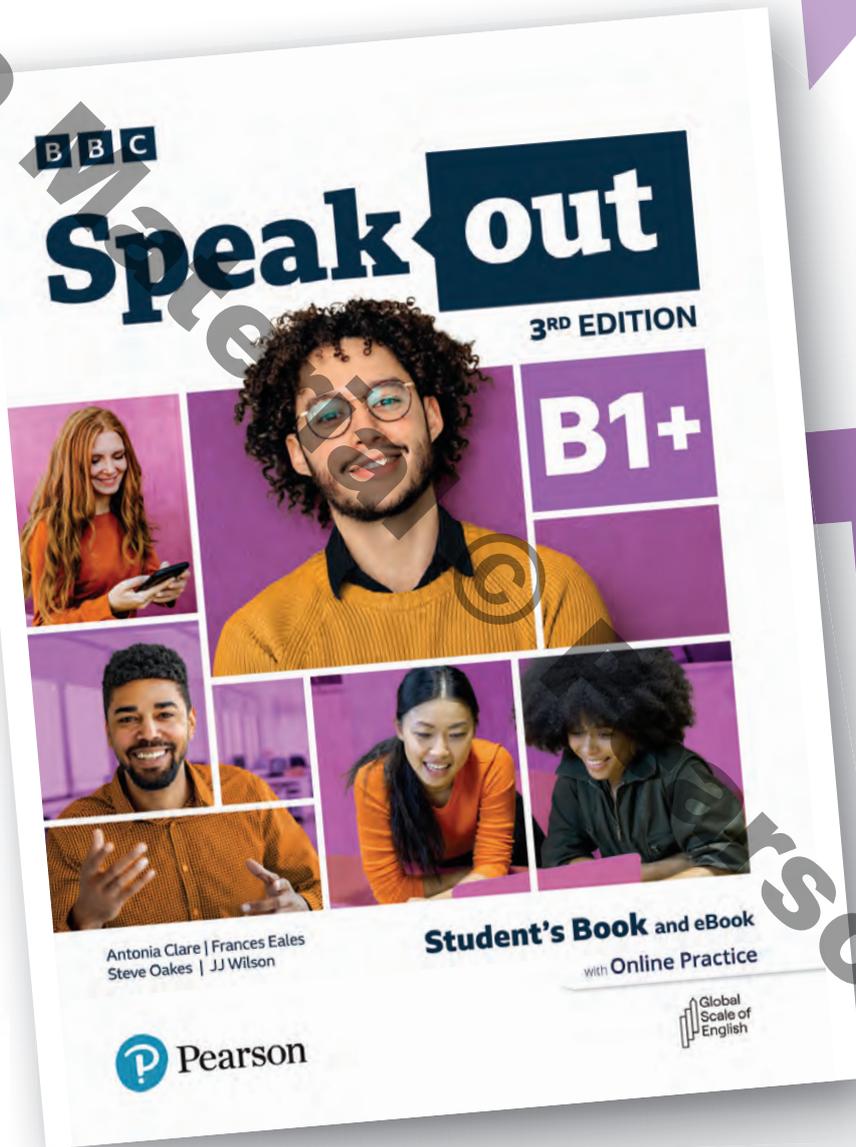




GSE MAPPING BOOKLET

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



GSE, *Speakout 3rd Edition B1+* – Published 2023

Speakout

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 15. 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

Sample Material © Pearson 2023

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
(C _J _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 3 rd 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 <https://www.pearson.com/english/about-us/global-scale-of-english.html> 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 mapping booklet

The GSE teacher mapping 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 mapping 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**.

UNIT 1 me & mine

GRAMMAR: narrative tenses • verb patterns • *except for, apart from, (not) even* • polite requests: *Will you (please) / Would you ...*

VOCABULARY: describing possessions • materials • personal preferences • phrasal verbs • housework

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	1A	8
	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	1A	8
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	1D	16
Speaking	Can describe objects, possessions and products in detail, including their characteristics and special features. (P)	59	B2 (59–66)	1A, 1D	8, 9, 16
	Can express opinions and attitudes using a range of basic expressions and sentences. (CA)	52	B1+ (51–58)	1B, 1D	11, 13, 17
	Can leave phone messages containing detailed information. (P)	54	B1+ (51–58)	1C	15
	Can ask a group member to give the reason(s) for their views. (C2018)	47	B1 (43–50)	1D	17
	Can respond to opinions expressed by others. (WA)	51	B1+ (51–58)	1D	17
	Can distinguish between fact and opinion in relation to common topics. (P)	51	B1+ (51–58)	1B	11
Writing	Can write a description of items for sale on a trading website. (P)	57	B1+ (51–58)	1A	10
	Can support ideas with relevant examples. (P)	59	B2 (59–66)	1D	17
	Can post comments on the discussion board of a website. (P)	55	B1+ (51–58)	1D	17

UNIT 2 behaviour

GRAMMAR: present perfect continuous • relative clauses

VOCABULARY: making changes • collocations • feelings and behaviour • pet hates

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise examples and their relation to the idea they support. (P)	54	B1+ (51–58)	2B	24
	Can recognise inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	2D	28
Speaking	Can express hopes for the future using a range of fixed expressions. (C _J _A)	51	B1+ (51–58)	2A	22
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C _A)	51	B1+ (51–58)	2B	24
	Can express opinions and attitudes using a range of basic expressions and sentences. (C _A)	52	B1+ (51–58)	2A, 2B, 2C	21, 23, 26, 27
	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)	51	B1+ (51–58)	2C	27
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	2C	27
	Can explain why something is a problem. (C)	55	B1+ (51–58)	2C	27
	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43–50)	2D	29
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C _A)	47	B1 (43–50)	2D	29
	Reading	Can identify the writers' communicative purpose in a text. (P)	57	B1+ (51–58)	2A
Writing	Can write an email invitation to a work-related meeting, briefly addressing the reason for the meeting and what will be discussed. (P)	53	B1+ (51–58)	2B	25
	Can write a formal email declining a work-related invitation. (P)	53	B1+ (51–58)	2B	25
	Can write about experiences, feelings and reactions in a simple connected text. (C _A)	50	B1 (43–50)	2D	29

UNIT 3 working life

GRAMMAR: conditional structures: *unless, even if, in case (of)* • necessity, obligation and permission • expressing preferences

VOCABULARY: work phrases • work • personality adjectives (1) • negative prefixes

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can distinguish between different points of view in a discussion or presentation. (W_A)	56	B1+ (51–58)	3B	36
	Can understand the main points of a work-related recorded presentation. (P)	51	B1+ (51–58)	3B	36
	Can understand a range of questions in a job interview. (P)	57	B1+ (51–58)	3C	39
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	3D	40
Speaking	Can give an opinion on practical problems, with support when necessary. (C_A)	56	B1+ (51–58)	3A	34
	Can express and comment on ideas and suggestions in informal discussions. (C_A)	56	B1+ (51–58)	3A, 3C	34, 38, 39
	Can express approval and appreciation of other people's ideas in a discussion. (W_A)	56	B1+ (51–58)	3A	34
	Can report the opinions of others. (P)	58	B1+ (51–58)	3B	36
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	3B, 3D	35, 40
	Can give the advantages and disadvantages of various options on a topical issue. (C _A)	60	B2 (59–66)	3B	36
	Can express opinions and attitudes using a range of basic expressions and sentences. (C _A)	52	B1+ (51–58)	3B	36
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	3B	36
	Can respond to opinions expressed by others. (W _A)	51	B1+ (51–58)	3B	36
	Can give brief comments on the views of others. (C)	56	B1+ (51–58)	3B	36
	Can ask for clarification of an unknown acronym or technical term used in conversation. (P)	55	B1+ (51–58)	3C	39
	Can carry out a prepared interview, checking and confirming information as necessary. (C_A)	57	B1+ (51–58)	3C	39
	Can repeat back what is said to confirm understanding and keep a discussion on course. (C_A)	52	B1+ (51–58)	3C	39
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	3D	41

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	Can recognise examples and their relation to the idea they support. (P)	54	B1+ (51-58)	3A	32
	Can understand the session details listed in a conference programme. (P)	53	B1+ (51-58)	3B	37
Writing	Can check and correct spelling, punctuation and grammar in simple written texts. (P)	54	B1+ (51-58)	3B	37
	Can write a simple email of introduction in a professional context. (P)	47	B1 (43-50)	3B	37
	Can post comments on the discussion board of a website. (P)	55	B1+ (51-58)	3D	41

UNIT 4 fact or fiction?

GRAMMAR: past plans and intentions • indirect and negative questions

VOCABULARY: truth and lies • adjectives to describe films • films and film-making • news headlines • the news

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	4B, 4C, 4D	48, 51, 52, 53
	Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43–50)	4D	52
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	4D	52
Speaking	Can summarise and comment on a short story or article and answer questions in detail. (CA)	56	B1+ (51–58)	4A	46
	Can express their thoughts in some detail on cultural topics (e.g. music, films). (CA)	55	B1+ (51–58)	4B	47, 49
	Can express opinions and attitudes using a range of basic expressions and sentences. (CA)	52	B1+ (51–58)	4C	50, 51
	Can discuss the main points of news stories about familiar topics. (CA)	52	B1+ (51–58)	4C	51
	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	4D	53
Reading	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	4A	44, 46
Writing	Can write a simple review of a film, book or TV programme using a limited range of language. (P)	52	B1+ (51–58)	4B	49
	Can write personal emails/letters, reporting recent events in detail. (CA)	55	B1+ (51–58)	4D	53

UNIT 5 consumer

GRAMMAR: clauses of purpose: *to, so as to, in order to/that, so that* • comparative and superlative structures • causative *have* and *get* • reflexive pronouns

VOCABULARY: personality adjectives (2) • advertising • money • describing products

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	5A, 5C, 5D	57, 63, 64
	Can extract the meaning of unknown words from context if the topic discussed is familiar. (CA)	57	B1+ (51–58)	5A	57
Speaking	Can make a complaint. (C)	51	B1+ (51–58)	5A	58
	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)	51	B1+ (51–58)	5A	58
	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	5B, 5C	61, 62, 63
	Can express approval and appreciation of other people's ideas in a discussion. (WA)	56	B1+ (51–58)	5B	61
	Can collate information from several written sources and summarise the ideas orally. (CA)	57	B1+ (51–58)	5C	63
	Can use a suitable phrase to invite others into a discussion. (CA)	52	B1+ (51–58)	5D	65
	Can refer to an agenda in a meeting using some basic fixed expressions. (P)	48	B1 (43–50)	5D	65
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	5B	60
	Can identify language used to persuade the reader. (WA)	60	B2 (59–66)	5C	62
Writing	Can write a basic email/letter of complaint requesting action. (P)	51	B1+ (51–58)	5A	58
	Can write comments and complaints about products and services. (P)	58	B1+ (51–58)	5A	58

UNIT 6 places

GRAMMAR: *so and such* • *be/get used to*

VOCABULARY: areas of the city • challenges • idioms • city transport

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	6A	69
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	6C	75
	Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience. (P)	51	B1+ (51–58)	6D	76
Speaking	Can ask people to elaborate on specific points they made in their initial explanation. (C2018)	57	B1+ (51–58)	6A	70
	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43–50)	6A	70
	Can give clear, detailed descriptions on a wide range of familiar subjects. (C _A)	66	B2 (59–66)	6B, 6D	71, 77
	Can relate the basic details of unpredictable occurrences (e.g. an accident). (C_A)	54	B1+ (51–58)	6B	72
	Can generally follow most of what is said and repeat back details to confirm understanding. (C_A)	55	B1+ (51–58)	6C	75
	Can present findings from a research project in a simple way. (P)	53	B1+ (51–58)	6C	75
	Can give clear, detailed descriptions on a wide range of familiar subjects. (C_A)	66	B2 (59–66)	6D	76
	Can express their thoughts in some detail on cultural topics (e.g. music, films). (C _A)	55	B1+ (51–58)	6D	77
	Can make new information more accessible by using repetition and adding illustrations. (C2018)	60	B2 (59–66)	6D	77
Reading	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	6B	72
Writing	Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting. (P)	53	B1+ (51–58)	6A	70
	Can show a simple relationship between a main point and an example in a structured text. (P)	55	B1+ (51–58)	6D	77

UNIT 7 connect

GRAMMAR: reported speech • passives • avoiding repetition: *so, to, not, be*

VOCABULARY: reporting verbs • ways of speaking • computer use • internet words • adverbs

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise misunderstandings without explicit prompting. (P)	58	B1+ (51–58)	7A	80
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	7C, 7D	87, 88
Speaking	Can tell someone about a discussion or conversation in some detail. (P)	58	B1+ (51–58)	7A	82
	Can develop an argument using common fixed expressions. (P)	53	B1+ (51–58)	7B	85
	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	7C	86, 87
	Can express support in a manner that shows they were actively listening to the other person. (P)	58	B1+ (51–58)	7C	87
	Can discuss options and possible actions. (P)	59	B2 (59–66)	7D	89
Reading	Can recognise the writer's point of view in a structured text. (P)	58	B1+ (51–58)	7B	84
Writing	Can write a description of a real or imagined event (e.g. a recent trip). (C)	53	B1+ (51–58)	7A	82
	Can support ideas with relevant examples. (P)	59	B2 (59–66)	7D	89

UNIT 8 wisdom

GRAMMAR: third conditional and *should have* • *would*

VOCABULARY: phrases of advice • learning • phrasal verbs • presenting

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	8B	96
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	8D	100, 101
Speaking	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (C _A)	57	B1+ (51–58)	8A	94
	Can respond to ideas and suggestions in informal discussions. (C _A)	55	B1+ (51–58)	8B, 8C	97, 98
	Can give a short, rehearsed talk or presentation on a familiar topic. (C _A)	53	B1+ (51–58)	8C	99
	Can answer simple factual questions about a presentation they have given. (P)	54	B1+ (51–58)	8C	99
	Can present a summary of a straightforward business proposal. (P)	60	B2 (59–66)	8D	101
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	8A	93, 94
Reading	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	8C	98
	Can write short, simple biographies about real or imaginary people. (C _A)	51	B1+ (51–58)	8B	97
Writing	Can write an email, giving details of work-related events, facts, or plans. (P)	57	B1+ (51–58)	8D	101

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* the Mediation Bank. All of these Mediation descriptors are © Council of Europe, 2018.

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can allocate turns in a discussion, inviting a participant to express their views.	56	B1 (43–50)	1C	145
	Can ask questions to invite people to clarify their reasoning.	58	B1+ (51–58)	3C	149
	Can explain how something works by providing examples that draw on people's everyday experiences.	55	B1+ (51–58)	5C	152
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	6C	153
	Can ask people to elaborate on specific points they made in their initial explanation.	57	B1+ (51–58)	8C	156
Writing	Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest.	58	B1+ (51–58)	2C	147
	Can paraphrase more simply the main points made in short, straightforward texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.	56	B1+ (51–58)	4C	151
	Can interpret and present in writing the overall trends shown in simple diagrams (e.g. graphs, bar charts), explaining the important points in more detail, given the help of a dictionary or other reference materials.	50	B1 (43–50)	7C	154

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