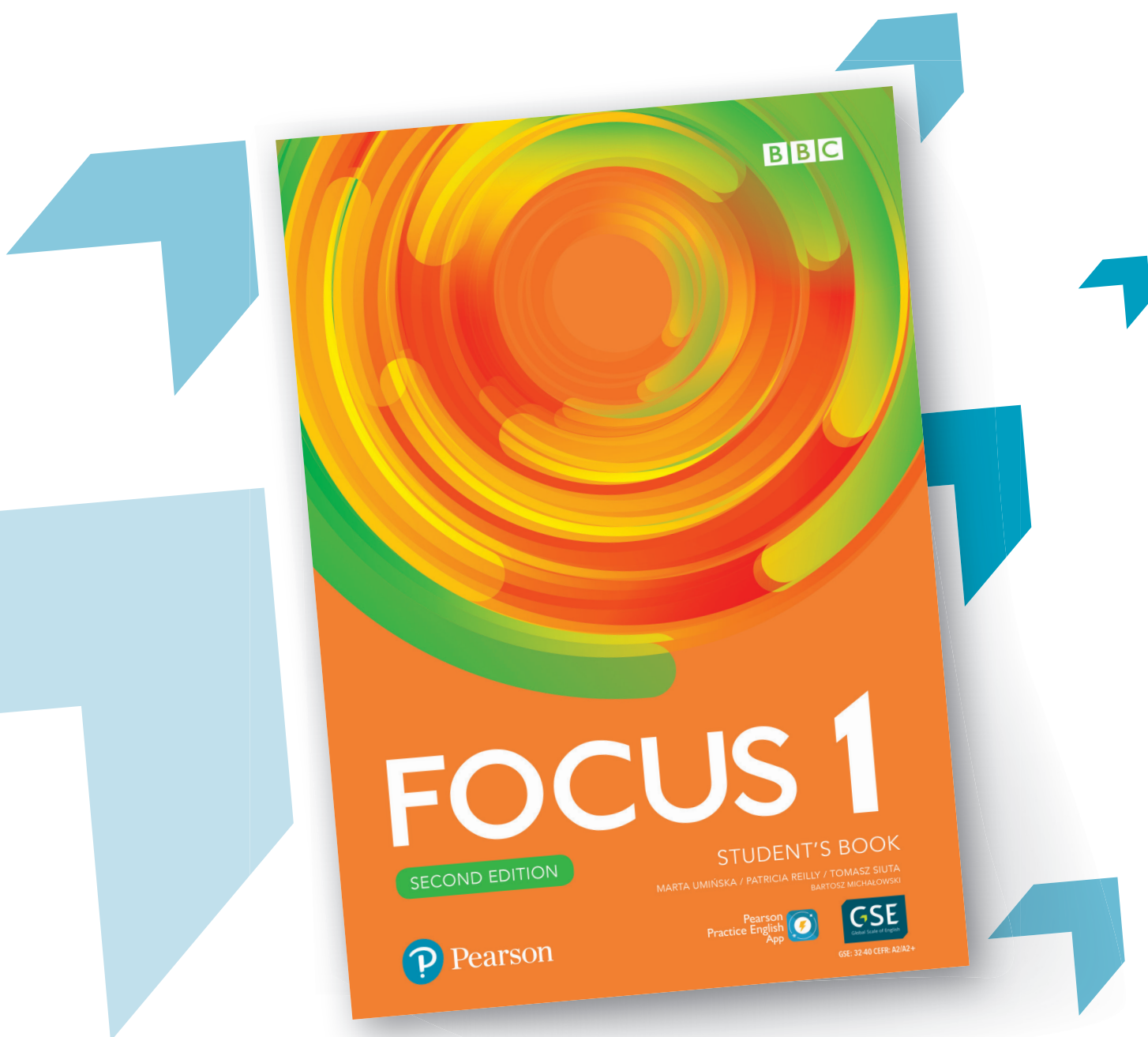




GSE MAPPING BOOKLET

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



FOCUS 1

In *Focus Second Edition*, we have taken the very best of Pearson's top-selling title for upper-secondary students and brought it right up to date. Thanks to feedback received from Focus users from all over the world, the course now offers the following:

Rich multimedia

including inspiring video clips from the BBC that make lessons memorable and learning efficient

Extensive exam preparation

that has been proven to help students achieve outstanding results on tests and exams

Enhanced learning experience

with unique in-and-out-of-class paper and digital materials that enable students to make steady progress in a personalised way

BBC videos

Experience the real world with authentic BBC video clips.

Focus Vlogs

Develop fluency and learn accurate usage with Focus Vlogs.

Digital

Get more training with extra digital activities and resources.

Components

- Student's Book
- Student's Book with Online Practice
- Pearson Practice English App
- Workbook
- Teacher's Book with:
 - Presentation Tool
 - Teacher's Resources
 - Online Practice and extra digital activities
 - Assessment Package
- Class CDs

www.english.com/focus

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.

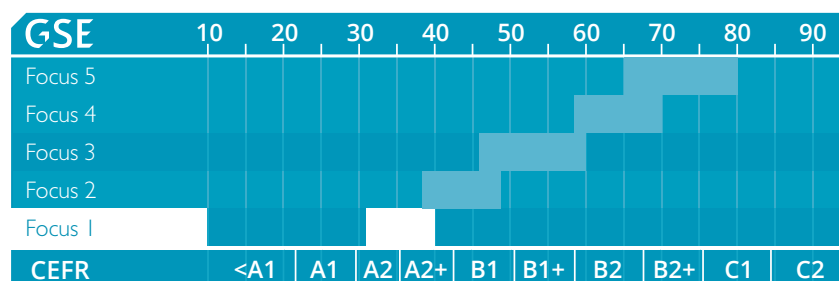
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple 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
(N2000)	North (2000) descriptor, verbatim
(C _J)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

[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.]

Focus Second Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A2 to C1 (32–80 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

Focus Second Edition and the Global Scale of English

UNIT 0

The “0” unit serves as a revision of the vocabulary and grammar items that students should be familiar with, and thus should have encountered, before they start learning from a given level of *Focus*.

GRAMMAR – Imperatives • *to be* • Subject pronouns • Demonstrative pronouns • Plural nouns • Possessive adjectives • Possessive *'s* • *can/can't* • Prepositions • *there is/there are* • *have got*

VOCABULARY – The alphabet • Classroom language • Numbers • Countries and nationalities • Age, Colours • Adjectives • Objects • Family • Common verbs • Rooms and furniture • Gadgets • Days of the week • Months and seasons • Times • Ordinal numbers

UNIT 1 Family and friends

GRAMMAR – Present Simple • Present Simple: *Yes/No* and *Wh-* questions

VOCABULARY – *have, go* and *play* • Collocations • Prepositions • Prepositions and nouns • Daily routine

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	14, 15
	<i>Exam Focus: Multiple choice</i>			15
	Can follow short, simple social exchanges. (P)	33	A2 (30–35)	18
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	12
	Can understand short, simple narrative texts. (E _A)	37	A2+ (36–42)	13
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	14, 20
	Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)	31	A2 (30–35)	16
	<i>Exam Focus: Multiple choice</i>			17
	Can understand familiar phrases in a simple text. (P)	29	A1 (22–29)	19
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	20
Speaking	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	12
	Can say what they like and dislike. (C)	34	A2 (30–35)	14
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	14, 15, 16
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	15
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	16, 18
	Can say what they like and dislike. (C)	34	A2 (30–35)	19
Writing	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)	20

UNIT 2 Food

GRAMMAR – Countable and uncountable nouns • Articles

VOCABULARY – Food containers • Food products • Phrases related to food • Cooking verbs

• Food adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	25, 27
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	27
	<i>Exam Focus: Note completion</i>			27
Reading	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	24
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	28
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	28
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	28
	<i>Exam Focus: Matching</i>			28
	Can understand short, simple personal emails and letters. (C _A)	37	A2+ (36–42)	32
Speaking	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	25
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	28
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C _A)	34	A2 (30–35)	29
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	30
	Can use simple phrases to order a meal. (C _A)	31	A2 (30–35)	31
	Can describe habits and routines. (C _A)	38	A2+ (36–42)	32
Writing	Can describe habits and routines. (C _A)	38	A2+ (36–42)	32

UNIT 3 Work

GRAMMAR – Present Continuous • Present Simple and Present Continuous

VOCABULARY – Jobs • *work* and *job* • Prepositions • *learn* and *teach* • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	36, 39
	<i>Exam Focus: True/False</i>			39
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	40
	<i>Exam Focus: Matching</i>			40
Speaking	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	38, 43
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	43
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	44

UNIT 4 People

GRAMMAR – Comparative and superlative adjectives • *have to/don't have to*

VOCABULARY – Appearance • Adjective order • Personality • Life events • Clothes

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	51
	<i>Exam Focus: Multiple choice</i>			51
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	48, 50, 52
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	52
	<i>Exam Focus: Open-ended questions</i>			51
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	56
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	50, 53, 55
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	51
	Can make simple transactions in shops, post offices and banks. (C _A)	33	A2 (30–35)	55
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	56

UNIT 5 Education

GRAMMAR – *must/mustn't, should/shouldn't* • Past Simple: *was/were, could*

VOCABULARY – Types of school • At school • Exams • Nouns and verbs • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	63, 67
	<i>Exam Focus: note completion</i>			63
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	60, 64
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	64, 66, 67
	<i>Exam Focus: True/false</i>			64
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	64
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	67
	Can get information from a tourist office of a straightforward, non-specialised nature. (CA)	39	A2+ (36–42)	67
	Can handle common everyday transactions (e.g. buying a ticket). (CA)	32	A2 (30–35)	67
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	61
	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	68

UNIT 6 Health and sport

GRAMMAR – Past Simple • Past Simple negatives and questions

VOCABULARY – Sports • *go, do* and *play* • Sportspeople • Likes and dislikes • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	73, 74, 75, 78, 79
	<i>Exam Focus: Multiple choice</i>			75
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	76
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	76, 80
	<i>Exam Focus: Note completion</i>			76
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	73, 76
	Can describe habits and routines. (CA)	38	A2+ (36–42)	73
	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)	75
	Can ask for basic advice using simple language. (P)	34	A2 (30–35)	79
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	79
Writing	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	80

UNIT 7 Travel

GRAMMAR – Present Perfect with *ever/never* • Present Perfect + *just/yet/already*

VOCABULARY – Holidays and transport • *book, make* and *visit* • Accommodation • Travel • Tourism

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	85, 86, 87, 91
	<i>Exam Focus: Multiple choice</i>			87
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	88
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	88
	<i>Exam Focus: Multiple choice</i>			88
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	90
Speaking	Can express opinions using simple language. (P)	45	B1 (43–50)	85, 87, 88
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	85, 88
	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36–42)	85
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	89
	Can give simple directions using a map or plan. (P)	32	A2 (30–35)	91
	Can ask for simple directions from X to Y on foot or by public transport. (P)	32	A2 (30–35)	91
Writing	Can write a basic formal email/letter requesting information. (P)	46	B1 (43–50)	92

UNIT 8 Nature

GRAMMAR – Future with *will* • *be going to*

VOCABULARY – Geography • Animals • Collocations • The weather • World families

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a short weather forecast, if delivered slowly and clearly and supported by pictures. (P)	34	A2 (30–35)	99
	Can identify specific events from short spoken descriptions. (W _A)	39	A2+ (36–42)	99
	<i>Exam Focus: Matching</i>			99
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	102
	Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	103
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	98, 100, 104
	<i>Exam Focus: Multiple choice</i>			100
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	97
	Can express opinions using simple language. (P)	45	B1 (43–50)	100
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	103
Writing	Can write about everyday things (e.g. people, places, job, study) in linked sentences	41	A2+ (36–42)	104

Online Interaction in *Focus Second Edition*

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 *Focus Second Edition*. All of these Online Interaction descriptors are © Council of Europe, 2018.

UNIT	SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE(S)
1, 3, 5 and 7	Writing	Can introduce himself/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.	42	A2+ (36–42)	20, 44, 68, 92
2		Can engage in basic social communication online (e.g. a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).	33	A2 (30–35)	32
4		Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	42	A2+ (36–42)	56

Mediation in *Focus Second Edition*

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.

Users will notice that many of the CEFR descriptors for Mediation contain “Language A” and “Language B”, e.g.

Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).

Mediation will often occur in situations involving speakers of different languages. However, where communication is taking place completely in English, then Language A and Language B will both refer to English. In such cases, users can remove the parts in brackets.

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 *Focus Second Edition*. All of these Mediation descriptors are © Council of Europe, 2018.

UNIT 1 Family and friends

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	35	A2 (30–35)	13	6
	Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).	33	A2 (30–35)	15	4
	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables.	40	A2+ (36–42)	15	4
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	16	10
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	18	8
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2 (30–35)	19	5
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	20	5
Writing	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text.	35	A2 (30–35)	20	5

UNIT 2 Food

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	24 29	12 10
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	26 31	7 6
	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables.	40	A2+ (36–42)	27	8
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	28 30	5 5
	Can state in simple language which aspects of a work especially interested him/her.	35	A2 (30–35)	30	5
Writing	Can use simple language to render (in Language B) very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	35	A2 (30–35)	27	9
	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text.	35	A2 (30–35)	32	2
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	32	7

UNIT 3 Work

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	37	12
	Can ask what somebody thinks of a certain idea.	35	A2 (30–35)	39	5
	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2 (30–35)	39	5
	Can state in simple language which aspects of a work especially interested him/her.	35	A2 (30–35)	39 40	5 4 and 6
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	40 44	4 and 6 4
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	41	9
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	42	6
Writing	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text.	35	A2 (30–35)	38	2
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	44	8

UNIT 4 People

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can convey (in Language B) the main point(s) contained in clearly structured, short, simple texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words/signs from other languages) in order to do so.	35	A2 (30–35)	49	9
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	50 54	5 and 8 6
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	35	A2 (30–35)	50 53	2 13
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	51	9
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2 (30–35)	53 55	13 7
	Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).	33	A2 (30–35)	54	7
Writing	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	53	10
	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text.	35	A2 (30–35)	56	3
	Can use simple language to render (in Language B) very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	35	A2 (30–35)	56	7

UNIT 5 Education

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	61 64	10 11
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	35	A2 (30–35)	61 62	11 6
	Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).	33	A2 (30–35)	66	7
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2 (30–35)	67	6
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	67	1
	Can state in simple language which aspects of a work especially interested him/her.	35	A2 (30–35)	67	1
Writing	Can relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+ (36–42)	61	11
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	68	6

UNIT 6 Health and sport

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	73	8
	Can state in simple language which aspects of a work especially interested him/her.	35	A2 (30–35)	73	14
	Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).	33	A2 (30–35)	75	6
	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables.	40	A2+ (36–42)	75	6
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	76	10
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	35	A2 (30–35)	76	5
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	78	6
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2 (30–35)	79	5
Writing	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	80	5

UNIT 7 Travel

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	35	A2 (30–35)	84 90	11 2
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	84	4 and 6
	Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).	33	A2 (30–35)	84	4 and 11
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	86 89	6 9
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	87	8
	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables	40	A2+ (36–42)	91	6
Writing	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	92	6
	Can use simple language to render (in Language B) very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	35	A2 (30–35)	92	6

UNIT 8 Nature

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	97	9
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	98 102	4 and 6 6
	Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident.	40	A2+ (36–42)	99	3
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	100	8
	Can state in simple language which aspects of a work especially interested him/her.	35	A2 (30–35)	100	8
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	35	A2 (30–35)	102 103 104	1 2, 6 3
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	104	2
	Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.	38	A2+ (36–42)	104	3
Writing	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text.	35	A2 (30–35)	102	1
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	104	8
	Can use simple language to render (in Language B) very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	35	A2 (30–35)	104	8

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.