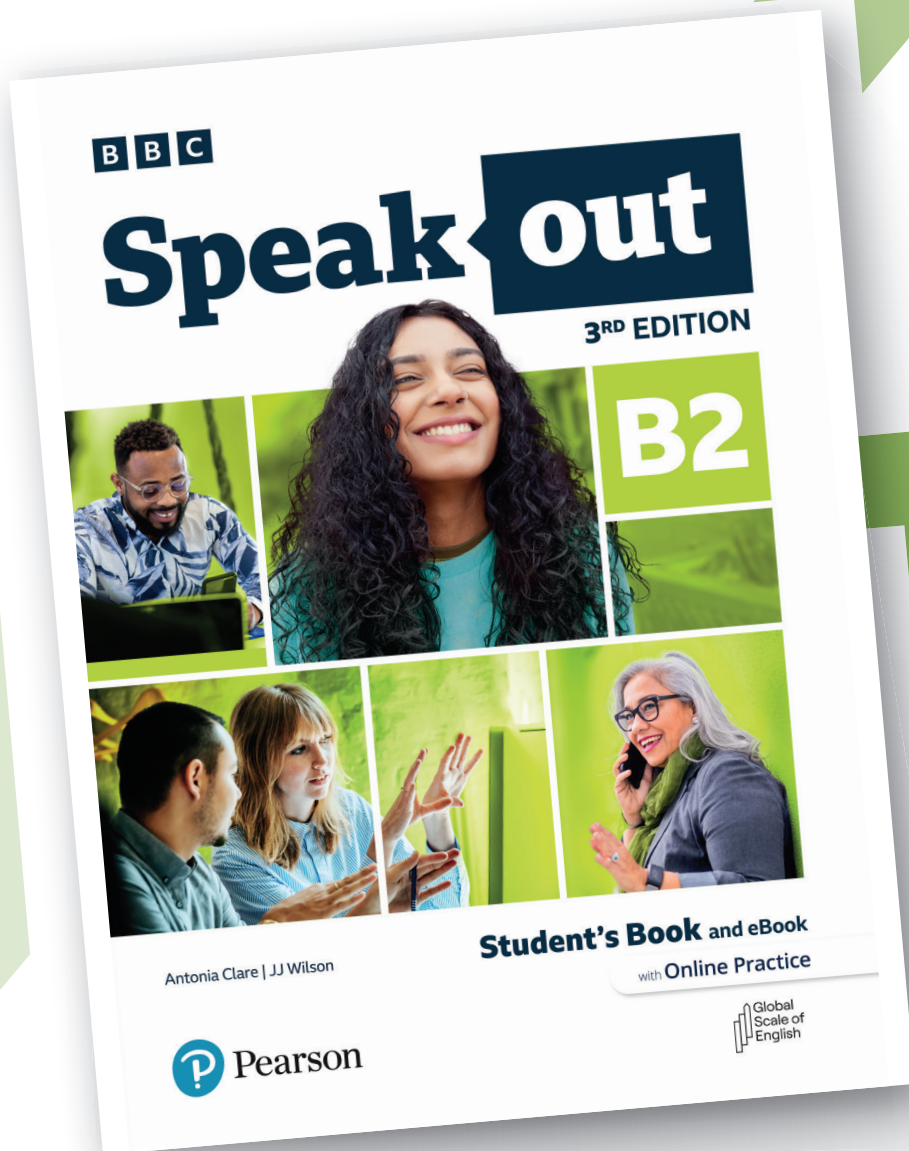


GSE MAPPING BOOKLET

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 17. 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
(C _J)	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 <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 B2.

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 3 (B2).

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 identity

GRAMMAR/FUNCTION: present perfect simple and continuous • infinitive and *-ing* forms • How to express personal preferences • *while, whereas* and *whilst*

VOCABULARY: personality adjectives • suffixes • collocations about memory • idioms: memory • emotions and feelings

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand main points and check comprehension by using contextual clues. (CA)	64	B2 (59–66)	1A	9
	Can distinguish between relevant and irrelevant content in extended informal speech. (P)	60	B2 (59–66)	1D	16
Speaking	Can describe people's personality and emotions in some detail. (P)	59	B2 (59–66)	1A, 1D	9, 17
	Can plan what is to be said and the means to say it, considering the effect on the recipient. (CA)	64	B2 (59–66)	1A	9
	Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest. (P)	59	B2 (59–66)	1B	13
	Can use a range of language to express degrees of enthusiasm. (P)	62	B2 (59–66)	1C	15
	Can use a range of language to express degrees of reluctance. (P)	65	B2 (59–66)	1C	15
	Can discuss options and possible actions. (P)	59	B2 (59–66)	1C	15
	Can paraphrase in simpler terms what someone else has said. (P)	60	B2 (59–66)	1D	17
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	1B	12
Writing	Can support ideas with relevant examples. (P)	59	B2 (59–66)	1A	10
	Can write detailed descriptions of real or imaginary people. (P)	59	B2 (59–66)	1A	10
	Can clearly signal the difference between fact and opinion in structured text. (P)	61	B2 (59–66)	1D	17
	Can demonstrate understanding of formality and conventions in standard letters. (P)	59	B2 (59–66)	1D	17

UNIT 2 different worlds

GRAMMAR/FUNCTION: future probability • quantifiers • How to speculate

VOCABULARY: science and technology • word families • nature • lifestyle adjectives • extreme adjectives

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	2B	23
	Can understand most of a radio programme about a familiar topic. (C _A)	60	B2 (59–66)	2B	23
	Can understand scripted speech delivered quickly, if the accent is familiar. (C_A)	61	B2 (59–66)	2D	28
Speaking	Can speculate about a future event using a range of linguistic devices. (P)	66	B2 (59–66)	2A	22
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C _A)	61	B2 (59–66)	2A	22
	Can construct a chain of reasoned argument. (C)	62	B2 (59–66)	2A	22
	Can give the advantages and disadvantages of various options on a topical issue. (C_A)	60	B2 (59–66)	2B	24
	Can refocus a discussion by suggesting what to consider next, and how to proceed. (C2018)	61	B2 (59–66)	2B	24
	Can use a range of language to make detailed comparisons of quantities. (P)	61	B2 (59–66)	2B	24
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	2C	27
	Can express an inference or assumption about a person's mood or emotional state. (P)	60	B2 (59–66)	2C	27
	Can use intonation to indicate various degrees of certainty during a discussion. (P)	65	B2 (59–66)	2C	27
	Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution. (C_A)	61	B2 (59–66)	2D	29
	Reading	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	2A
Can scan a long text or a set of related texts in order to find specific information. (C _A)		63	B2 (59–66)	2A	20, 21
Writing	Can show the relationship between an opinion and a counter-argument in a discursive text. (P)	66	B2 (59–66)	2B	25
	Can compare and evaluate ideas in a structured and logical text. (P)	66	B2 (59–66)	2B	25
	Can write a structured text clearly signalling main points and supporting details. (P)	62	B2 (59–66)	2B	25
	Can write engaging headlines or titles to capture a reader's attention. (P)	66	B2 (59–66)	2D	29

UNIT 3 showtime

GRAMMAR/FUNCTION: relative clauses • cleft sentences • How to use vague language • *do* and *did* for emphasis

VOCABULARY: festivals • the environment • phrasal verbs: performing • phrasal verbs: communication • film and TV

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise the use of hyperbole (e.g. It's going to take me years to finish this). (P)	64	B2 (59–66)	3B	36
	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (CJA)	65	B2 (59–66)	3D	40
Speaking	Can encourage discussion by inviting others to join in, say what they think, etc. (CA)	62	B2 (59–66)	3A	34
	Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (CA)	65	B2 (59–66)	3A	34
	Can give clear, detailed descriptions on a wide range of familiar subjects. (CA)	66	B2 (59–66)	3B	37
	Can exchange information on a wide range of topics within their field with some confidence. (CA)	59	B2 (59–66)	3B	37
	Can fluently substitute an equivalent term for a word they can't recall. (CA)	64	B2 (59–66)	3C	39
	Can give a detailed summary of a film including information about the plot, characters and setting. (P)	66	B2 (59–66)	3C	39
	Can give detailed answers to questions in a face-to-face survey. (P)	61	B2 (59–66)	3D	41
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	3A	33
Writing	Can adopt a level of formality appropriate to the circumstances. (N2000)	66	B2 (59–66)	3A	34

UNIT 4 lifestyle

GRAMMAR/FUNCTION: future continuous and future perfect • passives • How to express agreement and disagreement

VOCABULARY: health and lifestyle • illness and treatment • sleep • exercise • sport: motivation and benefits • phrases related to time

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	4B	48
	Can understand the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	4C	51
	Can follow changes of topic in factual TV news items and form an idea of the main content. (C)	61	B2 (59–66)	4D	52
	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	4D	52
Speaking	Can describe goals using a range of expressions. (P)	65	B2 (59–66)	4A	46
	Can describe future plans and intentions in detail, giving degrees of probability. (P)	60	B2 (59–66)	4A	46
	Can bring relevant personal experiences into a conversation to illustrate a point. (P)	60	B2 (59–66)	4B	49
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C_A)	60	B2 (59–66)	4B	49
	Can show degrees of agreement using a range of language. (P)	61	B2 (59–66)	4C	51
	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	4C	51
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	4C	51
	Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64	B2 (59–66)	4D	53
	Can develop an argument well enough to be followed without difficulty most of the time. (C)	66	B2 (59–66)	4D	53
Reading	Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)	63	B2 (59–66)	4A	44, 45

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can present additional ideas using a range of linking words and phrases. (P)	62	B2 (59–66)	4B	49
	Can signal additional information in a formal structured text with a range of language. (P)	62	B2 (59–66)	4B	49
	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	4D	53

UNIT 5 work

GRAMMAR/FUNCTION: past perfect simple and continuous • past plans and intentions • How to describe problems and suggest solutions • non-defining relative clauses for comments

VOCABULARY: time expressions • work and careers • areas of work • conference calls

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand unscripted speech delivered quickly, if the accent is familiar. (CA)	64	B2 (59–66)	5B	59
	Can extract the main points from news items, etc. with opinions, arguments and discussion. (CA)	65	B2 (59–66)	5B	59
	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	5B	59
	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	5B	59
	Can follow the stages of a complex process described using non-technical language. (P)	61	B2 (59–66)	5C	63
	Can understand cause and effect relationships in informal conversation at natural speed. (P)	65	B2 (59–66)	5D	64
Speaking	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+ (67–75)	5A	58
	Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)	61	B2 (59–66)	5A	58
	Can justify the reasons for a particular decision or course of action. (P)	62	B2 (59–66)	5B	60
	Can suggest solutions to problems and explain why they would work. (P)	60	B2 (59–66)	5C	63
	Can accurately describe a problem with a product or piece of equipment. (P)	63	B2 (59–66)	5C	63
	Can develop an argument well enough to be followed without difficulty most of the time. (C)	66	B2 (59–66)	5D	65
	Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (CA)	60	B2 (59–66)	5D	65
Reading	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	5A	56
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	5A	56

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can write a brief standard report conveying factual information, stating reasons for actions. (CA)	61	B2 (59–66)	5B	61
	Can give a structured written explanation of a problem. (CA)	65	B2 (59–66)	5B	61
	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	5B	61
	Can comment on factual information within their field of interest. (CA)	59	B2 (59–66)	5B	61
	Can write a formal email/letter of thanks or apology with appropriate conventions. (P)	59	B2 (59–66)	5D	65

UNIT 6 psychology

GRAMMAR/FUNCTION: necessity, prohibition and permission • reported orders, requests and advice • How to ask for advice and give advice tactfully

VOCABULARY: prefixes • reporting verbs • collocations with *get* and *take* • fillers

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	6B	71
	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C_A)	65	B2 (59–66)	6C	75
	Can follow a natural group discussion, but may find it difficult to participate effectively. (C_A)	62	B2 (59–66)	6D	76
Speaking	Can show degrees of agreement using a range of language. (P)	61	B2 (59–66)	6A	70
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. (C2018)	61	B2 (59–66)	6A	70
	Can describe what they would do and how they would react to situations in a text. (P)	61	B2 (59–66)	6B	73
	Can give advice on a wide range of subjects. (P)	66	B2 (59–66)	6C	75
	Can recommend a course of action, giving reasons. (P)	62	B2 (59–66)	6C	75
	Can use stock phrases to gain time and keep the turn whilst formulating what to say. (C_A)	64	B2 (59–66)	6D	76, 77
	Can respond to clearly expressed questions on a presentation they have given. (C_A)	61	B2 (59–66)	6D	77
Reading	Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc. (P)	67	B2+ (67–75)	6A	68, 69
Writing	Can edit notes or bullet points to make them more concise. (P)	64	B2 (59–66)	6A	70
	Can write personal emails/letters giving and commenting on news in detail. (C_A)	60	B2 (59–66)	6D	77
	Can express news and views effectively in writing and relate to those of others. (C)	65	B2 (59–66)	6D	77

UNIT 7 talent

GRAMMAR/FUNCTION: past modals of deduction • *wish, if only, should have* • How to describe a process • adverbials of concession

VOCABULARY: compound adjectives • chance • idioms: regrets • phrasal verbs: explaining

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can follow chronological sequences in extended informal speech at natural speed. (P)	65	B2 (59–66)	7B	83
	Can follow the stages of a complex process described using non-technical language. (P)	61	B2 (59–66)	7C	87
	Can understand detailed instructions well enough to be able to follow them without making mistakes. (C)	62	B2 (59–66)	7C	87
	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	7D	88
Speaking	Can talk about possibilities in the past with precision. (P)	60	B2 (59–66)	7A	82
	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	7A	82
	Can describe the personal significance of events and experiences in detail. (CA)	63	B2 (59–66)	7B	85
	Can describe how to do something, giving detailed instructions. (C)	62	B2 (59–66)	7C	87
	Can describe the degree of necessity of various actions. (P)	60	B2 (59–66)	7C	87
	Can give a clear, detailed spoken description of how to carry out a procedure. (C)	63	B2 (59–66)	7C	87
	Can make a complicated process easier to understand by breaking it down into a series of smaller steps. (C2018)	64	B2 (59–66)	7C	87
	Can further develop other people's ideas and opinions. (C2018)	64	B2 (59–66)	7D	89
	Can build on people's ideas and link them into coherent lines of thinking. (C2018)	66	B2 (59–66)	7D	89
	Can give advice on a wide range of subjects. (P)	66	B2 (59–66)	7D	89
Reading	Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. (WA)	62	B2 (59–66)	7A	80, 81
	Can follow the exchanges on the discussion board of a website. (P)	61	B2 (59–66)	7B	84

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can develop a clear written description or narrative with relevant supporting detail and examples. (CA)	65	B2 (59–66)	7B	85
	Can end a discursive argument with a clear conclusion and opinion. (P)	61	B2 (59–66)	7D	89

UNIT 8 community

GRAMMAR/FUNCTION: participial clauses • conditionals with conjunctions • How to develop an argument

VOCABULARY: collocations with *go*, *have* and *make* • describing homes and living conditions • world issues • prepositional phrases • expressions with *get*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise the speaker's point of view in a structured presentation. (P)	63	B2 (59–66)	8B	96
	Can relate information in a presentation to the same information given in graphs, charts and tables. (WA)	59	B2 (59–66)	8B	96
	Can recognise when examples are being given in a structured presentation on an unfamiliar topic. (P)	61	B2 (59–66)	8B	96
	Can understand TV documentaries, interviews, plays and most films in standard speech. (CA)	64	B2 (59–66)	8D	100
Speaking	Can encourage members of a group to describe and elaborate on their thinking. (C2018)	67	B2+ (67–75)	8A	92
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	8A	94
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (CA)	64	B2 (59–66)	8B	97
	Can develop a clear argument with supporting subsidiary points and relevant examples. (CA)	66	B2 (59–66)	8C	99
	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (CA)	60	B2 (59–66)	8C	99
	Can outline an issue or problem clearly. (CA)	66	B2 (59–66)	8D	101
Reading	Can recognise contrasting arguments in structured, discursive text. (P)	68	B2+ (67–75)	8A	92, 93
	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (C _A)	59	B2 (59–66)	8A	92, 93
Writing	Can write a letter of application with appropriate register, conventions and supporting detail. (P)	65	B2 (59–66)	8A	94
	Can clearly signal problem and solution relationships in structured text. (P)	62	B2 (59–66)	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 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 help define goals for teamwork and compare options for how to achieve them.	64	B2 (59–66)	1C	146
	Can ask questions to stimulate discussion on how to organise collaborative work.	62	B2 (59–66)	1D	17
	Can refocus a discussion by suggesting what to consider next, and how to proceed.	61	B2 (59–66)	2B	24
	Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.	65	B2 (59–66)	4C	150
	Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.	66	B2 (59–66)	4C	150
	Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.	65	B2 (59–66)	4C	150
	Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.	66	B2 (59–66)	4D	53
	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	66	B2 (59–66)	5C	151
	Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences.	64	B2 (59–66)	5C	151

SKILL	DESCRIPTOR	GSE	CEFR	LESSONS	PAGE(S)
	Can ask people to explain how an idea fits with the main topic under discussion.	65	B2 (59–66)	5C	151
	Can make a complicated process easier to understand by breaking it down into a series of smaller steps.	64	B2 (59–66)	7C	155
	Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.	66	B2 (59–66)	7C	155
	Can make new information more accessible by using repetition and adding illustrations.	60	B2 (59–66)	7C	155
	Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.	66	B2 (59–66)	7C	155
	Can build on people's ideas and link them into coherent lines of thinking.	66	B2 (59–66)	7D	89
	Can encourage members of a group to describe and elaborate on their thinking.	67	B2+ (67–75)	8A	94
	Can synthesise and report information and arguments from a number of sources.	66	B2 (59–66)	8C	156
Writing	Can summarise in writing the main content of complex texts on subjects related to his/her fields of interest and specialisation.	62	B2 (59–66)	2C	147
	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2 (59–66)	2D	23
	Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.	66	B2 (59–66)	3C	149
	Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	66	B2 (59–66)	3C	149
	Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.	64	B2 (59–66)	6C	153

References

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

North, B. (2000) *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.

Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 (“WIDA ELD Standards”). Retrieved 27.11.2017 from <https://wida.wisc.edu/resources>

Schneider, G., North, B. (1999) „*In anderen Sprachen kann ich . . .*“ *Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit*. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.

Schneider, G., North, B. (2000) *Fremdsprachen können – was heißt das?* Chur / Zürich: Rüegger.