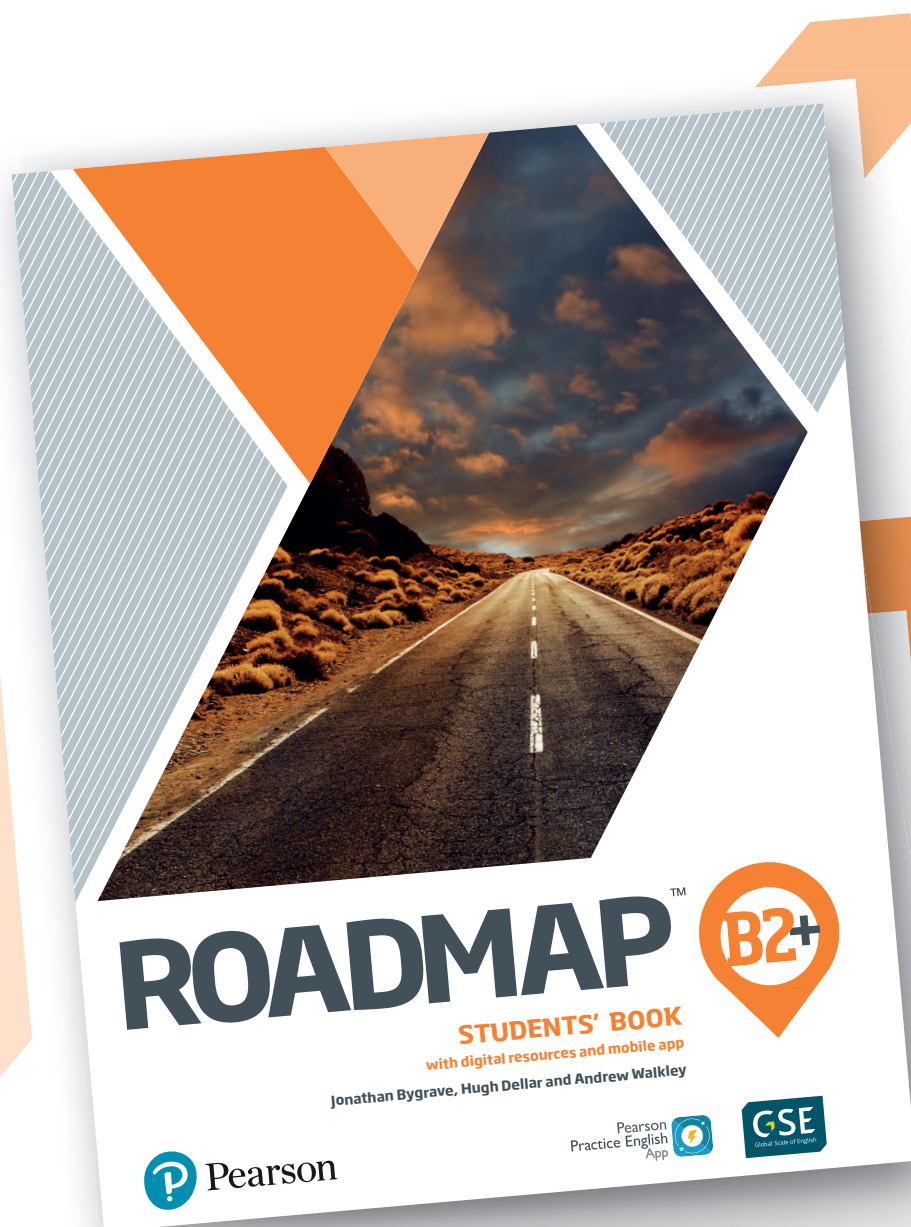




GSE MAPPING BOOKLET

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



ROADMAP B2+

**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.

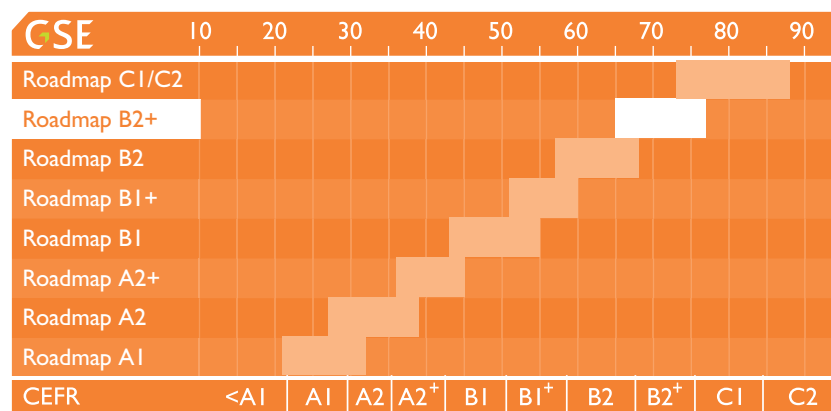
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

UNIT 1

Grammar/Function: Cleft sentences; narrative tenses; exaggeration; negotiate solutions in disputes

Vocabulary: Free-time activities; helping people; at work; fights and disputes

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|--|-----|-------------|-----------|---------|
| Speaking | Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P) | 74 | B2+ (67–75) | 1A | 7 |
| | Can narrate a story in detail, giving relevant information about feelings and reactions. (P) | 67 | B2+ (67–75) | 1B | 9 |
| | Can use hyperbole to emphasise a point (e.g. 'It's going to take me years to do this.'). (P) | 69 | B2+ (67–75) | 1C | 11 |
| | Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (CA) | 73 | B2+ (67–75) | 1D EIA | 13 |
| Listening | Can differentiate between rhetorical and genuine questions in informal discussion. (P) | 71 | B2+ (67–75) | 1B DYL | 86 |
| Reading | Can identify language used to persuade the reader. (WA) | 60 | B2 (59–66) | 1A | 7 |
| | Can understand differences and similarities between points of view in extended texts. (CJA) | 67 | B2+ (67–75) | 1C DYR | 96 |
| Writing | Can write essays and reports synthesising information from a number of sources. (P) | 76 | C1 (76–84) | 1A DYW | 117 |

UNIT 2

Grammar/Function: The future in the past; double comparatives; negative questions

Vocabulary: Injuries and illnesses; charities; urban change

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|--|-----|-------------|-----------|---------|
| Speaking | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 2A | 15 |
| | Can present factual information in an objective way in extended spoken discourse. (WA) | 69 | B2+ (67–75) | 2B | 17 |
| | Can give clear presentations highlighting significant points with relevant supporting detail. (CA) | 70 | B2+ (67–75) | 2B | 17 |
| | Can describe places in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 2C | 19 |
| | Can recommend a course of action, giving reasons. (P) | 62 | B2 (59–66) | 2C | 19 |
| Listening | Can recognise indirect disagreement expressed through modifiers used during a negotiation. (P) | 67 | B2+ (67–75) | 2C DYL | 87 |
| | Can understand most of a radio programme aimed at a general audience. (P) | 65 | B2 (59–66) | 2C DYL | 87 |
| Reading | Can understand the positive and negative connotations of words that have similar meanings. (P) | 68 | B2+ (67–75) | 2A DYR | 99 |
| Writing | Can write clear and precise emails intended to create rapport and put the addressee at ease. (CA) | 68 | B2+ (67–75) | 2B DYW | 119 |

UNIT 3

Grammar/Function: Ways of expressing the future; verb patterns and reporting; *even* and *hardly*; give a short, clearly structured presentation

Vocabulary: The weather; the law and courts; sports events, actions and news; gender stereotypes

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|--|-----|-------------|-----------|---------|
| Speaking | Can describe future plans and intentions in detail, giving degrees of probability. (P) | 60 | B2 (59–66) | 3A | 23 |
| | Can speculate about a future event using a range of linguistic devices. (P) | 66 | B2 (59–66) | 3A | 23 |
| | Can express opinions about news stories using a wide range of everyday language. (P) | 65 | B2 (59–66) | 3B | 25 |
| | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 3C | 27 |
| | Can express opinions on topics, using linguistically complex language. (P) | 74 | B2+ (67–75) | 3C | 27 |
| | Can give clear presentations highlighting significant points with relevant supporting detail. (CA) | 70 | B2+ (67–75) | 3D EIA | 29 |
| Listening | Can understand summaries of data or research used to support an extended argument. (P) | 69 | B2+ (67–75) | 2B DYL | 88 |
| Reading | Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P) | 68 | B2+ (67–75) | 3C DYR | 100 |
| Writing | Can write effective and appropriate paragraphs in a range of genres. (P) | 67 | B2+ (67–75) | 3A DYW | 121 |

UNIT 4

Grammar/Function: Defining and non-defining relative clauses; noun phrases; prepositions 1

Vocabulary: Describing different age groups; clothes and fashion; influences and identity

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|---|-----|-------------|-----------|---------|
| Speaking | Can describe people's personality and emotions in some detail. (P) | 59 | B2 (59–66) | 4A | 31 |
| | Can give clear, detailed descriptions on a wide range of familiar subjects. (C _A) | 66 | B2 (59–66) | 4A | 31 |
| | Can answer questions in a survey using linguistically complex language. (P) | 74 | B2+ (67–75) | 4B | 33 |
| | Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P) | 73 | B2+ (67–75) | 4C | 35 |
| Listening | Can understand when something is being said ironically in a casual conversation. (N2007 _A) | 71 | B2+ (67–75) | 4A DYL | 48 |
| Reading | Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc. (P) | 67 | B2+ (67–75) | 4C DYR | 102 |
| Writing | Can systematically develop an argument giving the reasons for or against a point of view. (P) | 67 | B2+ (67–75) | 4B DYW | 123 |
| | Can structure an essay to incorporate counter-arguments. (P) | 72 | B2+ (67–75) | 4B DYW | 123 |

UNIT 5

Grammar/Function: Continuous forms; participle clauses; translation and collocation; make suggestions about what to do in an area

Vocabulary: Commuting; geographical features; homes and decoration; hosting guests

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|---|-----|-------------|-----------|---------|
| Speaking | Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. (C _A) | 70 | B2+ (67–75) | 5A | 39 |
| | Can use a suitable phrase to intervene in a discussion on a familiar topic. (C _A) | 67 | B2+ (67–75) | 5A | 39 |
| | Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C _A) | 70 | B2+ (67–75) | 5B | 41 |
| | Can describe places in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 5C | 43 |
| | Can present factual information in an objective way in extended spoken discourse. (W _A) | 69 | B2+ (67–75) | 5D EIA | 45 |
| Listening | Can extract specific details from poor quality public announcements, e.g., in a station, sports stadium, etc. (N2000 _A) | 69 | B2+ (67–75) | 5A DYL | 90 |
| Reading | Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P) | 70 | B2+ (67–75) | 5C DYR | 104 |
| Writing | Can develop a clear written description or narrative with relevant supporting detail and examples. (C _A) | 65 | B2 (59–66) | 5B DYW | 125 |

UNIT 6

Grammar/Function: Adverbs and adverbial phrases; further passive constructions; word grammar and patterns (*expect, surprised*)

Vocabulary: Successful and failing businesses; hosting events; talking about arts events

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|--|-----|-------------|-----------|---------|
| Speaking | Can describe in detail a change in the way a business is run. (P) | 70 | B2+ (67–75) | 6A | 47 |
| | Can precisely express the potential consequences of actions or events. (P) | 69 | B2+ (67–75) | 6B | 49 |
| | Can express an attitude, opinion or idea using idiomatic language. (P) | 69 | B2+ (67–75) | 6C | 51 |
| | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 6C | 51 |
| Listening | Can understand most TV news and current affairs programmes. (C) | 72 | B2+ (67–75) | 6B DYL | 91 |
| Reading | Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P) | 68 | B2+ (67–75) | 6A DYR | 106 |
| Writing | Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P) | 72 | B2+ (67–75) | 6C DYW | 127 |
| | Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works. (P) | 77 | C1 (76–84) | 6C DYW | 127 |

UNIT 7

Grammar/Function: Adding comments using *must* and *can't*; second, third and mixed conditionals; phrases to show the relationship between ideas; give a presentation with visuals

Vocabulary: Life's ups and downs; talking about the news; voting and elections; explaining statistics

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|---|-----|-------------|-----------|---------|
| Speaking | Can relate their own contribution skilfully to those of other speakers. (C) | 73 | B2+ (67–75) | 7A | 55 |
| | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 7A | 55 |
| | Can talk about hypothetical events and actions, and their possible consequences. (P) | 70 | B2+ (67–75) | 7B | 57 |
| | Can express opinions about news stories using a wide range of everyday language. (P) | 65 | B2 (59–66) | 7B | 57 |
| | Can justify a point of view using linguistically complex language. (P) | 77 | C1 (76–84) | 7C | 59 |
| | Can evaluate arguments in a debate or discussion and justify the evaluation. (P) | 73 | B2+ (67–75) | 7C | 59 |
| | Can discuss the information presented in a complex diagram or visual information. (P) | 71 | B2+ (67–75) | 7D EIA | 61 |
| Listening | Can understand the use of hypothetical situations in a linguistically complex discussion or debate. (P) | 75 | B2+ (67–75) | 7B DYL | 92 |
| Reading | Can understand cause and effect relationships in a linguistically complex academic text. (P) | 74 | B2+ (67–75) | 7C DYR | 108 |
| Writing | Can write about feelings and the personal significance of experiences in detail. (CA) | 67 | B2+ (67–75) | 7A DYW | 129 |

UNIT 8

Grammar/Function: Complex questions; auxiliary verbs; complex narratives

Vocabulary: Describing what your job involves; sleep; food and cooking

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|---|------|-------------|-----------|---------|
| Speaking | Can exchange complex information on a wide range of matters related to their work. (CA) | 74 | B2+ (67–75) | 8A | 63 |
| | Can answer questions in a survey using linguistically complex language. (P) | 74 | B2+ (67–75) | 8B | 65 |
| | Can compare and evaluate different ideas using a range of linguistic devices. (P) | 70 | B2+ (67–75) | 8C | 67 |
| | Can describe how to do something, giving detailed instructions. (C) | 62 | B2 (59–66) | 8C | 67 |
| Listening | Can follow the main points in a linguistically complex interview, if provided with written supporting material. (P) | (69) | B2+ (67–75) | 8A DYL | 93 |
| | Can identify the use of clarification language in a linguistically complex presentation or lecture. (P) | 72 | B2+ (67–75) | 8A DYL | 93 |
| Reading | Can understand correspondence containing idiomatic or non-standard language. (CA) | 76 | C1 (76–84) | 8C DYR | 110 |
| Writing | Can challenge the evidence used to support an argument in a written text. (WA) | 72 | B2+ (67–75) | 8B DYW | 131 |

UNIT 9

Grammar/Function: *not only* and *no sooner/as soon as*; *will* and *would* for habits;
I wish + *would*; making new words; manage informal conversations

Vocabulary: Feelings; describing people and their habits; trends; colloquial and idiomatic language

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|---|------|-------------|-----------|---------|
| Speaking | Can narrate a story in detail, giving relevant information about feelings and reactions. (P) | 67 | B2+ (67–75) | 9A | 71 |
| | Can express attitudes using linguistically complex language. (P) | 75 | B2+ (67–75) | 9B | 73 |
| | Can talk about trends in detail. (P) | 69 | B2+ (67–75) | 9C | 75 |
| | Can contribute to a group discussion even when the speech is fast and colloquial. (P) | 75 | B2+ (67–75) | 9D EIA | 76 |
| | Can adjust to the changes of direction, style and emphasis normally found in conversation. (C) | 67 | B2+ (67–75) | 9D EIA | 76 |
| Listening | Can recognise the language and strategies used when a speaker is avoiding answering a question. (P) | 74 | B2+ (67–75) | 9A DYL | 94 |
| | Can follow the main points in a linguistically complex interview, if provided with written supporting material. (P) | (69) | B2+ (67–75) | 9A DYL | 94 |
| Reading | Can compare and critically evaluate a summary against the original text. (P) | 75 | B2+ (67–75) | 9C DYR | 112 |
| Writing | Can structure longer complex texts using a range of cohesive devices. (P) | 74 | B2+ (67–75) | 9B DYW | 132 |

UNIT 10

Grammar/Function: Prepositions 2; linking words and phrases; puns

Vocabulary: Science, book reviews; talking about humour

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | LESSON(S) | PAGE(S) |
|-----------|---|-----|-------------|-----------|---------|
| Speaking | Can comment on and discuss a linguistically complex text. (P) | 77 | C1 (76–84) | 10A | 79 |
| | Can answer questions about abstract topics clearly and in detail. (C _A) | 76 | C1 (76–84) | 10A | 79 |
| | Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P) | 73 | B2+ (67–75) | 10B | 81 |
| | Can give reasons and explanations for their opinions using linguistically complex language. (P) | 78 | C1 (76–84) | 10B | 81 |
| | Can tell a detailed anecdote using linguistically complex language. (P) | 81 | C1 (76–84) | 10C | 82 |
| Listening | Can follow an animated conversation between two fluent speakers. (C _A) | 74 | B2+ (67–75) | 10C DYL | 95 |
| Reading | Can infer meaning in a linguistically complex academic text. (P) | 78 | C1 (76–84) | 10B DYR | 114 |
| Writing | Can use a range of idiomatic phrases as part of a structured text. (P) | 75 | B2+ (67–75) | 10A DYW | 135 |

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 Check and Reflect (C&R).

UNIT 1

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|--------------|--------------|
| Speaking | 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) | 1A | 7 |
| | Can use persuasive language to suggest that parties in disagreement shift towards a new position. | 76 | C1 (76–84) | 1A | 7 |
| | Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction. | 71 | B2+ (67–75) | 1B | 9 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 1C 1B DYL | 10, 11 86 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 1A DYW | 117 |
| Writing | Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. | 79 | C1 (76–84) | 1A DYW | 117 |

UNIT 2

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|-----------|----------|
| Speaking | Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. | 76 | C1 (76–84) | 2A | 15 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 2B 2C | 17 19 |
| | 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) | 2C DYL | 87 |
| | Can paraphrase more simply the main points made in short, straightforward texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others. | 56 | B1+ (51–58) | 2C DYL | 87 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 2B DYW | 119 |
| | Can encourage members of a group to describe and elaborate on their thinking. | 67 | B2 (59–66) | C&R | 21 |
| 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) | 2B | 16 |
| | Can relay in writing the significant point(s) contained in formal correspondence (in Language A). | 65 | B2 (59–66) | 2B DYW | 119 |

UNIT 3

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|--------------|----------|
| Speaking | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 3C 3D | 27 29 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 3D 3B DYL | 29 88 |
| | 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) | 3D | 29 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 3A DYW | 121 |
| Writing | Can relay in writing the significant point(s) contained in formal correspondence (in Language A). | 65 | B2 (59–66) | 3A DYW | 121 |

UNIT 4

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|------------------|------------|
| Speaking | Can encourage members of a group to describe and elaborate on their thinking. | 66 | B2 (59–66) | C&R | 37 |
| | Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A). | 80 | C1 (76–84) | 4A DYL | 89 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 4C DYR 4B DYW | 103 123 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 3A DYW 4B DYW | 121 123 |
| | | | | | |
| Writing | Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. | 79 | C1 (76–84) | 4B DYW | 123 |

UNIT 5

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|------------------|-----------|
| Speaking | Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying and predicting). | 80 | C1 (76–84) | 5A | 39 |
| | Can encourage members of a group to build on one another's information and ideas to come up with a concept or solution. | 69 | B2+ (67–75) | 5A | 39 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 5B | 41 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 5C | 43 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 5C | 43 |
| | | | | 5A DYL 5B DYW | 90 125 |
| Writing | Can relay in writing the significant point(s) contained in formal correspondence (in Language A). | 65 | B2 (59–66) | 5B DYW | 125 |

UNIT 6

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|--------------------|-----------------|
| Speaking | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 6A C&R | 47 53 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 6B 6C 6A DYR | 49 51 107 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 6C DYW | 127 |
| | Can relay in writing the significant point(s) contained in formal correspondence (in Language A). | 65 | B2 (59–66) | 6C DYW | 127 |

UNIT 7

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|--------------|-----------|
| Speaking | 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) | 7A | 54 |
| | Can develop the interaction and tactfully help steer it towards a conclusion. | 80 | C1 (76–84) | 7A | 55 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 7A | 55 |
| | | | | 7C | 58 |
| | | | | 7C DYR | 109 |
| | 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) | 7C | 59 |
| | Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports (in Language A) on general subjects and on subjects related to his/her fields of interest. | 60 | B2 (59–66) | 7D | 61 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 7D | 61 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 7D 7A DYW | 61 129 |

UNIT 8

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|-----------|----------|
| Speaking | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 8B 8C | 64 67 |
| | Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else. | 57 | B1+ (51–58) | 8B | 65 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 8C | 66 |
| | Can allocate turns in a discussion, inviting a participant to express their views. | 56 | B1+ (51–58) | C&R | 68 |
| | 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) | 8A DYL | 93 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 8B DYW | 131 |
| Writing | Can relay in writing the significant point(s) contained in formal correspondence (in Language A). | 65 | B2 (59–66) | 8B DYW | 131 |

UNIT 9

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|-----------|---------|
| Speaking | 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) | 9A | 70 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 9B | 72 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 9C | 75 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 9B DYW | 133 |
| Writing | Can relay in writing the significant point(s) contained in formal correspondence (in Language A). | 65 | B2 (59–66) | 9B DYW | 133 |

UNIT 10

| SKILL | CEFR CAN DO STATEMENT(S) | GSE | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-----|-------------|------------|----------|
| Speaking | 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) | 10A C&R | 79 84 |
| | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. | 73 | B2+ (67–75) | 10B | 81 |
| | Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way. | 54 | B1+ (51–58) | 10C | 82 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | 61 | B2 (59–66) | 10C | 83 |
| | Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A). | 80 | C1 (76–84) | 10A DYW | 134 |
| | Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. | 66 | B2 (59–66) | 10A DYW | 134 |
| Writing | Can relay in writing the significant point(s) contained in formal correspondence (in Language A). | 65 | B2 (59–66) | 10A DYW | 134 |

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