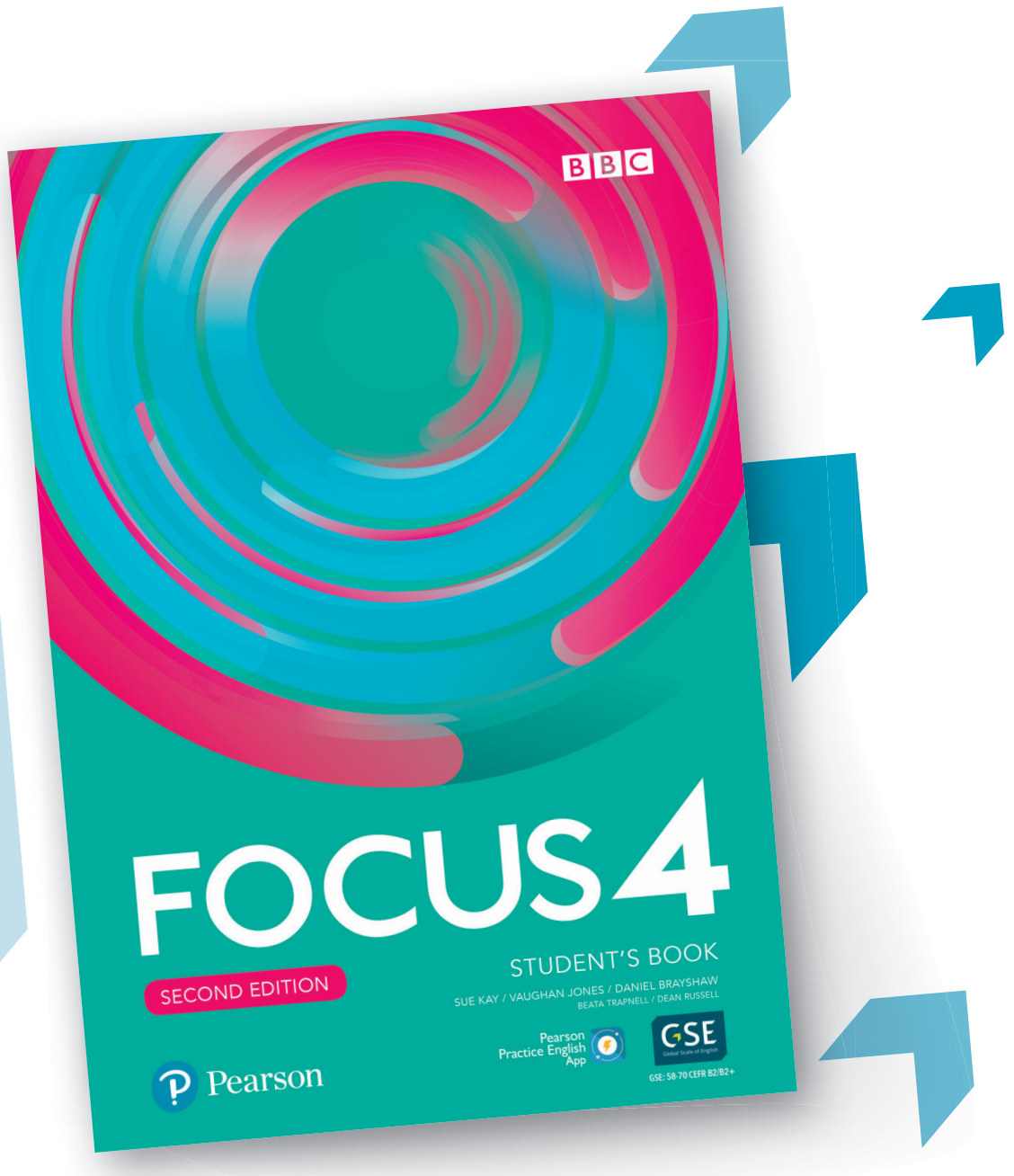




GSE MAPPING BOOKLET

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



FOCUS 4

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:

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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.

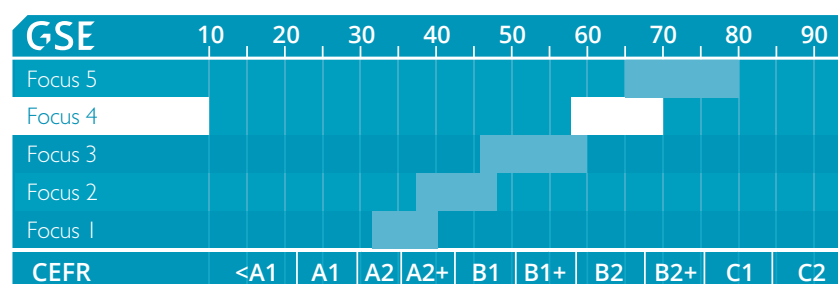
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple 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
(CA)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(CJA)	CEFR-J descriptor, adapted or edited
(EA)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(WA)	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 1 Live and learn

GRAMMAR – Present and past habits • Verb patterns

VOCABULARY – Phrasal verbs • Describing teachers and students • Collocations • Memory • Expressions with *brain* • Phrases describing work experience

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	5, 7, 11
	Can identify details that support a point of view in a panel discussion on a general topic. (P)	58	B1+ (51–58)	7
	Can recognise the speaker's point of view in a structured presentation. (P)	63	B2 (59–66)	11
	Can understand the main information from dialogues on unfamiliar topics. (P)	53	B1+ (51–58)	11
	<i>Exam Focus: Matching</i>			6
Reading	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	8
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	8
	Can understand relationships between ideas in a simple academic text, if guided by questions. (P)	58	B1+ (51–58)	8
	Can identify different styles, genres, and registers in written discourse. (W _A)	67	B2+ (67–75)	12, 13
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	13
	<i>Exam Focus: Gapped text</i>			8

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can discuss the main points of news stories about familiar topics. (C _J _A)	52	B1+ (51–58)	6
	Can give clear, detailed descriptions on a wide range of familiar subjects. (C _A)	66	B2 (59–66)	7
	Can take part in classroom discussions, adding to the ideas and opinions of previous speakers. (P)	58	B1+ (51–58)	7, 8
	Can describe the personal significance of events and experiences in detail. (C _A)	63	B2 (59–66)	11
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	11
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	12
	Can summarise and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	14
	Can use a range of language to make detailed comparisons of quantities. (P)	61	B2 (59–66)	15
Writing	Can write clear, detailed instructions about how to complete a familiar work-related task or project. (P)	64	B2 (59–66)	13
	Can write a resume/CV with basic information about educational and work history. (P)	45	B1 (43–50)	15

UNIT 2 Human nature

GRAMMAR – Past Perfect Simple and Continuous • Relative clauses

VOCABULARY – Personality adjectives • Compound adjectives • Describing personality • Relationship phrases • Ways of looking • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech. (P)	56	B1+ (51–58)	23
	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	27
	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	36
	<i>Exam Focus: Multiple choice</i>			23
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	24, 29, 30
	Can scan an interview transcript for key information. (P)	56	B1+ (51–58)	27
	Can recognise the writer's point of view in a structured text. (P)	58	B1+ (51–58)	31
	<i>Exam Focus: Multiple choice</i>			24
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	21, 23, 24
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+ (67–75)	24
	Can describe the personal significance of events and experiences in detail. (CA)	63	B2 (59–66)	27, 29
	Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	27
Writing	Can use common connectors to tell a story or describe an event in writing. (CA)	51	B1+ (51–58)	23
	Can list reasons for or against a point of view in a short, simple structured argument essay, using a range of common linking words/phrases. (P)	61	B2 (59–66)	31

UNIT 3 Living spaces

GRAMMAR – Future forms including the Future Perfect Continuous • Quantifiers • Determiners

VOCABULARY – Prepositions describing location • Describing places • In the city • Collocations and compound nouns • Idiomatic expressions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	39
	<i>Exam Focus: Multiple choice</i>			39
Reading	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	40, 41, 46
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	41
	Can critically evaluate the effectiveness of a simple argumentative essay. (P)	66	B2 (59–66)	47
	<i>Exam Focus: Gapped text</i>			41
Speaking	Can evaluate the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	37
	Can describe the personal significance of events and experiences in detail. (C _A)	63	B2 (59–66)	38, 42
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	43
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	45
Writing	Can list reasons for or against a point of view in a short, simple structured argument essay, using a range of common linking words/phrases. (P)	61	B2 (59–66)	47

UNIT 4 Shopping around

GRAMMAR – Question tags and reply questions • Present and past modal structures

VOCABULARY – Phrasal verbs • Shopping collocations • Verb phrases • Noun phrases • Being rich and poor

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand main points and check comprehension by using contextual clues. (C _A)	64	B2 (59–66)	55, 58
	<i>Exam Focus: Multiple Choice</i>			55
Reading	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	52, 56, 60, 62
	<i>Exam Focus: Matching</i>			56
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	52, 55, 56, 58
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	59
Writing	Can write informal emails or letters using a range of idiomatic phrases. (P)	62	B2 (59–66)	62, 63

UNIT 5 Off to work

GRAMMAR – Reported speech • Reporting verbs

VOCABULARY – Expressions to do with work • Phrasal verbs • Adjectives from nouns • Phrases describing change • Verb–noun collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)	57	B1+ (51–58)	71
	Can identify details that support a point of view when taking part in a general discussion. (P)	59	B2 (59–66)	71
	Can extract the main points from news items, etc. with opinions, arguments and discussion. (C _A)	65	B2 (59–66)	76
	<i>Exam Focus: Matching</i>			71
Reading	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	68, 78
	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)	72
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	72
	<i>Exam Focus: Multiple choice</i>			72
Speaking	Can describe the personal significance of events and experiences in detail. (C _A)	63	B2 (59–66)	68, 70
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	71
	Can explain a problem and demand what action should be taken in an appropriate way. (C _A)	64	B2 (59–66)	75
	Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)	61	B2 (59–66)	75
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	79
Writing	Can write short, simple structured opinion essays on familiar topics, supporting their opinions with reasons. (P)	59	B2 (59–66)	79

UNIT 6 A matter of fact

GRAMMAR – Conditional clauses – alternatives to *if* • Mixed conditionals

VOCABULARY – Truth and falsehood • Adjective–noun collocations • Adverbs • Collocations • Photography • Compound nouns and adjectives • Adjectives for reviews

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract the main points from news items, etc. with opinions, arguments and discussion. (C _A)	65	B2 (59–66)	87
	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	91
	<i>Exam Focus: Note completion</i>			87
Reading	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	88
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	92, 94
	<i>Exam Focus: Note completion</i>			88
Speaking	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	90
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	92, 95
Writing	Can write a structured review of a film, book or play with some references and examples. (C _A)	69	B2+ (67–75)	95

UNIT 7 It's not rocket science!

GRAMMAR – Advanced passive forms • Passive reporting structures

VOCABULARY – Scientific research • Prepositions after verbs and nouns • Words in science • Phrasal verbs • Word families • Speech verbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract the main points from news items, etc. with opinions, arguments and discussion. (CA)	65	B2 (59–66)	100, 103, 107
	Can understand scripted speech delivered quickly, if the accent is familiar. (CA)	61	B2 (59–66)	101
	<i>Exam Focus: Multiple choice</i>			103
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	108
	Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)	63	B2 (59–66)	110, 111
	<i>Exam Focus: Open-ended questions</i>			104
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	100, 101, 102, 103, 104, 106, 107, 109
	Can ask for clarification during an academic discussion, using linguistically complex language. (P)	74	B2+ (67–75)	107
Writing	Can use dialogue within a narrative text to add interest. (P)	54	B1+ (51–58)	111

UNIT 8 Costing the earth

GRAMMAR – Unreal past and regrets – *wish, if only, it's time* and *would rather* • Emphasis – cleft sentences and inversions

VOCABULARY – Environmental issues • Landscapes • Animals • Word building • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract the main points from news items, etc. with opinions, arguments and discussion. (C _A)	65	B2 (59–66)	119, 123
	<i>Exam Focus: Note completion</i>			119
Reading	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	116, 117, 120, 124
	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (C _A)	59	B2 (59–66)	127
	<i>Exam Focus: Matching</i>			120
Reading	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	119, 120, 122, 125
	Can introduce new information during a formal discussion or presentation (P)	66	B2 (59–66)	123
Writing	Can adopt a level of formality appropriate to the circumstances. (N2000)	66	B2 (59–66)	126
	Can write personal emails/letters giving and commenting on news in detail. (C _A)	60	B2 (59–66)	126, 127

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)
2	Writing	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	42	A2+ (36–42)	28
2, 6		Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.	49	B1 (43–50)	29, 95
4, 5, 8		Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.	71	B2+ (67–75)	63, 72, 127

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 Live and learn

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can further develop other people's ideas and opinions.	64	B2 (59–66)	5	3
	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)	7	7
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	8	1, 7, 10
	11			1	
			13	10	
			14	1	
			15	12	
Writing	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (in Language A) on familiar subjects.	49	B1 (43–50)	15	13

UNIT 2 Human nature

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY		
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	20	2		
				21	4, 11		
				24	2		
				26	5		
				27	1		
Speaking	Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details.	56	B1+ (51–58)	21	4		
				66	B2 (59–66)	23	6
						25	9
				66	B2 (59–66)	28	1
Writing	Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.	71	B2+ (67–75)	31	9		

UNIT 3 Living spaces

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	36 37	3 11
	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.	66	B2 (59–66)	39	2
	Can ask a group member to give the reason(s) for their views.	47	B1 (43–50)	41	9
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	43 45	1, 5 5
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	43	6
	Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of his/her own worldview, and express himself/herself in a way appropriate to the context.	71	B2+ (67–75)	46	1
Writing	Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (in Language A) within his/her fields of professional, academic and personal interest.	71	B2+ (67–75)	47	9

UNIT 4 Shopping around

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	52	3
				55	1, 6
				56	1, 10
				59	1
				62	1
	Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.	71	B2+ (67–75)	54 58	8 9
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	56 60	4 1
	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	66	B2 (59–66)	59	6
Writing	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.	58	B1+ (51–58)	63	9

UNIT 5 Off to work

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY			
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	68	2, 4			
				70	1			
				71	8			
				72	1			
				75	1			
				77	10			
				Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.	73	B2+ (67–75)	72	6
					Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.	71	B2+ (67–75)	75
Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	69	10				
			76	1				
			77	7				
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)	78 79	1 6				
Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	66	B2 (59–66)	69	8				
Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.	66	B2 (59–66)	71	5				
Writing	Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (in Language A) within his/her fields of professional, academic and personal interest.	71	B2+ (67–75)	79	5			

UNIT 6 A matter of fact

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.	73	B2+ (67–75)	84	3
	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	66	B2 (59–66)	85 87	9 7
	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)	86 87	1 1
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	88 91 92	1 1 2
	Can communicate (in Language B) the sense of what is said (in Language A) on subjects within his/her fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided interlocutors give clarifications if needed.	60	B2 (59–66)	91	7
	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	66	B2 (59–66)	91 94	2 3
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	94	1
	Writing	Can summarise in writing (in Language B) the main content of complex texts (in Language A) on subjects related to his/her fields of interest and specialisation.	62	B2 (59–66)	95

UNIT 7 It's not rocket science!

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY												
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	100	3												
				101	8												
				103	1												
				106	6												
Speaking	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	102	1												
				104	1												
				107	6												
				110	1												
Speaking	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	66	B2 (59–66)	102	5												
						Speaking	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	110	1						
												Writing	Can use dialogue within a narrative text to add interest. (P)	54	B1+ (51–59)	101	8

UNIT 8 Costing the earth

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	117	6, 8
				118	1
				120	3, 4
				123	1
Speaking	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	119	2, 6
				120	9
				125	7
Speaking	Can summarise (in Language B) the important points made in longer, complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.	63	B2 (59–66)	123	7
				Speaking	Can recognise the intended audience of a text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.
Writing	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (in Language A) on familiar subjects.	49	B1 (43–50)	127	9

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