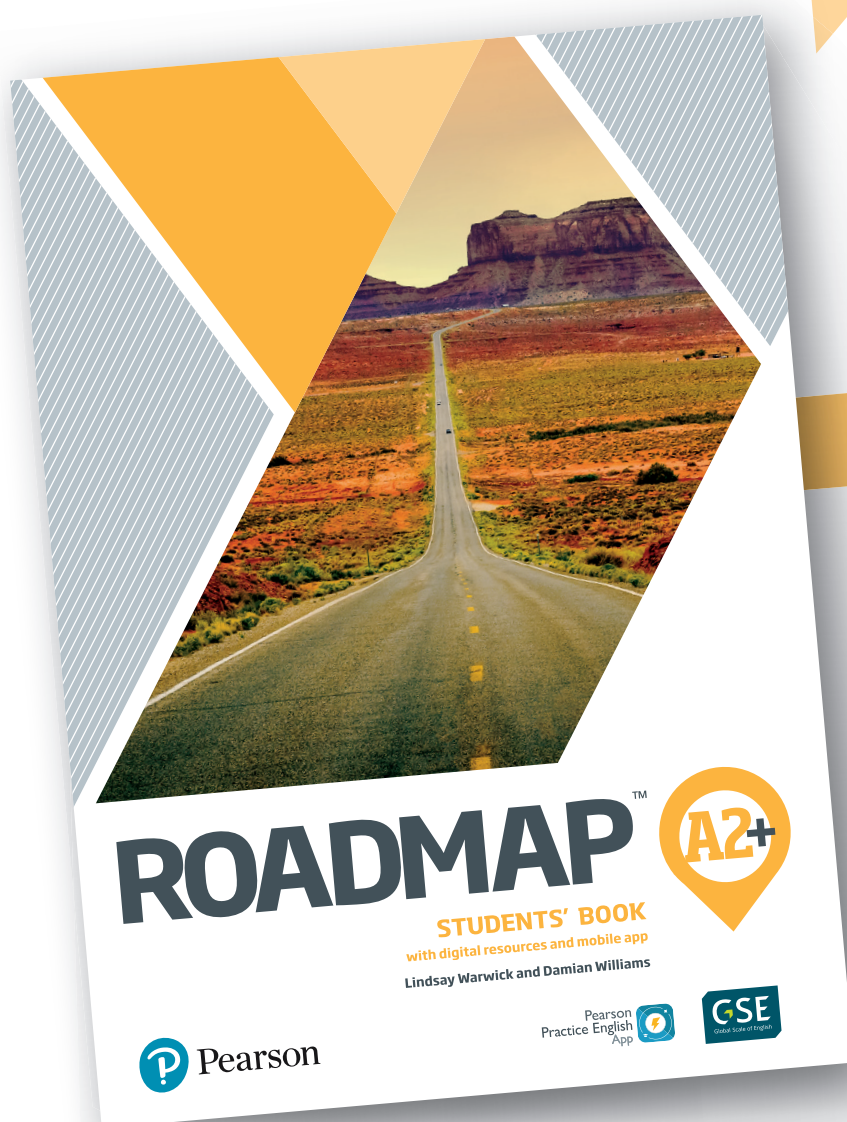




GSE MAPPING BOOKLET

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



ROADMAP A2+

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

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.

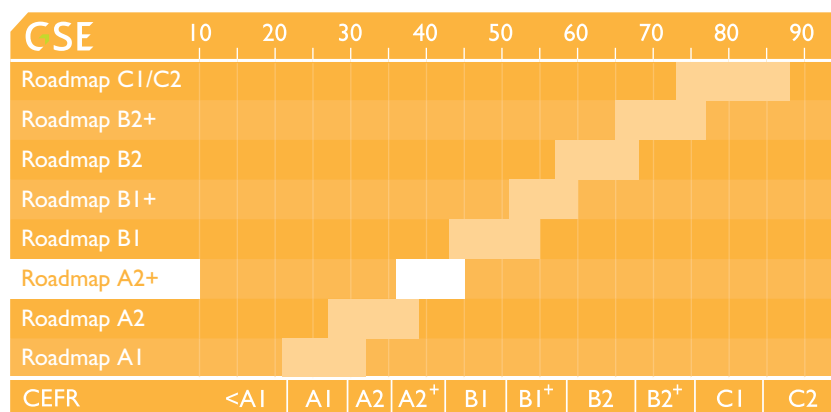
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple 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 _A)	Eiken descriptor from the CSE, adapted or edited
(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.]

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

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: Word order in questions; adverbs of frequency; present simple and present continuous

Vocabulary: Question words; success; everyday activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	1A	7
	Can describe habits and routines. (C _A)	38	A2+ (36–42)	1B	9
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	1B	9
	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	37	A2+ (36–42)	1C	11
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	1C	11
	Can deal with practical everyday demands, exchanging straightforward factual information. (C _A)	38	A2+ (36–42)	1D	12
Listening	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	1A DYL	86
Reading	Can understand short, simple narratives and biographies. (C _J _A)	39	A2+ (36–42)	1C DYR	88
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	1C DYR	88
Writing	Can write descriptions of everyday personal experiences. (P)	41	A2+ (36–42)	1B DYW	87

UNIT 2

Grammar/Function: Past simple; past simple negative and questions; quantifiers; show interest and excitement

Vocabulary: Feelings; past time expressions; adjectives to describe food

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). (P)	38	A2+ (36–42)	2A	14
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	2B	17
	Can give straightforward descriptions on a variety of familiar subjects. (C _A)	47	B1 (43–50)	2C	19
	Can express enthusiasm and excitement in a limited way. (P)	40	A2+ (36–42)	2D	20
Listening	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	2C DYL	91
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	2C DYL	91
Reading	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	2A DYR	89
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	2B DYW	90
	Can write a story with a simple linear sequence. (C _A)	45	B1 (43–50)	2B DYW	90

UNIT 3

Grammar/Function: Comparatives; superlatives; present perfect with *ever* and *never*; give and respond to news

Vocabulary: Adjectives to describe places; hotels and places to stay; verb phrases

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	3A, 3B	23, 25
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	3B	25
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	3C	27
	Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)	42	A2+ (36–42)	3D	28
	Can ask someone for their news, using a range of fixed expressions. (P)	41	A2+ (36–42)	3D	28
	Can react appropriately to good and bad news using fixed expressions. (P)	44	B1 (43–50)	3D	28
Listening	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	3C DYL	94
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	3C DYL	94
Reading	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)	3A DYR	92
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	3A DYR	92
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	3B DYW	93
	Can write a short review of a restaurant, movie, etc. using simple language. (P)	45	B1 (43–50)	3B DYW	93

UNIT 4

Grammar/Function: *Be going to*, *want* and *would like*; *will/won't* for decisions and offers; *can* and *have to*; make plans to meet

Vocabulary: Celebrations; organising events; *-ed* and *-ing* adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe plans and arrangements. (C _A)	39	A2+ (36–42)	4A	31
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	4A	31
	Can make and accept offers. (N2000)	36	A2+ (36–42)	4B	33
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	4B	33
	Can explain the rules of a familiar game or sport using simple language. (P)	45	B1 (43–50)	4C	35
	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	4C	35
	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	4D	36
Listening	Can understand instructions delivered at normal speed and accompanied by visual support. (P)	43	B1 (43–50)	4B DYL	96
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	4C DYR	97
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36–42)	4C DYR	97
Writing	Can write a basic informal email/letter of invitation with simple, key details. (P)	41	A2+ (36–42)	4A DYW	95
	Can write a basic email/letter accepting or declining an invitation. (P)	41	A2+ (36–42)	4A DYW	95

UNIT 5

Grammar/Function: Relative clauses with *who*, *which* and *that*; *look like*, *look + adjective*, *be like*; *should*, *shouldn't* and imperatives; make and respond to suggestions

Vocabulary: Job skills and preferences; appearance; shopping

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	5A	39
	Can talk about common jobs using simple language. (P)	36	A2+ (36–42)	5A	39
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	5B	41
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	5B	41
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	5C	43
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	5C	43
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	5D	44
Listening	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	5B DYL	99
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	5B DYL	99
	Can recognise the use of common linking words/phrases (e.g. 'firstly', 'also') to list similar ideas in simple talks on familiar topics. (P)	44	B1 (43–50)	5B DYL	99
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36–42)	5A DYR	98
Writing	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)	41	A2+ (36–42)	5C DYW	100

UNIT 6

Grammar/Function: *Will* for predictions; present continuous for future arrangements; *may* and *might*; leave a phone message

Vocabulary: Happiness; *make, do, have*; weekend activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make simple predictions about the future. (P)	42	A2+ (36–42)	6A	47
	Can make simple future arrangements and plans with reference to a diary or schedule. (P)	42	A2+ (36–42)	6B	49
	Can describe plans and arrangements. (CA)	39	A2+ (36–42)	6C	51
	Can leave simple phone messages using fixed expressions. (P)	36	A2+ (36–42)	6D	52
	Can take simple phone messages using fixed expressions. (P)	38	A2+ (36–42)	6D	52
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	6A DYL	101
Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	6B DYR	102
Writing	Can write descriptions of everyday personal experiences. (P)	41	A2+ (36–42)	6C DYW	103
	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	6C DYW	103

UNIT 7

Grammar/Function: *Too* and *enough*; *used to*; articles; make and respond to excuses

Vocabulary: Features of city life; natural features; prepositions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	7A	55
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000a)	38	A2+ (36–42)	7B, 7C	57, 59
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	7B	57
	Can give a simple excuse for something they have done wrong (e.g. arriving late to class). (P)	37	A2+ (36–42)	7D	60
	Can respond to excuses using basic fixed expressions. (P)	40	A2+ (36–42)	7D	60
Listening	Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	7A DYL	104
	Can recognise when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	7A DYL	104
Reading	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	7B DYR	105
	Can skim a short text to get a general idea of the content. (P)	43	B1 (43–50)	7B DYR	105
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	7C DYW	106

UNIT 8

Grammar/Function: Past continuous; *because*, *so* and *to*; verb patterns; give directions

Vocabulary: Verbs of movement; transport; travel

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	8A	63
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	8A	63
	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	8B	65
	Can express how they feel in simple terms. (C _A)	38	A2+ (36–42)	8C	67
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	8C	67
	Can give simple directions using a map. (P)	37	A2+ (36–42)	8D	68
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	8B DYL	108
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	8B DYL	108
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	8A DYR	107
Writing	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	8C DYW	109

UNIT 9

Grammar/Function: Present perfect with *for* and *since*; present perfect with *already*, *just* and *yet*; *could/couldn't*; ask for information

Vocabulary: Describing a relationship; adjectives to describe films and TV programmes; education

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	9A	71
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	9B	73
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	9B	73
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	9B	73
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	9C	75
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	9C	75
	Can deal with practical everyday demands, exchanging straightforward factual information. (CA)	38	A2+ (36–42)	9D	76
Listening	Can recognise simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases. (P)	39	A2+ (36–42)	9A DYL	110
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	9B DYR	111
	Can get the gist of news stories where the main information is in the form of numbers and names. (P)	43	B1 (43–50)	9B DYR	111
Writing	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	9C DYW	112

UNIT 10

Grammar/Function: First conditional; present and past passive; review of tenses; ask for clarification

Vocabulary: Money; time expressions; hobbies and interests

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	10A	79
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	10A	79
	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)	10B	81
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	10C	83
	Can ask for clarification about key words not understood, using fixed expressions. (C _A)	40	A2+ (36–42)	10D	84
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	10C DYL	115
Reading	Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)	47	B1 (43–50)	10A DYR	113
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	10B DYW	114

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 summarise the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	1B	9
Writing	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	1C, 1A DYL, 1B DYW	10, 86, 87

UNIT 2

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can communicate the overall sense of what is said in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	A2+ (36–42)	2B	17
	Can make simple remarks and pose occasional questions to indicate that he/she is following.	A2 (30–35)	2C	19
	Can relay in a simple way a series of short, simple instructions provided the original speech is clearly and slowly articulated.	A2 (30–35)	2C	19
	Can use simple isolated words and non-verbal signals to show interest in an idea.	A1 (22–29)	2D EIA	20
Writing	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	2C DYL	91

UNIT 3

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	3A, 3B	23, 25
	Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.	A2 (30–35)	3B	25
	Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	A1 (22–29)	3D	28
Writing	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	3A	23

UNIT 4

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	4A, 4B, 4C	31, 33, 35
	Can give very simple instructions to a cooperative group who help with formulation when necessary.	A2 (30–35)	4B	33
	Can communicate the overall sense of what is said in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	A2+ (36–42)	4C	35
	Can communicate the main point of what is said in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.	A2 (30–35)	4D	36
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	4A DYW	95, 96

UNIT 5

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	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.	A2 (30–35)	5A, 5C, 5D EIA	39, 43, 44
	Can make simple remarks and pose occasional questions to indicate that he/she is following.	A2 (30–35)	5B	41
	Can relay the point made in a clear, spoken announcement concerning familiar everyday subjects, though he/she may have to simplify the message and search for words.	A2+ (36–42)	5B DYL	99
Writing	Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	A2 (30–35)	5A	39
	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	5A DYR	98

UNIT 6

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	6A, 6B	47, 49
	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.	A2 (30–35)	6B, 6C	49, 51
	Can summarise the main point(s) in simple, short informational texts on familiar topics.	A2+ (36–42)	6B DYR	102
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	6C DYR	103
	Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	A2 (30–35)	6D EIA	52
	Can relay in writing specific information given in a straightforward recorded message, provided that the topics concerned are familiar and the delivery is slow and clear.	B1 (43–50)	6D EIA	52

UNIT 7

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	7A, 7C	55, 59
	Can make simple remarks and pose occasional questions to indicate that he/she is following.	A2 (30–35)	7B, 7D	57, 60
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)	7A	55
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	7C DYW	106

UNIT 8

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	8A, 8C	63, 67
	Can communicate the overall sense of what is said in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	A2+ (36–42)	8B, 8C	65, 67
	Can make simple remarks and pose occasional questions to indicate that he/she is following.	A2 (30–35)	8C	67
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	A2+ (36–42)	8C DYW	109

UNIT 9

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	9B	73
	Can make simple remarks and pose occasional questions to indicate that he/she is following.	A2 (30–35)	9B	73
	Can communicate the overall sense of what is said in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	A2+ (36–42)	9B	73
	Can make an aspect of an everyday topic clearer by providing simple examples.	B1 (43–50)	9C	75
Writing	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	9B	73
	Can make an aspect of an everyday topic clearer by providing simple examples.	B1 (43–50)	9C	75
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42) 9B	9C DYW	112

UNIT 10

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	10A, 10C	79, 83
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	A2+ (36–42)	10B	81
	Can communicate the overall sense of what is said in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	A2+ (36–42)	10C	83
	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.	A2 (30–35)	10D EIA	84
	Can ask people to elaborate on specific points they made in their initial explanation.	B1+ (52–58)	10D EIA	84
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)	10A	79
	Can make simple notes at a presentation/ demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	A2 (30–35)	10A, 10B	81

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.