



GSE TEACHER MAPPING BOOKLET

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



StartUp

English for 21st century learners

StartUp is an eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes learners from CEFR A1 to C1 and enables students to track how their English is progressing in detail.

English for 21st century learners

Students learn the language in ways that work for them, so they can communicate in their personal, academic, and work life, while building the collaborative and critical thinking skills needed for the 21st century.

Personalized, flexible teaching

StartUp gives teachers the flexibility and resources to personalize their teaching to meet their students' specific learning needs.

Motivating and relevant learning

Students will be immersed in an innovative world of interactive activities and a wide range of videos, including grammar and pronunciation coach videos, humorous character-based conversation videos, and high-interest talk videos.

Access at their fingertips: the Pearson Practice English App and Pearson English Portal

Students can extend their English studies anytime, anywhere with vocabulary, grammar, listening, and conversation activities on the go. They have access to all the audio tracks and video clips whenever and wherever they want on the app and in the Pearson English Portal.

Course components

For the student

- Student Book with mobile app
- Student Book with mobile app and MyEnglishLab
- Workbook
- Downloadable audio and video files

For the teacher

- Teacher's Edition (interleaved)
- ActiveTeach presentation tool
- Assessment program, including ExamView Assessment Suite®
- Reproducible worksheets
- Additional teaching resources

Visit www.english.com/startup

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

The Global Scale of English is a standardized, 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, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

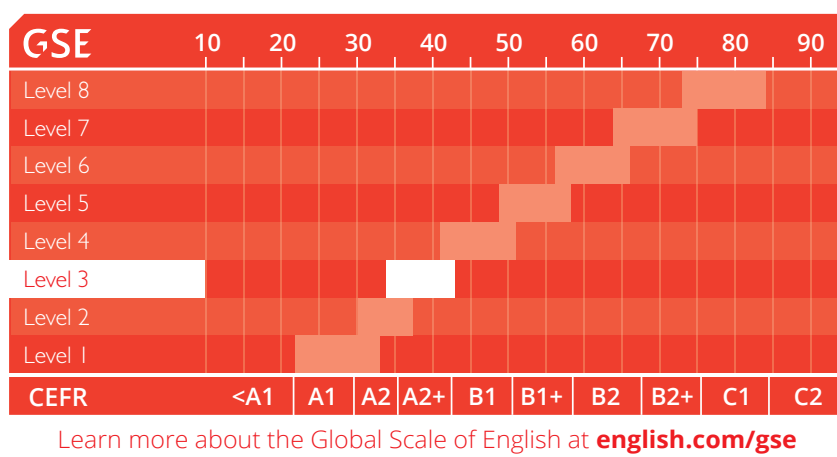
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

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
- (C_J_A) CEFR-J descriptor, adapted or edited
- (N2000) North (2000) descriptor, verbatim
- (N2000_A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

StartUp is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to C1 (24–84 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 What's Going On With You?

GRAMMAR – Present continuous for temporary situations • Simple past + *when, before, and after* • Suggestions with *Let's* and *Why don't*

VOCABULARY – Activities • Life events • Tourist activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	7, 9, 11, 16
READING	Can understand simple factual titles and headlines relating to common events. (P)	39	A2+ (36–42)	12
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	13
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	13
	Can understand short, simple personal emails and letters. (CA)	37	A2+ (36–42)	14
SPEAKING	Can express enthusiasm and excitement in a limited way. (P)	40	A2+ (36–42)	7
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	7
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	9
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	11
	Can make an invitation including information about the time and location. (P)	37	A2+ (36–42)	11
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	12, 13
	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	16
WRITING	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	14
	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	15

UNIT 2 What Do You Think?

GRAMMAR – Sensory verbs + *like* • *Be* + adjective + infinitive • Adverbs of degree and manner

VOCABULARY – Sensory verbs • Attitudes • Adverbs of manner

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	19, 21, 23
	Can extract the key details from a presentation if delivered slowly and clearly. (P)	47	B1 (43–50)	28
READING	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	25
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	25, 26
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	25
SPEAKING	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	19
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	19, 23, 24, 25, 28
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	21

UNIT 3 How Was Your Weekend?

GRAMMAR – Participial adjectives • Present perfect for past experiences • Ability / Inability in the past

VOCABULARY – Participial adjectives • Past participles • Adjectives to describe feelings

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	31, 33, 35
	Can identify specific events from short spoken descriptions. (W _A)	38	A2+ (36–42)	40
READING	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	37, 38
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	37
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	37
SPEAKING	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	31, 35
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	33
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	33, 36, 40
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	37
WRITING	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	39

UNIT 4 Would You Like Something To Eat?

GRAMMAR – Count and non-count nouns with *some*, *any*, and *no* • *Much / Many / A lot of* and *How much / How many* • *Enough* and *Too much / Too many* + nouns

VOCABULARY – Lunch foods • Partitives • Food at a barbecue

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	43, 47
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	45, 52
READING	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	48
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	49
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	49
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	49
	Can understand short, simple personal emails and letters. (C _A)	37	A2+ (36–42)	50
SPEAKING	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	43
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	43, 47
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	45, 48, 49, 52
WRITING	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	51

UNIT 5 When Can We Meet?

GRAMMAR – *Could* and *should* for suggestions • *Will, may, and might* to express likelihood • *Have to / Need to* for obligation and necessity

VOCABULARY – Technology at work • Technology issues and hardware • Meeting preparation

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	55, 59
	Can understand instructions delivered at normal speed and accompanied by visual support. (P)	43	B1 (43–50)	57
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	57, 64
READING	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	60
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	61
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	61
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	61
	Can understand short, simple personal emails and letters. (C _A)	37	A2+ (36–42)	62
SPEAKING	Can make and respond to suggestions. (C)	41	A2+ (36–42)	55
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	59
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	60, 61, 64
WRITING	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	63

UNIT 6 How's Your Lunch?

GRAMMAR – *Too* and *enough* + adjectives • Verbs + two objects • Past continuous; past continuous with *when*

VOCABULARY – Adjectives to describe food • Gift items • Storytelling expressions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	67, 69, 76
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	69, 71
READING	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	72
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	73
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	73
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	73
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	74
SPEAKING	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	67, 72, 73
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	69, 71
	Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). (P)	38	A2+ (36–42)	71, 76
WRITING	Can signal contrast in a simple text with a limited range of language. (P)	39	A2+ (36–42)	75
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	75

UNIT 7 Where Are You Going?

GRAMMAR – Gerunds as objects of prepositions • *Would like / love / hate* + infinitive • Superlative adjectives

VOCABULARY – Verbs / Adjectives + prepositions • Words to describe a place • Geographical features

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	79, 81
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	83, 88
READING	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	84
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	85, 86
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	85
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	85
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	87
SPEAKING	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	79
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	79
	Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)	39	A2+ (36–42)	81
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	81, 84, 85, 88
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	83
WRITING	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	87
	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C _A)	41	A2+ (36–42)	87

UNIT 8 What Are You Doing Tonight?

GRAMMAR – Questions about the subject and object • *So / Because (of)* to show cause and effect • Time expressions

VOCABULARY – Instruments and musicians • Evening events • Healthy habits

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	91, 93
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	95, 100
	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36–42)	95
READING	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	97, 98
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	97
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	97
SPEAKING	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	91
	Can make an invitation including information about the time and location. (P)	37	A2+ (36–42)	93
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	95
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	96
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	97
	Can describe habits and routines. (CA)	38	A2+ (36–42)	100
WRITING	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)	41	A2+ (36–42)	99

UNIT 9 Where Do You Want To Meet?

GRAMMAR – Future with *will*, *be going to*, present continuous, and simple present • Indirect questions • Adverbs and adverbial phrases of place

VOCABULARY – Living room furniture and décor • Reasons for being late • Places in and around the house

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	103, 105
	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	107
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	112
READING	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	108
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	108
	Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)	47	B1 (43–50)	109
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	109, 100
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	109
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	109
SPEAKING	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	103
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	105, 107, 108, 109, 112
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	105, 107
WRITING	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	111

UNIT 10 How Long Did You Work There?

GRAMMAR – Tag questions • Present perfect with *for* and *since*; *how long* and *ever* • Information questions with the present perfect

VOCABULARY – Job interviews • Work experience • Soft skills

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	115, 117, 119
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	124
READING	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	120
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	121
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	121
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	121
	Can understand a short, simple cover letter from a job applicant. (P)	40	A2+ (36–42)	122, 123
SPEAKING	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C _A)	45	B1 (43–50)	115
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	115
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	117
	Can express opinions using simple language. (P)	45	B1 (43–50)	119
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	119, 120
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	121
	Can describe dreams, hopes and ambitions. (C)	48	B1 (43–50)	124
WRITING	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	123

Online Interaction in *StartUp*

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 **Online Interaction**.

Online Interaction is always mediated through a machine, which implies that it is unlikely ever to be exactly the same as face-to-face interaction. In the new set of CEFR descriptors, online Interaction has been divided into two areas: **online conversation and discussion** and **goal-oriented online transactions and collaboration**.

Both kinds of online Interaction are characterized by a greater likelihood of misunderstandings that are not identified and corrected immediately. As such, online Interaction requires more repetition in messages, a need to confirm that a message has been understood, a need to reword the message to deal with any misunderstanding, and the ability to handle emotional reactions.

Online conversation and discussion requires participants to handle instances of simultaneous (real time) and consecutive interaction, including the possibility that the participants prepare a draft and/or consult aids; participate in extended interaction with one or more people; write posts and contributions for others to respond to; share comments on each other's contributions; react to embedded media; include symbols and images to convey tone, stress, and emotions.

With **goal-oriented online transactions and collaboration**, the focus is on the potentially collaborative nature of online interaction and transactions that have specific goals. A rigid distinction between written and spoken language does not really apply to online transactions, such as purchasing goods and services online.

For more information about Online Interaction 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 Online Interaction descriptors that are covered in each unit of *StartUp*. All of these Online Interaction descriptors are © Council of Europe, 2018.

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
WRITING	Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time.	A2+ (36–42)	1.5	15
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	A2+ (36–42)	3.5	39
			7.5	87
			9.5	111
	Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).	A2 (30–35)	4.5	51
	Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.	A2+ (36–42)	5.5 8.5	63 99
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	A2+ (36–42)	<i>StartUp App</i>	n/a

Mediation in *StartUp*

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 summarizing, 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 tables provide an overview of the Mediation descriptors that are covered in each unit of *StartUp*. All of these Mediation descriptors are © Council of Europe, 2018.

UNIT 1 What's Going On With You?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	1.1, 1.2, 1.3, 1.4	6, 7, 9, 11, 13
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	1.1	7
	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	1.1, 1.2, 1.3	7, 9, 11
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	1.2	9
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	1.3, 1.4	11, 13
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	1.5	15
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	1.5	15

UNIT 2 What Do You Think?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	2.1, 2.2	19, 20
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	2.1, 2.2	19, 21
	Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	B1 (43–50)	2.1, 2.3	19, 23
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	2.2, 2.3	21, 23
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	A2+ (36–42)	2.3, 2.5	23, 27
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	2.4	25
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	2.5	27
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	2.1, 2.2, 2.3	19, 21, 23
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	2.5	26

UNIT 3 How Was Your Weekend?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	3.1, 3.2	30, 31, 33
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	3.1, 3.2, 3.3	31, 33, 35
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	3.3	34
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	A2 (30–35)	3.3	35
	Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	B1 (43–50)	3.3, 3.4	35, 37
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	3.4	37
	Can ask a group member to give the reason(s) for their views.	B1 (43–50)	3.4	37
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	3.5	39
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	3.1, 3.2, 3.3	31, 33, 34
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	3.3	35
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	3.5	38
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	A2+ (36–42)	3.5	39

UNIT 4 Would You Like Something To Eat?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	4.1, 4.3, 4.4, 4.5	43, 47, 49, 51
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	4.2	45
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	4.3	46
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	4.4	49
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	4.5	51
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	4.1, 4.2, 4.3	43, 45, 47
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	4.2	44
	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	4.4	49
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	4.5	50
	Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).	A2 (30–35)	4.5	51

UNIT 5 When Can We Meet?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	5.1, 5.2, 5.3	54, 55, 56, 57, 58, 59
	Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	B1 (43–50)	5.2	57
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	5.4	61
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	5.5	63
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	5.1, 5.3	55, 59
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	5.4, 5.5	61, 62
	Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.	A2+ (36–42)	5.5	63

UNIT 6 How's Your Lunch?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	6.1, 6.2, 6.3	67, 68, 69, 70, 71
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	6.1, 6.3	67, 71
	Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	B1 (43–50)	6.3	71
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	6.4	73
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	6.5	75
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	6.1, 6.2	67, 69
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	6.4, 6.5	73, 74

UNIT 7 Where Are You Going?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	7.1, 7.2, 7.3	79, 81, 82, 83
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	7.1, 7.2	79, 81
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	7.4	85
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	7.5	87
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	7.1, 7.2	79, 81
	Can make simple notes at a presentation/ demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	A2 (30–35)	7.2	80
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	7.5	86, 87
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	A2+ (36–42)	7.5	87

UNIT 8 What Are You Doing Tonight?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	8.1, 8.2, 8.3, 8.4	90, 91, 92, 93, 94, 95, 97
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	8.3	95
	Can ask a group member to give the reason(s) for their views.	B1 (43–50)	8.4	96
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	8.4	97
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	8.5	99
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	8.1, 8.2, 8.3	91, 93, 95
	Can make simple notes at a presentation/ demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	A2 (30–35)	8.2	92
	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	B1 (43–50)	8.4	97
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	8.5	98
	Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.	A2+ (36–42)	8.5	99

UNIT 9 Where Do You Want To Meet?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	9.1, 9.2, 9.3, 9.4	103, 104, 105, 106, 107, 109
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	9.2	105
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	9.4	109
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	9.5	111
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	9.1, 9.2	103, 105
	Can make simple notes at a presentation/ demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	A2 (30–35)	9.2	104
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	9.5	110
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	A2+ (36–42)	9.5	111

UNIT 10 How Long Did You Work There?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	B1 (43–50)	10.1	115
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	10.1, 10.2, 10.3	115, 116, 117, 118, 119
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	B1+ (51–58)	10.3	119
	Can summarize the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	10.4	121
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	10.5	123
WRITING	Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	B1 (43–50)	10.1, 10.2, 10.3	115, 117, 119
	Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	A2 (30–35)	10.4	121
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	10.4, 10.5	121, 122

References

- 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 www.wida.us
- 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, 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.
- Tokyo University of Foreign Studies Tonolab. (2012). CEFR-J Version 1. Retrieved from www.tufs.ac.jp/ts/personal/tonolab/cefr-j/english/index-e.html