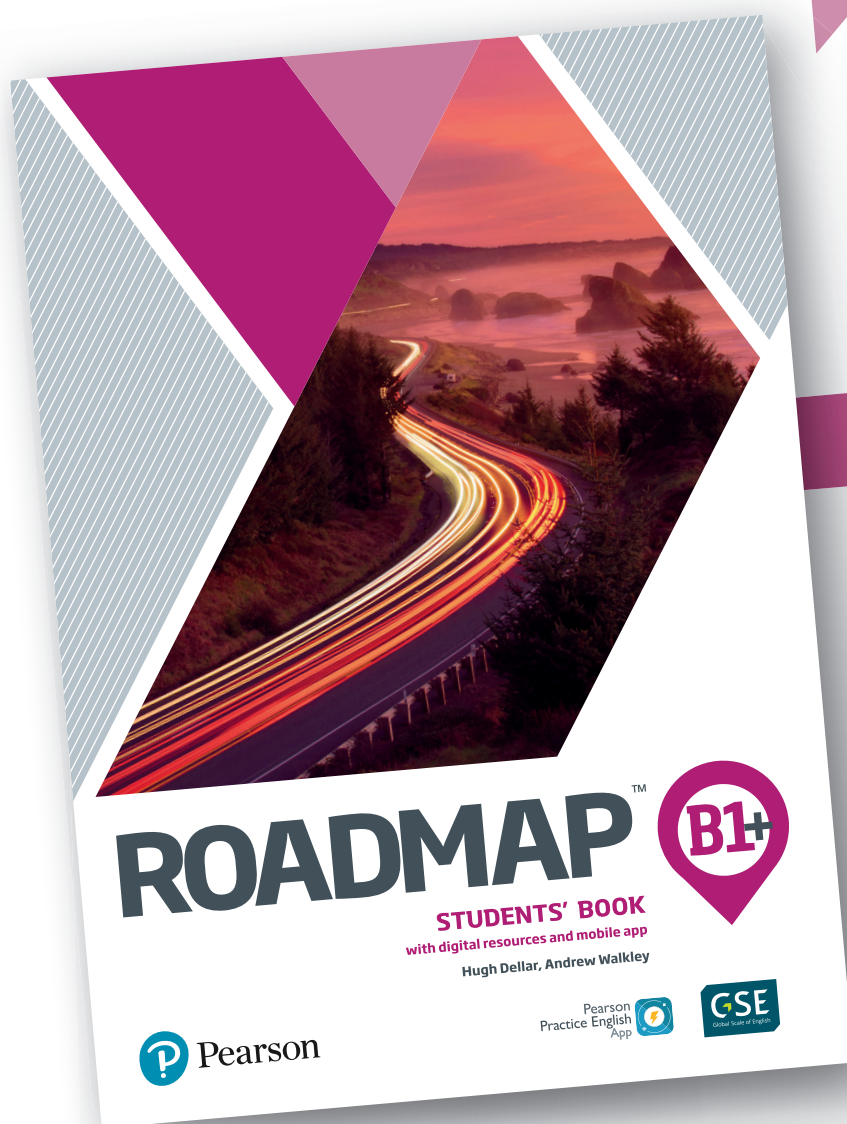




## GSE MAPPING BOOKLET

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





# ROADMAP B1 +

**EVERY CLASS IS DIFFERENT,  
EVERY LEARNER IS UNIQUE.**

**Roadmap** is a new eight-level general English course for adults which recognises that every class is different and every learner is unique. Built on Global Scale of English learning objectives, the course is designed to give learners the specific language training they need to progress. Engaging, relevant content and extensive support materials make lessons enjoyable for both learners and teachers.

## **Roadmap enables learners to:**

- make measurable progress with a syllabus built on GSE learning objectives.
- build confidence in speaking with relevant, communicative tasks.
- develop strategies for improving reading, writing and listening skills.
- practise grammar and vocabulary out of class with the mobile app.

## **Roadmap enables teachers to:**

- deliver successful lessons which are easy to prepare and fun to teach.
- adapt the material easily to meet learners' specific needs.
- maintain learners' interest with an extensive range of additional support materials.

## **COURSE COMPONENTS**

- Students' Book with digital resources & mobile app
- Workbook with key & online audio
- Teacher's Book with digital resources & assessment package
- Presentation tool
- Website: [english.com/roadmap](https://english.com/roadmap)

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

The Global Scale of English is a standardised, granular scale from 10 to 90 which measures English language proficiency. It is 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.

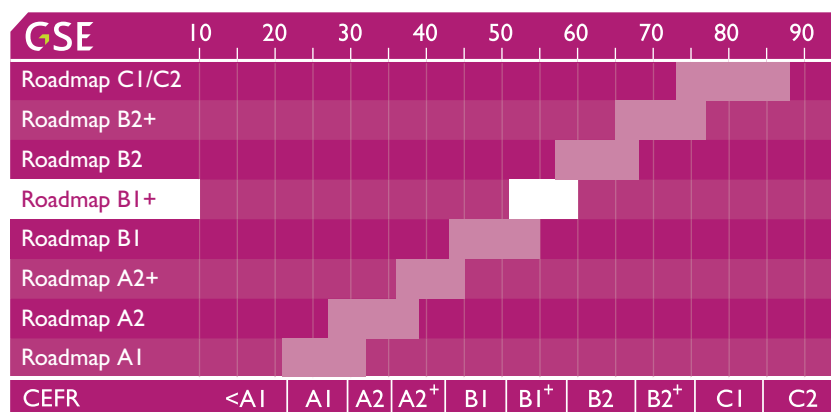
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple 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
(CA)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CJA)	CEFR-J descriptor, adapted or edited
(EA)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(CSE <sub>A</sub> )	Eiken descriptor from the CSE, adapted or edited
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

*[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.]*

Roadmap is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to C1 (21-88 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.



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

## Roadmap and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. Abbreviations refer to Develop your listening (DYL), Develop your reading (DYR) and Develop your writing (DYW).

### UNIT 1

**Grammar/Function:** Noun phrases 1; modifying comparisons; non-defining relative clauses; express preferences and reasons

**Vocabulary:** Eating out; where I live; going out, staying in

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can express opinions and react to practical suggestions of where to go, what to do, etc. (CA)	51	B1+ (51–58)	1A	7
	Can express opinions and attitudes using a range of basic expressions and sentences. (CA)	52	B1+ (51–58)	1B	9
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	1C	11
	Can report factual information given by other people. (P)	55	B1+ (51–58)	1C	11
	Can compare and contrast alternatives about what to do, where to go, etc. (CA)	53	B1+ (51–58)	1D	12
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	1D	12
Listening	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	1C DYL	90
Reading	Can get the gist of short encyclopaedia entries. (P)	50	B1 (43–50)	1B DYR	88
	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	1B DYR	88
	Can understand the writer's purpose in a simple academic text, if guided by questions. (P)	53	B1+ (51–58)	1B DYR	88
Writing	Can demonstrate understanding of formality and conventions in standard letters. (P)	59	B2 (59–66)	1A DYW	87

## UNIT 2

**Grammar/Function:** Present simple and present continuous; present habits; *used to*, *would* and past simple; end conversations politely

**Vocabulary:** Learning new skills; starting work; parents and children

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	2A	15
	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	2B	17
	Can describe differences between customs in two cultures in some detail. (P)	59	B2 (59–66)	2C	19
	Can express opinions and attitudes using a range of basic expressions and sentences. (CA)	52	B1+ (51–58)	2C	19
	Can signal that they wish to bring a conversation to an end. (P)	53	B1+ (51–58)	2D	20
Listening	Can recognise examples and their relation to the idea they support. (P)	55	B1+ (51–58)	2A DYL	91
	Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. (P)	55	B1+ (51–58)	2A DYL	91
Reading	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	2C DYR	94
	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	2C DYR	94
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	2C DYR	95
Writing	Can write an email giving some detail of work-related news and events. (P)	53	B1+ (51–58)	2B DYW	93
	Can write personal emails/letters, reporting recent events in detail. (CJA)	55	B1+ (51–58)	2B DYW	93
	Can use limited discourse devices to link sentences smoothly into connected discourse. (CA)	51	B1+ (51–58)	2B DYW	93

## UNIT 3

**Grammar/Function:** Present perfect simple questions and answers; present perfect simple and continuous; obligation and permission; ask for and give explanations

**Vocabulary:** Tourist places; science and research; rules and customs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	3A	23
	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	3A, 3B	23, 25
	Can respond to ideas and suggestions in informal discussions. (CA)	55	B1+ (51–58)	3A	23
	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	3A	23
	Can summarise and comment on a short story or article and answer questions in detail. (CA)	56	B1+ (51–58)	3B	25
	Can describe differences between customs in two cultures in some detail. (P)	59	B2 (59–66)	3C	27
	Can ask for advice on a wide range of subjects. (P)	57	B1+ (51–58)	3C	27
	Can ask for clarification of an unknown acronym or technical term used in conversation. (P)	55	B1+ (51–58)	3D	28
	Can use synonyms to describe or gloss an unknown word. (CA)	55	B1+ (51–58)	3D	28
Listening	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51–58)	3C DYL	100
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	3C DYL	100
	Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech. (P)	51	B1+ (51–58)	3C DYL	100
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	3A DYR	96
	Can understand cause and effect relationships in a structured text. (P)	57	B1+ (51–58)	3A DYR	96
Writing	Can summarise factual information within their field of interest. (CA)	57	B1+ (51–58)	3B DYW	99
	Can write a concise summary of the main ideas of a longer structured text. (P)	64	B2 (59–66)	3B DYW	99
	Can write an accurate summary of an essay or article on a familiar topic. (P)	66	B2 (59–66)	3B DYW	99

## UNIT 4

**Grammar/Function:** Past simple and past continuous; past perfect simple; reported speech; respond to news

**Vocabulary:** Accidents and mistakes; crime in the news; complaints

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can relate the basic details of unpredictable occurrences (e.g. an accident). (CA)	54	B1+ (51–58)	4A	31
	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	4A	31
	Can re-tell a familiar story using their own words. (P)	53	B1+ (51–58)	4B	33
	Can discuss the main points of news stories about familiar topics. (CJA)	52	B1+ (51–58)	4B	33
	Can make a complaint. (C)	51	B1+ (51–58)	4C	35
	Can answer complaints from dissatisfied employees and customers politely. (P)	62	B2 (59–66)	4C	35
	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)	51	B1+ (51–58)	4D	36
Listening	Can understand problem and solution relationships in informal conversation. (P)	58	B1+ (51–58)	4A DYL	101
	Can recognise when a speaker uses basic rhetorical questions in conversation. (P)	57	B1+ (51–58)	4A DYL	101
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	4C DYR	105
	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	4C DYR	105
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	4C DYR	105
Writing	Can use common connectors to tell a story or describe an event in writing. (CA)	51	B1+ (51–58)	4B DYW	103



## UNIT 5

**Grammar/Function:** Future forms; adverbs used with the present perfect; comment adverbs; agree and disagree

**Vocabulary:** Running a company; new projects; education

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe future plans and intentions in detail, giving degrees of probability. (P)	60	B2 (59–66)	5A	39
	Can carry out a prepared interview, checking and confirming information as necessary. (CA)	57	B1+ (51–58)	5A	39
	Can describe how much of a work-related task has been completed. (P)	54	B1+ (51–58)	5B	41
	Can contribute ideas in a panel discussion, using simple language. (P)	55	B1+ (51–58)	5C	43
	Can express approval and appreciation of other people's ideas in a discussion. (WA)	56	B1+ (51–58)	5C	43
	Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51–58)	5C	43
	Can show degrees of agreement using a range of language. (P)	61	B2 (59–66)	5D	44
	Can express tentative agreement politely, using a range of fixed expressions. (P)	51	B1+ (51–58)	5D	44
Listening	Can recognise that a speaker is clarifying points they have made in a simple presentation or lecture. (P)	54	B1+ (51–58)	5C DYL	110
Reading	Can recognise the general line of a written argument though not necessarily all the details. (CA)	57	B1+ (51–58)	5B DYR	108
	Can distinguish between fact and opinion in relation to common topics. (P)	51	B1+ (51–58)	5B DYR	108
Writing	Can write a simple discursive essay, if provided with a model. (P)	55	B1+ (51–58)	5A DYW	107
	Can support ideas with relevant examples. (P)	59	B2 (59–66)	5A DYW	107

## UNIT 6

**Grammar/Function:** Passive; *have/get something done*; probability; apologise and make excuses

**Vocabulary:** At the cinema, on TV; services and recommendations; in the news

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can express their thoughts in some detail on cultural topics (e.g. music, films). (C <sub>A</sub> )	55	B1+ (51–58)	6A	47
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	6B	49
	Can recommend a course of action, giving reasons. (P)	62	B2 (59–66)	6B	49
	Can discuss the main points of news stories about familiar topics. (C <sub>J</sub> <sub>A</sub> )	52	B1+ (51–58)	6C	51
	Can summarise and give opinions on issues and stories and answer questions in detail. (C <sub>A</sub> )	56	B1+ (51–58)	6C	51
	Can make excuses using a range of polite forms. (P)	54	B1+ (51–58)	6D	52
	Can respond to excuses using a range of polite forms. (P)	57	B1+ (51–58)	6D	52
Listening	Can follow recorded instructions and information given on a phone-delivered service. (P)	51	B1+ (51–58)	6B DYL	113
	Can understand advice and instructions for resolving a problem with a product or piece of equipment. (P)	55	B1+ (51–58)	6B DYL	113
Reading	Can skim straightforward extended texts with a clear structure to get a general idea of the content. (P)	55	B1+ (51–58)	6A DYR	111
Writing	Can write a short, simple work-related report outlining key issues. (P)	53	B1+ (51–58)	6C DYW	115
	Can summarise the main message from simple diagrams (e.g. graphs, bar charts). (P)	52	B1+ (51–58)	6C DYW	115

## UNIT 7

**Grammar/Function:** Verb patterns 1; verb patterns 2; noun phrases 2; deal with problems with shops and services

**Vocabulary:** Health problems; money; on the road

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe basic symptoms to a doctor, but with limited precision. (C <sub>A</sub> )	54	B1+ (51–58)	7A	55
	Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )	56	B1+ (51–58)	7B	57
	Can respond to opinions expressed by others. (W <sub>A</sub> )	51	B1+ (51–58)	7B	57
	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (C <sub>A</sub> )	57	B1+ (51–58)	7C	59
	Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase). (C <sub>A</sub> )	59	B2 (59–66)	7D	60
	Can explain why something is a problem. (C)	55	B1+ (51–58)	7D	60
	Can suggest simple solutions to a customer service problem. (P)	53	B1+ (51–58)	7D	60
Listening	Can generally follow rapid or extended speech, but may require repetition or clarification. (C <sub>A</sub> )	57	B1+ (51–58)	7B DYL	118
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	7B DYL	118
Reading	Can scan an interview transcript for key information. (P)	56	B1+ (51–58)	7A DYR	116
Writing	Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting. (P)	53	B1+ (51–58)	7C DYW	120

## UNIT 8

**Grammar/Function:** First conditional; *whatever, whoever, whenever, however*, etc; time conjunctions; make phone calls

**Vocabulary:** The environment; character; life events

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can speak in general terms about environmental problems. (P)	52	B1+ (51–58)	8A	63
	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	8B	65
	Can describe people's personality and emotions in some detail. (P)	59	B2 (59–66)	8B	65
	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (CA)	57	B1+ (51–58)	8C	67
	Can describe the personal significance of events and experiences in detail. (CA)	63	B2 (59–66)	8C	67
	Can explain the reasons for their phone call to a business or client. (P)	53	B1+ (51–58)	8D	68
	Can carry out a work-related phone conversation using polite fixed expressions. (P)	51	B1+ (51–58)	8D	68
Listening	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	8A DYL	121
	Can extract the meaning of unknown words from context if the topic discussed is familiar. (CA)	57	B1+ (51–58)	8A DYL	121
Reading	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	8B DYR	122
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	8B DYR	122
Writing	Can write a formal email/letter of invitation with appropriate register and conventions. (P)	60	B2 (59–66)	8C DYW	125
	Can write a formal email/letter accepting or declining an invitation. (P)	55	B1+ (51–58)	8C DYW	125
	Can demonstrate understanding of formality and conventions in standard letters. (P)	59	B2 (59–66)	8C DYW	125

## UNIT 9

**Grammar/Function:** Patterns after *wish*; second conditional; past modals of deduction; interrupt politely

**Vocabulary:** Quality of life; society; sport

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give detailed answers to questions in a face-to-face survey. (P)	61	B2 (59–66)	9A	71
	Can report factual information given by other people. (P)	55	B1+ (51–58)	9A	71
	Can express and comment on ideas and suggestions in informal discussions. (C <sub>A</sub> )	56	B1+ (51–58)	9B	73
	Can exchange information on a wide range of topics within their field with some confidence. (C <sub>A</sub> )	59	B2 (59–66)	9C	75
	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)	9C	75
	Can politely interrupt during a formal conversation, using fixed expressions (P)	55	B1+ (51–58)	9D	76
Listening	Can understand most of a radio programme about a familiar topic. (C <sub>A</sub> )	60	B2 (59–66)	9A DYL	126
Reading	Can identify the purpose of a range of common text types, e.g. to instruct, entertain or persuade. (P)	52	B1+ (51–58)	9B DYR	127
Writing	Can write a description of a real or imagined event (e.g. a recent trip). (C)	53	B1+ (51–58)	9C DYW	130
	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	9C DYW	130

## UNIT 10

**Grammar/Function:** Third conditional; *should have*; adjective word order; offer and accept/decline

**Vocabulary:** Influential people; successes and failures; describing things

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	10A	79
	Can discuss their own achievements in previous jobs during a job interview. (P)	58	B1+ (51–58)	10B	81
	Can describe the personal significance of events and experiences in detail. (CA)	63	B2 (59–66)	10B	81
	Can describe objects, possessions and products in detail, including their characteristics and special features. (P)	59	B2 (59–66)	10C	83
	Can decline offers politely using a range of formal and informal expressions. (P)	56	B1+ (51–58)	10D	84
Listening	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51–58)	10A DYL	131
	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic. (P)	53	B1+ (51–58)	10A DYL	131
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	10B DYR	132
	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	10B DYR	132
Writing	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51–58)	10C DYW	135

## Mediation in Roadmap

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

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

For more information about Mediation and to access the full set of new descriptors, go to:

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

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

Note: Abbreviations refer to Develop your Listening (DYL), Develop your Reading (DYR), Develop your Writing (DYW) and English in Action (EIA).

## UNIT 1

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)	1A, 1B, 1D EIA	7, 9, 12
	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)	1C	11
Writing	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	1A DYW	87
	Can relay in writing the significant point(s) contained in formal correspondence.	B2 (59–66)	1A DYW	87



## UNIT 2

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can communicate the main sense of what is said on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.	B1+ (51–58)	2A	15
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	B2 (59–66)	2B	17
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51–58)	2C	19
	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)	2D	20
Writing	Can summarise in writing the main points made in straightforward informational spoken and written texts on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.	B1 (43–50)	2B DYW	93

## UNIT 3

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	3A, 3C	23, 27
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	B2 (59–66)	3A	23
	Can summarise a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.	B1+ (51–58)	3B	25
	Can ask appropriate questions to check understanding of concepts that have been explained.	B1+ (51–58)	3D EIA	28
Writing	Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest.	B1+ (51–58)	3B DYW	99

## UNIT 4

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)	4A, 4B	31, 33
	Can summarise a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.	B1+ (51–58)	4B DYW	103
	Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.	B2 (59–66)	4C	35
	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)	4D EIA	36

## UNIT 5

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	B2 (59-66)	5A	39
	Can make an aspect of an everyday topic clearer by providing simple examples.	B1 (43-50)	5A DYW	107
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51-58)	5B	41
	Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.	B2 (59-66)	5B DYR	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)	5C	43
	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)	5D EIA	44
Writing	Can make an aspect of an everyday topic clearer by providing simple examples.	B1 (43-50)	5A DYW	107
	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	B1 (43-50)	5C DYL	110

## UNIT 6

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can summarise and comment on the plot and sequence of events in a film or play.	B2 (59–66)	6A	47
	Can explain why certain parts or aspects of a work especially interested him/her.	B1 (43–50)	6A DYR	112
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	6B	49
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51–58)	6C	51
Writing	Can interpret and present in writing the overall trends shown in simple diagrams (e.g. graphs, bar charts), explaining the important points in more detail, given the help of a dictionary or other reference materials.	B1+ (51–58)	6C DYW	115

## UNIT 7

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51-58)	7A	55
	Can explain briefly the feelings and opinions that a work provoked in him/her.	B1 (43-50)	7A DYR	117
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51-58)	7B	57
	Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.	B1+ (51-58)	7C DYW	120
	Can ask people to elaborate on specific points they made in their initial explanation.	B1+ (51-58)	7D EIA	60
Writing	Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.	B1+ (51-58)	7C DYW	120

## UNIT 8

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	B2 (59–66)	8A	63
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51–58)	8B	65
	Can explain briefly the feelings and opinions that a work provoked in him/her.	B1 (43–50)	8C	66
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)	8B DYR	123
	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	B1 (43–50)	8C DYW	125

## UNIT 9

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collate short pieces of information from several sources and summarise them for somebody else.	B1+ (51–58)	9A	71
	Can ask questions to invite people to clarify their reasoning.	B1+ (51–58)	9B	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)	9B	73
	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)	9C	75
	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.	B1 (43–50)	9C DYW	129
Writing	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.	B1 (43–50)	9C DYW	129



## UNIT 10

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can summarise the main points of complex discussions, weighing up the different points of view presented.	B1+ (51-58)	10A	79
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51-58)	10B	81
	Can summarise 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)	10B DYR	133
	Can ask people to elaborate on specific points they made in their initial explanation.	B1+ (51-58)	10C	83
Writing	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.	B1+ (51-58)	10A DYL	131
	Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest.	B1+ (51-58)	10C DYW	135

## 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](http://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.