

Speakout

2ND
EDITION

Speakout Starter Second Edition

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

speakout ^{2ND} EDITION

Speakout Second Edition is a comprehensive six-level general English course for adults that has been developed in association with **BBC Worldwide** and **BBC Learning English**. The course integrates authentic video from popular BBC programmes into every unit 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.

COURSE COMPONENTS

- Students' Book with DVD-ROM
- Students' Book with DVD-ROM and MyEnglishLab
- Students' Book Audio CDs
- Workbook with Audio CD (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

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 correlated to 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 Can Do statement 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

(N2000a) North (2000) descriptor, adapted or edited

(P) New Pearson English descriptor

English courses and testing aligned to a single scale - the Global Scale of English

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

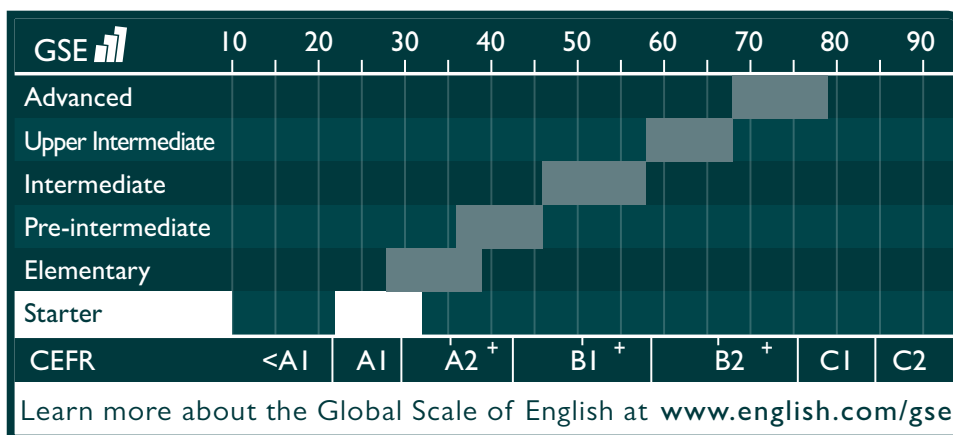
Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

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

Schneider, Guenther and Brian North (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

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Speakout Second Edition Starter is aligned with the Global Scale of English and Common European Framework of Reference. It takes learners from 0 to A1. Each lesson guides students to a 'Can do' goal in line with the Global Scale of English and Common European Framework 'Can do' statements.



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Unit One HELLO

Lesson 1.1 Where are you from?

Grammar *be: I/you*

Vocabulary countries

Pronunciation sentence stress; word stress

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can understand basic personal details if given carefully and slowly (P)	A1	21	8
Speaking	Can establish basic social contacts with simple, polite greetings and farewells (CA)	A1	19	8
	Can ask where other people are in a limited way (P)	A1	20	9
Writing	Can write the letters of the alphabet in upper and lower case (P)	A1	10	9

Lesson 1.2 Arrivals

Grammar *be: he/she/it*

Vocabulary jobs

Pronunciation word stress

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	10
Listening				
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics (CA)	A1	25	11
Writing				

Lesson 1.3 How do you spell...?

Grammar *Give personal information*

Vocabulary the alphabet

Pronunciation the alphabet; sentence stress

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can understand basic personal details if given carefully and slowly (P)	A1	21	12
Speaking	Can ask for the spelling of a word, or for the word to be written down (P)	A1	25	11
	Can exchange personal details (e.g. where they live, things they have) (CA)	A1	28	13
Writing				

Lesson 1.4 Around the world

Grammar Give personal information

Vocabulary the alphabet

Pronunciation the alphabet; sentence stress

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	14
Speaking	Can give a short description of their home, family and job, given some help with vocabulary (P)	A2	30	15
Writing	Can complete simple forms with basic personal details (CA)	A1	23	15

Unit Two PEOPLE

Lesson 2.1 Family photos

Grammar *be: you/we/they*

Vocabulary family

Pronunciation contractions

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can understand basic personal details if given carefully and slowly (P)	A1	21	18
Speaking	Can ask and answer simple questions about people they know in a limited way (CA)	A1	28	19
Writing	Can use an apostrophe when writing contractions (P)	A1	28	19

Lesson 2.1 A family business

Grammar possessive adjectives

Vocabulary numbers 11-100y

Pronunciation word stress: numbers

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	22
Listening				
Speaking	Can say their own age and ask someone about their age (P)	A1	28	23
Writing				

Lesson 2.3 Let's have a break

Function making suggestions

Vocabulary feelings

Pronunciation intonation: showing interest

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening				
Speaking	Can make very basic suggestions with support (P)	A1	21	20
	Can express how they are feeling using very basic fixed expressions (P)	A1	28	20
Writing				

Lesson 2.4 Royal wedding

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	24
Speaking	Can ask and answer simple questions about people they know in a limited way (CA)	A1	28	25
Writing	Can write short, simple notes, emails and postings to friends (N2000A)	A1	28	25

Unit Three THINGS

Lesson 3.1 What's this?

Grammar *this/that/these/those*

Vocabulary things

Pronunciation sounds: plurals /s/ , /z/ , /iz

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	30
Speaking	Can ask and answer simple questions about things they have in a limited way (CA)	A1	21	31
Writing				

Lesson 3.2 Famous clothes

Grammar possessive 's

Vocabulary colours and clothes

Pronunciation sounds: possessive 's

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	32
Listening				
Speaking	Can ask and answer simple questions about people they know in a limited way (CA)	A1	28	33
Writing	Can write simple sentences about their family and where they live (CA)	A1	27	33

Lesson 3.3 Café culture

Function ordering in a cafe

Vocabulary food and drink

Pronunciation Intonation: phrases with *or*

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	34
Listening	Can understand simple language related to prices and quantities (P)	A1	20	34
Speaking	Can ask for a drink or food in a limited way (P)	A1	24	34
	Can use simple phrases to order a meal (CA)	A2	31	35
Writing				

Lesson 3.4 The market

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	36
Speaking	Can use brief, everyday expressions to describe wants and needs, and request information (C)	A1	28	37
Writing	Can write simple sentences about things that they and other people have (P)	A1	25	37

Unit Four LIFE

Lesson 4.1 What's different?

Grammar present simple: *I/you/we/they*

Vocabulary verb phrases

Pronunciation sentence stress

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow short, simple social exchanges (P)	A2	33	40
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics (CA)	A1	25	41
Writing	Can use very basic connectors like and, but, so and then (CA)	A2	31	41

Lesson 4.2 A good match

Grammar present simple: *he/she/it*

Vocabulary days; time phrases

Pronunciation 3rd person s

Can do objectives		CEFR	GSE	PAGE
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support (CA)	A2	34	42
Listening				
Speaking	Can describe very basic similarities or differences with support (P)	A1	29	43
Writing				

Lesson 4.3 What time is it?

Function telling the time

Vocabulary events

Pronunciation intonation for checking

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can understand the time of day when expressed to the quarter hour (P)	A1	23	44
Speaking	Can tell the time of day to the quarter hour (P)	A1	24	44
	Can ask very simply for repetition when they don't understand (C)	A1	21	45
	Can use brief, everyday expressions to describe wants and needs, and request information (C)	A1	28	45
Writing				

Lesson 4.4 A secret life

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	46
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	46
Speaking	Can describe a person's likes and dislikes using very simple language (P)	A1	28	47
Writing	Can write simple sentences about someone's life and routines (P)	A1	28	47

Unit Five ROUTINES

Lesson 5.1 Bad habits

Grammar present simple questions: *he/she/it*

Vocabulary daily routines

Pronunciation weak forms: *does*

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	52
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics (CA)	A1	25	52
	Can initiate and respond to simple statements on very familiar topics (CA)	A2	30	53
Writing				

Lesson 5.2 Superman and super model

Grammar adverbs of frequency

Vocabulary food

Pronunciation word stress

Can do objectives		CEFR	GSE	PAGE
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support (CA)	A2	34	54
Listening				
Speaking	Can describe habits and routines (CA)	A2+	38	55
	Can initiate and respond to simple statements on very familiar topics (CA)	A2	30	55
Writing	Can use simple linkers to describe sequence such as <i>first, then, finally</i> (P)	A1	29	55

Lesson 5.3 When does it open?

Function Describing cause and effect

Vocabulary Trends

Pronunciation Connected speech: swallowed sounds

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	56
Speaking	Can use simple phrases to order a meal (CA)	A2	31	56
	Can use brief, everyday expressions to describe wants and needs, and request information (C)	A1	28	57
Writing				

Lesson 5.4 How to feed your kids

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	58
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	58
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics (CA)	A1	25	59
Writing	Can write short, simple notes, emails and postings to friends (N2000A)	A1	28	59

Unit Six JOURNEYS

Lesson 6.1 No trains

Grammar *there is/are*

Vocabulary places

Pronunciation word stress; sentence stress

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	62
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics (CA)	A1	25	63
Writing	Can write short, simple notes, emails and postings to friends (N2000A)	A1	28	63

Lesson 6.2 A global language?

Grammar Concession clauses

Vocabulary Language

Pronunciation Intonation: concession clauses

Can do objectives		CEFR	GSE	PAGE
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support (CA)	A2	34	64
Listening				
Speaking	Can use brief, everyday expressions to describe wants and needs, and request information (CA)	A1	28	65
Writing				

Lesson 6.3 Single or return?

Function buying a ticket

Vocabulary travel

Pronunciation word stress for checking

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can handle common, everyday transactions (e.g. buying a ticket) (CA)	A2	32	66
Speaking	Can use brief, everyday expressions to describe wants and needs, and request information (CA)	A1	28	67
Writing				

Lesson 6.4 Rush hour

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	68
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography) (C)	A2	31	68
Speaking	Can initiate and respond to simple statements on very familiar topics (CA)	A2	30	69
Writing	Can write a brief description related to a particular topic (P)	A1	29	69
	Can write simple sentences about someone's life and routines (P)	A1	28	69

Unit Seven PAST

Lesson 7.1 Where were you?

Grammar past simple: *was/were*

Vocabulary dates

Pronunciation Word stress: suffixes

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can understand basic information about free time activities (P)	A1	27	74
	Can understand cardinal numbers from 101 to 1000 (P)	A1	25	75
Speaking	Can indicate time by such phrases as next week, last Friday, in November, three o'clock (C)	A1	25	75
Writing	Can use basic punctuation (e.g. commas, full stops, question marks) (P)	A1	26	75

Lesson 7.2 Record breakers

Grammar past simple: regular verbs

Vocabulary actions

Pronunciation *-ed* endings

Can do objectives		CEFR	GSE	PAGE
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support (CA)	A2	34	76
Listening				
Speaking	Can describe basic events in the past with support (P)	A1	29	77
Writing				

Lesson 7.3 How was it?

Function giving opinions

Vocabulary adjectives

Pronunciation intonation

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening				
Speaking	Can make simple references to the past using <i>was/were</i> (P)	A2	33	78 & 79
Writing				

Lesson 7.4 The Chilean miners

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	80
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	80
Speaking	Can initiate and respond to simple statements on very familiar topics (CA)	A2	30	81
Writing	Can write simple sentences about someone's work and duties (P)	A2	31	81

Unit Eight PLACES

Lesson 8.1 Strange meetings

Grammar past simple: irregular verbs

Vocabulary prepositions of place

Pronunciation Rhythm: proverbs

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify specific information in simple letters, brochures and short articles (CA)	A2+	37	84
Listening				
Speaking	Can ask and answer simple questions about people they know in a limited way (CA)	A1	28	85
Writing				

Lesson 8.2 A good holiday

Grammar past simple: questions

Vocabulary holiday activities

Pronunciation linking: *did you?*

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can understand simple, everyday conversations if conducted slowly and clearly (CA)	A2	33	86
Speaking	Can describe a travel experience with a few very basic stock phrases (P)	A2	35	87
Writing	Can use very basic connectors like <i>and, but, so</i> and <i>then</i> (CA)	A2	31	87

Lesson 8.3 Where is it?

Function giving directions

Vocabulary prepositions

Pronunciation stress: prepositions

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening				
Speaking	Can initiate and respond to simple statements on very familiar topics (CA)	A2	30	88
	Can say where they and other people are in a limited way (P)	A1	22	88 & 89
Writing				

Lesson 8.4 Guided tour

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	90
Speaking	Can describe a travel experience with a few very basic stock phrases (P)	A2	35	91
Writing	Can write a basic text about an experience given a model (P)	A1	29	91

Unit Nine SHOPPING

Lesson 9.1 A waste of money

Grammar object pronouns

Vocabulary money

Pronunciation connected speech: linking

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography) (C)	A2	31	96
Speaking	Can ask and answer simple questions about purchases and products (P)	A1	29	97
Writing	Can write short, simple notes, emails and postings to friends (N2000A)	A1	28	97

Lesson 9.2 The right gift

Grammar *like, love, hate + -ing*

Vocabulary activities

Pronunciation sentence stress

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify specific information in simple letters, brochures and short articles (CA)	A2+	37	98
Listening				
Speaking	Can describe a person's likes and dislikes using very simple language (P)	A1	28	99
Writing				

Lesson 9.3 I'd like a . . .

Function making requests

Vocabulary shopping departments

Pronunciation word stress: intonation

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	100
Speaking	Can ask people for things and give people things (C)	A1	28	100
	Can use brief, everyday expressions to describe wants and needs, and request information (CA)	A1	28	101
Writing				

Lesson 9.4 The borrowing shop

Can do objectives		CEFR	GSE	PAGE
Reading	Can identify basic factual information in very simple texts (P)	A1	21	102
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	102
Speaking	Can use a limited range of fixed expressions to describe objects, possessions or products (P)	A2	35	103
Writing	Can write simple sentences about things that they and other people have (P)	A1	25	103

Unit Ten PLANS

Lesson 10.1 A new job

Grammar *can/can't*

Vocabulary collocations

Pronunciation strong and weak forms: *can/can't*

Can do objectives		CEFR	GSE	PAGE
Reading	Can understand short, simple messages on postcards, emails and social networks (CA)	A2	31	106
Listening				
Speaking	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> (P)	A1	27	107
Writing				

Lesson 10.2 Time for a change

Grammar *be going to*

Vocabulary life changes

Pronunciation weak form: *going to*

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can understand basic information about free time activities (P)	A1	27	108
Speaking	Can use limited fixed expressions to describe basic plans or intentions with support (P)	A1	29	109
Writing	Can write short, simple notes, emails and postings to friends (N2000A)	A1	28	109

Lesson 10.3 Hello and goodbye

Function starting and ending conversations

Vocabulary saying goodbye

Pronunciation sentence stress

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening				
Speaking	Can make an introduction and use basic greeting and leave-taking expressions (P)	A1	28	110
Writing	Can initiate and respond to simple statements on very familiar topics (CA)	A2	30	111

Lesson 10.4 Miranda

Can do objectives		CEFR	GSE	PAGE
Reading				
Listening	Can follow speech which is very slow and carefully articulated, with long pauses (CA)	A1	25	112
Speaking	Can give a basic description of an event or experience with support (P)	A1	29	113
Writing	Can write short, simple notes, emails and postings to friends (N2000A)	A1	28	113