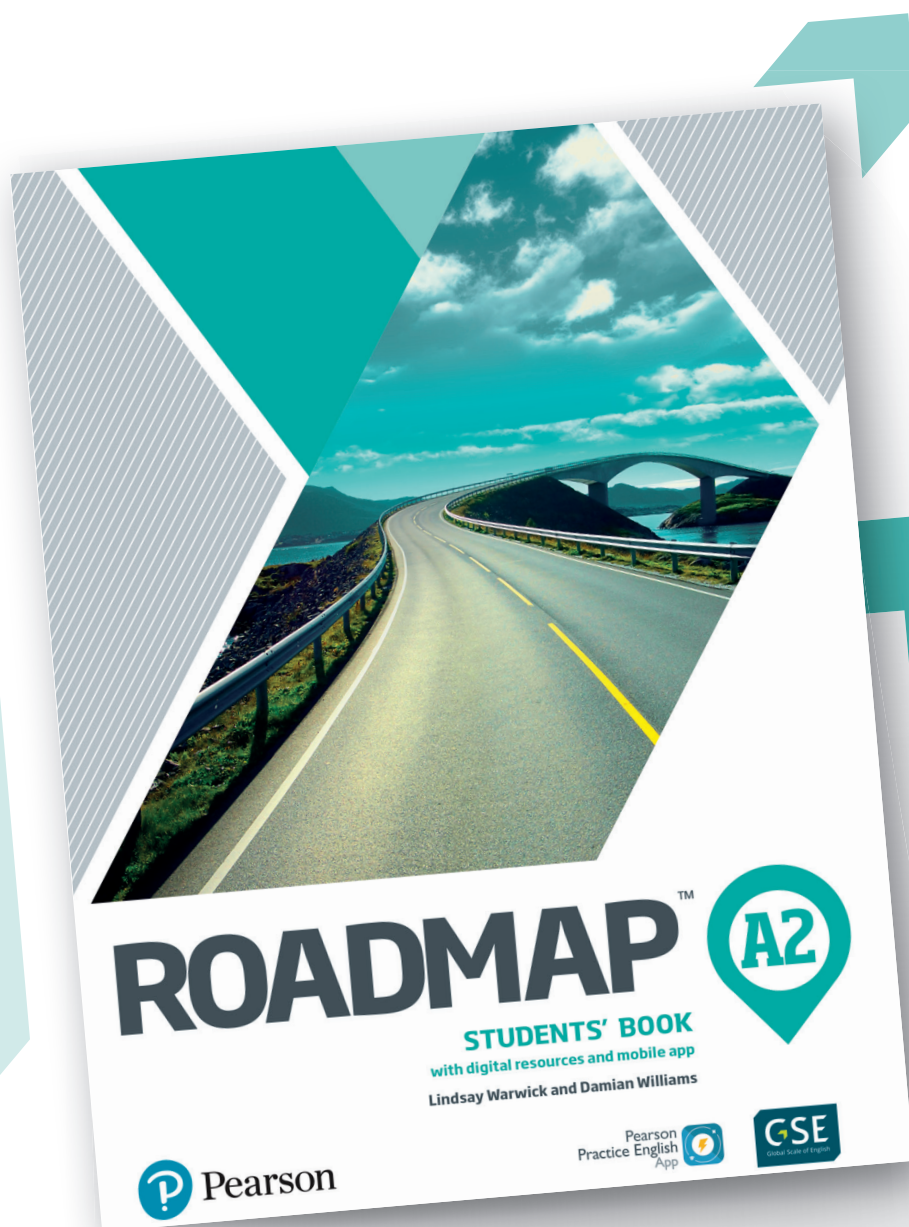




GSE MAPPING BOOKLET

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.

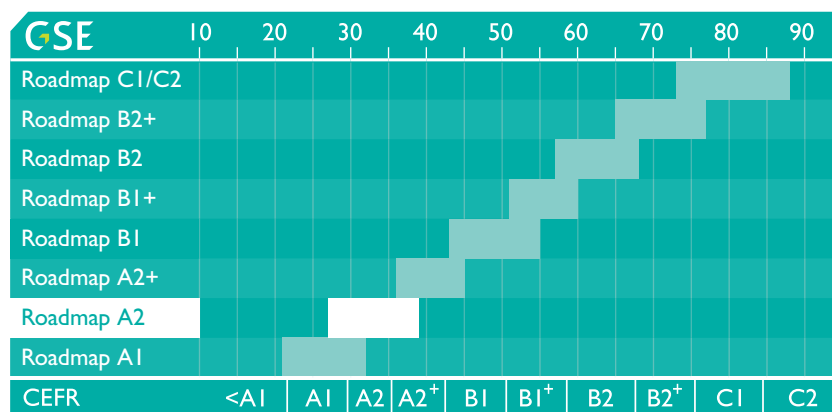
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple 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
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C _J _A)	CEFR-J descriptor, adapted or edited
(E _A)	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: Verb *be* – positive and negative; questions with *be*; *this*, *that*, *these* and *those*; tell the time

Vocabulary: Countries and nationalities; question words; everyday objects 1

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)	1B DYL	87
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	1B DYL	87
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	1C DYR	88
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	1C DYR	88
Speaking	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	23	A1 (22–29)	1A	7
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	1A	9
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	1B	9
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	1C	11
	Can make simple transactions in shops, post offices and banks. (CA)	33	A2 (30–35)	1C	11
	Can pass on information about times and places using simple language. (C2018 _A)	34	A2 (30–35)	1D EIA	12
	Can tell the time of day to within five minutes. (P)	22	A1 (22–29)	1D EIA	12
Writing	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	1A DYR	86
	Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model. (P)	(30)	A2 (30–35)	1A DYR	86

UNIT 2

Grammar/Function: Possessive adjectives and possessive 's; *whose* and possessive pronouns; *have got*; buy things in a shop

Vocabulary: Family members; everyday objects 2; adjectives describing objects

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	2A DYL	89
	Can recognise phrases and content words related to basic personal and family information. (CA)	30	A2 (30–35)	2A DYL	89
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	2B DYR	90
Speaking	Can ask and answer basic questions about family and friends in a limited way. (P)	22	A1 (22–29)	2A	15
	Can talk about the family in a basic way, given prompts. (P)	29	A1 (22–29)	2A	15
	Can ask basic questions to find out who things belong to. (P)	31	A2 (30–35)	2B	17
	Can say who something belongs to. (P)	29	A1 (22–29)	2B	17
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	2C	19
	Can make simple transactions in shops, post offices and banks. (CA)	33	A2 (30–35)	2D EIA	20
Writing	Can write short texts describing favourite objects, possessions or household pets. (CSE _A)	36	A2+ (36–42)	2C DYW	91

UNIT 3

Grammar/Function: Present simple with *I, you, we* and *they*; adverbs of frequency and time expressions; present simple with *he, she* and *it*; present simple questions; buy tickets

Vocabulary: Free-time activities 1; everyday activities; free-time activities 2

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	3C DYL	94
	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	3C DYL	94
Reading	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	B1 (43–50)	3B DYR	93
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	3B DYR	93
Speaking	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	3A	23
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	3A	23
	Can describe people's everyday lives using a short series of simple phrases and sentences. (C _A)	34	A2 (30–35)	3B	25
	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30–35)	3C	27
	Can handle common everyday transactions (e.g. buying a ticket). (C _A)	32	A2 (30–35)	3D	28
Writing	Can write basic personal details for a website profile, business card, etc. (P)	34	A2 (30–35)	3A DYW	92

UNIT 4

Grammar/Function: *there is/are*; articles; *need* + noun, *need* + infinitive with *to*;
ask for information

Vocabulary: Places in a city; things in a home; equipment

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	4C DYL	97
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)	4C DYL	97
Reading	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	4B DYR	96
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails). (P)	37	A2+ (36–42)	4B DYR	96
Speaking	Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)	32	A2 (30–35)	4A	31
	Can ask for and give very basic information about the home. (P)	25	A1 (22–29)	4B	33
	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	4C	35
	Can ask for basic information about an event (e.g. a concert or football match), using simple language. (P)	38	A2+ (36–42)	4D EIA	36
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	4D EIA	36
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	4A DYW	95

UNIT 5

Grammar/Function: Position of adjectives; *was/were*; *can/can't* for ability; make and respond to requests

Vocabulary: Appearance; adjectives to describe experiences; 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)	5B DYL	99
Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	5C DYR	100
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	5C DYR	100
Speaking	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	5A	39
	Can make simple references to the past using 'was/were'. (P)	33	A2 (30–35)	5B	41
	Can talk about past events or experiences, using simple language. (P)	(38)	A2+ (36–42)	5B	41
	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	5C	43
	Can make requests related to immediate needs using basic fixed expressions. (P)	30	A2 (30–35)	5D EIA	44
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	5A DYW	98
	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)	36	A2+ (36–42)	5A DYW	98

UNIT 6

Grammar/Function: Past simple (regular verbs); past simple (irregular verbs); past simple (questions); give and accept an apology

Vocabulary: Prepositions; irregular verbs; verbs + prepositions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	6B DYL	102
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36–42)	6B DYL	102
Reading	Can understand a simple text about a past event. (P)	39	A2+ (36–42)	6A DYR	101
Speaking	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	6A, 6B	47, 49
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	6A	47
	Can talk about past events or experiences, using simple language. (P)	(38)	A2+ (36–42)	6B	49
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	6C	51
	Can make and accept a simple apology. (P)	31	A2 (30–35)	6D EIA	52
Writing	Can write a very simple story, given prompts or a model. (P)	38	A2+ (36–42)	6C DYW	103

UNIT 7

Grammar/Function: Countable and uncountable nouns; *some, any, lots of* and *a lot of*; *how much/how many?* + quantifiers; comparative adjectives; order in a café

Vocabulary: Food and drink; food containers; describing places to eat

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)	7A DYL	104
Reading	Can follow a simple series of written instructions to carry out a task. (P)	35	A2 (30–35)	7C DYR	106
Speaking	Can answer simple questions about quantities and amounts, given help with vocabulary. (P)	(33)	A2 (30–35)	7A	55
	Can ask basic questions about quantities and amounts. (P)	34	A2 (30–35)	7A, 7B	55, 57
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	7C DYR	59
	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30–35)	7D EIA	60
Writing	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	7B DYW	105

UNIT 8

Grammar/Function: Present continuous; present simple and present continuous; superlative adjectives; make a phone call

Vocabulary: Geography; weather; phrases describing travel

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	8B DYL	108
	Can understand the main idea of a simple news story, with visual support. (P)	39	A2+ (36–42)	8B DYL	108
Reading	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	8C DYR	109
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	8C DYR	109
Speaking	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	8A	63
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	8A	63
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	8B	65
	Can use basic words to describe common weather conditions. (P)	28	A1 (22–29)	8B	65
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	8C	67
	Can ask for repetition or clarification on the phone in a simple way. (P)	35	A2 (30–35)	8D EIA	68
	Can make a hotel, restaurant, or transportation reservation on the phone. (P)	38	A2+ (36–42)	8D EIA	68
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	8A DYW	107

UNIT 9

Grammar/Function: *should/shouldn't; be going to; would like/want*; make arrangements and invitations

Vocabulary: Health; future plans; activities with *go*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)	9A DYL	110
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	9A DYL	110
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	9A DYL	110
Reading	Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation. (P)	38	A2+ (36–42)	9C DYR	112
	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	9C DYR	112
Speaking	Can give basic advice using simple language. (P)	39	A2+ (36–42)	9A	71
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	9B, 9C	73, 75
	Can describe plans and arrangements. (CA)	39	A2+ (36–42)	9B	73
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	9C	75
	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	9C	75
	Can make simple arrangements to meet or do something. (P)	39	A2+ (36–42)	9D EIA	76
	Can make simple invitations using basic fixed expressions. (P)	31	A2 (30–35)	9D EIA	76
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	9B DYW	111
	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	9B DYW	111
	Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)	38	A2+ (36–42)	9B DYW	111

UNIT 10

Grammar/Function: Verb patterns; *have to/don't have to*; present perfect simple; give a compliment

Vocabulary: Housework; clothes; technology

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	41	A2+ (36–42)	10C DYL	115
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018A)	31	A2 (30–35)	10C DYL	115
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	10C DYL	115
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	10B DYR	114
Speaking	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	10A	79
	Can ask simple questions in an interview. (P)	40	A2+ (36–42)	10A	79
	Can say what they like and dislike. (C)	34	A2 (30–35)	10A	79
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	10B	81
	Can talk about common jobs using simple language. (P)	36	A2+ (36–42)	10B	81
	Can talk about past events or experiences, using simple language. (P)	(38)	A2+ (36–42)	10C	83
	Can give compliments, using fixed expressions. (P)	37	A2+ (36–42)	10D EIA	84
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	35	A2 (30–35)	10A DYW	113
	Can write basic personal details for a website profile, business card, etc. (P)	34	A2 (30–35)	10A DYW	113
	Can write short texts about their likes and dislikes, with explanations. (CSEA)	38	A2+ (36–42)	10A DYW	113

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 tables on the following pages 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) and Develop your Writing (DYW), and English in Action (EIA).

UNIT 1

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	1A	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)	1B 1C	9 11
	Can relay in a simple way a series of short, simple instructions provided the original is clearly and slowly articulated.	35	A2 (30–35)	1D	12

UNIT 2

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	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)	2A	14
	Can communicate other people's personal details and very simple, predictable information, provided other people help with formulation.	25	A1 (22–29)	2A	15
	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	17 20
	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)	2C	18
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	2C	19

UNIT 3

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	3A 3B	23 25
	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 3C	23 27
	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)	3C 3D	26 28
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	3C DYL	94

UNIT 4

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	4A 4B 4C 4D	31 33 34, 35 36
	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)	4B	33
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)	4A	31
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	30	A2 (30–35)	4A DYW	95

UNIT 5

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	5A 5B 5C	39 41 42
	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2+ (36–42)	5A	39
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	5C	43
	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)	5D	44
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	37	A2+ (36–42)	5A DYW	98

UNIT 6

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	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.	32	A2 (30–35)	6C 6D	50 52
	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)	6C	51
	Can relay specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails).	48	B1 (43–50)	6A DYL	101
	Can summarise the main points made in clear, well-structured texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	46	B1 (43–50)	6B DYL	102

UNIT 7

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	7A	55
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	37	A2+ (36–42)	7A	55
	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)	7B 7D	57 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	60
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	35	A2 (30–35)	7B DYW	104
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	7C DYR	105
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)	7A DYL	104

UNIT 8

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	8A	63
	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2+ (36–42)	8A 8A DYW	63 107
	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)	8B 8C 8D	65 67 68
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	8B 8C	65 67
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+ (36–42)	8A DYW	107

UNIT 9

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	9A 9B 9C 9D	71 72, 73 75 76
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	9C	75
	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)	9D	76
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)	9A DYL	110
	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text.	35	A2 (30–35)	9C DYR	112

UNIT 10

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	10A	78
	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	79
				10B	81
				10C	83
				10D EIA	84
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30–35)	10A	79
	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)	10B	114

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