Speakout

2ND EDITION

PTE GENERAL™

Speakout Starter
Second Edition

Correlation with
Pearson Test of English General
Level A1 (CEFR A1)

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 Starter and Pearson Test of English General
Level A1 (CEFR A1)

General Level A1 Assessment Objectives

To understand very short, simple information in the spoken and written language and to express oneself simply and briefly in speech and in writing for practical purposes in everyday situations requiring a direct exchange of information. It is expected that productive skills will be limited and fragmented and that the language will be mostly or completely formulaic at this level; receptive skills will be more developed than productive skills.

CEFR Level A1

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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 A1 Description

Candidates should show they can:

- Read and follow short written signs, notices and posters, catalogues, directions, instructions, messages and very short, simple documents.
- Read and follow the written text or written version of spoken discourse on everyday matters.
- Identify and understand general information in the discourse.
- Identify simple factual details in the discourse.
- Follow the order and sequence of information.
- Identify and select relevant information.

CEFR Description A1

Overall reading comprehension

- Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Reading correspondence

- Can understand short, simple messages on postcards.

Reading for orientation

- Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

Reading for information and argument

- Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Reading instructions

- Can follow short, simple written directions (e.g. to go from X to Y).

)) READING

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 6.2/p.64/Ex.2A Unit 7.2/p.76/Ex.2	
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	Conso l.1/p.27/Ex.1B Unit 5.4/p.58/Ex.2A	
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.1B Unit 2.4/p.25/Ex.4A Unit 3.4/p.36/Ex.2 Unit 3.4/p.37/Ex.5A Conso l.4/p.93/Ex.1C Unit 9.4/p.102/Ex.2C	
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.3C Unit 2.2/p.20/Ex.4C Conso l.1/p.27/Ex.1C Unit 3.2/p.32/Ex.3D Unit 3.3/p.34/Ex.1B Unit 5.2/p.54/Ex.3C Unit 6.2/p.64/Ex.2B Unit 7.2/p.76/Ex.2C Unit 8.1/p.84/Ex.1C Unit 8.4/p.90/Ex.2 Unit 9.2/p.98/Ex.2C Unit 10.1/p.106/Ex.2B	Some of these activities are true/false, error correction or choosing an option (not note completion), but they test the ability to extract specific information from an extended written test

WRITING

PTE General Level A1 Description

Candidates should show they can:
- Respond appropriately to simple visual and written instructions.
- Convey information related to themselves and areas of immediate relevance in the form of simple instructions and messages.
- Convey information and descriptions related to themselves and areas of immediate relevance in the form of a postcard/email etc., application form or simple description.
- Describe a picture/pictures related to situations in the examination paper.

CEFR Description A1

Overall written production
Can write simple isolated phrases and sentences.

Creative writing
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

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 6.1/p.63/Ex.9B Unit 7.1/p.75/Ex.10A Unit 8.2/p.87/Ex.8C Unit 10.2/p.109/Ex.6B	Section 8 PTE General combines reading and writing skills. Test takers have to write a piece of correspondence based on some information they have read before (article, letter, etc.). In these activities students are not asked to read anything but they can practise writing a short piece of correspondence
Write text	To assess ability to write a short text based on a picture	Instructions to write a short text based on a visual image	Unit 2.4/p.25/Ex.4B Unit 3.2/p.33/Ex.7D Unit 3.4/p.37/Ex.5B Unit 4.1/p.41/Ex.9 Unit 5.2/p.55/Ex.8A Unit 9.4/p.103/Ex.6B	Not all activities here are based on a visual image but students will have the opportunity to practice writing in the styles represented in the PTE General level A1 examination

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	Unit 1.2/p.11/Ex.4C Unit 2.1/p.19/Ex.3D	In these tasks students write down individual sentences and they practise transcribing a spoken text

PTE General Level A1 Description

Candidates should show they can:

- Listen to and follow very short conversations, messages, announcements and information services related to areas of immediate relevance in daily life.
- Understand simple factual details in the spoken discourse.
- Identify general information in the spoken discourse.
- Identify and select relevant information.

CEFR Description A1

Overall listening comprehension
Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Understanding interactions between native speakers
No descriptor available.

Listening as a member of a live audience
No descriptor available.

Listening to announcements and instructions
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.

Listening to audio media and recordings
No descriptor available.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
3-option graphical multiple choice	To assess ability to understand the gist of short spoken utterances by: - identifying the situation *(e.g. store, restaurant, etc.)* - identifying a speaker's role *(e.g. movie box office attendant)* - following an instruction *(e.g. giving directions)* - understanding spatial relations *(e.g. the position of an object in a room)* - understanding a description *(e.g. girl with long dark hair)*	Short recordings, one speaker including the following: - transactional utterances, *(e.g. buying)* - social utterances, *(e.g. greeting)* - public announcements, *(e.g. train times)* Including the following language functions: - single instruction - request for goods or services - request for action - request for information - factual information - description	Unit 1.1/p.8/Ex.1A Unit 1.3/p.12/Ex.3A Unit 2.1/p.18/Ex.2A Unit 2.3/p.22/Ex.2B Conso 1.1/p.28/Ex.4C Unit 3.1/p.30/Ex.2A Unit 5.1/p.52/Ex.2B Conso 1.3/p.72/Ex.4A Unit 7.1/p.74/Ex.1B Unit 7.3/p.78/Ex.1B Unit 8.3/p.88/Ex.4A Unit 9.1/p.96/Ex.3C Unit 10.3/p.110/Ex.1B,C Conso 1.4/p.116/Ex.3A	Not all activities here are 3-option multiple choice but they all require to understand the gist of short spoken utterances

)) LISTENING

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Text, note completion	To assess ability to extract specific information from spoken texts	One speaker giving information which requires accurate listening and transcription (e.g. addresses, telephone numbers and names)	Unit 1.3/p.12/Ex.3B Unit 1.4/p.14/Ex.3D Unit 1.4/p.15/Ex.4A Unit 2.1/p.18/Ex.2B Unit 2.3/p.22/Ex.2C Unit 3.3/p.35/Ex.6C Unit 3.4/p.37/Ex.4A Unit 4.1/p.40/Ex.2C Unit 4.3/p.44/Ex.2B Unit 5.3/p.56/Ex.2B Unit 6.1/p.62/Ex.2C Unit 6.3/p.66/Ex.3 Unit 6.4/p.69/Ex.3B Conso l.3/p.72/Ex.4B Unit 8.2/p.86/Ex.3B Conso l.4/p.94/Ex.3A Unit 9.3/p.100/Ex.3A Unit 9.4/p.103/Ex.4C Unit 10.2/p.108/Ex.2B Unit 10.4/p.113/Ex.3C Conso l.4/p.116/Ex.3B	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

)) SPEAKING

PTE General Level A1 Description

Candidates may have to:
- Respond to and express greetings, introductions and farewells.
- Respond to and express thanks.
- Ask for and give information.
- Describe people, including themselves.
- Spell their name and address.
- Describe activities.
- Describe possessions and everyday items.
- Instruct and direct people.
- Express likes and dislikes.
- Handle simple numbers up to 100, simple costs, quantities, time and dates.
- Ask for repetition or clarification when they do not understand.

CEFR Description A1

Overall oral production
Can produce simple mainly isolated phrases about people and places.

Sustained monologue: describing experience
Can describe him/herself, what he/she does and where he/she lives.

Sustained monologue: putting a case (e.g. in a debate)
No descriptor available.

Public announcements
No descriptor available.

Addressing audiences
Can read a very short, rehearsed statement e.g. to introduce a speaker, propose a toast.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Sustained monologue	To assess ability to speak continuously 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 further questions or instructions which invite a more extended response, such as "Tell me something about your room."	Unit 2.1/p.19/Ex.6B Unit 2.4/p.25/Ex.3D Unit 3.3/p.34/Ex.1C Unit 4.4/p.47/Ex.4A Conso I.2/p.50/Ex.5E Unit 5.1/p.52/Ex.1B,2D Unit 5.4/p.59/Ex.5 Unit 6.4/p.69/Ex.3A Conso I.3/p.71/Ex.1 Unit 8.2/p.86/Ex.1A Unit 8.2/p.87/Ex.6C Unit 8.3/p.88/Ex.1 Unit 9.1/p.96/Ex.1A,3B Unit 9.1/p.97/Ex.7B Unit 9.2/p.98/Ex.1 Unit 9.4/p.102/Ex.1 Unit 9.4/p.103/Ex.5 Unit 10.2/p.109/Ex.5B Unit 10.4/p.112/Ex.1A Unit 10.4/p.113/Ex.3B Conso I.4/p.115/Ex.2B	With these activities it is important to encourage students to give extended responses. In PTE General level A1 they should be able to produce a long turn of 15-20 seconds

)) SPEAKING

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Describe picture	To assess ability to speak about a picture	A picture depicting a scene which is designed to elicit descriptions of: - people - interiors (e.g. home, school, stores, restaurants) - public places (e.g. streets, parks) - everyday activities	Unit 3.2/p.33/Ex.8 Unit 6.1/p.63/Ex.6 Unit 7.1/p.74/Ex.1A Unit 7.3/p.78/Ex.1A,3D	
Role play	To assess ability to perform and respond to basic language functions appropriately including the following language functions: - greeting and leave-taking - asking for things - asking for information - giving information - responding to requests - offering - responding to offers - thanking	The Interlocutor gives the test taker up to 15 seconds to read a role card with: - an explanation of the situation and the roles - 4–5 instructions involving at least two different functions - visual support where appropriate Including the following situations: - basic social encounters and gatherings - shopping - ordering food and drink - public transportation - about town	Unit 2.3/p.23/Ex.7 Unit 3.1/p.31/Ex.6 Unit 3.3/p.35/Ex.5B,7 Unit 3.4/p.37/Ex.4C Unit 5.3/p.56/Ex.4B Unit 5.3/p.57/Ex.5D Unit 6.3/p.66/Ex.4D Unit 6.3/p.67/Ex.7 Conso1.3/p.72/Ex.5C,6B Unit 7.3/p.79/Ex.4B,C Unit 10.3/p.111/Ex.3B,6B	These tasks will help students get accustomed to the format of a role play in the PTE General Section 13