Global Scale of English

Fast-track your progress

GSE MAPPING BOOKLET

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

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Pearson

GSE, *Speakout 3rd Edition* C1–C2 – Published 2023

Speakout

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

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

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

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

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

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

Mediation and Online interaction

Students strengthen their mediation skills as shown in a separate table on page 15. In addition, there are references to online interaction tasks in the Student's Book and support material, whereby students practice online conversation and discussion, and goal-oriented online transactions and collaboration.

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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

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The Global Scale of English

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

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

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

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

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

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

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C_A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
($C2018_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CJ_A)	CEFR-J descriptor, adapted or edited
(CSE_A)	Eiken descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

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

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

Visit **https://www.pearson.com/english/about-us/global-scale-of-english.html** to learn more about the Global Scale of English.

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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 C.

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 4 (C1) and Level 5 (C2).

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

Using the information in this teacher mapping booklet

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

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher mapping booklet list gives you a more complete picture of what is being studied
- The list can be used to support any reporting that you have to do (e.g., for students or for admin purposes)
- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The Learning Objectives enable you to see quickly the language functions that are most relevant to your students

The GSE Teacher Toolkit

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

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

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

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency
- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice
- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases
- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students.

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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.

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UNIT 1 learning

GRAMMAR: conditional forms • nominal relative clauses

VOCABULARY: describing attitudes • idioms • collocations: education • compound nouns • creativity • teaching and learning

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can understand most of a linguistically complex podcast. (P)**	78	C1 (76–84)	1B	12
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	1B, 1C	15
Speaking	Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	1A, 1B	8, 11, 12
	Can comment on and discuss a linguistically complex text. (P)	77	C1 (76–84)	1A	8
	Can justify a point of view using linguistically complex language. (P)	77	C1 (76–84)	1A, 1C	10, 14
	Can compare, evaluate and prioritise different ideas using linguistically complex language. (P)	*78*	*C1 (76–84)*	1B	12
	Can suggest alternatives to hypothetical proposals in a general discussion. (P)	73	B2+ (67–75)	1B	12
	Can contribute to group discussions even when speech is fast and colloquial. (C_A)	76	C1 (76–84)	1C	15
	Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions. (C2018)	75	B2+ (67–75)	1C	15
	Can manage the participants in a fast-moving discussion to keep it on course. (P)	81	C1 (76–84)	1C	15
	Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)	80	C1 (76–84)	1D	17
	Can provide clarification of a complex point in a discussion using reformulation and paraphrase. (P)	76	C1 (76–84)	1D	16

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SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	**Can identify inferred meaning in a linguistically complex text. (P)**	79	C1 (76–84)	1A	8
	Can identify similar and contrasting opinions, including inferred meaning, across a range of texts. (P)	*76*	*C1 (76–84)*	1A	8
	Can understand a detailed description in a linguistically complex academic text. (P)	77	C1 (76–84)	1D	17
Writing	**Can take effective notes while listening to a linguistically complex audio recording. (P)**	80	C1 (76–84)	1B	13
	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007$_A$)	81	C1 (76–84)	1D	17

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UNIT 2 culture

GRAMMAR: advanced ways of comparing • reporting

VOCABULARY: describing the impact of an action • binomials • summarising verbs • multi-word verbs for reporting • conventions/cultural change • describing food

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can understand the details in a linguistically complex audio recording. (P)**	82	C1 (76–84)	2B, 2C, 2D	24, 27, 28
Speaking	**Can give reasons and explanations for their opinions using linguistically complex language. (P)**	78	C1 (76–84)	2A, 2B, 2C	20, 21, 22, 24, 27
	Can justify a point of view using linguistically complex language. (P)	77	C1 (76–84)	2A, 2B, 2C	22, 24, 26
	Can summarise the main points from answers to a survey using linguistically complex language. (P)	*76*	*C1 (76–84)*	2B	25
	Can develop an argument on an academic topic, including supporting points and relevant examples. (P)	73	B2+ (67–75)	2B	23
	Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement. (P)	*80*	*C1 (76–84)*	2C	27
	Can contribute to group discussions even when speech is fast and colloquial. (C_A)	76	C1 (76–84)	2D	29
Reading	**Can understand complex arguments in newspaper articles. (P)**	79	C1 (76–84)	2A	20
Writing	**Can write essays and reports synthesising information from a number of sources. (P)**	76	C1 (76–84)	2B	25
	Can write a detailed description of a place using linguistically complex and nuanced language. (P)	*80*	*C1 (76–84)*	2D	29

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UNIT 3 working life

GRAMMAR: modal verbs and phrases • passives

VOCABULARY: collocations: job searching • verb-noun collocations (1) • collocations (1) • workplace and work culture

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can understand the details in a linguistically complex audio recording. (P)**	82	C1 (76–84)	3A, 3D	33, 40
Speaking	**Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (P)**	80	C1 (76–84)	3A, 3D	34, 41
	Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus. (C2018)	79	C1 (76–84)	3B	37
	Can reformulate what they want to say during a conversation or discussion using linguistically complex language. ($N2000_A$)	80	C1 (76–84)	3C	39
Reading	**Can critically evaluate the structure, content and style of a text using linguistically complex language. (P)**	88	C2 (85–90)	3B	35
Writing	**Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts. (C2018)**	85	C2 (85–90)	3A	34
	Can write linguistically complex and logically structured reports and articles. (CJ_A)	85	C2 (85–90)	3D	41

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UNIT 4 humanity

GRAMMAR: verb patterns • continuous and perfect aspect

VOCABULARY: verb-noun collocations (2) • adverb-adjective collocations • collocations: needing and giving • adjectives to describe people • money and economy • extinction

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can follow an animated conversation between two fluent speakers. (C_A)**	74	B2+ (67–75)	4B	47
	Can understand the details in a linguistically complex recording. (P)	82	C1 (76–84)	4B, 4D	47, 52
Speaking	**Can justify a point of view using linguistically complex language. (P)**	77	C1 (76–84)	4A	46
	Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1 (76–84)	4B	48
	Can summarise group discussions on a wide range of linguistically complex topics. (P)	83	C1 (76–84)	4C	51
	Can facilitate understanding of a complex issue by highlighting and categorising the main points. (C2018)	79	C1 (76–84)	4C	51
	Can speculate about future events or situations using linguistically complex language. (P)	*76*	*C1 (76–84)*	4D	53
Reading	**Can identify specific information in a linguistically complex factual text. (P)**	73	B2+ (67–75)	4A	44
Writing	**Can express themselves fluently in writing, adapting the level of formality to the context. (P)**	77	C1 (76–84)	4B	49
	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. ($N2007_A$)	81	C1 (76–84)	4D	53

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UNIT 5 influence

GRAMMAR: giving emphasis: fronting, tailing, inversion, clefting • participle clauses

VOCABULARY: collocations: first impressions • spreading misinformation • persuasion • adjectives to describe presentations • role models

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can understand stories being told by a fluent speaker using colloquial language. (P)**	79	C1 (76–84)	5B	60
Speaking	**Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)**	79	C1 (76–84)	5A	58
	Can justify a point of view using linguistically complex language. (P)	77	C1 (76–84)	5B, 5D	61, 65
	Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	5C, 5D	62, 65
	Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (P)	80	C1 (76–84)	5C	63
Reading	**Can identify inferred meaning in a linguistically complex text. (P)**	79	C1 (76–84)	5A	56
Writing	**Can write essays and reports synthesising information from a number of sources. (P)**	76	C1 (76–84)	5B	61
	Can give complex information using appropriate register and conventions. (P)	84	C1 (76–84)	5B	61
	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. ($N2007_A$)	81	C1 (76–84)	5D	65

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UNIT 6 classics

GRAMMAR: narrative tenses review • adverbials

VOCABULARY: describing literature • reacting to poetry and song • travel: adjective-noun collocations • innovation

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can understand in detail discussions on abstract and complex topics. (C_A)**	88	C2 (85–90)	6B	72
Speaking	Can make a detailed and linguistically complex evidence-based argument in an academic presentation or discussion. (P)	82	C1 (76–84)	6A	70
	Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance. (C2018)	76	C1 (76–84)	6A, 6B	70
	Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	6C	75
	Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (P)	80	C1 (76–84)	6D	77
Reading	**Can critically evaluate the writer's choice of words to express nuanced meaning in a linguistically complex text. (P)**	90	C2 (85–90)	6A	68
	Can understand a linguistically complex poem. (P)	82	C1 (76–84)	6B	71
Writing	**Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works. (P)**	77	C1 (76–84)	6A	70
	Can write a linguistically complex account of an event, either from personal experience or from what other people say. (P)	*80*	*C1 (76–84)*	6D	77

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UNIT 7 choice

GRAMMAR: omitting words • prepositional phrases

VOCABULARY: idioms for choices • connotation • ways of reading • discussing animals: collocations • making choices

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can follow presentations on abstract and complex topics outside their field of interest. (P)**	79	C1 (76–84)	7B	83
	Can understand the details in a linguistically complex audio recording	82	C1 (76–84)	7B	83
Speaking	**Can give detailed advice on a wide range of subjects using linguistically complex language. (P)**	85	C2 (85–90)	7A	82
	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	7A	82
	Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)	80	C1 (76–84)	7B	84
	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. (C2018)	76	C1 (76–84)	7C, 7D	87, 89
	Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoints of others. (C2018)	87	C2 (85–90)	7C, 7D	87, 89
	Can express preferences using linguistically complex language. (P)	77	*C1 (76–84)*	7D	89
Reading	**Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style. (CJ_A)**	87	C2 (85–90)	7A	80
Writing	**Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way. (P)**	82	C1 (76–84)	7B	85
	Can write linguistically complex and logically structured reports and articles. (CJ_A)	85	C2 (85–90)	7B	85
	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CJ_A)	85	C2 (85–90)	7D	89

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UNIT 8 body and mind

GRAMMAR: noun phrases • uses of *will* and *would*

VOCABULARY: skills and abilities: idioms and collocations • compound adjectives • adjectives to describe sensations and reactions • verbs to describe reactions • well-being • thoughts and ideas

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	**Can recognise a speaker's feelings or attitude in linguistically complex speech. (P)**	81	C1 (76–84)	8B	95
	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)	8B	95
Speaking	**Can give a detailed presentation describing someone's skills and abilities using linguistically complex language. (P)**	*76*	*C1 (76–84)*	8A	94
	Can describe typical behaviours and experiences using linguistically complex language. (P)	*78*	*C1 (76–84)*	8B	96
	Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	8C	99
	Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoints of others. (C2018)	87	C2 (85–90)	8C	99
	Can discuss the credibility of explanations using linguistically complex language. (P)	*80*	*C1 (76–84)*	8D	101
Reading	**Can compare and critically evaluate a summary against the original text. (P)**	75	B2+ (67–75)	8A	92
Writing	**Can write a detailed description of a person or character from literature using linguistically complex language. (P)**	*82*	*C1 (76–84)*	8B	97
	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. ($N2007_A$)	81	C1 (76–84)	8D	101

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Mediation in *Speakout*

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

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

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

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

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	**Can outline his/her interpretation of a character in a work: their psychological/ emotional state, the motives for their actions and the consequences of these actions.**	76	C1 (76–84)	2C	147
	Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate a detailed understanding of each party's requirements for an agreement.	76	C1 (76–84)	3C	149
	Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed.	80	C1 (76–84)	6C	155
	Can develop the interaction and tactfully help steer it towards a conclusion.	80	C1 (76–84)	8C	159

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SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	**Can evaluate the extent to which a work follows the conventions of its genre.**	77	C1 (76–84)	1C	145
	Can interpret and present clearly and reliably in writing the salient, relevant points contained in complex diagrams and other visually organised data on complex academic or professional topics.	76	C1 (76–84)	4C	151
	Can recognise the finer subtleties of nuanced language, rhetorical effect and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and "unpacking" meanings and connotations.	90	C2 (85–90)	5C	153
	Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.	80	C1 (76–84)	7C	157

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