GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference

BBC

Speak out

3RD EDITION

B1

Student's Book and eBook
with Online Practice

GSE

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Pearson

P Pearson

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Speak out

Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, *Speakout 3rd Edition* is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular emphasis on developing learners' confidence in speaking.

Speakout 3rd Edition is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh new look and feel. With a clearer layout and lesson flow, and an enhanced digital environment offering even more flexibility, the new edition Presentation Tool and Student's eBook can be used on any device – computer, tablet and mobile phone – and all activities from the eBook and the Online Practice report to the gradebook.

We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation syllabus, and interactive speaking practice activities which provide students with out-of-class, on-the-go speaking practice.

Speakout 3rd Edition features all-new BBC programme clips, street interviews, and vlogs filmed by people from around the world, all of which bring authenticity to the course and encourage students to be more motivated and confident in learning English. The Global Scale of English is embedded in the course, making it clear for learners and teachers why they are doing every task as well as providing a tangible framework for assessment and measurement of progress. 'How to …' lessons and Future Skills boxes bring real-world strategies into the course, meaning that employability and personal growth are embedded within the lesson content. There are also independent Mediation lessons at the back of every Student's Book from A2 to C1–C2 to further develop learners' soft and employability skills. The course is also mapped to the Adult Benchmark Tests, which provide clear, at-a-glance reporting, helping learners become more purposeful about their learning, and to Pearson English International Certificate, which is for learners wishing to take a test that gives them a proficiency certificate.

Accessibility is of paramount importance for *Speakout 3rd edition*, as we are committed as a company to providing education which is available to all. We offer extensive support for learners with many different accessibility needs, such as:

- All our digital content has an accessibility layer powered by a built-in screenreader, that allows the learners to fully engage with the exercises and complete them successfully. We also offer a 'keyboard navigation only' mode.
- All informative images are equipped with Alternative text suitable for the learners' level.
- Media players are equipped with speed changing capability, as well as dynamic transcripts for audios, and subtitles and transcripts for videos.
- Content can be resized up to 400% without the disruption in user experience and a high contrast theme can be applied.
- Accessibility support for print components including audio support on reading texts for the visually impaired and guidance for teachers on how to help students with Dyslexia.

Mediation and Online interaction

Students strengthen their mediation skills as shown in a separate table on page 18. In addition, there are references to online interaction tasks in the Student's Book and support material, whereby students practice online conversation and discussion, and goal-oriented online transactions and collaboration.

Course components

- Student's Book and eBook with Online Practice
- Student's eBook with Online Practice Access Code
- Workbook with key
- Teacher's Book with Teacher's Portal Access Code
- Teacher's Portal Access Code

The Global Scale of English

The GSE is a numerical scale which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The GSE enables teachers and learners to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

It is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

GSE helps teachers to find the right course materials for the exact level and learning goals of their students. The chart below shows the range of objectives that are covered within the content. Knowing this helps you select course materials with the right level of support and challenge for your learners to help them make progress.

Speakout 3rd edition has been created using the GSE Learning Objectives for Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C$_A$)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018$_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CJ$_A$)	CEFR-J descriptor, adapted or edited
(CSE$_A$)	Eiken descriptor, adapted or edited
(E$_A$)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000$_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W$_A$)	WIDA ELD Standards (2012), adapted or edited

Speakout 3rd edition is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR A1 to C1-C2 (22–90 on the Global Scale of English).

Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22–32	Benchmark Test A	A1
A2	30–38	Benchmark Test A	Level 1 (A2)
A2+	36–44	Benchmark Test A	Level 1 (A2)
B1	42–52	Benchmark Test B1	Level 2 (B1)
B1+	50–60	Benchmark Test B1	Level 2 (B1)
B2	58–67	Benchmark Test B2	Level 3 (B2)
B2+	64–76	Benchmark Test B2	Level 3 (B2)
C1–C2	73–90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

Visit **English.com/gse** to learn more about the Global Scale of English.

Measuring proficiency using the Global Scale of English

The GSE underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark assessments alongside *Speakout 3rd edition*, you will be able to see the progress being made by students during their course of study You will also receive rich score reports which identify strengths and areas for improvement along with recommendations on how to address these areas using *Speakout 3rd edition*. For this level of *Speakout 3rd edition*, we recommend English Benchmark Test B1.

Your students may also want to take a test that gives them a proficiency certificate. For this level of *Speakout 3rd edition*, we recommend Pearson English International Certificate (PTE General) Level 2 (B1).

Find out more about our assessments at **https://www.pearson.com/english/assessment.html**

Using the information in this teacher booklet

The GSE teacher booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Speakout 3rd edition*, unit by unit. There are several ways in which this information can be used:

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher booklet list gives you a more complete picture of what is being studied

- The list can be used to support any reporting that you have to do (e.g., for students or for admin purposes)

- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The learning objectives enable you to see quickly the language functions that are most relevant to your students

The GSE Teacher Toolkit

This is a free online database that gives you easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text).

Access the database at **https://www.english.com/gse/teacher-toolkit/user/lo**.

The GSE Teacher Toolkit is a searchable database that will save you time when planning lessons:

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency

- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice

- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases

- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students

Speakout and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. The primary learning objectives are highlighted in **bold**. Where GSE values are shown in *italics* it indicates the GSE values are currently in draft form.

UNIT 1   people

GRAMMAR/FUNCTION: Present simple and present continuous • state verbs • adverbs of frequency • Verb patterns • How to … start and end a conversation • How to … keep a conversation going • Modifiers

VOCABULARY: People and relationships • personality adjectives • jobs • work • conversation topics

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	**Can give straightforward descriptions on a variety of familiar subjects. (C$_A$)**	47	B1 (43–50)	1A	2
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	1A	4
	Can summarise and comment on a short story or article and answer questions in detail. (C$_A$)	56	B1+ (51–58)	1B	6
	Can narrate a story. (C)	45	B1 (43–50)	1B	7
	Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right'). (CSE$_A$)	44	B1 (43–50)	1C	9
	Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (C$_A$)	47	B1 (43–50)	1C	9
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (C$_A$)	46	B1 (43–50)	1C	9
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	1D	11
Listening	**Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C$_A$)**	45	B1 (43–50)	1A	3
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C$_A$)	47	B1 (43–50)	1C	8, 9
	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	1D	10

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	1A	2
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	1B	6
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	1B	6
Writing	**Can write a short online profile. (P)**	44	B1 (43–50)	1A	4
	Can write a paragraph giving information about a job or interest. (P)	46	B1 (43–50)	1D	11
	Can write about personal experiences in a diary or online posting, given a model. (P)	44	B1 (43–50)	1D	11

UNIT 2   tale tellers

GRAMMAR/FUNCTION: Narrative tenses · Past simple and present perfect · How to … apologise and give reasons · prepositions of time

VOCABULARY: Adjectives for feelings · *-ed/-ing* adjectives · story words · types of film · collocations with *get* and *make*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	**Can give detailed accounts of experiences, describing feelings and reactions. (C)**	49	B1 (43–50)	2A	16
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	2B	17, 18, 19
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C_A)	45	B1 (43–50)	2B	19
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (C_A)	46	B1 (43–50)	2B	19
	Can make an apology with brief excuses or reasons. (P)	45	B1 (43–50)	2C	21
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	2C	20
	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	2D	23
Listening	**Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)**	43	B1 (43–50)	2A	15
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	2A	15
	Can understand problem and solution relationships in informal conversation. (P)	58	B1+ (51–58)	2C	21
Reading	**Can identify the main topic and related ideas in a structured text. (P)**	49	B1 (43–50)	2B	18
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	2B	18, 19
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	2D	22
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	2D	22
Writing	**Can write a story with a simple linear sequence. (C_A)**	45	B1 (43–50)	2A	16
	Can write a short review of a restaurant, movie, etc. using simple language. (P)	46	B1 (43–50)	2D	23

UNIT 3 questions

GRAMMAR/FUNCTION: Question forms · Future plans and intentions · How to … make polite inquiries · Phrasal verbs

VOCABULARY: Knowledge · verbs and nouns · decisions · facilities · places in a city

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	**Can carry out a prepared structured interview with some spontaneous follow-up questions. (C$_A$)**	45	B1 (43–50)	3A	27
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	3A	27
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	3B	29
	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	3B	31
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C$_A$)	49	B1 (43–50)	3C	33
	Can make polite enquiries. (P)	*49*	*B1 (43–50)*	3C	33
	Can convey simple information of immediate relevance and emphasise the main point. (C$_A$)	45	B1 (43–50)	3C	33
	Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (C$_A$)	47	B1 (43–50)	3D	35
Listening	**Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C$_A$)**	45	B1 (43–50)	3A	26
	Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly. (C$_A$)	49	B1 (43–50)	3A, 3D	26
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C$_A$)	47	B1 (43–50)	3C	33
Reading	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	3A	28
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	3B	29
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	3B	30
	Can understand simple details in simple informational texts (blogs, websites, catalogues etc.). (P)	*39*	*A2+ (36–42)*	3C	32

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	**Can write a basic formal email/letter requesting information. (P)**	46	B1 (43–50)	3A	28
	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	3B	30
	Can write about personal interests in some detail. (P)	47	B1 (43–50)	3D	35

UNIT 4   winners

GRAMMAR/FUNCTION: Modals for rules and advice · Articles · How to … explain rules and procedures · Present perfect + superlative

VOCABULARY: Success · technology collocations · word building: suffixes · sports and games

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	4A	38
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	4A, 4C, 4D	40, 44, 46
	Can express opinions using simple language. (P)	45	B1 (43–50)	4B	42
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	4B	43
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	4B	43
	Can explain the rules of a familiar game or sport using simple language. (P)	45	B1 (43–50)	4C	45
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	4D	47
Listening	**Can understand the main points of a simple podcast. (P)**	48	B1 (43–50)	4A	39
	Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech. (P)	46	B1 (43–50)	4A	39
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C$_A$)	45	B1 (43–50)	4C	45
Reading	Can generally understand straightforward factual texts on familiar topics. (C$_A$)	46	B1 (43–50)	4B	42
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	4B	42
Writing	**Can write personal emails/letters giving advice. (P)**	50	B1 (43–50)	4A	40
	Can write a story with a simple linear sequence. (C$_A$)	45	B1 (43–50)	4D	47

UNIT 5   news

GRAMMAR/FUNCTION: Relative clauses · Reported speech · How to … give and respond to personal news · _will, might_ and _be going to_ for predictions

VOCABULARY: News and social media · social issues · the environment · events and occasions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	**Can summarise short written passages using the original wording and ordering. (C$_A$)**	44	B1 (43–50)	5A	52
	Can summarise and comment on a short story or article and answer questions in detail. (C$_A$)	56	B1+ (51–58)	5A	52
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	5B	53, 55
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	5B	55
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	5B	55
	Can react appropriately to good and bad news using fixed expressions.	_44_	_B1 (43–50)_	5C	57
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	5C	56
	Can react appropriately to good and bad news using fixed expressions. (P)	44	B1 (43–50)	5C	57
	Can make simple predictions about the future. (P)	42	A2+ (36–42)	5D	59
Listening	**Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C$_A$)**	45	B1 (43–50)	5B	54
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	5B	54
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C$_A$)	45	B1 (43–50)	5C	57
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	5D	58
Reading	**Can generally understand straightforward factual texts on familiar topics. (C$_A$)**	46	B1 (43–50)	5A	50, 51
	Can identify specific information in simple letters, brochures and short articles. (C$_A$)	37	A2+ (36–42)	5A	50, 51

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	**Can show a basic direct relationship between a simple problem and a solution. (P)**	46	B1 (43–50)	5B	55
	Can give a simple reason for an action in an informational text, given a model. (P)	*43*	*B1 (43–50)*	5B	55
	Can write a description of a future event or activity. (P)	46	B1 (43–50)	5D	59
	Can write a notice that clearly conveys information. (P)	46	B1 (43–50)	5D	59

UNIT 6 creators

GRAMMAR/FUNCTION: *Used to* · Comparatives and superlatives · How to … ask for and give opinions and reasons · Present perfect + *for, since* and *yet*

VOCABULARY: The arts · people, places, things · creative: word building · extreme adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	**Can describe events, real or imagined. (C)**	47	B1 (43–50)	6A	64
	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43–50)	6A	64
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	6B, 6C, 6D	67, 69, 71
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	6D	71
Listening	**Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C$_A$)**	45	B1 (43–50)	6B	66
	Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech. (P)	46	B1 (43–50)	6C	69
	Can distinguish between different points of view in a discussion or presentation. (W$_A$)	56	B1+ (51–58)	6D	70
	Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43–50)	6D	71
Reading	Can generally understand straightforward factual texts on familiar topics. (C$_A$)	46	B1 (43–50)	6A	62, 63
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	6A	62, 63
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	6B	66
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	6B	67
Writing	**Can write a short review of a restaurant, movie, etc. using simple language. (P)**	46	B1 (43–50)	6B	67
	Can write an email making a recommendation, given a model. (P)	48	B1 (43–50)	6D	71

UNIT 7 travel

GRAMMAR/FUNCTION: First and second conditionals · Quantifiers · How to … make and respond to recommendations · Reflexive pronouns

VOCABULARY: Travel and tourism · new experiences · the natural world · describing places

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	7A	74, 75
	Can convey simple relevant information emphasising the most important point. (C$_A$)	45	B1 (43–50)	7A	75
	Can describe events, real or imagined. (C)	47	B1 (43–50)	7A	76
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	7A, 7C	76, 81
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	7B	79
	Can respond to an offer or suggestion, expressing enthusiasm. (P)	45	B1 (43–50)	7C	81
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	7D	83
Listening	**Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. (CJ$_A$)**	48	B1 (43–50)	7B	78
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	7B	78
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C$_A$)	47	B1 (43–50)	7C	81
Reading	**Can make basic inferences or predictions about text content from headings, titles or headlines. (P)**	43	B1 (43–50)	7A	74, 75
	Can compare information given in different texts and media on the same topic. (W$_A$)	58	B1+ (51–58)	7B	77
	Can identify key subject vocabulary in written descriptions. (W$_A$)	45	B1 (43–50)	7C	80
Writing	**Can write a basic description of experiences, feelings and reactions, given a model. (P)**	44	B1 (43–50)	7B	79
	Can write short, simple essays with basic structure on familiar topics. (C$_A$)	46	B1 (43–50)	7D	83

UNIT 8   know-how

GRAMMAR/FUNCTION: *Can, could, be able to* · Active and passive · How to … describe a problem and make recommendations · *-ing* form

VOCABULARY: Practical abilities · abilities: phrasal verbs · video collocations · technology 1 · technical problems · technology 2

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	**Can carry out a simple informal interview. (P)**	50	B1 (43–50)	8A	88
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	8B	91
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	8C	93
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C$_A$)	49	B1 (43–50)	8C	93
	Can bring relevant personal experiences into a conversation to illustrate a point. (P)	60	B2 (59–66)	8D	95
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C$_A$)	47	B1 (43–50)	8A	87
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C$_A$)	45	B1 (43–50)	8A, 8D	87, 94
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C$_A$)	45	B1 (43–50)	8C	93
	Can extract key factual information such as dates, numbers and quantities from a presentation. (P)	45	B1 (43–50)	8D	95
Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	8A, 8B	86, 90
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	8B	90
	Can generally understand straightforward factual texts on familiar topics. (C$_A$)	46	B1 (43–50)	8B	90

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	**Can write descriptions of past events, activities, or personal experiences. (P)**	47	B1 (43–50)	8A	88
	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C$_A$)	47	B1 (43–50)	8A	88
	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	8D	95

Mediation in *Speakout*

In 2018, the Council of Europe released the ***CEFR Companion Volume with New Descriptors*** – a set of new Can Do statements to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation.**

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true (and included in the new CEFR descriptors), but the term is used more broadly here to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new. It is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

For more information about Mediation and to access the full set of new descriptors, go to: *https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989*

The following table provides an overview of the Mediation descriptors that are covered in *Speakout 3rd Edition* Student's Book and the Mediation Bank. All of these Mediation descriptors are © Council of Europe, 2018.

SKILL	DESCRIPTOR	GSE	CEFR	LESSONS	PAGE(S)
Speaking	Can invite other people in a group to contribute their views.	47	B1 (43–50)	1C	144
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	2C, 5C / 5D	145, 148 / 59
	Can summarise the main points or events in TV programmes and video clips, provided he/she can view them several times.	49	B1 (43–50)	2D, 4D, 6D, 8D	23, 47, 71, 95
	Can make an aspect of an everyday topic clearer by providing simple examples.	46	B1 (43–50)	3C	46
	Can ask a group member to give the reason(s) for their views.	47	B1 (43–50)	4C, 6C / 6D	147, 149 / 71
	Can summarise the main points made in clear, well-structured texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	46	B1 (43–50)	4C	147
	Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.	50	B1 (43–50)	5C	148

SKILL	DESCRIPTOR	GSE	CEFR	LESSONS	PAGE(S)
Speaking (*Continued*)	Can explain why certain parts or aspects of a work especially interested him/her.	50	B1 (43–50)	6C	149
	Can summarise simply the main information content of straightforward texts on familiar subjects (e.g. a short written/signed interview, magazine article, travel brochure).	46	B1 (43–50)	8C	151
Writing	Can summarise in writing the main points made in straightforward informational spoken and written texts on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.	50	B1 (43–50)	7C	150

References

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

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New York: Peter Lang.

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