow the detail of a discussion.

CEFR Description B2

Overall listening comprehension

- Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.
- Can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers.

Understanding interaction between native speakers

- Can keep up with an animated conversation between native speakers.
- Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

Listening as a member of a live audience

- Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation that are propositionally and linguistically complex.

Listening to announcements and instructions

- Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

Listening to audio media and recordings

- Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes, as well as the information content.
- Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
3-option multiple choice	<p>To assess ability to understand the main detail in short spoken utterances by:</p> <ul style="list-style-type: none"> - identifying the speaker's role - identifying the speakers' relationship - identifying the topic - identifying the situation - recognising the function - understanding idiomatic expression - understanding expression of feeling - understanding expression of attitude 	<p>Short authentic recordings, one or two speakers, including the following:</p> <ul style="list-style-type: none"> - transactional conversations - social conversations - public announcements <p>Including the following language functions:</p> <ul style="list-style-type: none"> - request for goods or services - request for action - request for information - factual information - expression of feelings - offer - invitation - apology - criticism/ expression of dissatisfaction - suggestion - persuasion 	<p>Unit 1.1/p.8/Ex.2A Unit 2.1/p.20/Ex.1B Unit 4.2/p.47/Ex.3A Unit 4.4/p.53/Ex.4B Unit 6.3/p.74/Ex.2A Unit 7.3/p.86/Ex.2B Unit 9.4/p.113/Ex.3A Unit 10.3/p.122/Ex.2B Unit 10.4/p.125/Ex.4A</p>	<p>Not all activities here are 3-option multiple choice but they all require students to understand the gist of spoken utterances</p>
Text, note completion	<p>To assess ability to extract specific information from extended spoken texts</p>	<p>Authentic recordings of one or two speakers giving or exchanging information. The items replicate real life situations which require accurate comprehension and transcription of key information, (e.g. <i>taking messages or notes</i>)</p> <p>Including the following:</p> <ul style="list-style-type: none"> - transactional conversations - public announcement - recorded messages 	<p>Unit 1.1/p.8/Ex.2C Unit 1.3/p.14/Ex.2A Unit 2.2/p.23/Ex.2B Unit 3.3/p.38/Ex.3C Unit 3.4/p.41/Ex.3A Unit 4.2/p.47/Ex.3B Unit 4.3/p.50/Ex.3C Unit 5.2/p.59/Ex.1D Unit 5.4/p.64/Ex.2C Unit 6.2/p.71/Ex.3B,C Unit 6.3/p.74/Ex.2B Unit 7.2/p.83/Ex.1C Unit 8.2/p.95/Ex.3A,C Unit 8.3/p.98/Ex.3A Unit 8.4/p.100/Ex.3D Unit 9.2/p.107/Ex.2B Unit 9.3/p.110/Ex.3B Unit 9.4/p.112/Ex.2B Unit 10.1/p.116/Ex.3B Unit 10.3/p.122/Ex.2C Unit 10.4/p.124/Ex.2B,C</p>	<p>With these tasks students may practise extracting specific information from a spoken text. Some activities might involve matching information, identifying false information or answering a question instead of completing gaps as it is in PTE General</p>

PTE General Level 3 Description

Candidates should be able to (in addition to those listed for previous levels):

- Understand and express facts, ideas and points of view in sequence and in detail.
- Make future plans and arrangements and describe the future.
- Present information in sequence and in detail.
- Introduce others.
- Make comparisons.
- Make and refuse formal and informal requests.
- Speculate about situations, events and people.
- Relay information that other speakers have told them.
- Ask about and express likes, dislikes, feelings and hopes.
- Express regrets.
- Express points of view with facts, reasons and examples.
- Describe processes.
- Discuss problems and give advice and instructions.
- Engage in discussion and express agreement and disagreement.
- Ask questions to obtain information.
- Give examples, advice and suggestions.
- Express obligation and lack of it.
- Make recommendations.
- Ask about and narrate events in the past.
- Show purpose, consequence, reason, contrast.
- Interrupt and check back.

CEFR Description B2

Overall oral production

- Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

Sustained monologue: describing experience

- Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.

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

- Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.
- Can construct a chain of reasoned argument.
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Can develop an argument well enough to be followed without difficulty most of the time.

Public announcements

- Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity that causes no strain or inconvenience to the listener.

Addressing audiences

- Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.
- Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.
- Can take a series of follow-up questions with a degree of fluency and spontaneity that poses no strain for either him/herself or the audience.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Sustained monologue	To assess ability to speak continuously about matters of personal information and interest	<p>Questions may require the test taker to:</p> <ul style="list-style-type: none"> - choose between two alternatives - explain in detail reasons for an opinion or preference - speculate or respond to a hypothetical question 	<p>Unit 1.1/p.8/Ex.1B Unit 1.1/p.9/Ex.8 Unit 1.2/p.13/Ex.9B Unit 1.3/p.14/Ex.1A Unit 1.4/p.16/Ex.1 Unit 1.4/p.17/Ex.4D Unit 2.3/p.26/Ex.1 Unit 2.4/p.28/Ex.1A Unit 2.4/p.29/Ex.5B,C Unit 3.1/p.34/Ex.7C Unit 3.2/p.37/Ex.8B Unit 3.3/p.38/Ex.2,3D Unit 3.3/p.39/Ex.7B Unit 3.4/p.41/Ex.3D Unit 3.5/p.42/Ex.6C Unit 4.1/p.44/Ex.1 Unit 4.2/p.47/Ex.1A Unit 4.3/p.50/Ex.1 Unit 4.3/p.51/Ex.7C Unit 5.2/p.59/Ex.1A Unit 5.3/p.63/Ex.6C Unit 5.4/p.65/Ex.4D Unit 6.1/p.68/Ex.1,2B Unit 6.1/p.69/Ex.4C Unit 6.1/p.70/Ex.8B Unit 6.2/p.72/Ex.6B,C Unit 6.3/p.74/Ex.2C Unit 6.5/p.78/Ex.2B Unit 7.1/p.82/Ex.6A Unit 7.4/p.88/Ex.1A Unit 7.4/p.89/Ex.3D Unit 7.5/p.90/Ex.4B Unit 8.1/p.93/Ex.3B Unit 8.1/p.94/Ex.7B Unit 8.4/p.101/Ex.4D Unit 9.1/p.104/Ex.1AD,2A Unit 9.1/p.106/Ex.6B Unit 9.4/p.112/Ex.1A Unit 9.5/p.114/Ex.3B Unit 10.1/p.116/Ex.1A,4BC Unit 10.2/p.121/Ex.5B Unit 10.3/p.122/Ex.1</p>	With these activities, it is important to encourage students to give extended responses. In PTE General Level 3 they should produce a long turn of 50-60 seconds

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Discussion	To assess ability to discuss a concrete or abstract issue	A discussion topic about which it is feasible to have equally valid opposing opinions, feelings or ideas. The topic may be a concrete or abstract issue or one related to an area of general interest. The test taker will be invited to speculate or respond to a hypothesis	Unit 2.1/p.22/Ex.8B Unit 2.2/p.23/Ex.1C Unit 2.3/p.27/Ex.6B,8B Unit 2.5/p.30/Ex.6B Unit 4.1/p.46/Ex.10B Unit 4.4/p.52/Ex.1 Unit 5.1/p.56/Ex.3D Unit 5.1/p.58/Ex.7A Unit 6.4/p.77/Ex.6C Unit 6.5/p.78/Ex.1B,5C Unit 7.1/p.82/Ex.6C Unit 7.2/p.85/Ex.7B Unit 8.1/p.94/Ex.9B Unit 10.4/p.124/Ex.3	With these activities, it is important to encourage students not only to give, but also to support their opinion because in this section the test takers have to show they can defend their position
Describe picture	To assess ability to speak continuously about two related pictures and interpret some aspect of them	Two related pictures and two questions. The first prompt is always "Tell me what you can see in the pictures". The second prompt is an instruction to the test taker to interpret some aspect of the pictures or to express a personal reaction to them The pictures may include some unusual element that invites comment or explanation. They may illustrate two alternative options and may allude to a topical issue	Unit 2.1/p.20/Ex.3A Unit 4.3/p.50/Ex. Unit 9.3/p.110/Ex.1A Unit 10.3/p.122/Ex.2A Unit 10.4/p.124/Ex.1A	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 language functions appropriately.</p> <p>Including the following language functions:</p> <ul style="list-style-type: none"> - greeting and leave-taking (and self-introduction) - asking for things - asking for information - responding to requests - offering - accepting - responding to offers - thanking - giving information - apologising - asking for directions - giving or following instructions - inviting - advising - responding to suggestions - accepting/declining invitations - suggesting - advice - congratulating - expressing sympathy - complaining - negotiating - justifying a course of action 	<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 - a specification of the roles to be taken by the test taker and the interlocutor - a specification of the test taker's goal (e.g. <i>to reach an agreement, complete a transaction, etc.</i>) - if necessary and appropriate, instructions as to the tone or mood that the test taker should adopt - visual support where appropriate 	<p>Unit 1.3/p.15/Ex.5,6,7 Unit 1.5/p.18/Ex.5B Unit 2.2/p.24/Ex.6C Unit 5.3/p.63/Ex.4B Unit 6.3/p.75/Ex.4B Unit 8.3/p.99/Ex.5,7BC Unit 9.3/p.111/Ex.5,6 Unit 9.5/p.114/Ex.5C</p>	<p>These tasks will help students get accustomed to the format of a roleplay in the PTE General Section 13</p>