

**PTE GENERAL™**

**Speakout**

**2ND  
EDITION**

**Speakout Pre-intermediate  
Second Edition**

**Correlation with  
Pearson Test of English General  
Level 2 (CEFR B1)**

# speakout <sup>2ND</sup> 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](http://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](https://pearsonpte.com/pte-general)

# Correlation table between Speakout 2<sup>nd</sup> edition Pre-intermediate and Pearson Test of English General Level 2 (CEFR B1)

## General Level 2 Assessment Objectives

To understand and express in speaking and writing information, ideas, feelings, opinions and common functions about everyday situations in straightforward spoken and written language.

## CEFR Level B1

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

## Notes

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

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For more information on the CEFR, visit  
[www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

## PTE General Level 2 Description

### Candidates should show they can:

- Read and follow simple written discourse such as signs, directions, notices, instructions, advertisements, brochures, leaflets, personal correspondence and informative texts from newspapers and magazines.
- Read and follow the written version of spoken discourse from everyday situations.
- Understand the gist of the written version of the spoken discourse.
- Identify the context and the purpose of the speaker(s) and writer(s).
- Identify and obtain the main points in the discourse.
- Identify and obtain the general and specific details in the discourse.
- Identify and obtain the ideas, feelings and general opinions put forward by the speaker/writer.

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## CEFR Description B1

### Overall reading comprehension

- Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

### Reading correspondence

- Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

### Reading for orientation

- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.
- Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

### Reading for information and argument

- Can identify the main conclusions in clearly signalled argumentative texts.
- Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
- Can recognise significant points in straightforward newspaper articles on familiar subjects.

### Reading instructions

- Can understand clearly written, straightforward instructions for a piece of equipment.
- Can understand regulations, for example safety, when expressed in simple language.

| 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 | Short authentic-style texts presented with realistic layout and typography. Texts types include: labels, instructions, signs, notices, menus, advertisements and announcements | Unit 1.3/p.12/Ex.2A  |          |
| 3-option multiple choice          | To assess ability to understand the main ideas in an extended written text                  | Text types include: newspaper articles, magazine articles, leaflets, brochures or web articles   | Unit 4.2/p.40/Ex.3B  |          |
| Open-ended question               | To assess ability to understand the main points of short written texts                      | Text types include: extended informative text found in newspapers, magazines, leaflets, brochures and website articles   | Unit 2.4/p.24/Ex.2A<br>Unit 3.2/p.30/Ex.3A<br>Unit 5.1/p.48/Ex.3<br>Unit 5.4/p.54/Ex.1B<br>Unit 5.4/p.55/Ex.5A<br>Unit 6.1/p.58/Ex.2C<br>Unit 6.2/p.61/Ex.6A<br>Unit 6.4/p.65/Ex.6A<br>Unit 7.4/p.75/Ex.8A<br>Unit 9.2/p.90/Ex.4<br>Unit 10.2/p.100/Ex.2A<br>Unit 11.3/p.112/Ex.2B<br>Unit 12.4/p.125/Ex.7 |          |
| Text, note completion             | To assess ability to extract specific information from an extended written text             | Text types include: letters, emails, advertisements, newspaper articles, magazines, websites or textbooks  |  |          |

## PTE General Level 2 Description

**Candidates should show that they can convey information on everyday matters in response to visual or written instructions and:**

- Write messages, e-mails, and postcards which might include directions and instructions.
- Describe past events, and express ideas, feelings, personal thoughts and advice in the form of informal letters, diaries and stories.

## CEFR Description B1

### Overall written production

- Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

### Creative writing

- Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
- Can write accounts of experiences, describing feelings and reactions in simple connected text.
- Can write a description of an event or a recent trip – real or imagined.
- Can narrate a story.

### Reports and essays

- Can write short, simple essays on topic of interest.
- Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

| Item types           | Objectives  | Stimulus   | Chapter/Page no. & Exercise  | Comments  |
|----------------------|---|--|--|---|
| Write correspondence | To assess ability to write a piece of correspondence                                  | Instructions which include the purpose of the text, the intended content of the message and the recipient. The task gives the test taker the opportunity to express thoughts, describe experience, feelings and events | Unit 2.1/p.19/Ex.9C<br>Unit 3.1/p.2.9/Ex.7CD<br>Unit 3.4/p.35/Ex.8<br>Unit 5.7/p.51/Ex.8C<br>Unit 10.1/p.99/Ex.8D  | 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 from own experience, knowledge or imagination | A choice of two topics which provides the test taker with the opportunity to give an opinion or reasons  | Unit 1.2/p.11/Ex.8C<br>Unit 1.4/p.15/Ex.7B<br>Unit 4.1/p.39/Ex.7B<br>Unit 6.2/p.61/Ex.6D<br>Unit 6.4/p.65/Ex.6B<br>Unit 7.1/p.69/Ex.8C<br>Unit 7.4/p.75/Ex.8B<br>Unit 8.2/p.81/Ex.8C<br>Unit 8.4/p.85/Ex.8B<br>Unit 9.1/p.89/Ex.8C<br>Unit 9.4/p.95/Ex.8B<br>Unit 12.2/p.121/Ex.9C | You may change the word limit in some tasks to 100-150 words to make them more similar to PTE General Level 2 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 descriptive and contain relatively formal language | Unit 6.1/p.59/Ex.6<br>Unit 9.2/p.91/Ex.7C<br>Unit 11.1/p.109/Ex.6A | In these tasks students write down individual sentences and they practise transcribing a spoken text |



## PTE General Level 2 Description

### Candidates should show they can:

- Listen to and follow conversations, short talks, messages and announcements, telephone, traffic and tourist information, publicity and routine instructions and directions related to familiar matters regularly encountered in study, work, daily and leisure contexts.
- Understand the gist of the spoken discourse.
- Identify the context of the spoken discourse and the speaker(s) and the purpose.
- Identify and extract the main points in the spoken discourse.
- Identify and extract the general and specific details in the spoken discourse.
- Identify the feelings and ideas of the speaker(s) in the spoken discourse.

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## CEFR Description B1

### Overall listening comprehension

- Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
- Can understand the main points of clear, standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
- Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.

### Understanding interaction between native speakers

- Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.

### Listening as a member of a live audience

- Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- Can follow, in outline, straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.

### Listening to announcements and instructions

- Can understand simple technical information, such as operating instructions for everyday equipment.
- Can follow detailed directions.

### Listening to audio media and recordings

- Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
- Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

# LISTENING

| Item types               | Objectives  | Stimulus   | Chapter/Page no. & Exercise  | Comments   |
|--------------------------|---|--|--|--|
| 3-option multiple choice | <p>To assess ability to understand the gist of short spoken utterances by:</p> <ul style="list-style-type: none"> <li>- identifying the situation</li> <li>- identifying the speaker's role</li> <li>- identifying the speakers' relationship</li> <li>- identifying the topic</li> <li>- understanding spatial relations</li> <li>- understanding a description</li> <li>- recognising the function</li> </ul> | <p>Short recordings, one or two speakers including the following:</p> <ul style="list-style-type: none"> <li>- transactional conversations</li> <li>- social conversations</li> <li>- public announcements</li> </ul> <p>Including the following language functions:</p> <ul style="list-style-type: none"> <li>- request for goods or services</li> <li>- request for action</li> <li>- request for information</li> <li>- factual information</li> <li>- expression of feelings</li> <li>- offer</li> <li>- invitation</li> <li>- apology</li> </ul> | <p>Unit 5.3/p.52/Ex.3A<br/>           Unit 6.4/p.65/Ex.4B<br/>           Unit 9.3/p.82/Ex.2A<br/>           Unit 10.1/p.98/Ex.3A<br/>           Unit 10.4/p.105/Ex.5A<br/>           Unit 12.2/p.120/Ex.4B<br/>           Unit 12.4/p.125/Ex.6A</p>  | <p>Not all activities here are 3-option multiple choice but they all require students to understand the gist of short spoken utterances</p>  |
| Text, note completion    | <p>To assess ability to extract specific information from extended 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"> <li>- transactional conversations</li> <li>- public announcements</li> <li>- recorded messages</li> </ul>   | <p>Unit 1.2/p.10/Ex.3B<br/>           Unit 1.4/p.15/Ex.6A<br/>           Unit 2.1/p.18/Ex.5B<br/>           Unit 2.4/p.24/Ex.3B<br/>           Unit 3.1/p.28/Ex.3A<br/>           Unit 3.3/p.32/Ex.3B<br/>           Unit 4.1/p.39/Ex.5A<br/>           Unit 4.3/p.43/Ex.6B<br/>           Unit 4.4/p.44/Ex.4B<br/>           Unit 5.2/p.50/Ex.3BC<br/>           Unit 5.3/p.53/Ex.5B<br/>           Unit 5.4/p.55/Ex.5B<br/>           Unit 6.3/p.62/Ex.3A<br/>           Unit 7.1/p.69/Ex.4A<br/>           Unit 7.3/p.73/Ex.5<br/>           Unit 7.4/p.75/Ex.6A<br/>           Unit 8.2/p.80/Ex.1B<br/>           Unit 8.4/p.84/Ex.3BC<br/>           Unit 8.4/p.85/Ex.6A<br/>           Unit 9.4/p.95/Ex.5A<br/>           Unit 10.4/p.105/Ex.5B<br/>           Unit 11.3/p.112/Ex.4<br/>           Unit 11.4/p.114/Ex.5<br/>           Unit 11.4/p.115/Ex.7A<br/>           Unit 12.4/p.124/Ex.4</p> | <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</p> |

## **PTE General Level 2 Description**

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

- Understand and describe events.
- Ask for and communicate feelings and opinions.
- Ask for and give instructions and explanations.
- Ask for and make suggestions.
- Ask for and give permission.
- Give and accept invitations.
- Ask for and give advice.
- Give and receive orders.
- Follow and narrate a story.
- Ask about and describe events and occurrences.
- Ask about and describe events and activities in one's life.
- Make complaints.
- Reply to and make polite requests.
- Make hypotheses.
- Ask for and make plans and arrangements for the future.
- Ask for and make comparisons.
- Agree and disagree and express opinions.
- Ask for clarification and explanation and check back and ask for confirmation.

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## **CEFR Description B1**

### **Overall oral production**

- Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

### **Sustained monologue: describing experience**

- Can give straightforward description on a variety of familiar subjects within his/her field of interest.
- Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
- Can give detailed accounts of experiences, describing feelings and reactions.
- Can relate details of unpredictable occurrences, e.g. an accident.
- Can relate the plot of a book or film and describe his/her reactions.
- Can describe dreams, hopes and ambitions.
- Can describe events, real or imagined.
- Can narrate a story.

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

- Can briefly give reasons and explanations for opinions, plans and actions.

### **Public announcements**

- Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.

### **Addressing audiences**

- Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
- Can take follow up questions, but may have to ask for repetition if the speech was rapid.

| Item types          | Objectives   | Stimulus  | Chapter/Page no. & Exercise   | Comments  |
|---------------------|--|---|---|---|
| Sustained monologue | To assess ability to speak continuously about matters of personal information and interest | Questions may be about: <ul style="list-style-type: none"> <li>- school or work</li> <li>- possessions (e.g. <i>car, computer</i>)</li> <li>- free time activities (e.g. <i>hobbies, sport</i>)</li> <li>- cultural pursuits (e.g. <i>music, films, books</i>)</li> </ul> | Unit 1.1/p.8/Ex.2B<br>Unit 1.2/p.10/Ex.1<br>Unit 1.3/p.12/Ex.1<br>Unit 1.4/p.14/Ex.1A<br>Unit 1.4/p.15/Ex.6C<br>Unit 1.5/p.16/Ex.1B<br>Unit 2.3/p.23/Ex.6B<br>Unit 3.1/p.28/Ex.2A<br>Unit 3.3/p.32/Ex.1<br>Unit 3.4/p.34/Ex.1<br>Unit 4.1/p.39/Ex.6B<br>Unit 4.2/p.40/Ex.1,3<br>Unit 4.2/p.41/Ex.7,6<br>Unit 4.3/p.42/Ex.2B<br>Unit 4.4/p.44/Ex.1<br>Unit 5.1/p.48/Ex.1,5<br>Unit 5.1/p.49/Ex.10B<br>Unit 5.2/p.51/Ex.7<br>Unit 5.4/p.54/Ex.1A<br>Unit 5.4/p.55/Ex.6B<br>Unit 6.2/p.60/Ex.1C<br>Unit 6.3/p.62/Ex.1AC<br>Unit 6.4/p.64/Ex.3<br>Unit 7.1/p.69/Ex.7B<br>Unit 7.2/p.71/Ex.7<br>Unit 7.3/p.72/Ex.1<br>Unit 7.4/p.74/Ex.1,5<br>Unit 7.4/p.75/Ex.7B<br>Unit 7.5/p.76/Ex.1B<br>Unit 8.1/p.79/Ex.5A<br>Unit 8.2/p.81/Ex.6,7<br>Unit 8.3/p.82/Ex.1B<br>Unit 8.4/p.84/Ex.1<br>Unit 8.4/p.85/Ex.7C<br>Unit 9.1/p.88/Ex.3C<br>Unit 9.1/p.89/Ex.7B<br>Unit 9.2/p.90/Ex.1<br>Unit 9.2/p.91/Ex.9BC<br>Unit 9.4/p.95/Ex.7<br>Unit 10.1/p.98/Ex.1A<br>Unit 10.1/p.99/Ex.7B<br>Unit 10.2/p.100/Ex.1B<br>Unit 10.3/p.102/Ex.1B<br>Unit 10.4/p.104/Ex.1,4<br>Unit 10.4/p.105/Ex.6B<br>Unit 11.2/p.110/Ex.1A<br>Unit 11.2/p.111/Ex.6<br>Unit 11.3/p.112/Ex.1<br>Unit 11.4/p.115/Ex.7D<br>Unit 11.5/p.116/Ex.1B<br>Unit 12.1/p.118/Ex.1B<br>Unit 12.1/p.119/Ex.8B<br>Unit 12.2/p.120/Ex.1<br>Unit 12.4/p.125/Ex.6D | With these activities it is important to encourage students to give extended responses. In PTE General level 2 they should produce a long turn of 40-50 seconds |

| Item types       | Objectives  | Stimulus  | Chapter/Page no. & Exercise   | Comments   |
|------------------|---|---|---|--|
| Discussion       | To assess ability to discuss a concrete issue   | <p>Discussion on a concrete topic about which it is feasible to have equally valid opposing opinions, feelings or ideas. The topic is chosen so that its pros and cons can be expressed using relatively simple, high frequency language (e.g. "I prefer to travel by train because it is quicker.")</p> <p>Example topics include:</p> <ul style="list-style-type: none"> <li>- town vs. country</li> <li>- preference for types of movies or books</li> <li>- emails vs. letters</li> <li>- preferences for forms of transportation</li> <li>- advantages and disadvantages of mobile phones</li> <li>- DVD at home vs. movie theatre</li> <li>- advantages and disadvantages of fast food</li> <li>- beach holiday vs. holiday in the mountains</li> <li>- advantages and disadvantages of the Internet</li> </ul> | Unit 2.2/p.20/Ex.3A<br>Unit 4.3/p.42/Ex.1A<br>Unit 11.1/p.108/Ex.2C<br>Unit 11.2/p.110/Ex.1B<br>Unit 11.3/p.113/Ex.9B | 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 a picture and interpret some aspect of it | <p>A picture showing a scene or a sequence of events, and two questions. The first prompt is always "Tell me what you can see in the picture." The second prompt is an instruction to the test taker to interpret some aspect of the picture or to express a personal reaction to it. The picture contains some element that invites comment or interpretation, e.g. a person engaged in an unusual activity or expressing some emotion. It may show alternative possibilities (such as different hobbies or sports) or the before and after states of some process or event</p>  | Unit 2.1/p.18/Ex.1<br>Unit 5.1/p.48/Ex.2<br>Unit 6.1/p.58/Ex.2A<br>Unit 9.1/p.88/Ex.2A                                | Students should be encouraged to describe the different features of the picture in great detail  |

| 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"> <li>- greeting and leave-taking</li> <li>- asking for things</li> <li>- asking for information</li> <li>- responding to requests</li> <li>- offering</li> <li>- accepting</li> <li>- responding to offers</li> <li>- thanking</li> <li>- giving information</li> <li>- apologising</li> <li>- asking for directions</li> </ul> | <p>The interlocutor gives the test taker up to 15 seconds to read a role card with:</p> <ul style="list-style-type: none"> <li>- an explanation of the situation and the roles</li> <li>- instructions and/or the objective</li> <li>- visual support where appropriate</li> </ul> | <p>Unit 6.3/p.63/Ex.6<br/>           Unit 7.3/p.73/Ex.10<br/>           Unit 8.3/p.83/Ex.5,6<br/>           Unit 10.3/p.103/Ex.8B<br/>           Unit 10.5/p.106/Ex.6<br/>           Unit 12.3/p.123/Ex.9B<br/>           Unit 12.5/p.126/Ex.6C</p> | <p>These tasks will help students get accustomed to the format of a role play in the PTE General Section 13</p> |