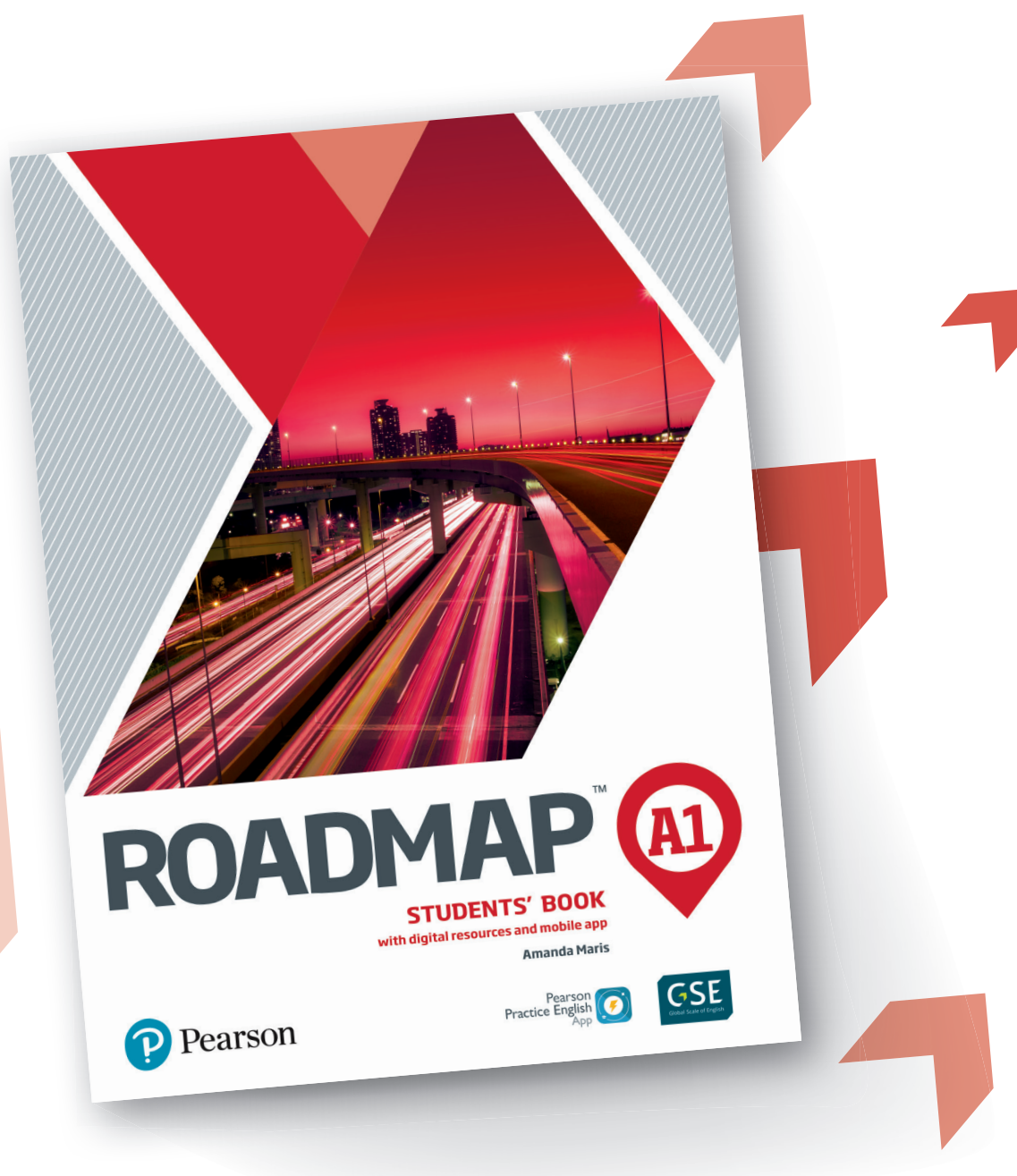




## GSE MAPPING BOOKLET

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





## 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

- Student's Book and Interactive eBook with digital resources and mobile app
- Student's Book and Interactive eBook with online practice, digital resources and mobile app
- Workbook with key and online audio
- Teacher's Book with Presentation tool, digital resources and assessment package
- Interactive eBook with mobile app
- Interactive eBook with online practice and mobile app
- Website: [english.com/roadmap](https://english.com/roadmap)

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

The Global Scale of English is a standardised, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 <sub>A</sub> )	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C <sub>J</sub> )	CEFR-J descriptor, adapted or edited
(E <sub>A</sub> )	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

*[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]*

*Roadmap* is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to C1 (21–88 on the Global Scale of English). Each lesson guides students to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.

GSE	10	20	30	40	50	60	70	80	90	
Roadmap C1-C2										
Roadmap B2+										
Roadmap B2										
Roadmap B1+										
Roadmap B1										
Roadmap A2+										
Roadmap A2										
Roadmap A1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

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

## Roadmap and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. Abbreviations refer to Develop your Listening (DYL), Develop your Reading (DYR), Develop your Writing (DYW), and English in Action (EIA).

### UNIT 1

**GRAMMAR/FUNCTION** – *Be: I and you • be: he/she/it • be: you/we/they* • ask for and give contact information

**VOCABULARY** – Countries • jobs • nationalities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	22	A1 (22–29)	1B DYL	87
Reading	Can extract personal details in a limited way. (P)	28	A1 (22–29)	1A DYR	86
Speaking	Can give very limited personal information using basic fixed expressions. (C <sub>J</sub> <sub>A</sub> )	16	<A1 (10–21)	1A	7
	Can introduce themselves in a basic way, giving some information about where they live, their family etc. (CSE <sub>A</sub> )	22	A1 (22–29)	1A	7
	Can name a few common jobs. (P)	16	<A1 (10–21)	1B	9
	Can say what someone's job is, using familiar common job names. (P)	27	A1 (22–29)	1B	9
	Can introduce people using basic language. (P)	27	A1 (22–29)	1C	11
	Can recognise and say the name of their own country, nationality and language. (P)	12	<A1 (10–21)	1C	11
	Can ask for the spelling of a word, or for a word to be written down. (P)	22	A1 (22–29)	1D EIA	12
	Can exchange personal details (e.g. where they live, things they have). (C <sub>A</sub> )	28	A1 (22–29)	1D EIA	12
Writing	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. (P)	26	A1 (22–29)	1C DYW	88

## UNIT 2

**GRAMMAR/FUNCTION** – Possessive *'s, I/my, you/your*, etc. • *this, that, these* and *those* • question words with *be* • pay for things in a shop

**VOCABULARY** – Family • everyday objects (1) • numbers 1–100

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand cardinal numbers from 21 to 100. (P)	19	<A1 (10–21)	2C DYL	91
Reading	Can recognise some familiar words related to themselves and their family (e.g. 'girl', 'brother'). (P)	22	A1 (22–29)	2A DYP	89
Speaking	Can talk about the family in a basic way, given prompts. (P)	29	A1 (22–29)	2A	15
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	2B	17
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (P)	27	A1 (22–29)	2C	19
	Can say a range of basic numbers, quantities and prices. (CA)	20	<A1 (10–21)	2D EIA	20
Writing	Can complete simple forms with basic personal details. (CA)	23	A1 (22–29)	2B DYW	90

## UNIT 3

**GRAMMAR/FUNCTION** – *There is/There are*; singular and plural nouns • *Is there a/an ... ?/ Are there any ... ?* • position of adjectives • ask for and give directions

**VOCABULARY** – Places in town • rooms and things in a home • describing places

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	3B DYL	93
	Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures. (P)	30	A2 (30–35)	3B DYL	93
Reading	Can understand simple descriptions of places. (P)	27	A1 (22–29)	3A DYR	92
Speaking	Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)	32	A2 (30–35)	3A	23
	Can ask for and give very basic information about the home. (P)	25	A1 (22–29)	3B	25
	Can describe where they live. (CA)	26	A1 (22–29)	3C	27
	Can ask for simple directions, referring to a map or plan. (P)	29	A1 (22–29)	3D EIA	28
Writing	Can write simple sentences about their family and where they live. (CA)	27	A1 (22–29)	3C DYW	94

## UNIT 4

**GRAMMAR/FUNCTION** – *Have/has got* • *have/has got*: questions • imperatives • tell the time

**VOCABULARY** – Describing people • everyday objects (2) • common verbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand basic questions about objects in pictures or in their immediate surroundings. (P)	24	A1 (22–29)	4B DYL	96
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22–29)	4A DYP	95
Speaking	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	4A	31
	Can ask and answer simple questions about things they have in a limited way. (CA)	21	<A1 (10–21)	4B	33
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	4B	33
	Can read aloud short, familiar fixed expressions in a way that can be understood. (P)	26	A1 (22–29)	4C	35
	Can talk about familiar people and places using single words. (C2018A)	26	A1 (22–29)	4C	35
	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	4C	35
	Can tell the time of day to within five minutes. (P)	22	A1 (22–29)	4D EIA	36
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	4C DYW	97
Writing	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22–29)	4C DYW	97

## UNIT 5

**GRAMMAR/FUNCTION** – Present simple: *I/you/we/they* • present simple questions: *I/you/we/they* • present simple with frequency adverbs • order food and drink

**VOCABULARY** – Days of the week, everyday activities • travel and transport • food and drink

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	26	A1 (22–29)	5B DYL	99
Reading	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	5A DYP	98
Speaking	Can describe their daily routines in a simple way. (P)	31	A2 (30–35)	5A	38
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	5B	41
	Can name very common forms of transport. (P)	17	<A1 (10–21)	5B	41
	Can answer simple questions about habits and routines. (P)	29	A1 (22–29)	5C	43
	Can ask for a drink or food in a limited way. (P)	24	A1 (22–29)	5D EIA	44
Writing	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)	5C DYW	100



## UNIT 6

**GRAMMAR/FUNCTION** – Present simple: *he/she/it* • present simple questions: *he/she/it* • *can/can't* for ability • make requests

**VOCABULARY** – Time expressions • jobs around the house • skills

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	6B DYL	102
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	6C DYR	103
	Can understand familiar phrases in a simple text. (P)	29	A1 (22–29)	6C DYR	103
Speaking	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	6A 6B	47 49
	Can ask and answer simple questions about people they know in a limited way. (CA)	28	A1 (22–29)	6B	49
	Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)	27	A1 (22–29)	6C	51
	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	6D EIA	52
Writing	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)	6A DYW	101

## UNIT 7

**GRAMMAR/FUNCTION** – *Wh-* questions • *was/were* (questions), *there was/were* (questions) • buy travel tickets

**VOCABULARY** – Places • months, dates • adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	7B DYL	105
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	7C DYR	106
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C <sub>A</sub> )	25	A1 (22–29)	7A	55
	Can make simple references to the past using 'was/were'. (P)	33	A2 (30–35)	7B 7C	57 59
	Can ask very basic questions with <i>was/were</i> . (P)	(30)	A2 (30–35)	7C	59
	Can buy tickets on public transport using basic fixed expressions. (N2000 <sub>A</sub> )	24	A1 (22–29)	7D EIA	60
Writing	Can copy short sentences on everyday subjects (e.g. directions how to get somewhere). (C)	24	A1 (22–29)	7A DYW	104

## UNIT 8

**GRAMMAR/FUNCTION** – Past simple (regular verbs) • past simple (irregular verbs) • past simple (questions) • greet people

**VOCABULARY** – Verb phrases • irregular verbs • holiday activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand simple directions, if spoken slowly and clearly. (P)	28	A1 (22–29)	8C DYL	109
Reading	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	8A DYP	107
	Can understand simple, short stories. (P)	(30)	A2 (30–35)	8A DYP	107
Speaking	Can talk about a past event or activity in a very basic way (e.g. I went...).(P)	35	A2 (30–35)	8A 8B	63 64
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	8C	67
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	8C	67
	Can greet people using a few basic fixed expressions. (P)	12	<A1 (10–21)	8D EIA	68
	Can greet people, ask how they are and react to news. (CA)	24	A1 (22–29)	8D EIA	68
	Can write about a past event or activity in a very basic way (e.g. I went...). (P)	35	A2 (30–35)	8B DYW	108
Writing					

## UNIT 9

**GRAMMAR/FUNCTION** – Object pronouns: *me, him, her*, etc. • *like/enjoy/love, hate* + *-ing* • *why* and *because* • make and respond to suggestions

**VOCABULARY** – Prepositions of place • hobbies • learning a language

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)	31	A2 (30–35)	9B DYL	111
Reading	Can understand short, simple messages on postcards, emails and social networks. (C <sub>A</sub> )	31	A2 (30–35)	9A DYL	110
Speaking	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	9A	71
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C <sub>A</sub> )	31	A2 (30–35)	9A	71
	Can describe the position of something in a very basic way. (P)	23	A1 (22–29)	9A	71
	Can ask and answer simple questions about people they know in a limited way. (C <sub>A</sub> )	28	A1 (22–29)	9A	71
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	9B	73
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	9B	73
	Can answer simple questions about habits and routines. (P)	29	A1 (22–29)	9C	75
	Can make offers using basic fixed expressions. (P)	32	A2 (30–35)	9D EIA	76
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	9D EIA	76
Writing	Can write simple sentences about what they and other people do. (C <sub>A</sub> )	30	A2 (30–35)	9C DYW	112

## UNIT 10

**GRAMMAR/FUNCTION** – *Would like/love to • be going to • be going to: questions • make and respond to invitations*

**VOCABULARY** – Collocations • party vocabulary • seasons • time expressions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)	10B DYL	114
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22–29)	10A DYR	113
Speaking	Can ask what somebody would like to do using simple phrases. (P)	(31)	A2 (30–35)	10A	79
	Can express preferences about food and drink using basic fixed expressions.	28	A1 (22–29)	10B	81
	Can talk about plans for the near future in a simple way. (C <sub>A</sub> )	38	A2+ (36–42)	10B	81
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	10C	83
	Can accept a simple invitation, using fixed expressions. (P)	27	A1 (22–29)	10D EIA	84
	Can decline a simple invitation, using fixed expressions. (P)	31	A2 (30–35)	10D EIA	84
	Can make and respond to invitations using basic fixed expressions. (P)	(31)	A2 (30–35)	10D EIA	84
Writing	Can write short, simple notes, emails and postings to friends. (N2000 <sub>A</sub> )	28	A1 (22–29)	10C DYW	115

## 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)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes.	25	A1 (22–29)	1A EIA	6 7
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	25	A1 (22–29)	1B 1C	9 11
Writing	Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language	35	A2 (30–35)	1C EIA	10
	Can list names, numbers, prices and very simple information of immediate interest in oral texts, provided the articulation is very slow and clear, with repetition.	22	A1 (22–29)	1C 1D EIA	11 12

## UNIT 2

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes.	25	A1 (22–29)	2A EIA	15
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	25	A1 (22–29)	2B EIA 2C	16 19
	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)	2B 2D EIA	17 20
Writing	Can, with the help of a dictionary, translate simple words/signs and phrases, but may not always select the appropriate meaning.	24	A1 (22–29)	2B	17
	Can complete a very simple online purchase or application, providing basic personal information (e.g. name, e-mail or telephone number).	22	A1 (22–29)	2B DYW	90



## UNIT 3

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	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)	3A EIA 3B	22 25
	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)	3A 3A DYR 3B DYL	23 92 93
	Can relay simple, predictable information about times and places given in short, simple statements.	25	A1 (22–29)	3D EIA	28
Writing	Can list names, numbers, prices and very simple information of immediate interest in oral texts, provided the articulation is very slow and clear, with repetition.	22	A1 (22–29)	3A	23

## UNIT 4

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can communicate other people's personal details and very simple, predictable information, provided other people help with formulation.	25	A1 (22–29)	4A	31
	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)	4B 4D EIA	33 36
	Can relay in a simple way a series of short, simple instructions provided the original is clearly and slowly articulated.	35	A2 (30–35)	4C	35
Writing	Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	25	A1 (22–29)	4C DYW	97

## UNIT 5

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can relay simple, predictable information about times and places given in short, simple statements.	25	A1 (22–29)	5A	38, 39
	Can convey the main point(s) contained in clearly structured, short, simple texts, 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)	5B	41
	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)	5C 5D EIA	43 44
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	25	A1 (22–29)	5C 5A DYR	43 98
Writing	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	30	A2 (30–35)	5A	39
	Can list the main points of short, clear, simple messages and announcements texts, provided they are clearly and slowly articulated.	33	A2 (30–35)	5A	39
	Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.	24	A1 (22–29)	5C DYW	100

## UNIT 6

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
<b>Speaking</b>	Can express an idea and ask what others think, using very simple expressions, provided he/she can prepare in advance.	25	A1 (22–29)	6A	47
	Can communicate other people's personal details and very simple, predictable information, provided other people help with formulation.	25	A1 (22–29)	6B	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.	32	A2 (30–35)	6C	51
	Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple expressions and non-verbal signals, by inviting others to contribute, and by indicating whether he/she understands when addressed directly.	25	A1 (22–29)	6D EIA	52
<b>Writing</b>	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	30	A2 (30–35)	6B EIA	48
	Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	25	A1 (22–29)	6A DYW	101

## UNIT 7

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can relay simple, predictable information about times and places given in short, simple statements.	25	A1 (22–29)	7A	55, 56, 57
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	25	A1 (22–29)	7C 7D EIA	59 60
	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)	7D EIA	60
Writing	Can list names, numbers, prices and very simple information of immediate interest in oral texts, provided the articulation is very slow and clear, with repetition.	22	A1 (22–29)	7B	57

## UNIT 8

SKILL	CEFR CAN DO STATEMENT(S)	GSE	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.	32	A2 (30–35)	8A EIA	62
	Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple expressions and non-verbal signals, by inviting others to contribute, and by indicating whether he/she understands when addressed directly.	25	A1 (22–29)	8B 8C	65 67
	Can communicate other people's personal details and very simple, predictable information, provided other people help with formulation.	25	A1 (22–29)	8C	67

## UNIT 9

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple expressions and non-verbal signals, by inviting others to contribute, and by indicating whether he/she understands when addressed directly.	25	A1 (22–29)	9A	71
	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)	9B 9C 9D EIA	73 75 76
	Can communicate other people's personal details and very simple, predictable information, provided other people help with formulation.	25	A1 (22–29)	9B	73

## UNIT 10

SKILL	CEFR CAN DO STATEMENT(S)	GSE	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.	32	A2 (30–35)	10A EIA 10A 10C	78 79 83
	Can communicate other people's personal details and very simple, predictable information, provided other people help with formulation.	25	A1 (22–29)	10A	79
	Can relay simple, predictable information about times and places given in short, simple statements.	25	A1 (22–29)	10B	81
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	25	A1 (22–29)	10C EIA	82
	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)	10D EIA 10B DYL	84 114
Writing	Can take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	32	A2 (30–35)	10B	81
	Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	25	A1 (22–29)	10C DYW	115



## References

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