



GSE TEACHER MAPPING BOOKLET

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



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 24. In addition, there are references to online interaction tasks in the Student's Book and support material, whereby students practise 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. 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 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

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. 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 pearsonenglish.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 Benchmark Test A.

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 1 (A2).

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 3rd Edition 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.

Lead-in

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	Lead-in	6
	Can give simple classroom instructions. (P)	31	A2 (30–35)	Lead-in	6
Listening	Can understand short, simple instructions addressed carefully and slowly. (C _A)	23	A1 (22–29)	Lead-in	6

UNIT 1 me and you

GRAMMAR/FUNCTION: Present simple: *I, you, we, they* • Present simple: *he, she, it* • How to ... make suggestions • Possessive 's, s'

VOCABULARY: Jobs and studies • Common verb phrases • Adjectives for feelings • Time phrases • Family

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	1A	8
	Can initiate and respond to simple statements on very familiar topics. (C_A)	30	A2 (30–35)	1A	9
	Can use brief, everyday expressions to ask for and give personal details. (C_A)	32	A2 (30–35)	1A	9
	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	1A	9
	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	1B	11
	Can make simple invitations using basic fixed expressions. (P)	31	A2 (30–35)	1C	13
	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30–35)	1B	11
	Can describe their daily routines in a simple way. (P)	31	A2 (30–35)	1B	11
	Can talk about their life (e.g. family, home, job), using simple language. (P)	33	A2 (30–35)	1B, 1D	11, 15
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	1C	13
	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	1C	13
	Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)	30	A2 (30–35)	1C	13
	Can give a short description of their home, family and job, given some help with vocabulary. (P)	30	A2 (30–35)	1D	14

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise phrases and content words related to basic personal and family information. (CA)	30	A2 (30–35)	1A	8
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	1A	8
	Can follow short, simple social exchanges. (P)	33	A2 (30–35)	1A	8
	Can understand key information about arrangements in simple dialogues spoken slowly and clearly. (P)	32	A2 (30–35)	1C	13
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	1D	14
	Can recognise phrases and content words related to basic personal and family information. (CA)	30	A2 (30–35)	1D	14
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	1D	14
Reading	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	1B	10
	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	1C	12
Writing	Can write basic personal details for a website profile, business card, etc. (P)	34	A2 (30–35)	1A	9
	Can use capital letters appropriately. (P)	24	A1 (22–29)	1A	9
	Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model. (P)	30	A2 (30–35)	1A	9
	Can write simple sentences about what they and other people do. (CA)	30	A2 (30–35)	1A	9
	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	1A	9
	Can write simple plans and arrangements on a calendar or in a diary. (CSE _A)	31	A2 (30–35)	1C	13
	Can write simple sentences about their family and where they live. (CA)	27	A1 (22–29)	1D	15
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	1D	15

UNIT 2 lifestyle

GRAMMAR/FUNCTION: Countable and uncountable nouns • *a, an, some, any* • Adverbs and phrases of frequency • How to ... order a meal in a restaurant • *like, hate, love + -ing*

VOCABULARY: Food and drink • Everyday activities • Restaurant words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	2A	18, 19
	Can say what they like and dislike. (C)	34	A2 (30–35)	2A, 2D	18, 19, 25
	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	2A, 2B, 2D	18, 21, 25
	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	33	A2 (30–35)	2B	20
	Can describe their daily routines in a simple way. (P)	31	A2 (30–35)	2B	21
	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	2B	21
	Can use simple phrases to order a meal. (CA)	31	A2 (30–35)	2C	23
	Can make requests related to immediate needs using basic fixed expressions. (P)	30	A2 (30–35)	2C	23
	Can ask for and provide things using simple phrases. (CA)	31	A2 (30–35)	2C	23
	Can make simple requests to have or do something in relation to common everyday activities. (P)	35	A2 (30–35)	2C	23
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	2D	25
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	2D	25
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	2A, 2D	18, 24
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	2D	24

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	2B	20
	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	2C	22
	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (CA)	31	A2 (30–35)	2C	22
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	2D	24
Writing	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (CA) <i>*Note that this focus is on 'and, but, or' and other connectors are covered elsewhere.</i>	31	A2 (30–35)	2A	19
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30–35)	2A	19
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	2D	25

UNIT 3 home

GRAMMAR/FUNCTION: *this, that, these, those* • *here, there* • *have got* • How to ... make invitations and offers • *there is, there are*

VOCABULARY: Rooms and furniture • Common adjectives (1) • Social phrases

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can talk about furniture and rooms using simple language. (P)	31	A2 (30–35)	3A	29
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	3A	29
	Can give a short description of their home, family and job, given some help with vocabulary. (P)	30	A2 (30–35)	3A	29
	Can describe their family, living conditions, education and present or most recent job. (C)	33	A2 (30–35)	3A, 3D	29, 35
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	3B	31
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	3B	31
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	3B	31
	Can talk about their life (e.g. family, home, job), using simple language. (P)	33	A2 (30–35)	3C, 3D	32, 35
	Can make simple invitations using basic fixed expressions. (P)	31	A2 (30–35)	3C	33
	Can make offers using basic fixed expressions. (P)	32	A2 (30–35)	3C	33
	Can describe their home town or city using simple language. (P)	33	A2 (30–35)	3D	35
	Can say what they like and dislike. (C)	34	A2 (30–35)	3D	35
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	3D	35
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	3A	28
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	3A, 3D	28, 34
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	3A, 3D	28, 34
	Can follow short, simple social exchanges. (P)	33	A2 (30–35)	3C	33

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	3B	30
	Can identify key information in short, simple factual texts from the headings and pictures. (P)	35	A2 (30–35)	3B	30
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	3B	30
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	3B	30
	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	3C	33
Writing	Can write a simple description of a room, house or apartment. (P)	31	A2 (30–35)	3A	29
	Can write a basic informal email/letter of invitation with simple, key details. (P)	41	A2+ (36–42)	3C	33
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	3D	35
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30–35)	3D	35

UNIT 4 this world

GRAMMAR/FUNCTION: Past simple of *be* • *was, were* • *how much, how many* • *how* + adjective • How to ... get help in shops • *should, shouldn't* • imperatives

VOCABULARY: Time phrases (1) and dates • Amounts • numbers • Shops and shopping • Weather and seasons

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make simple references to the past using 'was/were'. (P)	33	A2 (30–35)	4A	39
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	4A	39
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C _A)	34	A2 (30–35)	4A, 4B	39, 41
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	4A, 4B, 4D	39, 41, 45
	Can ask someone to repeat a specific point or idea. (P)	34	A2 (30–35)	4B	41
	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	4B, 4C	41, 43
	Can ask basic questions about colour, size, price etc. when shopping. (CSE_A)	30	A2 (30–35)	4C	42
	Can make simple purchases by stating what is wanted and asking for the price. (C)	31	A2 (30–35)	4C	42
	Can make simple transactions in shops, post offices and banks. (C_A)	33	A2 (30–35)	4C	43
	Can show understanding using a limited range of fixed expressions. (P)	34	A2 (30–35)	4C	43
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	4D	45
	Can ask for basic advice using simple language. (P)	34	A2 (30–35)	4D	45
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	4D	45
	Can say what they like and dislike. (C)	34	A2 (30–35)	4D	45
	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	4D	45
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	4D	45

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	4A	38
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	4A	38, 39
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	4A, 4B, 4D	38, 40, 44
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	4C	42
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	4D	44
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	4B	40
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	4C	43
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30–35)	4A	39
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	4A, 4D	39, 45
	Can write short, simple notes, emails and postings to friends. (N2000_A)	28	A1 (22–29)	4D	45

UNIT 5 the past

GRAMMAR/FUNCTION: Past simple: regular verbs • Past simple: irregular verbs • *wh-* questions • How to ... apologise and make excuses • Adjectives and modifiers

VOCABULARY: Time phrases (2) • Life events • Excuses • saying the time

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can talk about their life (e.g. family, home, job), using simple language. (P)	33	A2 (30–35)	5A	49
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	5A	49
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	5A, 5B	49, 51
	Can use brief, everyday expressions to ask for and give personal details. (CA)	32	A2 (30–35)	5B	51
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	5B, 5D	51, 55
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	5B, 5D	51, 55
	Can make and accept a simple apology. (P)	31	A2 (30–35)	5C	53
	Can make excuses using basic fixed expressions. (P)	33	A2 (30–35)	5C	53

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	5B	50
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	5B	50
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	5B	50
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	5B	50
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	5B, 5D	50, 54
	Can understand excuses if expressed in simple language. (P)	30	A2 (30–35)	5C	53
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	5D	54
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	5D	54
Reading	Can identify basic biographical information in short simple texts about other people. (P)	35	A2 (30–35)	5A, 5B	48, 51
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	5A, 5C	48, 52
	Can identify basic personal details about someone on website profiles, business cards etc. (P)	32	A2 (30–35)	5B	51
Writing	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	5B	51
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	5B	51
	Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model. (P)	30	A2 (30–35)	5B	51
	Can write short, basic descriptions of everyday activities, given a model. (P)	34	A2 (30–35)	5D	55
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	33	A2 (30–35)	5D	55

UNIT 6 out and about

GRAMMAR/FUNCTION: Present continuous • Comparative adjectives • How to ... give directions • Prepositions and adverbs of movement

VOCABULARY: Clothes and appearance • Common adjectives (2) • transport collocations • Places

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	6A	59
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	6A	59
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	6A	59
	Can describe what someone is wearing using a limited range of expressions. (P)	31	A2 (30–35)	6A	59
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	6B	61
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	6B	61
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	6B	61
	Can ask someone to repeat a specific point or idea. (P)	34	A2 (30–35)	6C	62, 63
	Can ask for simple directions from X to Y on foot or by public transport. (P)	32	A2 (30–35)	6C	63
	Can give simple directions from X to Y on foot or by public transport. (P)	34	A2 (30–35)	6C	63
	Can give simple directions using a map or plan. (P)	32	A2 (30–35)	6C	62
	Can check that someone has understood information, using simple language. (P)	35	A2 (30–35)	6C	63
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	6D	65

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify key words and phrases in descriptions of someone's appearance and clothes. (P)	31	A2 (30–35)	6A	58
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	6A	58
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	6A	58
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	6A, 6D	58, 64
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	6D	64
Reading	Can identify basic biographical information in short simple texts about other people. (P)	35	A2 (30–35)	6B	60
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	6B	60
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	6B, 6D	60, 65
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	6C	62
Writing	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)	36	A2+ (36–42)	6A	59
	Can write very short, basic directions. (P)	32	A2 (30–35)	6C	63
	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	6D	65

UNIT 7 work

GRAMMAR/FUNCTION: Articles: *a, an, the*, zero • Present simple and present continuous • How to ...
phone for information • Verbs and *to* infinitive

VOCABULARY: Skills and qualities • Phrasal verbs • Phoning

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give a simple description of their school or workplace. (CSE _A)	32	A2 (30–35)	7A	69
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	7A, 7B.	69, 71
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	7A, 7B	69, 71
	Can ask others if they can do everyday activities using simple language, given a model. (P)	32	A2 (30–35)	7A, 7B.	69, 71
	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	7A, 7B, 7D	69, 71, 75
	Can describe their family, living conditions, education and present or most recent job. (C)	33	A2 (30–35)	7B	71
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	7B	71
	Can describe people's everyday lives using a short series of simple phrases and sentences. (C _A)	34	A2 (30–35)	7B	71
	Can make requests related to immediate needs using basic fixed expressions. (P)	30	A2 (30–35)	7C	73
	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	7C	73
	Can use brief, everyday expressions to ask for and give personal details. (C _A)	32	A2 (30–35)	7C	73
	Can introduce themselves on the phone and close a simple call. (P)	33	A2 (30–35)	7C	73
	Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30–35)	7C	73
	Can ask someone to repeat a specific point or idea. (P)	34	A2 (30–35)	7C	73
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	7D	75
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	7D	75
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C _A)	34	A2 (30–35)	7D	75
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	7D	75

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand simple information about work activities. (P)	34	A2 (30–35)	7B	70
	Can extract key factual information such as prices, times and dates from a recorded phone message. (P)	35	A2 (30–35)	7C	72
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	7C	73
	Can understand specific information in a short, simple phone call. (P)	36	A2+ (36–42)	7C	73
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	7C	73
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	7C	73
	Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)	34	A2 (30–35)	7C	73
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	7D	74
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	7D	74
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	7D	74
Reading	Can understand key information about a simple work routine. (P)	37	A2+ (36–42)	7A	68
Writing	Can give an example of something in a very simple text using 'like' or 'for example'. (P)	34	A2 (30–35)	7B	71
	Can write simple sentences about what they and other people do. (C _A)	30	A2 (30–35)	7B	71
	Can write simple sentences about someone's work and duties. (P)	31	A2 (30–35)	7B	71
	Can write simple sentences about what they or other people can or can't do. (P)	31	A2 (30–35)	7B, 7D	71, 75
	Can write simple sentences about personal skills. (P)	33	A2 (30–35)	7B, 7D	71, 75

UNIT 8 travellers

GRAMMAR/FUNCTION: Superlative adjectives • *be going to* • How to ... make requests and offers in a hotel • Adverbs of manner

VOCABULARY: Describing places • Travel activities • Hotel language • hotel rooms

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe their home town or city using simple language. (P)	33	A2 (30–35)	8A	79
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	8A	79
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	8A, 8B	79, 81
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	8A, 8B	79, 81
	Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)	30	A2 (30–35)	8B	81
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	8B	81
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	8B	81
	Can say what they like and dislike. (C)	34	A2 (30–35)	8B	81
	Can refuse requests politely, using simple language. (P)	35	A2 (30–35)	8C	83
	Can make and accept offers. (N2000)	36	A2+ (36–42)	8C	83
	Can make simple requests to have or do something in relation to common everyday activities. (P)	35	A2 (30–35)	8C	83
	Can make requests related to immediate needs using basic fixed expressions. (P)	30	A2 (30–35)	8C	83
	Can talk about hotel accommodation using simple language. (P)	30	A2 (30–35)	8C	83
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	8D	85

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand key information about arrangements in simple dialogues spoken slowly and clearly. (P)	32	A2 (30–35)	8B	81
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	8B	81
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	8B	81
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	8B	81
	Can understand simple requests or instructions to carry out concrete work-related tasks. (P)	34	A2 (30–35)	8C	83
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	8D	84
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	8D	84
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	8A	78
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	8A	78, 79
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	8D	85
Writing	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (CA)	31	A2 (30–35)	8B	81
	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	8D	85

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

SKILL	DESCRIPTOR	GSE	CEFR	UNIT / LESSON	PAGE
Speaking	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2 (30–35)	Unit 1, Lesson 1C	13
	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2 (30–35)	Unit 3, Lesson 3C	33
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	25	A1 (22–29)	Unit 4, Lesson 4C	43
	Can make simple remarks and pose occasional questions to indicate that he/she is following.	33	A2 (30–35)	Unit 5, Lesson 5C	53
	Can recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.	32	A2 (30–35)	Unit 6, Lesson 6C	63

SKILL	DESCRIPTOR	GSE	CEFR	UNIT / LESSON	PAGE
Speaking (Continued)	Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language	35	A2 (30–35)	Unit 8, Lesson 8C	83
Writing	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	30	A2 (30–35)	Unit 2, Lesson 2C	23
	Can list the main points of short, clear, simple messages and announcements, provided they are clearly and slowly articulated.	33	A2 (30–35)	Unit 7, Lesson 7C	73

References

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

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