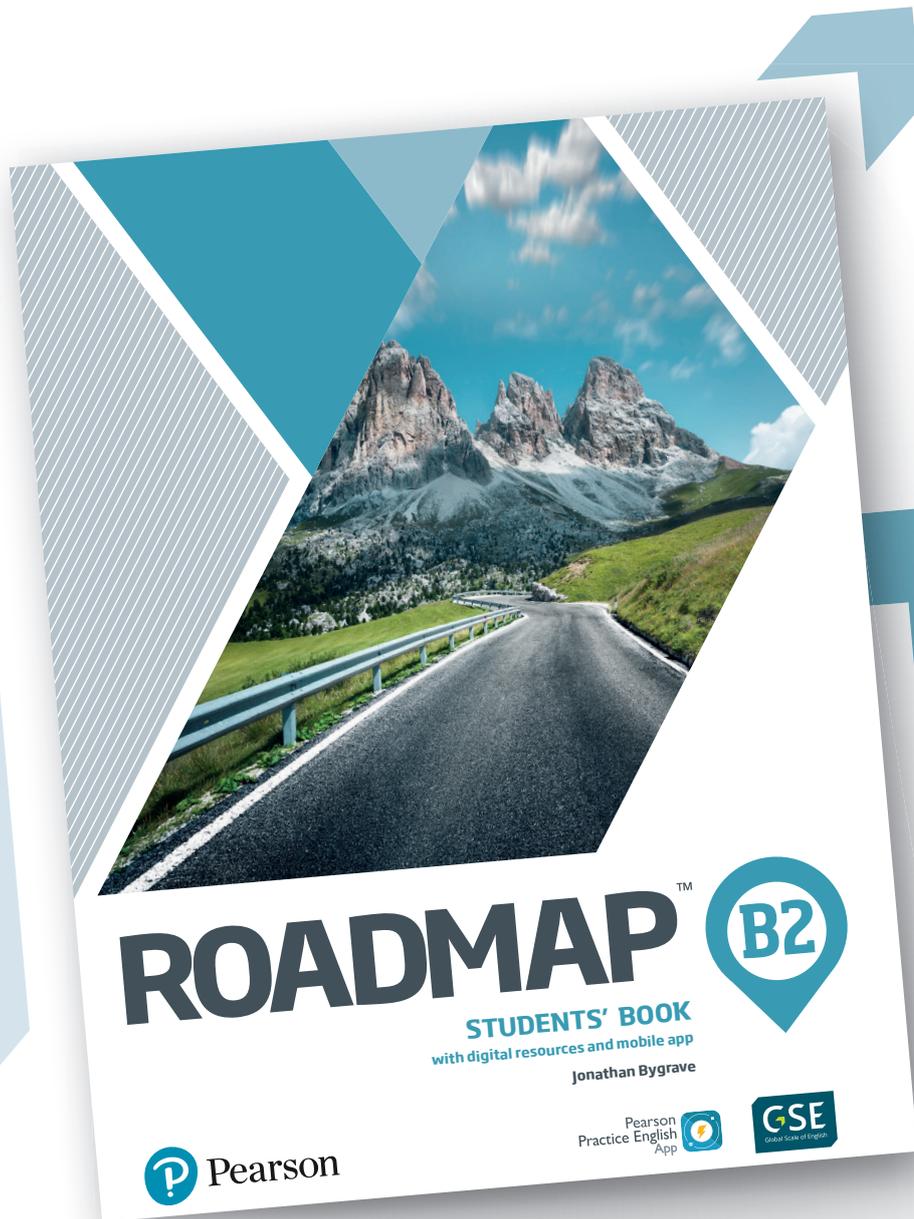




GSE MAPPING BOOKLET

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.

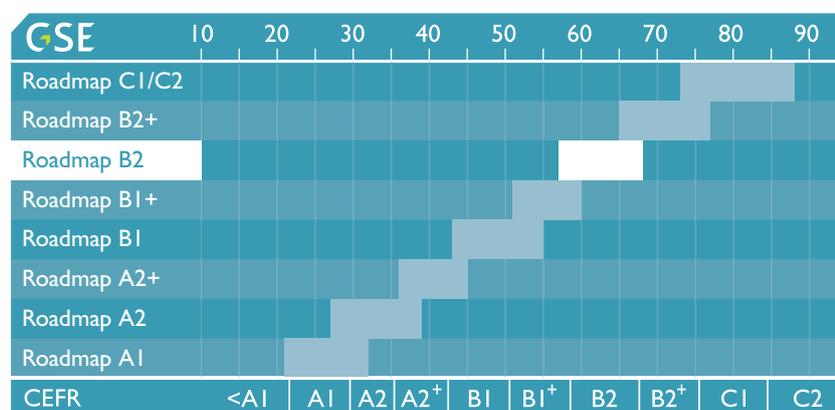
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

UNIT 1

Grammar/Function: Question forms; past simple, past continuous, *used to*, *would*, *keep + -ing*; verb + noun collocations; contribute effectively to a conversation or discussion

Vocabulary: Verbs with dependent prepositions; phrases to describe emotions; adjectives of character; verbs to describe a healthy lifestyle

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can ask open-ended questions to better understand the specific details of a problem. (P)	60	B2 (59–66)	1A	7
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C _A)	61	B2 (59–66)	1A	7
	Can bring relevant personal experiences into a conversation to illustrate a point. (P)	60	B2 (59–66)	1B	9
	Can carry out an interview in order to research a specific topic. (P)	64	B2 (59–66)	1C	11
	Can give the advantages and disadvantages of various options on a topical issue. (C _A)	60	B2 (59–66)	1D EIA	13
	Can show degrees of agreement using a range of language. (P)	61	B2 (59–66)	1D EIA	13
Listening	Can recognise the use of hyperbole (e.g. It's going to take me years to finish this). (P)	64	B2 (59–66)	1A DYL	86
Reading	Can understand cause and effect relationships in a structured text. (P)	57	B1+ (51–58)	1C DYR	97
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	1C DYR	97
Writing	Can write detailed descriptions of real or imaginary places. (P)	63	B2 (59–66)	1B DYW	117

UNIT 2

Grammar/Function: Present perfect simple and continuous; the passive; *-ed* and *-ing* adjectives

Vocabulary: Phrases with *get*; social action; common complaints

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can outline an issue or problem clearly. (CA)	66	B2 (59–66)	2A	15
	Can describe the personal significance of events and experiences in detail. (CA)	63	B2 (59–66)	2A	15
	Can recommend a course of action, giving reasons. (P)	62	B2 (59–66)	2B	17
	Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)	61	B2 (59–66)	2C	19
	Can suggest solutions to problems and explain why they would work. (P)	60	B2 (59–66)	2C	19
	Can answer complaints from dissatisfied employees and customers politely. (P)	62	B2 (59–66)	2C	19
Listening	Can understand detailed instructions well enough to be able to follow them without making mistakes (C)	62	B2 (59–66)	2C DYL	87
				2B DYR	99
Reading	Can identify the key structural characteristics of a range of text types. (P)	66	B2 (59–66)	2B DYR	99
Writing	Can write personal emails/letters giving and commenting on news in detail. (CA)	60	B2 (59–66)	2A DYW	119

UNIT 3

Grammar/Function: Past perfect simple and continuous; comparatives and superlatives; forming adjectives; complain and give and respond to feedback

Vocabulary: Memory; character adjectives; arguments; adjectives to describe food

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)	3A	23
	Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)	60	B2 (59–66)	3B	25
	Can paraphrase in simpler terms what someone else has said. (P)	60	B2 (59–66)	3C	27
	Can summarise the position at the end of a negotiation in some detail. (P)	65	B2 (59–66)	3C	27
	Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. C2018	62	B2 (59–66)	3C	27
	Can politely express dissatisfaction for products and services offered by a company or institution. (P)	59	B2 (59–66)	3D EIA	29
	Can give feedback to an employee about what they are doing well and what they need to improve on. (P)	65	B2 (59–66)	3D EIA	29
Listening	Can understand a large part of many TV programmes on familiar topics. (CA)	58	B1+ (51–58)	3B DYL	88
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary. (P)	59	B2 (59–66)	3C DYR	101
Writing	Can signal time sequence in a longer narrative text about a real or imagined event, using a range of language. (P)	61	B2 (59–66)	3A DYW	121
	Can write about feelings and the personal significance of experiences in detail. (CA)	67	B2+ (67–75)	3A DYW	121

UNIT 4

Grammar/Function: Relative clauses; obligation and prohibition; forming verbs with *en*

Vocabulary: Adjectives to describe things; job requirements; 21st-century words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe objects, possessions and products in detail, including their characteristics and special features. (P)	59	B2 (59–66)	4A	31
	Can clearly describe their professional aspirations. (P)	62	B2 (59–66)	4B	33
	Can give advice on a wide range of subjects. (P)	66	B2 (59–66)	4C	35
Listening	Can understand in detail work-related phone messages. (P)	61	B2 (59–66)	4C DYL	89
Reading	Can understand the author's purpose and intended audience. (P)	62	B2 (59–66)	4A DYR	103
Writing	Can write a covering letter addressing specific information mentioned in a job posting. (P)	60	B2 (59–66)	4B DYW	123

UNIT 5

Grammar/Function: Mistakes in the past; quantifiers; adverb + adjective collocations; deal with and resolve conflicts

Vocabulary: Money phrases; crime (robbery); money; phrases with *leave*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can outline an issue or problem clearly. (C _A)	66	B2 (59–66)	5A	39
	Can justify the reasons for a particular decision or course of action. (P)	62	B2 (59–66)	5A	39
	Can use a range of language to make detailed comparisons of quantities. (P)	61	B2 (59–66)	5B	41
	Can summarise information from a presentation or lecture in their field of specialisation. (P)	66	B2 (59–66)	5C	43
	Can summarise and comment on a short story or article and answer questions in detail. (C _A)	56	B1+ (51–58)	5C	43
	Can suggest solutions to problems and explain why they would work. (P)	60	B2 (59–66)	5D EIA	45
	Can respond to conflict in a simple negotiation using fixed expressions. (P)	58	B1+ (51–58)	5D EIA	45
Listening	Can relate information in a presentation to the same information given in graphs, charts and tables. (W _A)	59	B2 (59–66)	5C DYL	90
Reading	Can understand the use of numerical data in graphs and charts in a linguistically complex academic text, if guided by questions. (P)	63	B2 (59–66)	5A DYR	105
	Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)	57	B1+ (51–58)	5A DYR	105
Writing	Can write detailed descriptions of real or imaginary people. (P)	59	B2 (59–66)	5B DYW	125

UNIT 6

Grammar/Function: Verb + *-ing* and infinitive with *to*; reported speech; verb patterns after reporting verbs

Vocabulary: Common idioms; negotiating; reporting verbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can use a range of language to express degrees of enthusiasm. (P)	62	B2 (59–66)	6A	47
	Can summarise the position at the end of a negotiation in some detail. (P)	65	B2 (59–66)	6B	49
	Can propose action to be taken to resolve a conflict in a simple negotiation using fixed expressions. (P)	64	B2 (59–66)	6B	49
	Can paraphrase in simpler terms what someone else has said. (P)	60	B2 (59–66)	6C	51
Listening	Can follow a discussion in which speakers use some idiomatic language. (CA)	68	B2+ (67–75)	6A	91
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	6A	91
Reading	Can recognise the author's use of irony in a simple text, if guided by questions. (P)	62	B2 (59–66)	6B	106
Writing	Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. (P)	67	B2+ (67–75)	6C	127

UNIT 7

Grammar/Function: Real conditionals; future forms and degrees of probability; introductory *It*; lead a discussion and come to a decision

Vocabulary: Social issues; collocations with *make, take, do* and *give*; personal and professional relationships; meetings and discussions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can precisely express the potential consequences of actions or events. (P)	69	B2+ (67–75)	7A	55
	Can describe future plans and intentions in detail, giving degrees of probability. (P)	60	B2 (59–66)	7B	57
	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	7C	59
	Can give advice on a wide range of subjects. (P)	66	B2 (59–66)	7C	59
	Can lead a discussion so that the group is able to make a decision. (P)	69	B2+ (67–75)	7D	60
Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	7C	92
Reading	Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. (WA)	62	B2 (59–66)	7A	109
Writing	Can write detailed notes from a face-to-face conversation. (P)	64	B2 (59–66)	7B	129

UNIT 8

Grammar/Function: Second conditional; conditionals in the past; linkers of concession

Vocabulary: Events in films; searching and hiding; visual art

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give a detailed summary of a film including information about the plot, characters and setting. (P)	66	B2 (59–66)	8A	63
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	8A	63
	Can talk about possibilities in the past with precision. (P)	60	B2 (59–66)	8B	65
	Can develop an argument well enough to be followed without difficulty most of the time. (C)	66	B2 (59–66)	8C	67
Listening	Can understand unscripted speech delivered quickly, if the accent is familiar. (C _A)	64	B2 (59–66)	8A	93
Reading	Can understand the plot of extended narratives written in standard, non-literary language. (C _A)	62	B2 (59–66)	8B	110
Writing	Can write a structured review of a film, book or play with some references and examples. (C _A)	69	B2+ (67–75)	8C DYW	131

UNIT 9

Grammar/Function: Past modals of deduction; verb patterns; phrasal verbs; explain a problem and ask for action

Vocabulary: Mystery; knowledge; common phrasal verbs; describing problems with products and services

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	9A	71
	Can plan what is to be said and the means to say it, considering the effect on the recipient. (CA)	64	B2 (59–66)	9B	73
	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	9B	73
	Can bring relevant personal experiences into a conversation to illustrate a point. (P)	60	B2 (59–66)	9C	75
	Can describe the personal significance of events and experiences in detail. (CA)	63	B2 (59–66)	9C	75
	Can explain a problem and demand what action should be taken in an appropriate way. (CA)	64	B2 (59–66)	9D EIA	77
Listening	Can understand scripted speech delivered quickly, if the accent is familiar. (CA)	61	B2 (59–66)	9A DYL	94
Reading	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	9C DYR	112
Writing	Can write a simple discursive essay. (P)	59	B2 (59–66)	9B DYW	133

UNIT 10

Grammar/Function: Future perfect and future continuous; articles; compound adjectives

Vocabulary: Personal fulfilment; fame; persuasion and enforcement

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can speculate about a future event using a range of linguistic devices. (P)	66	B2 (59–66)	10A	79
	Can pass on a detailed piece of information reliably. (CA)	60	B2 (59–66)	10B	81
Reading	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	10C DYR	114
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics. (P)	64	B2 (59–66)	10C DYR	114
	Can identify the main topic and related ideas in a linguistically complex text. (P)	68	B2+ (67–75)	10C DYR	114
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	10C DYR	114
Listening	Can extract the main points from news items, etc. with opinions, arguments and discussion. (CA)	65	B2 (59–66)	10B DYL	95
Writing	Can use a range of descriptive language to add interest to descriptions of settings, characters and plots. (P)	62	B2 (59–66)	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), English in Action (EIA) and Check and Reflect (C&R).

UNIT 1

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	54	B1+ (51-58)	1B	8
	Can collate short pieces of information from several sources and summarise them for somebody else.	57	B1+ (51-58)	1C	10
	Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.	75	B2+ (67-75)	1C	11
	Can ask people to elaborate on specific points they made in their initial explanation.	57	B1+ (51-58)	1D	13
	Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties express themselves clearly.	53	B1+ (51-58)	1D	13
	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)	1B DYP	116
	Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.	66	B2 (59-66)	1B DYP	117
	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	66	B2 (59-66)	1B DYP	117

UNIT 2

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can further develop other people's ideas and opinions.	64	B2 (59-66)	2A	14
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51-58)	2B	17
	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 C&R	18 21
Writing	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	54	B1+ (51-58)	2B D.Y.R.	99

UNIT 3

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can summarise a short narrative or article, talk, discussion, interview or documentary and answer further questions about details.	56	B1+ (51–58)	3B	24
	Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	65	B2 (59–66)	3B	24
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	3C	27
	Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.	65	B2 (59–66)	3C	27
	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	54	B1+ (51–58)	3D EIA	28
	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	66	B2 (59–66)	3D EIA	29
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	3A DYL	121
Writing	Can identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text, in order to pass this information on to someone else.	54	B1+ (51–58)	3A DYL	121

UNIT 4

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make a complicated process easier to understand by breaking it down into a series of smaller steps.	64	B2 (59–66)	4C	34
	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	66	B2 (59–66)	4C	35
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	C&R	36, 37
	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	54	B1+ (51–58)	4C DYW	89
Writing	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2 (59–66)	4C DYW	89
	Can relay in writing the significant point(s) contained in formal correspondence.	65	B2 (59–66)	4B DYR	123

UNIT 5

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	54	B1+ (51–58)	5A	38
	Can further develop other people's ideas and opinions.	64	B2 (59–66)	5A	39
	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 interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest.	66	B2 (59–66)	5A DYL	105
Writing	Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest.	58	B1+ (51–58)	5C	43

UNIT 6

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	54	B1+ (51–58)	6B 6C	49 50
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	6B	49
	Can collate short pieces of information from several sources and summarise them for somebody else.	57	B1+ (51–58)	6B	49
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	54	B1+ (51–58)	6C	51
	Can summarise the main points of complex discussions, weighing up the different points of view presented.	73	B2+ (67–75)	6C	51
	Can relate events in a story, film or play to similar events he/she has experienced or heard about.	50	B1 (43–50)	C&R	52
	Can recognise the intended audience of a text on a topic of interest and explain the purpose, attitudes and opinion of the author.	62	B2 (59–66)	6B DYR	107
Writing	Can relay in writing the significant point(s) contained in formal correspondence.	65	B2 (59–66)	6C DYW	127

UNIT 7

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	7A 7B	55 57
	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)	7A	55
	Can summarise the main points of complex discussions, weighing up the different points of view presented.	73	B2+ (67–75)	7B	57
	Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.	75	B2+ (67–75)	7C	59
	Can allocate turns in a discussion, inviting a participant to express their views.	56	B1+ (51–58)	7D EIA	61
Writing	Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.	65	B2 (59–66)	7B DYR	129

UNIT 8

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can ask questions to stimulate discussion on how to organise collaborative work.	62	B2 (59–66)	8C	67
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	8C	67
	Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	66	B2 (59–66)	8A DYL	93
	Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.	65	B2 (59–66)	8B DYR	111
	Can summarise and comment on the plot and sequence of events in a film or play.	63	B2 (59–66)	8B DYR	111
Writing	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2 (59–66)	8C	67

UNIT 9

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	9A	71
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	9B	73
	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	54	B1+ (51–58)	9D EIA	76
Writing	Can make a complicated issue easier to understand by presenting the components of the argument separately.	72	B2+ (67–75)	9B	73
	Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	66	B2 (59–66)	9B DYW	133

UNIT 10

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR	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)	10A 10C	79 83
	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	83
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	10C	83
Writing	Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	66	B2 (59–66)	10A DYW	135

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