

Speakout

2ND
EDITION

INTRODUCING THE NEW EDITION OF SPEAKOUT

The English language course that builds student confidence, motivates them to learn and helps them achieve their personal goals. Now updated in response to teachers' needs.



BBC

Developed in association
with BBC Worldwide and
BBC Learning English





Speakout is a comprehensive six-level English course for adults that follows a balanced approach to topics, language development and skills work.

Speakout's unique approach and authentic materials systematically develop all core skills throughout each unit.

Build your students' confidence in English.

- ▶ The clear, meaningful goals set out in the lessons help students see the relevance of what they're doing while the lesson structure and language models help them do their best.
- ▶ The authentic BBC clips and material and the plentiful recycling, feedback and remediation continue to build their confidence and motivation.

Get your students to spend more time on task and improve their English.

- ▶ The great content mirrors students' own lives and encourages them to talk about their interests, keeping them engaged.
- ▶ Regular homework activities and tests with instant feedback help students to see the areas they need to do to improve while the exercises are still fresh in their mind.

Help students achieve their personal goals.

- ▶ The learning tips and strategies develop students' study skills and their learner autonomy while the focus on real-life tasks (e.g. role play an interview) provide practical applications for their new language.
- ▶ The mapping to the Global Scale of English helps students track their skills at a granular level, giving them an indicator of their proficiency for university entrance and prospective employers.

AUTHENTIC LANGUAGE, REAL COMMUNICATION

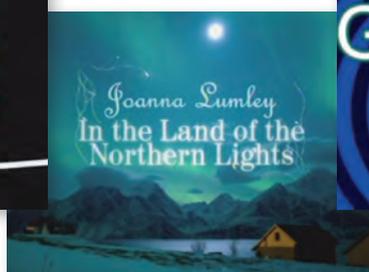
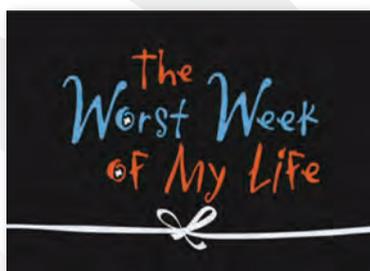


BBC programmes expose learners of all levels to real language and different varieties of English. The fun and exciting BBC documentaries, dramas and light entertainment programmes and the BBC street interviews enhance Speakout's tried and

tested approach to building your students' confidence. Each unit is structured around a clip and provides plenty of practice to give students confidence in using new language.



Academic Director,
British Study Centres





WHAT'S NEW IN THE 2ND EDITION?

You asked for more material to engage students...
We've added wonderful new material from the BBC to motivate learners.



BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?

by Johan Acosta

You wanted texts that were contemporary and relevant to your students...

Our new reading texts reflect the texts and voices students come across in real life.

You wanted your students to hear the different ways people speak English...

Our new authentic listening clips expose students to a wider variety of international accents.



D WORD STRESS Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

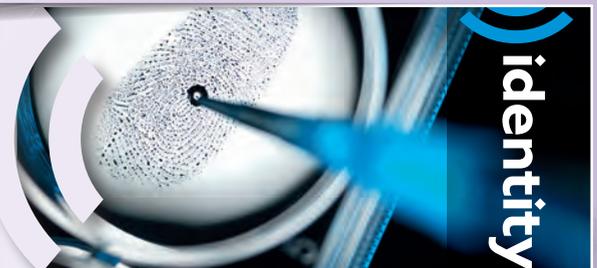
▶ page 148 **VOCABULARYBANK**

You asked for more support in improving students' pronunciation...

We've strengthened the syllabus with a wider range of pronunciation features and tasks.

You've told us that beautiful design is a delight to use in class...

The new, clear design makes every page easier to navigate while striking new visuals capture students' attention and prompt language practice.



speakout extra

You asked for 'more': more grammar, more skills work, more pronunciation...

The new online resource library **Speakout Extra** is chock full of additional grammar, vocabulary, pronunciation and skills practice and activities for exploiting the BBC clips and interviews.

You wanted better tools to measure students' performance...
The improved feedback features in MyEnglishLab makes it easier for teachers and learners to track how they're doing throughout the course.



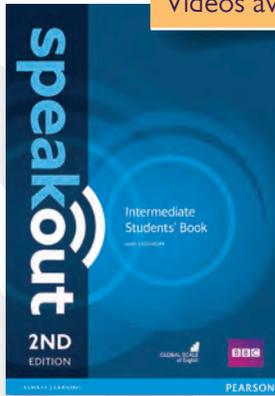
WHAT'S IN SPEAKOUT FOR STUDENTS?

“

From a student perspective it's easily accessible, with good, interesting, up-to-date topics for them to get involved in. All the while it provides an excellent balance of skills and systems so that students really feel like they're improving all areas of their English.”

Academic Director,
British Study Centres

Videos available online



Students' Book with DVD-ROM

Every unit has a spread based on a BBC video clip. Each lesson consolidates language and leads to extended speaking and writing tasks.

- Twelve units with 90 to 120 hours of teaching material.
- Comprehensive Language Bank with detailed explanations and extra practice.
- Photo bank to expand vocabulary.
- Audio and video scripts.
- Clear instructions make teaching and learning easier.
- Class audio material.
- BBC clips and interviews.



Workbook

The Workbook exercises complement the Students' Book. Regular review sections help learners consolidate what they have learned.

- Additional grammar, vocabulary and pronunciation exercises.
- Additional functional language practice exercises.
- Additional reading, listening and writing practice.
- Regular review and check sections.
- Audio practice material available online.
- Versions available with and without key.

MyEnglishLab

MyEnglishLab provides a fully blended and personalised learning environment for students.

- Interactive Workbook with instant feedback and automatic gradebook.
- Tips and feedback encourage students to work out answers themselves.
- Extends learning outside the classroom.



BBC

Clips from BBC documentaries, dramas and light entertainment programmes, and interviews on the streets enhance Speakout's tried and tested approach to building your students' confidence.

GOING LOCAL
BBC

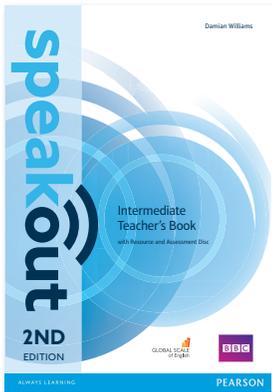


WHAT'S IN SPEAKOUT FOR TEACHERS?



From a teacher's point of view, it's very supportive and engaging. It's easy for a newly qualified CELTA recruit to 'pick up and go' and refreshing enough for even the most jaded TEFL 'lifer' to rediscover the joy of teaching.

Academic Director,
British Study Centres



Teacher's Book with Resource and Assessment Disc

Teacher's notes for every unit include warmers, fillers, alternative suggestions, culture notes and answer keys.

- Tips on teaching grammar, lexis, pronunciation, using video etc.
- Photocopiable grammar, vocabulary and functional language worksheets.
- Class audio and video scripts.
- Unit and achievement tests.
- Mid and end of course tests.
- Test audio, audio scripts and answer keys.

ActiveTeach

Bring the course alive in the classroom. Integrated whiteboard software allows you to add notes, embed files and save your work, reducing preparation time.

- Reveal answers to exercises from the Student's book and the Workbook at the touch of a button.
- Time coded scripts integrated into audio and video content.
- Easy navigation around the Language Bank and Photo Bank.
- Extra resources in every unit: editable scripts, worksheets and tests.
- Grammar and vocabulary review games.
- Useful tools include a regular keyboard, an interactive phonetic chart, a stopwatch and score card.

MyEnglishLab

MyEnglishLab allows you to customise the course and saves you time with access to a bank of ready-made materials.

- Assign homework to individuals, groups or the whole class.
- A common error report highlights mistakes and informs teaching.
- Extra practice in grammar, vocabulary and skills.
- Unit and achievement tests.
- Mid and end of course tests.
- Interactive exercises for BBC interviews.

Class Audio CDs

- Audio material for use in class.



speakout extra

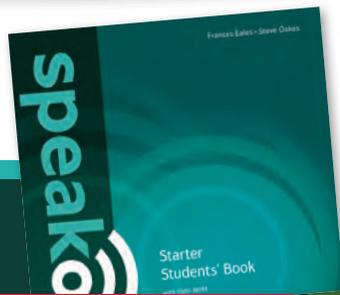
An online bank of additional downloadable exercises.

- Additional grammar, vocabulary, pronunciation and skills practice.
- Includes extra exploitation activities to help learners get the most out of the BBC clips.
- Available online as downloadable worksheets.

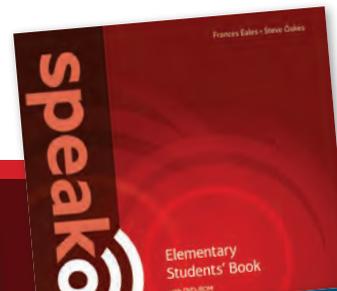
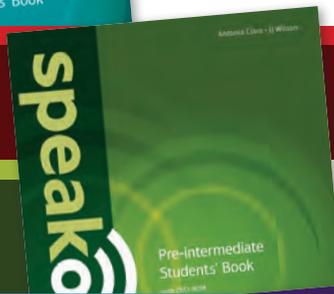


SPEAKOUT IS MAPPED TO THE GLOBAL SCALE OF ENGLISH

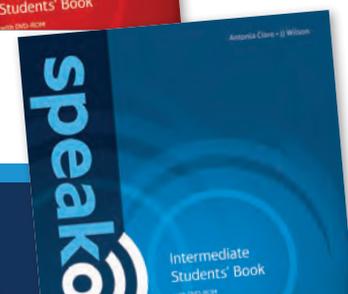
Starter
A1 GSE 22 – 32



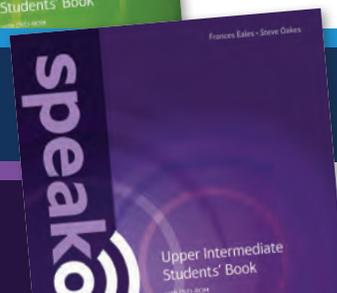
Elementary
A1 to A2 GSE 27 – 39



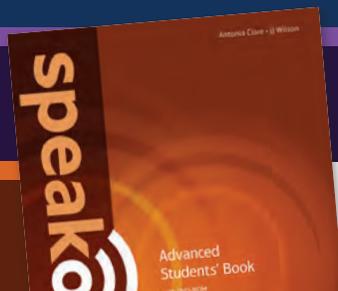
Pre-Intermediate
A2 to B1 GSE 36 – 46



Intermediate
B1 to B1+ GSE 46 – 58



Upper-Intermediate
B1+ to B2 GSE 57 – 68



Advanced
B2+ to C1 GSE 68 – 79

GLOBAL SCALE of English

The Global Scale of English is a standardised, granular scale from 10 to 90, which measures English language proficiency. Unlike other frameworks, which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills. The scale is designed to motivate learners by demonstrating incremental, step-by-step progress in their language ability.

GSE	10	20	30	40	50	60	70	80	90
Advanced									
Upper Intermediate									
Intermediate									
Pre-intermediate									
Elementary									
Starter									
CEFR		<A1	A1	A2 ⁺	B1 ⁺	B2 ⁺	C1	C2	

Learn about the Global Scale of English at www.english.com/gse

23-Speaking
Can greet people using a few basic fixed expressions (Elementary, Unit 1)

38-Reading
Can find specific information in simple letters, brochures and short articles (Pre-Intermediate, Unit 7)

46-Listening
Can follow the main points of extended discussion around them if in standard speech (Intermediate, Unit 3)

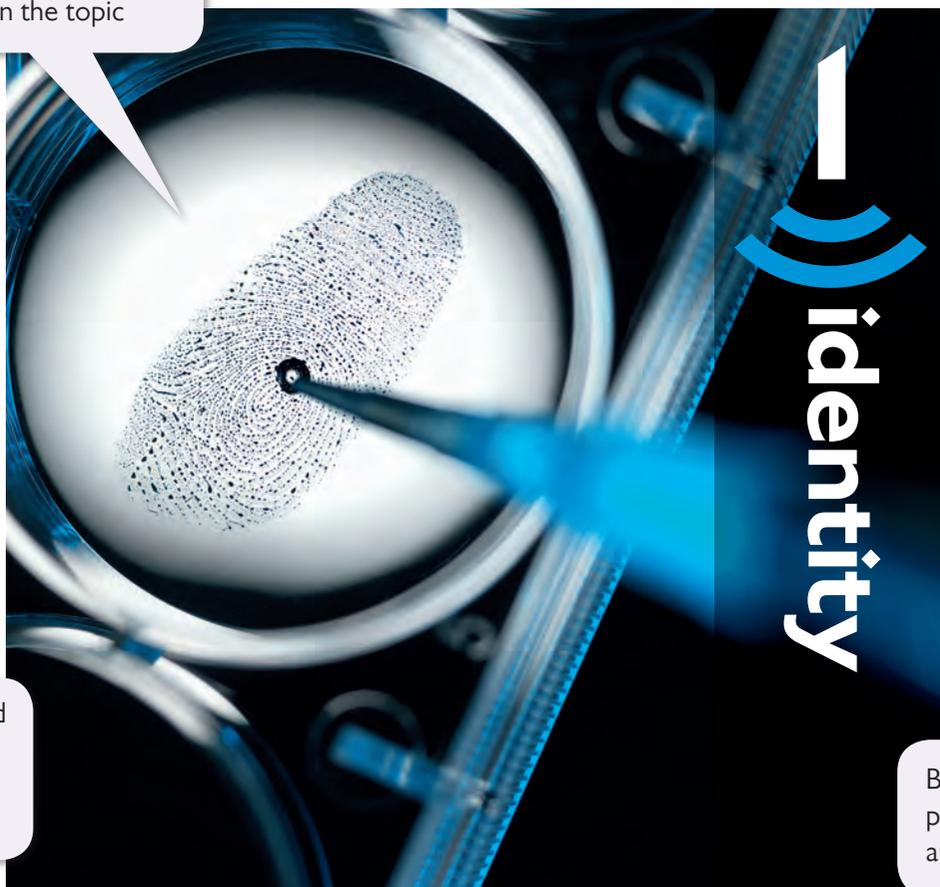
58-Writing
Can write a structured text clearly signalling main points and supporting details (Upper Intermediate, Unit 4)



LOOK INSIDE

Each unit in the Students' Book has an introductory page, two main input lessons covering grammar, vocabulary, pronunciation and skills work, a functional lesson and a skills-consolidation lesson based on a clip from a BBC programme. The unit culminates with a page of Lookback exercises and there is a detailed Language Bank, Photo Bank and Communication Bank at the back of the book.

Striking images provoke interest in the topic



Language focus and outcomes clearly stated at the start of each lesson

BBC interviews provide models of authentic language

			
ME AND MY LANGUAGES p8	SAME OR DIFFERENT p11	TELL ME ABOUT YOURSELF p14	THE BLIND PAINTER p16
SPEAKING	I.1 Talk about important dates in your life I.2 Talk about the differences between men and women I.3 Role-play an interview I.4 Speak about yourself for 60 seconds		 BBC INTERVIEWS  What does family mean to you?  7
LISTENING	I.2 Listen to a set of instructions and do a test I.3 Listen to three interviews I.4 Watch a BBC documentary about a blind artist		
READING	I.1 Read about bilingualism I.3 Read tips on doing successful interviews		
WRITING	I.1 Write an email of introduction I.4 Write a personal description		

Key vocabulary introduced and practised in context

Grammar presented in context with clear explanations and plenty of practice

1.1 ME AND MY LANGUAGES

VOCABULARY
LANGUAGE

1 A Read questions 1–10. What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.

- Why are you learning English? For work, exams, travel, etc.?
- Do you speak any languages apart from your **mother tongue** and English?
- Who is the best language learner in your family?
- Did you use any **learning strategies** when studying your second language? Which?
- When was the first time you used a **foreign language** outside the classroom?
- Do you have the chance to speak/write to **native speakers** regularly?
- Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?
- Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?
- Which **skill** is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?
- Do you know anyone who is **bilingual**? What advantages might they have in life?

B Work in groups. Discuss your answers to questions 1–10.

2 Answer the questions.

- Which words in bold in questions 1–10 have silent letters?
- What are the silent letters in these words: *science, talk, listen, know, right, wrong, hours, guess*?
- Which statement (a or b) do you think is true?
 - Most words in English are spelt differently to how they are pronounced.
 - Under twenty percent of words in English are spelt differently to how they are pronounced.

speakOut TIP
Around fourteen percent of English words have irregular spelling; they are spelt differently to how they are pronounced. When you learn new words, try to hear them. Watch out for silent letters!

BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?

by Johan Acosta

Grandpa shouts, "Dinner's ready" in Danish. My mother asks me in English to lay the table. As I do so, I catch the theme tune of the Brazilian soap opera on TV in the living room, where my sister is relaxing. She speaks perfect Portuguese. My father asks her to record the programme in his native Spanish, and we take our places at the table. And what's on the menu? Italian meatballs.

We know we aren't a normal family. At any moment, you might hear conversations in four different languages, and almost everyone understands almost everything. But what is normal these days? My mother is half-Danish, half-English, and my father, who is from Bolivia, speaks Spanish and Guarani. Because of my mother's work (she's now retired), we lived in Brazil, Italy and Germany, so we picked up three more languages. Now as adults, my sister and I both speak six languages.

Being bilingual, or in our case multilingual, has so many advantages. All the recent research suggests we benefit in many ways: social, cultural, economic, academic, and intellectual. The research has also destroyed some of those persistent myths.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds. The truth is that around fifty percent of the world's inhabitants are bilingual. The continents with the most linguistic diversity are Asia and Africa. In Nigeria alone, 500 languages are spoken, in India 400.

Some people believe that you have to learn both languages as a child to be truly bilingual. My sister and I are fortunate in this respect, but we know countless people who have mastered a second language as adults. They may not have such perfect pronunciation as those who acquire their second language as children, but they are still completely fluent and accurate.

Another myth about bilinguals concerns identity. Some people think we have split personalities. As kids, my sister and I were often asked "But where are you really from? Don't you get confused?" Not at all. I am me, the product of many cultures. I can switch languages easily, according to where I am and who I'm with, and this seems completely natural to me.

As for the benefits, bilinguals do better on certain tests, are better protected against mental illnesses such as Alzheimer's, gain insights into other cultures, have access to more of the world's information, and are in some contexts more employable. Being bilingual has made me who I am, and for that I'm grateful.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds.

GRAMMAR
QUESTION FORMS

4 A Read sentences 1–6 and answer questions a)–e).

- Do you **speak** other languages?
- Did you use any **learning strategies**?
- Who did you **talk to**?
- What **happened**?
- What did you **talk about**?
- Who is the best language learner in your family?

- Underline the main verb in each question. (The first has been done for you.)
- Circle the auxiliary verbs. Which auxiliary refers to the past? Which refers to the present?
- Which two questions end in a preposition: *of, by, etc.*?
- Which two questions use *wh-* words to refer to the subject (the person who does the action, or the action itself) and don't use an auxiliary verb?

▷ page 128 LANGUAGEBANK

B **1.1** **INTONATION: *wh-* questions** Listen to the questions in Exercise 4A. Are the question words (*wh-* words) in 3–6 said in a higher or a lower voice?

C Listen and say the questions at the same time.

5 Put the words in the correct order to make questions.

- do / every / you / day / study?
- your / any / did / languages / teach / parents / you / other?
- is / learner / who / the / best / you / language / know?
- was / teacher / your / English / first / who?
- do / do / you / remember / what / English / to / words / in?
- languages / you / what / do / to / like / listening?
- do / what / watch / you / English / in / TV / programmes?
- foreign / did / speak / first / when / language / a / you?

B Choose three of the questions to ask other students.

PEAKING

A Write four dates, four names and four places that are important to you.
Dates: 7 May 2008 – My son was born.
Names:
Places:

B Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

Focus on reading and/or listening in every spread

Learners referred to *Language Bank* at the back of the book for further practice

Special pronunciation sections in each lesson

You asked for a wider range of texts...
so we added new reading and listening texts.

Writing sections focus on different genres and sub-skills

Key vocabulary introduced and practised in context

Focus on reading and/or listening in every spread

WRITING

EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

7 A When would you write a letter or email to introduce yourself?
B Read the emails. Why are the people writing? Which sentences tell us?

To: ramirez@languagestar.net Subject: Spanish conversation class

Hi Hernan,
My name's Julia Brown. I heard from my friend Nichola Lazarus that you're running a Spanish conversation class. She said you'd be happy to accept a few more people. My mother tongue is English but I picked up some Spanish years ago when I was travelling in Latin America. I really want to develop my fluency and accuracy, so I'd love to join the class. Hope to hear from you soon.
All the best,
Julia 😊

To: GND staff Subject: Greetings

Dear Colleagues,
As you probably know, next month I will start work as the new director of the Language Teaching Education Programme. For those of you who don't know me, I would like to take this opportunity to introduce myself. Since 2010, I have worked at the School of Education at Borodiv University. I have been involved in a number of language teacher education projects across Europe and I worked extensively on the Star Placement Initiative that placed six thousand native speakers in language classrooms in eight countries. I am married with two children and my family is bilingual in English and Turkish.
I look forward to working with you.
Yours sincerely,
Talya Osman

8 Read the five steps for good email writing. Do you think the emails in Exercise 7B follow steps 1–3?
1 Aim for your audience: think about who you are writing to. Is the email formal or informal?
2 Be brief: try not to use too many words. Emails shouldn't go on for pages.
3 Communicate clearly: use simple, clear language and simple sentence structure.
4 Do two drafts: write a first version and then rewrite.
5 Edit everything: check grammar, vocabulary, spelling and punctuation before sending.



9 A Look at the emails in Exercise 7B again. Which one is formal and which is informal? How do you know?
B Answer questions 1–4 with formal (F) or informal (I).
1 Which email uses full forms of verbs (*I will, I would*) instead of contractions (*you're, I'd*)?
2 Which email leaves out words (e.g. *Hope to ...*)?
3 Which email is spoken English?
4 Which email uses a complex sentence?

C Complete the email from the email.

Greeting
(formal): _____
(informal): _____

Introduction
(formal): I wrote this _____
(informal): My _____

Final message
(formal): _____
(informal): _____

Goodbye
(formal): _____
(informal): All the best

10 Choose a situation and write an email. Think about the style: formal or informal.

Situation 1
You are going to join a conversation class. Write an email introducing yourself to the teacher and the class. Mention your experience of learning English and say why you want to join the class.

Situation 2
Next week you start a multinational company. Write an email to your colleagues speaking different languages. Introduce yourself, mention your experience of learning English and say why you want to join the class.

SAME OR DIFFERENT?

VOCABULARY

RELATIONSHIPS

1 A Work in pairs. Think of all the people you have talked to in the last 24 hours. What relationship do they have to you?
B Look at the words in the box and answer the questions.

boss-and-employee
classmates
partner
team-mates
member
godfather and godmother
mentor and pupil
fiancée and fiancé

1 Which pair works together? *boss and employee*
2 Which pair promises to help guide a child through life?
3 Which pair is going to get married?
4 Which pair involves one person learning from the other?
5 Which word describes people who play in the same sports team?
6 Which word describes people who go to the same class?
7 Which word describes a person who is part of a club?
8 Which word is a general word for someone who you do something with?

C Listen to six sentences. Tick the words in the box in Exercise 1B which you hear.

D **WORD STRESS** Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

▶ page 148 **VOCABULARY BANK**

LISTENING

3 A Read the text. Discuss. Do you think male and female brains are different? How? What are the stereotypes of men and women in your country?



Are men's and women's brains wired differently?

Is it true that men are from Venus and women are from Mars? Some researchers think that male and female brains are wired differently, with male brains wired from back to front, and female brains wired from side to side. This might explain why men are good at performing a single task, like cycling or navigating, whereas women might be better at multi-tasking. Other researchers disagree, however. What do YOU think? Try the bike test to find out if your brain is male or female.

B Take a piece of paper. Listen to Part 1 and 2 and follow the bike test instructions.
C Listen to the explanation in Part 3. Turn to page 158 and check your picture. How many parts did your bike have? Could it work? Does it have a person on it? Compare your picture with other students'.
D Discuss the questions.
1 Was the explanation correct for you?
2 Do you agree with the presenter's views about men and women?
“Women think people are important. Men, on the other hand, are more interested in getting the machine right.”

Special pronunciation sections in each lesson

Useful learning tips included in each unit

You wanted more grammar...
so we've added more grammar practice
and made it more explicit.

Grammar presented in context
with clear explanations and
plenty of practice

Vocabulary Plus sections focus on
word-building skills and other
useful areas such as collocation,
affixation, multi-word verbs, etc.

1.2

SPEAKING

4 A Read the information. Which comments do you agree/disagree with? Can you think of any opinions to add?

Are men & women really different?

We asked for comments and this is what you said.

↓

"Absolutely! Men can't watch sport on TV **and** talk to their girlfriend at the same time."

"WOMEN DON'T KNOW HOW TO READ MAPS."

"Women remember **every outfit they've worn** for the past twenty years. Men **can't remember** what they were wearing yesterday without looking on the floor."

"Men can buy a pair of shoes on the internet in 90 seconds. Women like to take three weeks."

"A baby is crying, a dog is barking, a doorbell is ringing, but the man of the house is sleeping. **Men can sleep through anything.** Women can't!"

"Men speak in sentences. Women speak in paragraphs."

B Do the men and women in your life conform to the normal stereotypes? Why?/Why not?

GRAMMAR

REVIEW OF VERB TENSES

5 A Match the underlined verbs below with the tenses a)–d).

- We asked for comments and this is what you said.
- Men can't remember what they were wearing yesterday.
- Women remember every outfit they've worn for the past twenty years.
- A baby is crying.

a) present simple
b) present continuous
c) past simple
d) past continuous

B Complete the rules with the correct verb form.

RULES

- We use _____ for action situations that are finished
- We use _____ for things at a particular moment in the past
- We use _____ for habits things that are always true.
- We use _____ when something is in the middle of an action at a particular moment in the past.

C Read about state verbs. Underline the correct form in the text above.

RULES

Some verbs are not usually used in the continuous form, e.g. want, like, know, understand, know. These are called state verbs.

▶ page 128 **LANGUAGEBANK**

6 A Read the text below and put brackets into the correct tense.

My name is Matsuko Tamazuri, and I ¹ _____ (be) French and Spanish at university. I ² _____ (grow up) in New York. When I first ³ _____ (come) here, everything ⁴ _____ (be) different: the food, the clothes. Now I ⁵ _____ (enjoy) it. I ⁶ _____ (feel) like home! I have a boyfriend. I ⁷ _____ (meet) him when I ⁸ _____ (go) to a café. My hobbies ⁹ _____ (be) playing the net and singing. I ¹⁰ _____ (go) to the gym every day, usually in the bath.

B Work in pairs. Ask questions about your partner's personal profile. Use the prompts to help.

Language Bank provides detailed explanations and further practice

Speaking activities encourage learners to personalise language

1.2

GRAMMAR

REVIEW OF VERB TENSES

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VOCABULARY PLUS

COLLOCATIONS

7 A Work in pairs and do the quiz.

B Turn to page 158 and read the text to check your answers.

8 A Look at the quiz again. Find and circle five expressions using *take, get, do* and *go*.

B Write the expressions in italics in the correct places in the word webs below.

1 *on a diet, home, off something, for a drink/a walk/a meal, grey*

go

- _____ *on a diet* (start something)
- _____ (become)
- _____ (move to a place)
- _____ (other expressions)

2 *responsibility for, after someone, part in something, a taxi*

take

- _____ (go in a vehicle)
- _____ (join in)
- _____ (phrasal verbs)
- _____ (other expressions)

3 *married, a job/degree, on with someone, here*

get

- _____ (become)
- _____ (obtain)
- _____ (go somewhere)
- _____ (phrasal verbs)

4 *exercise, research, housework, someone a favour*

do

- _____ (activity)
- _____ (responsibilities and tasks)
- _____ (find information)
- _____ (help someone)

▶ page 148 **VOCABULARYBANK**

1.2

What women really think

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about everything from their eating habits to their relationships and family values, to find out what they really think.

How do you think they responded?

- 1** How many women in the UK would prefer to have a male boss?
a) less than 30% b) about 50% c) over 70%
- 2** How many women spend more than seven hours a week doing exercise?
a) 4% b) 15% c) 30%
- 3** What is the biggest challenge for women today?
a) staying healthy b) making enough money
c) balancing home and work life
- 4** What do women think is the best age to get married?
a) between 21 and 24 b) between 25 and 29
c) over 30
- 5** What do 59% of women think fathers should take more responsibility for?
a) their children b) doing the housework
c) organising holidays
- 6** According to women, how much housework do they do?
a) more than 50% b) over 75% c) nearly all of it
- 7** How many women aged 45–54 met their husbands through the internet?
a) 1% b) 9% c) 16%
- 8** How many women have gone on a diet in the past?
a) 20% b) between 35% and 45% c) over 50%

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You asked for more material to engage students... so we've added wonderful new material from the BBC to motivate learners.

Learn to sections develop listening and speaking skills

Focus on useful functional areas such as talking about yourself, dealing with misunderstandings, etc.

Reading and vocabulary exercises are a motivating lead-in to the lesson

1.3 TELL ME ABOUT YOURSELF

• talking about yourself
 • intonation: sounding polite
 • interview advice

5 Tips to help you

1. Prepare to get into the university or the job of your dreams? Even before the interview, you might need to catch someone's attention. The Dean of Admissions at Harvard University says he often receives flowers and chocolates from potential students. One student sent references every day for three months. Eventually, he even sent a letter from his dentist saying how nice his teeth were. He didn't get an interview.
2. For those of you who do make the interview stage, here are five top tips:
 - 1 Be prepared. Do some research about the university or company so you know what questions to ask.
 - 2 Dress appropriately. You don't have to dress smartly but you should look clean. And don't wearbling (large pieces of jewellery).
 - 3 Arrive on time. Fifteen minutes early is OK.
 - 4 Shake hands firmly and make eye contact. First impressions are important.
 - 5 Speak clearly and try to offer full answers rather than short responses. This shows your enthusiasm.

1.4 THE BLIND PAINTER

DVD PREVIEW

- 1 Work in pairs and discuss the questions.
 - 1 What creative or sporting activities are important to you? How would you feel if you couldn't do them any more?
 - 2 Which creative or sporting activities would be particularly difficult if you were blind? What problems do you think a blind person would have?
- 2 Read about the programme. What caused Sargy Mann to go blind? What happened after he went totally blind?

DVD VIEW

- 1 Watch the DVD. What does Sargy use to help him paint? What do you think of his paintings?
- 2 Answer the questions.
 - 1 What do you know about Sargy Mann after watching the clip?
 - 2 Why did Sargy start to paint again after he went blind?
 - 3 How does he use Blu-Tack to help him paint?
 - 4 Who buys his artwork?
- 3 Look at the quotes from the DVD. Try to complete the phrases using the words in the box.

sensation go edgy coordinates landscape nonsense

 - 1 The idea of painting when you were totally blind seemed a _____ to me.
 - 2 I wonder what would happen if I give that a _____.
 - 3 I had the most extraordinary _____.
 - 4 Pre total blindness, I would say I was a _____ painter.
- 4 Now the thing about these bits of Blu-Tack of course is that what they are actually is _____.
 - a) a very strange or unusual feeling
 - b) an artist who paints the countryside and scenery
 - c) experimental or avant-garde
 - d) numbers or information used to indicate a point
 - e) looked like a silly idea
 - f) led to something
- 5 Discuss the questions.
 - 1 Do you think that Sargy Mann would have been such a successful artist if he was not blind?
 - 2 Can you think of other people who have achieved great things despite physical disabilities?

FUNCTION

TALKING ABOUT YOURSELF

4 A D 1.5 Listen to three extracts from interviews and answer the questions.

- 1 What types of interview are they?
- 2 Which interviewee doesn't follow the five tips? What does he/she do wrong?

B Answer questions 1-6. Listen again to check.

Interview 1

- 1 What does the student want to practise?
- 2 What types of classes are in the afternoons?

Interview 2

- 3 What did the girl organise on the summer camp?
- 4 What 'can be difficult' according to the interviewer?

Interview 3

- 5 What does the man want to know?
- 6 Why are online courses more difficult than face-to-face courses, according to the interviewer?

5 A Read the extracts from the interviews. Underline the expressions that introduce a question.

Extract 1

T: OK ... Is there anything else?
S: Could I ask a question?

Extract 2

I: There are a couple of things I'd like to ask about. Your CV says you have some experience of looking after children?
A: Yes, I was a tutor on a summer camp last year.
I: Can I ask you about that? What type of things did you do?
Extract 3
I: I think that's about it. Do you have any questions? Any queries?
S: Um, yes, actually I do have a query.

B Read the extracts below and underline the expressions that are used to introduce an opinion.

Extract 1

S: I've ... spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh ...

Extract 2

I: OK. And you enjoyed it?
A: Yes.
I: What aspect, what part did you enjoy, would you say?
A: I suppose I'd have to say I liked the games best ...
I: ... We often find that different ages together can be difficult.
A: It depends. In my opinion, you can usually get the older children to help the younger ones.

Extract 3

S: So I wouldn't need to attend classes?
I: Not for the online courses. But ... well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses.

page 128 LANGUAGEBANK

LEARN TO

USE TWO-WORD RESPONSES

7 A Match expressions 1-5 with expressions a-e).

- 1 Of course. a) Please continue.
- 2 That's right. b) You're correct.
- 3 I see. c) You're welcome.
- 4 No problem. d) Yes, definitely.
- 5 Go ahead. e) Understood.

B Which expressions in Exercise 7A are more formal? Read audio script 1.5 on page 164 to see how the expressions are used.

C I 1.6 INTONATION: sounding polite Listen to the expressions in Exercise 7A. Notice how the speaker begins the expression with a high pitch to sound friendly. Listen again and repeat.

SPEAKING

8 Role-play an interview in pairs. Follow instructions 1-5.

- 1 Either choose one of the interview types in Exercise 1A or Student A turn to page 158 and Student B turn to page 162.
- 2 Decide on your roles.
- 3 Interviewer: think of questions. You can make notes if you wish. Interviewee: guess what type of questions the interviewer will ask and prepare answers.
- 4 Practise your role-play.
- 5 Perform it in front of other students.

speaktalk 60 seconds about you

writeback a personal description

5 A D 1.5 Listen to Monika talking about herself. Which questions does she answer from the questionnaire below? What does she say?

Who are you?

- 1 What three words best describe you?
- 2 What is your idea of perfect happiness?
- 3 What possession is most important to you?
- 4 What is your greatest achievement?
- 5 What do you like most, least, about your lifestyle?
- 6 What is your favourite sound, smell and taste?
- 7 What do you always carry with you?
- 8 Who would be your perfect dinner date? Why?
- 9 What's your favourite month and why?
- 10 If you could change one thing about the past, what would it be?

B Listen again. Complete the phrases Monika uses.

I 1.5 PHRASES

I'm going to tell you _____ about myself.
I think three things that describe me would be _____, _____, _____ and _____.
One of the things I _____ about my lifestyle, I suppose that's one _____ I don't like.
In the summer, I love to _____ to the coast. It makes me feel _____.

C Prepare to talk about yourself for 60 seconds. Choose two or three questions from the questionnaire in Exercise 5A. Plan your answer. Practise and time your presentation to check you can say it all in just 60 seconds.

D Work in pairs and take turns to give your presentation. Take notes on your partner's presentation. What do you have in common?

6 A Read the text. What do you think are Stephen's main achievements?

Stephan Wilding in 100 words:

Stephan decided to change his degree from pharmacology to studying Thai at the School of Oriental Studies in London. When he finished university, he spent a year in Thailand teaching English before returning to London to work for a company. He then decided to start his own business. He spent his savings to start his own company. He recently won a contract to build a building for a design company, so the future is looking bright.

B Work in pairs. You are going to write a short description of your partner. Check your notes from Exercise 5D and ask your partner questions if you think you need more information. Then use the text in Exercise 6A to help you write your description (100 words).

Learners consolidate language and build their confidence with models, key phrases and speaking and written communication tasks

1.5 (LOOKBACK)

LANGUAGE

1 A Read the advice from a 1950's English course book. Complete the sentences with the words in the box.

foreign strategy jargon bilingual
native speakers fluency slang accuracy
skill mother tongue

- 1 Using the right method, _____ in the target language is possible after just a few weeks.
- 2 Students should talk with _____ only. Exposure to other learners will result in new errors.
- 3 To improve _____, the student should copy out several pages from the textbook every day.
- 4 The student's biggest problem is translating every word of English into his _____.
- 5 The best _____ is for the student to imitate the recordings for an hour at a time.
- 6 It is unnecessary to learn _____ words unless the learner needs them for a specific job.
- 7 It is impossible to become _____ unless the second language was learnt in childhood.
- 8 Students should avoid _____ because it isn't proper English.
- 9 To improve the listening _____, the student should listen daily to _____.
- 10 The _____ of the student's pronunciation should be corrected every time he makes a mistake.

B Which of these are still useful? Change any advice you disagree with. Compare your ideas with a partner.

FUNCTION FORMS

2 Find and correct the mistakes in the questions below. Four of the questions are correct.

- 1 When you started studying English?
- 2 Who did helped you to learn English?
- 3 What annoys you about your job or your studies?
- 4 Did you to learn anything important at school?
- 5 Do you to enjoy learning languages?
- 6 In your job or studies, is there anything you are not happy with?
- 7 When you imagine the perfect career, what do you think of?
- 8 What keeps you awake at night?
- 9 Ask your partner four of the questions.

RELATIONSHIPS

3 A Put the letters in the correct order to find the names of twelve types of people.

1 tomdogher 5 ceanife 9 sobz
2 niface 6 breeem 10 emeyloep
3 ilupp 7 stamcaed 11 trenom
4 inraterp 8 delthagorf 12 mmatteie

B Work in pairs. Which of these people do you know or have in your life? Which of these are you?

REVIEW OF VERB TENSES

4 A Find and correct the mistakes. Five of the underlined verbs are incorrect.

TIP 100

I have a job to work this morning when I _____ (was) _____ Mr Gonzalez, my old Spanish teacher. He _____ (was wearing) a leather jacket and carrying a guitar. I _____ (ask) him how he was. He said, 'I'm _____ (to go) to my band practice. I _____ (can't) wait!' He replied, 'I _____ (don't) really have any more. It _____ (wasn't) really the best job for me. A few years ago I _____ (was) _____ a band called 'The Big Easy'. We _____ (had) made much money, but I _____ (lost) the lifestyle.' I asked him where he lived and he said, 'I _____ (live) _____ in my caravan at the moment. I _____ (travel) a lot. I'm a child of the sixties!'

B Write a short diary entry about an interesting or unusual day.

TALKING ABOUT YOURSELF

5 A Complete the conversations. Write an expression from the box in the correct place in the sentence.

query-about like to say you about I ask about thing I'd

query about

- 1 A: I have a/the class. Do I have to bring a pen?
B: No, it's a computer class.
- 2 A: Could a question? Where does the tennis class meet?
B: At the tennis courts.
- 3 A: I'd have I'm not sure you're qualified. Why should we employ you for the library position?
B: Because I'm good with children and animals.
- 4 A: There are a couple of things I'd ask. Firstly, can you work on Saturdays?
B: Is that at the weekend?
5 A: One like to say is that you look good for your age. How old are you?
B: Thirty.
- 6 A: Can I ask your latest film, Philadelphia? Where is it set?
B: In Philadelphia.

B Work in pairs. Write an interview (a job, a place on a course, a magazine interview). Use the expressions in Exercises 5 and 6 on page 15 to help.

C Work in groups and take turns to role-play your interview.

Learners read about the BBC video clip in preparation for viewing and perform different tasks to help them understand the clip

The Lookback exercises provide regular recycling of new language and are an enjoyable test of the language covered

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Message from the authors

“

Our first priority in writing Speakout Second Edition was to find out what people liked about the first edition and what could be improved. To that end, we asked teachers and learners around the world for feedback on every level of the course. What did they like? What worked well in class? What changes would they like to see?

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Antonia Clare, Frances Eales,
Steve Oakes, JJ Wilson

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