

speakout 2ND
EDITION

ADVANCED PLUS

ALIGNMENT WITH THE GLOBAL SCALE OF ENGLISH
AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

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sample speakout 2ND EDITION

Speakout Second Edition, a comprehensive eight-level general English course for adults, has been developed in association with **BBC Worldwide** and **BBC Learning English**. The course integrates authentic video from popular BBC programmes and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

Completely revised and aligned to the **Global Scale of English**, this edition has striking new visuals, updated reading and listening texts, new video clips and a large bank of additional practice material.

Speakout Extra

Speakout Extra provides downloadable worksheets that meet learners' individual needs by providing them with additional grammar, vocabulary, pronunciation and skills practice. It also includes extra video exploitation activities to help learners get the most out of the BBC clips.

New Plus levels

Intermediate Plus helps students progress along the intermediate plateau effectively.

- It is for new students who are at the upper end of intermediate and for existing students who are progressing through intermediate and need new material to motivate them.
- Intermediate Plus extends the vocabulary of Intermediate and revisits key language areas that are known to be problematic at that level. It covers more challenging areas of language and skills, and more subtleties of meaning in the grammar.

Advanced Plus uses completely new material to expose students to the authentic language that is at the heart of advanced-level learning.

- It focuses on shades of meaning by contrasting language and covering idiomatic expressions.
- Advanced Plus gives students who need longer to be confident at this level the option to extend their advanced learning.

Course Components

- Students' Book with DVD-ROM
- Students' Book with DVD-ROM & MyEnglishLab
- Class Audio CDs
- Workbook with Audio CD (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach
- Website: pearsonELT.com/speakout2e

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardised, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

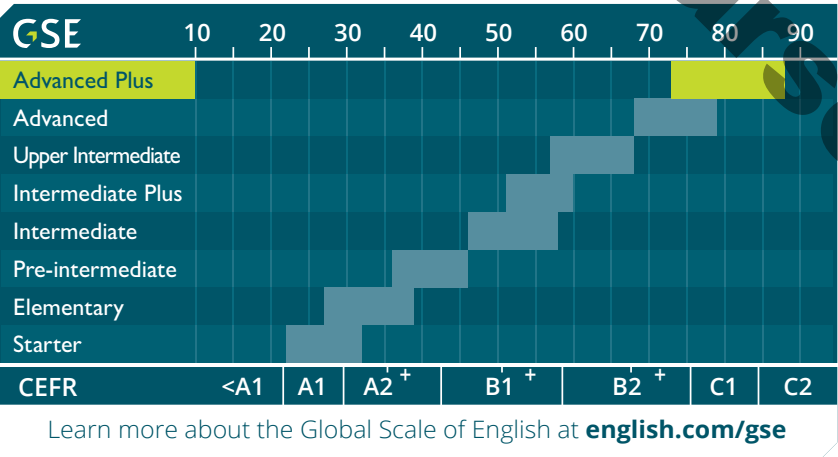
CEFR and the Global Scale of English both comprise a number of Can Do statements for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The Global Scale of English Can Do statements have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the Can Do statements that are covered in each unit of the course. 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
- (CA) Common European Framework descriptor, adapted or edited, © Council of Europe
- (N2000) North (2000) descriptor, verbatim
- (CJA) CEFR-J descriptor, adapted or edited
- (EA) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000A) North (2000) descriptor, adapted or edited
- (N2007A) North (2007) expanded set of C1 and C2 descriptors, adapted or edited
- (P) New Pearson English descriptor
- (WA) WIDA ELD Standards (2012), adapted or edited

[Note] In page references, (V) denotes the skill-based activities that specifically exploit the BBC clips.

Speakout Second Edition Advanced Plus is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF A1 to C2 (22-88 on the Global Scale of English). Each lesson guides students to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.



UNIT 1 Game-changer

Grammar: Verb patterns; continuous and perfect aspect

Function: Presenting survey results

Vocabulary: Transformation; prepositional phrases after nouns; adjectives: needing and giving; collocations: sharing economy

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|-------------------|
| Listening | Can understand most of a linguistically complex podcast. (P) | 78 | C1 (76-84) | 11 |
| | Can understand summaries of data or research used to support an extended argument. (P) | 69 | B2+ (67-75) | 14 |
| | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67-75) | 16 (V), 17 (V) |
| Reading | Can recognise the writer's point of view in a linguistically complex academic text. (P) | 74 | B2+ (67-75) | 8,9 |
| | Can identify examples supporting an argument in a linguistically complex academic text. (P) | 74 | B2+ (67-75) | 8,9 |
| | Can understand inferred meaning in formal structured text. (P) | 70 | B2+ (67-75) | 12 |
| | Can get the gist of specialised articles and technical texts outside their field. (CJA) | 74 | B2+ (67-75) | 13 |
| Speaking | Can talk about hypothetical events and actions, and their possible consequences. (P) | 70 | B2+ (67-75) | 8 |
| | Can answer questions about abstract topics clearly and in detail. (CA) | 76 | C1 (76-84) | 10 |
| | Can describe the details of problem-solution relationships using a range of linguistic devices. (P) | 76 | C1 (76-84) | 10 |
| | Can ask questions about abstract or complex topics outside their field of specialisation. (P) | 71 | B2+ (67-75) | 10 |
| | Can express attitudes using linguistically complex language. (P) | 75 | B2+ (67-75) | 11, 16 (V) |
| | Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P) | 76 | C1 (76-84) | 12 |
| | Can give detailed answers to questions in a face-to-face survey. (P) | 61 | B2 (59-66) | 15 |
| | Can make a detailed and linguistically complex evidence-based argument in an academic presentation or discussion. (P) | 82 | C1 (76-84) | 15 |
| | Can compare and evaluate different ideas using a range of linguistic devices. (P) | 70 | B2+ (67-75) | 17 (V) |
| | Can give clear presentations highlighting significant points with relevant supporting detail. (CA) | 70 | B2+ (67-75) | 17 (V) |

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|---------|---|-----|-------------|---------|
| Writing | Can write linguistically complex and logically structured reports and articles. (CJA) | 85 | C1 (76-84) | 13 |
| | Can prepare a linguistically complex questionnaire in order to gather data. (P) | 74 | B2+ (67-75) | 15 |
| | Can write a simple business proposal with supporting details. (P) | 59 | B2 (59-66) | 17 (V) |

UNIT 2 Learning

Grammar: *if* and related expressions; nominal relative clauses

Function: Leading a discussion; managing interaction

Vocabulary: Learning; idioms: feelings; collocations: education; creativity

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|------------|
| Listening | Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialisation. (P) | 77 | C1 (76-84) | 24 |
| | Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P) | 80 | C1 (76-84) | 24, 25 |
| | Can follow a group discussion on complex, unfamiliar topics. (CA) | 76 | C1 (76-84) | 26 |
| | Can infer opinions in a linguistically complex presentation or lecture. (P) | 77 | C1 (76-84) | 28 (V) |
| Reading | Can infer meaning in a linguistically complex academic text. (P) | 78 | C1 (76-84) | 20, 21 |
| | Can evaluate information in an academic text using specific criteria. (P) | 70 | B2+ (67-75) | 25 |
| Speaking | Can participate in a linguistically complex academic discussion. (P) | 82 | C1 (76-84) | 20 |
| | Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P) | 79 | C1 (76-84) | 22, 23, 28 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (EA) | 61 | B2 (59-66) | 26 |
| | Can express opinions on topics, using linguistically complex language. (P) | 74 | B2+ (67-75) | 27, 29 (V) |
| | Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P) | 64 | B2 (59-66) | 27 |
| | Can redirect conversation in a meeting to include all attendees. (P) | 70 | B2+ (67-75) | 27 |
| | Can contribute to group discussions even when speech is fast and colloquial. (CA) | 76 | C1 (76-84) | 28 (V) |
| | Can answer questions about abstract topics clearly and in detail. (CA) | 76 | C1 (76-84) | 23 |
| | Can write a clear summary of a complex factual text, maintaining its original tone and message. (P) | 76 | C1 (76-84) | 25 |
| Writing | Can express themselves fluently in writing, adapting the level of formality to the context. (P) | 77 | C1 (76-84) | 29 (V) |

UNIT 3 Prospects

Grammar: Expressing modality; passives

Function: Evading a question

Vocabulary: Job hunting; honesty; metaphors; collocations: politics

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|--------------------|
| Listening | Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P) | 80 | C1 (76-84) | 32, 40 (V), 41 (V) |
| Reading | Can quickly scan long, complex texts for key information. (P) | 69 | B2+ (67-75) | 35 |
| | Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P) | 72 | B2+ (67-75) | 35 |
| Speaking | Can answer questions in a job interview in detail, interacting authoritatively, developing points fluently, and managing interjections. (CA) | 77 | C1 (76-84) | 34 |
| | Can conduct a job interview, interacting authoritatively, developing points fluently, and managing interjections. (CA) | 79 | C1 (76-84) | 34 |
| | Can suggest pros and cons when discussing a topic, using linguistically complex language. (P) | 74 | B2+ (67-75) | 38 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (EA) | 61 | B2 (59-66) | 38 |
| | Can politely avoid answering a question, using a range of linguistically complex language. (CA) | 75 | B2+ (67-75) | 38 |
| | Can politely respond to interruptions during a discussion and return to the main topic. (P) | 69 | B2+ (67-75) | 39 |
| | Can express opinions on topics, using linguistically complex language. (P) | 74 | B2+ (67-75) | 40 (V) |
| | Can summarise relevant data or research in support of an argument in a debate or discussion. (P) | 73 | B2+ (67-75) | 41 (V) |
| Writing | Can summarise information from a presentation or lecture in their field of specialisation. (P) | 65 | B2 (59-66) | 32 |
| | Can write a letter of application with appropriate register, conventions and supporting detail. (P) | 65 | B2 (59-66) | 34 |
| | Can edit and improve a linguistically complex text. (P) | 85 | C2 (85-90) | 34 |
| | Can edit and add to a linguistically complex text to make it clearer or more concise. (P) | 82 | C1 (76-84) | 34 |
| | Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007A) | 81 | C1 (76-84) | 41 (V) |

UNIT 4 Influence

Grammar: Participle clauses; introductory *it* and *there*

Function: Persuasive techniques in presentations

Vocabulary: Influence; three-part multi-word verbs; social media; persuasion

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can recognise the use of persuasive language in a linguistically complex presentation or lecture. (P) | 77 | C1 (76-84) | 51 |
| | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67-75) | 52 (V) |
| | Can understand most TV news and current affairs programmes. (C) | 72 | B2+ (67-75) | 52 (V) |
| Reading | Can understand complex arguments in newspaper articles. (P) | 79 | C1 (76-84) | 44-45 |
| | Can understand inferred meaning in formal structured text. (P) | 70 | B2+ (67-75) | 45 |
| | Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P) | 72 | B2+ (67-75) | 46 |
| Speaking | Can contribute to a group discussion using linguistically complex language. (P) | 79 | C1 (76-84) | 45 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (E _A) | 61 | B2 (59-66) | 48 |
| | Can enhance a text using figurative language such as onomatopoeia, alliteration or hyperbole. (P) | 87 | C2 (85-90) | 51 |
| | Can give clear presentations highlighting significant points with relevant supporting detail. (C _A) | 70 | B2+ (67-75) | 51 |
| | Can express opinions on topics, using linguistically complex language. (P) | 74 | B2+ (67-75) | 52 (V) |
| | Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P) | 74 | B2+ (67-75) | 53 (V) |
| | Can make a linguistically complex business presentation with the help of notes. (P) | 76 | C1 (76-84) | 53 (V) |
| Writing | Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays. (C _A) | 82 | C1 (76-84) | 49 |
| | Can write linguistically complex and logically structured reports and articles. (C _A) | 85 | C1 (76-84) | 49 |
| | Can write a detailed, reasoned argument for or against a case. (N2007 _A) | 72 | B2+ (67-75) | 53 (V) |

UNIT 5 Body

Grammar: Noun phrases

Function: Fronting; headers and tails; informal turn-taking

Vocabulary: Collocations; compounds; fashion and looks; well-being

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P) | 80 | C1 (76-84) | 59 |
| | Can recognise discourse markers that convey turn-taking in a linguistically complex academic discussion. (P) | 75 | B2+ (67-75) | 63 |
| | Can initiate, maintain and end discourse naturally with effective turn-taking. (CA) | 68 | B2+ (67-75) | 63 |
| | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67-75) | 64 (V) |
| | Can understand most TV news and current affairs programmes. (C) | 72 | B2+ (67-75) | 64 (V) |
| | Can understand most of a linguistically complex podcast. (P) | 78 | C1 (76-84) | 65 (V) |
| Reading | Can understand complex arguments in newspaper articles. (P) | 79 | C1 (76-84) | 56 |
| | Can distinguish between fact and opinion in complex formal contexts. (P) | 71 | B2+ (67-75) | 59 |
| | Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style. (CA) | 87 | C2 (85-90) | 61 |
| | Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P) | 68 | B2+ (67-75) | 62 |
| Speaking | Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P) | 79 | C1 (76-84) | 59 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (EA) | 61 | B2 (59-66) | 60 |
| | Can justify and sustain views clearly by providing relevant explanations and arguments. (CA) | 60 | B2 (59-66) | 63 |
| | Can effectively participate in a debate on complex or abstract topics using linguistically complex language. (P) | 85 | C2 (85-90) | 63 |
| | Can give a detailed account of a complex subject, ending with a clear conclusion. (CA) | 78 | C1 (76-84) | 65 (V) |
| Writing | Can edit and improve a linguistically complex text. (P) | 85 | C2 (85-90) | 61 |
| | Can write clear, detailed descriptions on a variety of subjects related to their field of interest. (C) | 67 | B2+ (67-75) | 61 |
| | Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CA) | 85 | C1 (76-84) | 65 (V) |

UNIT 6 Cultures

Grammar: Concession clauses; indirect speech

Function: Talking about customs

Vocabulary: Cities; binomials; summarising verbs; conventions

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (C _A) | 88 | C2 (85-90) | 74 |
| | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67-75) | 76 (V) |
| | Can understand most TV news and current affairs programmes. (C) | 72 | B2+ (67-75) | 76 (V) |
| Reading | Can infer meaning in a linguistically complex academic text. (P) | 78 | C1 (76-84) | 68-69 |
| Speaking | Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P) | 79 | C1 (76-84) | 69, 75 |
| | Can understand the intended double meaning of a word used in a joke. (P) | 78 | C1 (76-84) | 72 |
| | Can express attitudes using linguistically complex language. (P) | 75 | B2+ (67-75) | 76 (V) |
| | Can bring relevant personal experiences into a conversation to illustrate a point. (P) | 60 | B2 (59-66) | 76 (V) |
| | Can compare and evaluate different ideas using a range of linguistic devices. (P) | 70 | B2+ (67-75) | 77 (V) |
| Writing | Can synthesise information from multiple linguistically complex academic texts. (P) | 82 | C1 (76-84) | 73 |
| | Can write linguistically complex and logically structured reports and articles. (C _A) | 85 | C1 (76-84) | 73 |
| | Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (C _A) | 85 | C1 (76-84) | 77 (V) |

UNIT 7 Classics

Grammar: Subjunctive; adverbials

Function: Telling anecdotes

Vocabulary: Film; relationships; adverb-adjective collocations; travel

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can follow a linguistically complex lecture or discussion which contains a large amount of specialised terminology or idiomatic language. (CA) | 90 | C2 (85-90) | 84 |
| | Can narrate a story in detail, giving relevant information about feelings and reactions. (P) | 67 | B2+ (67-75) | 87 |
| | Can understand TV documentaries, interviews, plays and most films in standard speech. (CA) | 64 | B2 (59-66) | 88 (V) |
| | Can understand most of a linguistically complex podcast. (P) | 78 | C1 (76-84) | 89 (V) |
| Reading | Can extract information, ideas and opinions from highly specialised sources within their field. (CA) | 78 | C1 (76-84) | 82 |
| | Can understand the author's purpose and intended audience. (P) | 62 | B2 (59-66) | 82 |
| | Can understand a linguistically complex poem. (P) | 82 | C1 (76-84) | 83 |
| | Can understand inferred meaning in formal structured text. (P) | 70 | B2+ (67-75) | 88 (V) |
| Speaking | Can describe the plot of a book or film in some detail. (EA) | 59 | B2 (59-66) | 80-81 |
| | Can summarise orally the plot and sequence of events in an extract from a film or play. (CA) | 64 | B2 (59-66) | 81 |
| | Can effectively participate in a debate on complex or abstract topics using linguistically complex language. (P) | 85 | C2 (85-90) | 83, 84 |
| | Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P) | 79 | C1 (76-84) | 85 |
| | Can speculate about causes, consequences or hypothetical situations. (N2000) | 64 | B2 (59-66) | 88 (V) |
| | Can narrate a story in detail, giving relevant information about feelings and reactions. (P) | 67 | B2+ (67-75) | 89 (V) |
| | Can write summaries and reviews of professional or literary works. (CA) | 80 | C1 (76-84) | 82 |
| Writing | Can edit and improve a linguistically complex academic text outside their field of study. (P) | 90 | C2 (85-90) | 82 |
| | Can edit and add to a linguistically complex text to make it clearer or more concise. (P) | 82 | C1 (76-84) | 82 |
| | Can develop a clear written description or narrative with relevant supporting detail and examples. (CA) | 65 | B2 (59-66) | 89 (V) |

UNIT 8 Classics

Grammar: Understanding complex sentences; prepositional phrases

Function: Giving opinions

Vocabulary: Idioms for choices; connotation; ways of reading; wildlife

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|-------------|
| Listening | Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (C _A) | 88 | C2 (85-90) | 95, 100 (V) |
| | Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P) | 80 | C1 (76-84) | 95 |
| | Can follow an animated conversation between two fluent speakers. (C _A) | 74 | B2+ (67-75) | 98 |
| | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67-75) | 100 (V) |
| | Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A) | 64 | B2 (59-66) | 100 (V) |
| Reading | Can synthesise information from different sources in order to give a written or oral summary. (P) | 69 | B2+ (67-75) | 92-93 |
| | Can take effective notes on a linguistically complex and unfamiliar text. (P) | 74 | B2+ (67-75) | 92-93 |
| | Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text. (W _A) | 82 | C1 | 94 |
| Speaking | Can contribute to a group discussion using linguistically complex language. (P) | 79 | C1 (76-84) | 96 |
| | Can express opinions on topics, using linguistically complex language. (P) | 74 | B2+ (67-75) | 98 |
| | Can use a range of hedging techniques to express doubt in a linguistically complex academic presentation or discussion. (P) | 79 | C1 (76-84) | 99 |
| | Can talk about hypothetical events and actions, and their possible consequences. (P) | 70 | B2+ (67-75) | 100 (V) |
| | Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P) | 79 | C1 (76-84) | 101 (V) |
| Writing | Can edit and add to a linguistically complex text to make it clearer or more concise. (P) | 82 | C1 (76-84) | 93 |
| | Can create well-structured complex texts with underlying inferred meaning. (C _A) | 85 | C2 (85-90) | 97 |
| | Can write effective conclusions to a range of academic essays. (P) | 78 | C1 (76-84) | 97 |
| | Can write a linguistically complex academic essay in an appropriate style and register. (P) | 82 | C1 (76-84) | 97 |
| | Can convey information and ideas on abstract and concrete topics. (C _A) | 70 | B2+ (67-75) | 101 (V) |

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