



# GSE TEACHER MAPPING BOOKLET

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



GSE StartUp 5 – Published 2019

# StartUp

## English for 21<sup>st</sup> 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](http://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<sub>A</sub>) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C<sub>J</sub><sub>A</sub>) CEFR-J descriptor, adapted or edited
- (N2000) North (2000) descriptor, verbatim
- (N2000<sub>A</sub>) 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.

| GSE     | 10  | 20 | 30 | 40  | 50 | 60  | 70 | 80  | 90 |    |
|---------|-----|----|----|-----|----|-----|----|-----|----|----|
| Level 8 |     |    |    |     |    |     |    |     |    |    |
| Level 7 |     |    |    |     |    |     |    |     |    |    |
| Level 6 |     |    |    |     |    |     |    |     |    |    |
| Level 5 |     |    |    |     |    |     |    |     |    |    |
| Level 4 |     |    |    |     |    |     |    |     |    |    |
| Level 3 |     |    |    |     |    |     |    |     |    |    |
| Level 2 |     |    |    |     |    |     |    |     |    |    |
| Level 1 |     |    |    |     |    |     |    |     |    |    |
| CEFR    | <A1 | A1 | A2 | A2+ | B1 | B1+ | B2 | B2+ | C1 | C2 |

Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)

## UNIT 1 How Was Your Trip?

**GRAMMAR** – *Get* to express change • *So* and *such* • *Though*, *although*, and *even though*

**VOCABULARY** – Weather • Results of bad weather • Animals

| SKILL     | LEARNING OBJECTIVE   | GSE | CEFR        | PAGE(S)  |
|-----------|--|-----|-------------|----------|
| LISTENING | Can distinguish between main ideas and supporting details in familiar, standard texts. (P)                                   | 51  | B1+ (51–58) | 7, 9, 11 |
| READING   | Can scan an interview transcript for key information. (P)  | 56  | B1+ (51–58) | 12       |
|           | Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P) | 54  | B1+ (51–58) | 13       |
|           | Can identify key information in an extended text or article. (P)   | 57  | B1+ (51–58) | 14       |
| SPEAKING  | Can repeat back what is said to confirm understanding and keep a discussion on course. (C <sub>A</sub> )                     | 52  | B1+ (51–58) | 7        |
|           | Can give detailed accounts of experiences, describing feelings and reactions. (C)  | 49  | B1 (43–50)  | 7, 9, 13 |
|           | Can briefly give reasons and explanations for opinions, plans and actions. (C)   | 51  | B1+ (51–58) | 11       |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (C <sub>A</sub> )                                      | 53  | B1+ (51–58) | 16       |
| WRITING   | Can prepare a simple outline to organize ideas and information. (P)  | 48  | B1 (43–50)  | 15       |
|           | Can write a simple descriptive essay, if provided with a model. (P)  | 53  | B1+ (51–58) | 15       |
|           | Can edit and improve a simple text. (P)  | 55  | B1+ (51–58) | 15       |

## UNIT 2 What Skills Are You Looking For?

**GRAMMAR** – Reported speech • Defining relative clauses • *So* and *therefore*

**VOCABULARY** – Career advancement • Describing employees

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can distinguish between main ideas and supporting details in familiar, standard texts. (P)                                      | 51  | B1+ (51–58) | 19      |
|           | Can understand information about a job role presented during a job interview. (P)   | 54  | B1+ (51–58) | 21      |
|           | Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)           | 51  | B1+ (51–58) | 23      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 24      |
|           | Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)        | 57  | B1+ (51–58) | 25      |
|           | Can critically evaluate the effectiveness of a simple discursive essay. (P)   | 63  | B2 (59–66)  | 26      |
| SPEAKING  | Can report factual information given by other people. (P)   | 55  | B1+ (51–58) | 19      |
|           | Can maintain professional etiquette in conversation using simple phrases and fixed expressions. (P)                             | 49  | B1 (43–50)  | 21      |
|           | Can express and comment on ideas and suggestions in informal discussions. (CA)  | 56  | B1+ (51–58) | 21      |
|           | Can justify a viewpoint on a simple topic by discussing some pros and cons of various options. (P)                              | 57  | B1+ (51–58) | 23      |
|           | Can briefly give reasons and explanations for opinions, plans and actions. (C)  | 51  | B1+ (51–58) | 25      |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (CA)  | 53  | B1+ (51–58) | 28      |
| WRITING   | Can use limited discourse devices to link sentences smoothly into connected discourse. (CA)                                     | 51  | B1+ (51–58) | 27      |
|           | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 27      |
|           | Can write simple structured essays, organising basic ideas. (P)   | 53  | B1+ (51–58) | 27      |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 27      |

## UNIT 3 What's Going On?

**GRAMMAR** – Superlative adjectives • Negative questions • Adverbial intensifiers with adjectives

**VOCABULARY** – Cultural events • Describing TV shows

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)   | 51  | B1+ (51–58) | 31, 33  |
|           | Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)           | 51  | B1+ (51–58) | 35      |
|           | Can recognize examples and their relation to the idea they support. (P)   | 55  | B1+ (51–58) | 35      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 36      |
|           | Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)        | 57  | B1+ (51–58) | 37      |
|           | Can identify key information in an extended text or article. (P)  | 57  | B1+ (51–58) | 38      |
| SPEAKING  | Can describe the personal significance of events and experiences in detail. (C <sub>A</sub> )                                   | 63  | B2 (59–66)  | 31      |
|           | Can express belief, opinion, agreement and disagreement politely. (C)   | 45  | B1 (43–50)  | 33      |
|           | Can express their thoughts in some detail on cultural topics (e.g. music, films). (C <sub>A</sub> )                             | 55  | B1+ (51–58) | 33      |
|           | Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )                                     | 56  | B1+ (51–58) | 35, 37  |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (C <sub>A</sub> )   | 53  | B1+ (51–58) | 40      |
| WRITING   | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 39      |
|           | Can write a description of a real or imagined event (e.g. a recent trip). (C)   | 53  | B1+ (51–58) | 39      |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 39      |

## UNIT 4 How Should I Buy?

**GRAMMAR** – Embedded *wh*- questions • *Think, imagine, and wonder* for requests

**VOCABULARY** – Shopping online • A store return policy

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)   | 51  | B1+ (51–58) | 43, 45  |
|           | Can extract the meaning of unknown words from context if the topic discussed is familiar. (C <sub>A</sub> )                     | 57  | B1+ (51–58) | 47      |
|           | Can follow most of a clearly structured presentation within their own field. (C <sub>A</sub> )                                  | 57  | B1+ (51–58) | 47      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 48      |
|           | Can identify key information in an extended text or article. (P)  | 57  | B1+ (51–58) | 49      |
|           | Can generally understand details of events, feelings and wishes in letters, emails and online postings. (C <sub>A</sub> )       | 51  | B1+ (51–58) | 50      |
| SPEAKING  | Can make simple recommendations for a course of action in familiar everyday situations. (P)                                     | 45  | B1 (43–50)  | 43      |
|           | Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )                                     | 56  | B1+ (51–58) | 43, 47  |
|           | Can explain the main points in an idea or problem with reasonable precision. (C)  | 55  | B1+ (51–58) | 45      |
|           | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (C <sub>A</sub> )     | 57  | B1+ (51–58) | 49      |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (C <sub>A</sub> )   | 53  | B1+ (51–58) | 52      |
| WRITING   | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 51      |
|           | Can write a letter or email of complaint with supporting details. (P)   | 57  | B1+ (51–58) | 51      |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 51      |

## UNIT 5 Do You Belong To A Gym?

**GRAMMAR** – Past intentions • *So, too, neither, and either* • Plans and intentions for the future

**VOCABULARY** – Healthy living • Symptoms and injuries

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)   | 51  | B1+ (51–58) | 55, 57  |
|           | Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (CA)                      | 51  | B1+ (51–58) | 59      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 60      |
|           | Can identify key information in an extended text or article. (P)  | 57  | B1+ (51–58) | 61      |
|           | Can recognize examples and their relation to the idea they support. (P)   | 54  | B1+ (51–58) | 62      |
| SPEAKING  | Can express support in a manner that shows they were actively listening to the other person. (P)                                | 58  | B1+ (51–58) | 55      |
|           | Can express and comment on ideas and suggestions in informal discussions. (CA)  | 56  | B1+ (51–58) | 55, 57  |
|           | Can describe basic symptoms to a doctor, but with limited precision. (CA)   | 54  | B1+ (51–58) | 57      |
|           | Can explain the main points in an idea or problem with reasonable precision. (C)  | 55  | B1+ (51–58) | 59      |
|           | Can suggest cause and effect when discussing an academic topic. (P)   | 58  | B1+ (51–58) | 61      |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (CA)  | 53  | B1+ (51–58) | 64      |
| WRITING   | Can write an introduction to a simple essay, if provided with a model. (P)  | 50  | B1 (43–50)  | 63      |
|           | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 63      |
|           | Can write simple emails/letters and online postings on academic topics. (P)   | 53  | B1+ (51–58) | 63      |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 63      |

## UNIT 6 Has The Criminal Been Caught?

**GRAMMAR** – Past perfect • Present perfect passive • *Do/did* as a verb substitute

**VOCABULARY** – Crime and criminals • The legal process

| SKILL     | LEARNING OBJECTIVE   | GSE | CEFR        | PAGE(S) |
|-----------|--|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)  | 51  | B1+ (51–58) | 67, 69  |
|           | Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (C <sub>A</sub> )                  | 51  | B1+ (51–58) | 71      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)          | 60  | B2 (59–66)  | 72      |
|           | Can identify key information in an extended text or article. (P)   | 57  | B1+ (51–58) | 73, 74  |
|           | Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)             | 54  | B1+ (51–58) | 74      |
| SPEAKING  | 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)  | 67, 69  |
|           | Can discuss the main points of news stories about familiar topics. (C <sub>A</sub> )   | 52  | B1+ (51–58) | 67      |
|           | Can effectively participate in a classroom discussion about an academic topic. (P)   | 54  | B1+ (51–58) | 71      |
|           | Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )  | 56  | B1+ (51–58) | 73      |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (C <sub>A</sub> )  | 53  | B1+ (51–58) | 76      |
| WRITING   | Can prepare a simple outline to organize ideas and information. (P)  | 48  | B1 (43–50)  | 75      |
|           | Can write a description of a real or imagined event (e.g. a recent trip). (C)  | 53  | B1+ (51–58) | 75      |
|           | Can edit and improve a simple text. (P)  | 55  | B1+ (51–58) | 75      |

## UNIT 7 Did You See What She's Wearing?

**GRAMMAR** – Reduced defining relative clauses • Passive causatives • *Would rather (than)*

**VOCABULARY** – Verbs related to clothing • Adjectives to describe clothing • Clothing repair

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)   | 51  | B1+ (51–58) | 79, 81  |
|           | Can distinguish facts from opinions in a simple, straightforward presentation or lecture. (P)                                   | 55  | B1+ (51–58) | 83      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 84      |
|           | Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)        | 57  | B1+ (51–58) | 85      |
|           | Can identify key information in an extended text or article. (P)  | 57  | B1+ (51–58) | 86      |
| SPEAKING  | Can give straightforward descriptions on a variety of familiar subjects. (C <sub>A</sub> )                                      | 47  | B1 (43–50)  | 79      |
|           | Can begin to use a repertoire of common idiomatic phrases in routine situations. (C <sub>A</sub> )                              | 47  | B1 (43–50)  | 81      |
|           | Can explain why something is a problem. (C)   | 55  | B1+ (51–58) | 81      |
|           | Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )                                     | 56  | B1+ (51–58) | 83      |
|           | Can justify a viewpoint on a simple topic by discussing some pros and cons of various options. (P)                              | 57  | B1+ (51–58) | 85      |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (C <sub>A</sub> )   | 53  | B1+ (51–58) | 88      |
| WRITING   | Can clearly signal the difference between fact and opinion in structured text. (P)  | 61  | B2 (59–66)  | 87      |
|           | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 87      |
|           | Can write a simple essay in response to a specific question. (P)  | 54  | B1+ (51–58) | 87      |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 87      |

## UNIT 8 Do I Need To Install Something?

**GRAMMAR** – *I wish / If only* to express regrets • Showing purpose • *Even* to emphasize a point

**VOCABULARY** – Technology • Using software

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)   | 51  | B1+ (51–58) | 91      |
|           | Can understand advice and instructions for resolving a problem with a product or piece of equipment. (P)                        | 55  | B1+ (51–58) | 93      |
|           | Can distinguish between different points of view in a discussion or presentation. (W <sub>A</sub> )                             | 56  | B1+ (51–58) | 95      |
|           | Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)           | 51  | B1+ (51–58) | 95      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 96      |
|           | Can recognize the writer's point of view in a structured text. (P)  | 58  | B1+ (51–58) | 97      |
|           | Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)        | 57  | B1+ (51–58) | 97      |
|           | Can identify key information in an extended text or article. (P)  | 57  | B1+ (51–58) | 98      |
| SPEAKING  | Can explain the main points in an idea or problem with reasonable precision. (C)  | 55  | B1+ (51–58) | 91      |
|           | Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)                                     | 51  | B1+ (51–58) | 93      |
|           | Can give a clear, detailed spoken description of how to carry out a procedure. (C)  | 63  | B2 (59–66)  | 93      |
|           | Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )                                     | 56  | B1+ (51–58) | 95      |
|           | Can briefly give reasons and explanations for opinions, plans and actions. (C)  | 51  | B1+ (51–58) | 97      |
|           | Can refer to pictures, charts, graphs etc. during a presentation using fixed expressions. (P)                                   | 55  | B1+ (51–58) | 100     |
| WRITING   | Can clearly signal problem and solution relationships in structured text. (P)   | 62  | B2 (59–66)  | 98, 99  |
|           | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 99      |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 99      |

## UNIT 9 Are You Ready To Walk Away?

**GRAMMAR** – Causative verbs: *get*, *have*, and *make* • Advice, obligation, and expectation • *Unless*

**VOCABULARY** – People at a conference • Verbs for negotiating

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S)       |
|-----------|---|-----|-------------|---------------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)   | 51  | B1+ (51–58) | 103, 105      |
|           | Can recognize discourse markers that compare and contrast ideas. (P)  | 53  | B1+ (51–58) | 107           |
|           | Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)           | 51  | B1+ (51–58) | 107           |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 108           |
|           | Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)        | 57  | B1+ (51–58) | 109           |
|           | Can infer meaning based on information in a text. (P)   | 55  | B1+ (51–58) | 109           |
|           | Can identify key information in an extended text or article. (P)  | 57  | B1+ (51–58) | 110           |
| SPEAKING  | Can signal that they wish to bring a conversation to an end. (P)  | 53  | B1+ (51–58) | 103           |
|           | Can tell someone about a discussion or conversation in some detail. (P)   | 58  | B1+ (51–58) | 103           |
|           | Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )                                     | 56  | B1+ (51–58) | 105, 107, 109 |
|           | Can negotiate simple terms and conditions of a basic sale or contract. (P)  | 53  | B1+ (51–58) | 105           |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (C <sub>A</sub> )   | 53  | B1+ (51–58) | 112           |
| WRITING   | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 111           |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 111           |

## UNIT 10 How's She Doing?

**GRAMMAR** – Embedded *yes/no* questions • Questions with final prepositions • Repeated and parallel comparatives

**VOCABULARY** – Explaining and arguing • Interacting with others

| SKILL     | LEARNING OBJECTIVE  | GSE | CEFR        | PAGE(S)  |
|-----------|---|-----|-------------|----------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P)   | 51  | B1+ (51–58) | 115      |
|           | Can understand problem and solution relationships in informal conversation. (P)   | 58  | B1+ (51–58) | 117      |
|           | Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)           | 51  | B1+ (51–58) | 119      |
| READING   | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60  | B2 (59–66)  | 120      |
|           | Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)        | 57  | B1+ (51–58) | 121      |
|           | Can identify whether an author is quoting or paraphrasing another person. (P)   | 53  | B1+ (51–58) | 121      |
|           | Can identify key information in an extended text or article. (P)  | 57  | B1+ (51–58) | 122      |
| SPEAKING  | Can tell someone about a discussion or conversation in some detail. (P)   | 58  | B1+ (51–58) | 115      |
|           | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (CA)                  | 57  | B1+ (51–58) | 117      |
|           | Can describe the personal significance of events and experiences in detail. (CA)  | 63  | B2 (59–66)  | 117, 119 |
|           | Can briefly give reasons and explanations for opinions, plans and actions. (C)  | 51  | B1+ (51–58) | 121      |
|           | Can give a short, rehearsed talk or presentation on a familiar topic. (CA)  | 53  | B1+ (51–58) | 124      |
| WRITING   | Can clearly signal chronological sequence in narrative text. (P)  | 52  | B1+ (51–58) | 123      |
|           | Can prepare a simple outline to organize ideas and information. (P)   | 48  | B1 (43–50)  | 123      |
|           | Can edit and improve a simple text. (P)   | 55  | B1+ (51–58) | 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 post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.   | B1+ (51–58) | 1.5                | 15      |
|         |  |             | 5.5                | 63      |
|         |  |             | 7.5                | 87      |
|         | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 4.5                | 51      |
|         | Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation. | B1+ (51–58) | <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 How Was Your Trip?

| SKILL    | CEFR CAN-DO STATEMENT(S)  | CEFR LEVEL  | LESSON(S)                             | PAGE(S)      |
|----------|---|-------------|---------------------------------------|--------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.                        | B1+ (51–58) | 1.2, 1.3                              | 9, 11        |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.                        | B1+ (51–58) | 1.1, 1.4                              | 7, 13        |
|          | Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).            | B1 (43–50)  | 1.2                                   | 8            |
|          | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 1.4, 1.5                              | 13, 15       |
|          | Can collate short pieces of information from several sources and summarize them for somebody else.  | B1+ (51–58) | <i>PUT IT TOGETHER</i>                | 16           |
| WRITING  | 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, <i>Put It Together</i> | 7, 9, 11, 16 |
|          | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.                                  | B1 (43–50)  | 1.5                                   | 14           |

## UNIT 2 What Skills Are you Looking For?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                             | PAGE(S)        |
|----------|--|-------------|---------------------------------------|----------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 2.1, 2.3, 2.4                         | 18, 23, 25     |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 2.1, 2.4                              | 19, 25         |
|          | Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).   | B1 (43–50)  | 2.2                                   | 20             |
|          | 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, 22         |
|          | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.                              | B1+ (51–58) | 2.3, 2.5                              | 23, 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, <i>Put It Together</i> | 19, 21, 23, 28 |
|          | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.   | B1 (43–50)  | 2.4, 2.5                              | 25, 26         |
|          | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.         | B1+ (51–58) | 2.5                                   | 27             |

## UNIT 3 What's Going On?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                        | PAGE(S)            |
|----------|--|-------------|----------------------------------|--------------------|
| SPEAKING | 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                              | 30                 |
|          | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 3.1, 3.2, 3.3, 3.4               | 31, 32, 34, 35, 37 |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 3.1, 3.2, 3.4                    | 31, 33, 37         |
|          | 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) | 3.2                              | 33                 |
|          | 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                 |
|          | Can collate short pieces of information from several sources and summarize them for somebody else.   | B1+ (51–58) | <i>Put It Together</i>           | 40                 |
| WRITING  | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.         | B1+ (51–58) | 3.5                              | 39                 |
|          | 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, <i>Put It Together</i> | 31, 33, 40         |
|          | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.   | B1 (43–50)  | 3.5                              | 38                 |

## UNIT 4 How Should I Buy?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                             | PAGE(S)        |
|----------|--|-------------|---------------------------------------|----------------|
| SPEAKING | 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) | 4.1                                   | 42             |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 4.1, 4.2, 4.4                         | 43, 45, 49     |
|          | 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                                   | 44             |
|          | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 4.2, 4.3, 4.4                         | 45, 47, 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) | 4.3, 4.5                              | 47, 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, <i>Put It Together</i> | 43, 45, 47, 52 |
|          | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.         | B1+ (51–58) | 4.4                                   | 49             |
|          | Can relay in writing specific, relevant information contained in straightforward contained in texts on informational texts on familiar subjects.   | B1 (43–50)  | 4.5                                   | 50             |

## UNIT 5 Do You Belong To A Gym?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                             | PAGE(S)            |
|----------|--|-------------|---------------------------------------|--------------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 5.1, 5.2, 5.3                         | 54, 55, 56, 57, 59 |
|          | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.                      | B1+ (51–58) | 5.3, 5.5                              | 59, 63             |
|          | Can ask people to elaborate on specific points they made in their initial explanation.   | B1+ (51–58) | 5.4                                   | 61                 |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 5.4                                   | 61                 |
|          | Can collate short pieces of information from several sources and summarize them for somebody else.   | B1+ (51–58) | <i>Put It Together</i>                | 64                 |
| 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, 5.2, 5.3, <i>Put It Together</i> | 55, 57, 59, 64     |
|          | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else. | B1+ (51–58) | 5.5                                   | 63                 |
|          | Can relay in writing specific, relevant information contained in straightforward contained in texts on informational texts on familiar subjects.                                 | B1 (43–50)  | 5.5                                   | 62                 |

## UNIT 6 Has the Criminal Been Caught?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                        | PAGE(S)        |
|----------|--|-------------|----------------------------------|----------------|
| SPEAKING | Can relate events in a story, film or play to similar events he/she has experienced or heard about.  | B1 (43–50)  | 6.1                              | 67             |
|          | 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, <i>Put It Together</i> | 67, 69, 76     |
|          | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 6.2, 6.3, 6.4                    | 69, 71, 72     |
|          | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.                      | B1+ (51–58) | 6.2, 6.3, 6.5                    | 69, 70, 71, 74 |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 6.4                              | 72             |
|          | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else. | B1+ (51–58) | 6.4, 6.5                         | 72, 75         |
|          | Can relay in writing specific, relevant information contained in straightforward texts on familiar subjects.   | B1 (43–50)  | 6.4, 6.5                         | 72, 74         |
|          | Can collate short pieces of information from several sources and summarize them for somebody else.   | B1+ (51–58) | <i>Put It Together</i>           | 74             |

## UNIT 7 Did you See What She's Wearing?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                             | PAGE(S)                |
|----------|--|-------------|---------------------------------------|------------------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 7.1, 7.2, 7.3, 7.4                    | 78, 79, 80, 82, 83, 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) | 7.2, 7.3, 7.5                         | 81, 83, 87, 88         |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 7.4                                   | 85                     |
| 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, 7.3, <i>Put It Together</i> | 79, 81, 83, 88         |
|          | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else. | B1+ (51–58) | 7.4                                   | 85                     |
|          | Can relay in writing specific, relevant information contained in straightforward texts on familiar subjects.   | B1 (43–50)  | 7.5                                   | 86                     |

## UNIT 8 Do I Need To Install Something?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                             | PAGE(S)             |
|----------|--|-------------|---------------------------------------|---------------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 8.1, 8.3                              | 90, 95              |
|          | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.                              | B1+ (51–58) | 8.1, 8.2, 8.4, 8.5                    | 91, 93, 97, 99      |
|          | Can make a complicated process easier to understand by breaking it down into a series of smaller steps.  | B2 (59–66)  | 8.2                                   | 93                  |
|          | 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 summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 8.4                                   | 97                  |
| 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, <i>Put It Together</i> | 91, 93, 94, 95, 100 |
|          | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.         | B1+ (51–58) | 8.5                                   | 98                  |
|          | Can relay in writing specific, relevant information contained in straightforward contained in texts on informational texts on familiar subjects.   | B1 (43–50)  | 8.4, 8.5                              | 97, 98              |

## UNIT 9 Are You Ready To Walk Away?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                        | PAGE(S)            |
|----------|--|-------------|----------------------------------|--------------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 9.1, 9.2, 9.3, 9.4               | 102, 104, 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) | 9.1, 9.3                         | 103, 106           |
|          | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.                              | B1+ (51–58) | 9.2, 9.5                         | 105, 111           |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 9.4                              | 109                |
|          | Can collate short pieces of information from several sources and summarize them for somebody else.   | B1+ (51–58) | <i>Put It Together</i>           | 112                |
| 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, <i>Put It Together</i> | 103, 105, 112      |
|          | Can relay in writing specific, relevant information contained in straightforward contained in texts on informational texts on familiar subjects.   | B1 (43–50)  | 9.5                              | 110                |
|          | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.         | B1+ (51–58) | 9.5                              | 111                |

## UNIT 10 How's She Doing?

| SKILL    | CEFR CAN-DO STATEMENT(S)   | CEFR LEVEL  | LESSON(S)                                      | PAGE(S)                      |
|----------|--|-------------|--|------------------------------|
| SPEAKING | 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) | 10.1, 10.3                                     | 114, 119                     |
|          | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.   | B1+ (51–58) | 10.1, 10.2, 10.3, 10.4, <i>Put It Together</i> | 115, 117, 118, 119, 121, 124 |
|          | Can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.   | B1+ (51–58) | 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, <i>Put It Together</i>             | 115, 117, 124                |
|          | Can relay in writing specific, relevant information contained in straightforward texts on informational texts on familiar subjects.  | B1 (43–50)  | 10.5   | 122                          |

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