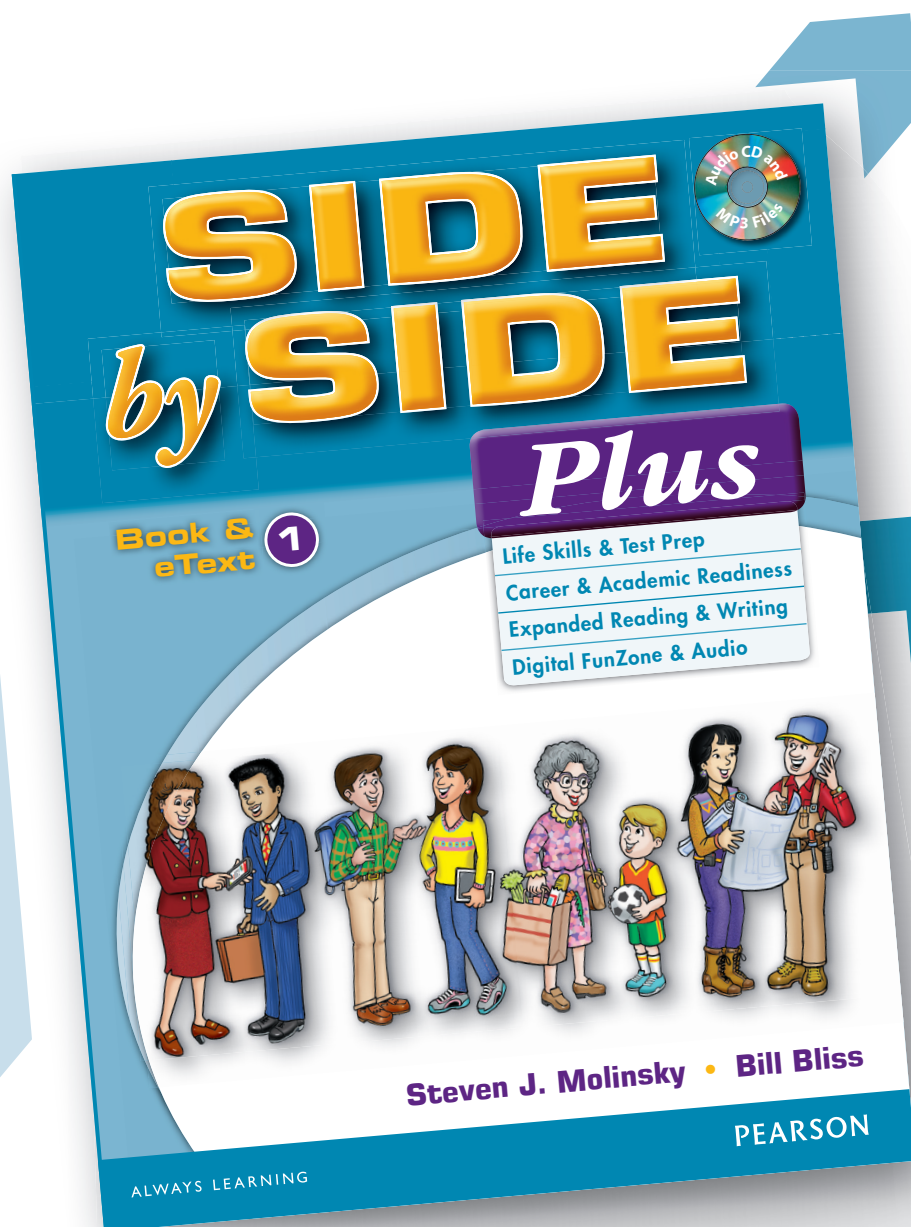




## GSE MAPPING BOOKLET

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





## Welcome to *Side by Side Plus*

*Side by Side Plus* is a dynamic, all-skills program that builds students' general language proficiency for life skill roles in the community, family, school, and at work.

- Real-life communication practice that is student-centered, interactive, and fun
- Focuses on all four skills
- Standards-based lessons correlated to the ELPS (English Language Proficiency Standards), CCRS (College and Career Readiness Skills), CASAS, BEST Plus, and other curriculum frameworks and assessment systems
- Easy to use for students and teachers
- Humorous and playful activities that enhance motivation
- Intensive practice that leads to mastery

## Unique to *Side by Side Plus*

### Career and Academic Readiness

New 'blue pages' develop basic career and academic readiness skills aligned with ELPS and CCRS standards.

**Language Arts** lessons offer guided discourse practice in academic communication. Students learn to 'talk the talk' of the mainstream classroom.

**Readings** about school subjects, work, and life skills build academic and career readiness while developing reading comprehension skills.

**Writing** activities offer systematic instruction in the writing process: Pre-Writing, Organizing Ideas, Writing a First Draft, Revising, Proofreading, and Peer Conferencing.

### Life Skills and Test Prep

Each unit's 'yellow pages' prepare students to succeed using English for life skills and on assessments.

**Real-life conversation practice** and **teamwork activities** promote interactive learning.

**Authentic realia** and **writing tasks** offer real-life literacy practice.

**Check-up tests** and **skills checks** enable students to assess their levels of achievement.

## Components

- Student Book and eText with Digital Audio CD
- Activity Workbook with Digital Audio CDs
- Test Prep Workbook with Digital Audio CD
- Teacher's Guide with Multilevel Activity & Achievement Test Book and CD-ROM
- Communication Games
- Student Book Audio CDs and mp3 Audio
- Assessment Program
- Picture Cards

[www.pearsonelt.com/sidebysideplus](http://www.pearsonelt.com/sidebysideplus)

## The Global Scale of English, the Common European Framework of Reference (CEFR), National Reporting System (NRS) Levels, and CASAS Scores

The Global Scale of English (GSE) is a standardized scale from 10 to 90, which measures English language proficiency. The GSE comprises learning objectives for each of the four language skills, describing what learners should be able to do at different levels of proficiency. It identifies what a learner “can do” on a granular scale and is designed to motivate learners by demonstrating incremental progress in their language ability. The GSE forms the backbone for Pearson English course material and assessment.

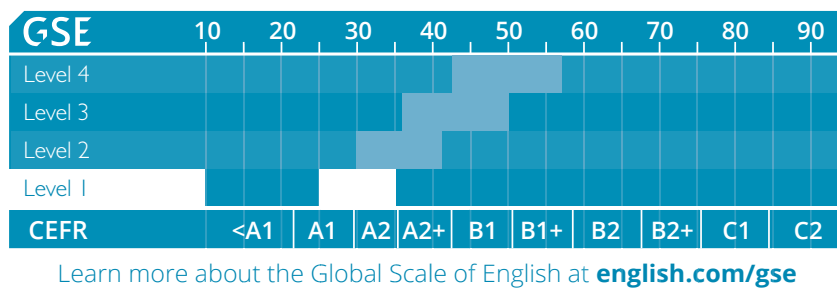
The Global Scale of English is aligned with and includes descriptors from the Common European Framework of Reference (CEFR) and other scales and reference frameworks. Many additional learning objectives have been created, rated for difficulty, and calibrated to the scale. Following the development of a robust database of learning objectives, additional research has been conducted to establish the relationship between the GSE and various other scales and reference frameworks. The following is a representation of the alignment between NRS and CASAS score ranges (for placement into levels) and the corresponding GSE target proficiency levels.

| Global Scale of English | 10       | 20       | 30        | 40         | 50          | 60      | 70      | 80       | 90 |
|-------------------------|----------|----------|-----------|------------|-------------|---------|---------|----------|----|
| NRS Levels              | ESL Lit. | Low Beg. | High Beg. | Low Inter. | High Inter. | Adv.    | ASE Low | ASE High |    |
| CASAS                   | <180     | 181-190  | 191-200   | 201-210    | 211-220     | 221-235 | 236-245 | 246>     |    |

This document provides an overview of the learning objectives covered in each unit of the *Side by Side Plus* course. The learning objectives are recycled throughout the course, so each unit's objectives contain a combination of recycled core objectives as well as objectives specific to each unit. The learning objectives highlighted in blue develop the academic and career readiness skills covered in the “blue pages” of the student book, while the learning objectives highlighted in green develop the life skills covered in the “yellow pages” of the book. All learning objectives are grouped by skill – Listening, Speaking, Reading, and Writing – and provide their GSE values.

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

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



# UNIT 1

**TOPICS, VOCABULARY, AND MATH** – Personal information • Meeting people • Alphabet • Spelling names aloud • Cardinal numbers in addresses and telephone numbers

**GRAMMAR** – *To be*: introduction

**FUNCTIONAL COMMUNICATION** – Meeting people

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S) |
|-----------|--|-----|---------|
| Listening | Can understand questions addressed carefully and slowly. (CA)                                  | 23  | 5       |
| Speaking  | Can make an introduction and use basic greeting and leave-taking expressions. (C)              | 28  | 3       |
|           | Can exchange personal details (e.g. where they live, things they have). (CA)                   | 28  | 2–3, 6  |
|           | Can give very limited personal information using basic fixed expressions. (CJA)                | 16  | 6a–b    |
|           | Can ask someone for their name. (P)  | 10  | 6b      |
|           | Can spell out their own name and address. (P)  | 14  | 6b      |
|           | Can ask and answer simple questions about things they have in a limited way. (CA)              | 21  | 6c      |
| Reading   | Can recognize the letters of the alphabet. (P)   | 10  | 1       |
|           | Can identify basic personal details about someone on website profiles, business cards etc. (P) | 33  | 6c      |
| Writing   | Can complete simple forms with basic personal details. (CJA)                                   | 23  | 6a      |
|           | Can write their name, address and nationality. (CA)  | 10  | 6b      |

## UNIT 2

**TOPICS, VOCABULARY, AND MATH** – Classroom objects • Rooms in the home • Cities, countries, and nationalities • Places around town • Classroom actions • Giving and following

**GRAMMAR** – *To be* + location • Subject pronouns

**FUNCTIONAL COMMUNICATION** – Greeting people

| SKILL     | LEARNING OBJECTIVE  | GSE | PAGE(S) |
|-----------|---|-----|---------|
| Listening | Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P) | 30  | 15      |
|           | Can understand short, simple instructions addressed carefully and slowly. (C <sub>A</sub> )                     | 23  | 16a–b   |
| Speaking  | Can make a few basic requests related to immediate personal needs (e.g. 'Can I have a pen, please?'). (P)       | 28  | 16b     |
|           | Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?'). (P)        | 29  | 16b     |
|           | Can ask someone what their nationality is. (P)  | 13  | 16c     |
|           | Can recognize and say the name of their own country, nationality and language. (P)                              | 12  | 16c     |
| Reading   | Can understand short, simple narrative texts. (CSE <sub>A</sub> )   | 37  | 13, 15  |
|           | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )            | 37  | 13, 15  |
|           | Can understand basic phrases in short, simple texts. (P)  | 28  | 16c     |
| Writing   | Can write cardinal numbers from 1 to 20 as words. (CSE <sub>A</sub> )   | 12  | 16b     |

## UNIT 3

**TOPICS, VOCABULARY, AND MATH** – Everyday activities • Calling directory assistance • Calling 911 • Using a telephone directory

**GRAMMAR** – Present continuous tense

**FUNCTIONAL COMMUNICATION** – Checking understanding

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)   |
|-----------|--|-----|-----------|
| Listening | Can follow the main points in a simple audio recording aimed at a general audience. (P)  | 43  | 23        |
|           | Can identify a caller's name and phone number from a short, simple telephone conversation. (CSE <sub>A</sub> )                                     | 29  | 24a       |
|           | Can understand a phone number from a recorded message. (P)   | 27  | 24a       |
| Speaking  | Can describe basic activities or events that are happening at the time of speaking. (P)  | 33  | 18, 20–21 |
|           | Can ask for and give a phone number. (P)   | 17  | 24a       |
|           | Can ask for help using basic fixed expressions. (P)  | 29  | 24a       |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 26a       |
|           | Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> ) | 34  | 26b       |
| Reading   | Can understand short, simple texts about everyday activities. (P)  | 31  | 22–23     |
|           | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 22–23     |
| Writing   | Can write short, basic descriptions of everyday activities, given a model. (P)   | 33  | 24        |
|           | Can use basic punctuation (e.g. commas, periods, question marks). (P)  | 26  | 26a       |

## UNIT 4

**TOPICS, VOCABULARY, AND MATH** – Everyday activities • Places around town • Civics: Community service

**GRAMMAR** – *To be*: Short answers • Possessive adjectives

**FUNCTIONAL COMMUNICATION** – Attracting someone's attention

| SKILL     | LEARNING OBJECTIVE  | GSE | PAGE(S) |
|-----------|---|-----|---------|
| Listening | Can understand questions addressed carefully and slowly. (CA)                           | 23  | 33      |
| Speaking  | Can describe basic activities or events that are happening at the time of speaking. (P) | 33  | 28      |
|           | Can ask for attention. (C)  | 29  | 30      |
|           | Can say where they and other people are in a limited way. (P)                           | 22  | 31      |
| Reading   | Can understand short, simple texts about everyday activities. (P)                       | 31  | 32      |
|           | Can identify specific information in simple letters, brochures and short articles. (CA) | 37  | 32      |
|           | Can read a simple text and extract factual details. (P)                                 | 35  | 34a     |
| Writing   | Can write short, basic descriptions of everyday activities, given a model. (P)          | 33  | 34, 34a |



## UNIT 5

**TOPICS, VOCABULARY, AND MATH** – Describing people and things • Weather • Reading a weather map • Fahrenheit and Celsius temperatures

**GRAMMAR** – *To be*: Yes/No questions, Short Answers • Adjectives • Possessive nouns

**FUNCTIONAL COMMUNICATION** – Calling someone you know on the telephone

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)    |
|-----------|--|-----|------------|
| Listening | Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P) | 29  | 43         |
|           | Can follow the main points in a simple audio recording, if provided with written supporting material. (P)  | 37  | 43         |
|           | Can follow short, simple social exchanges. (P)   | 33  | 43         |
| Speaking  | Can establish basic social contacts with simple, polite greetings and farewells. (C <sub>A</sub> )   | 19  | 40         |
|           | Can use basic words to describe common weather conditions. (P)   | 28  | 40–41, 44a |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 44a        |
|           | Can talk about familiar topics using a few basic words and phrases. (P)  | 31  | 44a        |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 42–43      |
| Writing   | Can write short, simple notes, emails and postings to friends. (N2000 <sub>A</sub> )   | 28  | 44         |

## UNIT 6

**TOPICS, VOCABULARY, AND MATH** – Describing activities and events • Family members • Reading a family tree diagram

**GRAMMAR** – *To be*: Review • Present continuous tense: Review • Prepositions of location

**FUNCTIONAL COMMUNICATION** – Introducing people

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S) |
|-----------|--|-----|---------|
| Listening | Can understand basic information about free time activities. (P)   | 27  | 51      |
| Speaking  | Can make an introduction and use basic greeting and leave-taking expressions. (C)  | 28  | 51      |
|           | Can describe basic activities or events that are happening at the time of speaking. (P)                                      | 33  | 46–47   |
|           | Can ask and answer basic questions about family and friends in a limited way. (P)  | 22  | 46–48   |
|           | Can talk about the family in a basic way, given prompts. (P)   | 30  | 52a     |
|           | Can introduce people using simple language. (P)  | 29  | 52a     |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )                         | 37  | 48–50   |
|           | Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)                                      | 42  | 52a     |
|           | Can understand basic factual statements relating to pictures or simple texts. (P)  | 29  | 52a     |
|           | Can read a simple text and extract factual details. (P)  | 35  | 54a     |
|           | Can make basic inferences from simple information in a short text. (P)   | 38  | 54a     |
| Writing   | Can write short basic descriptions of past events and activities. (P)  | 39  | 52, 54b |
|           | Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P) | 33  | 54b     |
|           | Can write simple sentences about their family and where they live. (C <sub>A</sub> )   | 27  | 54b     |

## UNIT 7

**TOPICS, VOCABULARY, AND MATH** – Places around town • Locating places • Describing neighborhoods • Describing apartments • Reading a simple map • Apartment ads • Cardinal numbers indicating quantity

**GRAMMAR** – Prepositions • *There is/There are* • Singular/Plural introduction

**FUNCTIONAL COMMUNICATION** – Expressing gratitude

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S) |
|-----------|--|-----|---------|
| Listening | Can understand standard speech on familiar matters, with some repetition or reformulation. (C <sub>A</sub> )                                     | 38  | 65      |
|           | Can understand simple directions, if spoken slowly and clearly. (P)  | 29  | 66b     |
| Speaking  | Can ask for simple directions, referring to a map or plan. (P)   | 29  | 57      |
|           | Can give simple directions using a map or plan. (P)  | 32  | 57, 66b |
|           | Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C <sub>A</sub> )   | 31  | 58, 66a |
|           | Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)   | 38  | 65      |
|           | Can ask for and give very basic information about the home. (P)  | 25  | 66      |
|           | Can answer simple questions about the location of people or things in a limited way. (P)   | 28  | 66a     |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 66a–b   |
|           |  |     |         |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 63–64   |
|           | Can follow short, simple written directions (e.g. to go from X to Y). (C)  | 26  | 66c     |
|           | Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P) | 31  | 66c     |
| Writing   | Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C <sub>A</sub> )   | 41  | 65–66   |

## UNIT 8

**TOPICS, VOCABULARY, AND MATH** – Clothing • Colors • Shopping for clothing • Money • Price tags • Cardinal numbers indicating money denominations, prices, and clothing sizes • Store receipts

**GRAMMAR** – Singular/Plural • Adjectives • *This/That/These/Those*

**FUNCTIONAL COMMUNICATION** – Complimenting

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)    |
|-----------|--|-----|------------|
| Listening | Can follow short, simple social exchanges. (P)   | 33  | 75         |
| Speaking  | Can use brief, everyday expressions to describe wants and needs, and request information. (C <sub>A</sub> )                                      | 28  | 69, 71, 75 |
|           | Can describe what someone is wearing using a limited range of expressions. (P)   | 31  | 70         |
|           | Can exchange personal details (e.g. where they live, things they have). (C <sub>A</sub> )  | 28  | 74         |
|           | Can give compliments, using fixed expressions. (P)   | 37  | 74         |
|           | Can say a range of basic numbers, quantities and prices. (C <sub>A</sub> )   | 20  | 76a, 76b   |
|           | Can ask basic questions about color, size, price etc. when shopping. (CSE <sub>A</sub> )   | 30  | 76b        |
|           | Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?'). (P)   | 29  | 76b        |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 78a        |
|           |  |     |            |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 75, 77     |
|           | Can follow short, simple social exchanges. (P)   | 33  | 75         |
|           | Can recognize basic plural forms of nouns (e.g. cars, books). (P)  | 14  | 69, 70, 76 |
|           | Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P) | 31  | 76c        |
|           | Can read and understand simple prices. (P)   | 12  | 76c        |
|           | Can read a simple text and extract factual details. (P)  | 35  | 78b        |
|           | Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C <sub>A</sub> )        | 34  | 78b        |
| Writing   | Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C <sub>A</sub> )   | 41  | 76         |
|           | Can use basic punctuation (e.g. commas, periods, question marks). (P)  | 26  | 78a        |

## UNIT 9

**TOPICS, VOCABULARY, AND MATH** – Language and nationalities • Everyday activities • Civics: Staying informed

**GRAMMAR** – Simple present tense

**FUNCTIONAL COMMUNICATION** – Hesitating

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)   |
|-----------|--|-----|-----------|
| Listening | Can recognize phrases and content words related to basic personal and family information. (C <sub>A</sub> )  | 30  | 84        |
| Speaking  | Can describe where they live. (C <sub>A</sub> )  | 26  | 80–81, 85 |
|           | Can give key information to introduce themselves (e.g. name, age, where they are from). (P)  | 26  | 82        |
|           | Can say what they do (e.g. name of their job, student). (P)  | 19  | 82        |
|           | Can describe people's everyday lives using a short series of simple phrases and sentences. (C <sub>A</sub> )                                       | 34  | 85        |
|           | Can ask and answer simple questions about people they know in a limited way. (C <sub>A</sub> )   | 28  | 86        |
|           | Can answer simple questions about their daily activities or routines, given a model. (P)   | 29  | 86a       |
|           | Can ask someone about their hobbies and activities using simple language. (P)  | 31  | 86a       |
|           | Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> ) | 34  | 86a       |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 86a       |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 83–84     |
| Writing   | Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C <sub>A</sub> )   | 41  | 86        |

## UNIT 10

**TOPICS, VOCABULARY, AND MATH** – Days of the week • Habitual actions • People's interests and activities • Work schedules • Bus destination signs

**GRAMMAR** – Simple present tense: Yes/No questions, Negatives, Short answers

**FUNCTIONAL COMMUNICATION** – Starting a conversation

| SKILL     | LEARNING OBJECTIVE  | GSE | PAGE(S)           |
|-----------|---|-----|-------------------|
| Listening | Can understand enough to respond to direct requests expressed slowly and clearly. (CA)          | 37  | 93                |
| Speaking  | Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA) | 25  | 88–89, 90–91, 96a |
|           | Can describe their family, living conditions, education and present or most recent job. (C)     | 33  | 92–93             |
|           | Can ask and answer questions about what they do at work and in their free time. (C)             | 35  | 93                |
|           | Can use simple language to describe people's appearance. (N2000)                                | 34  | 94                |
|           | Can ask and answer questions about habits and routines. (C)                                     | 38  | 95                |
|           | Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)         | 39  | 95                |
|           | Can ask and answer basic questions about family and friends in a limited way. (P)               | 22  | 96                |
|           | Can answer simple questions about their daily activities or routines, given a model. (P)        | 29  | 96a               |
|           | Can ask for simple directions from X to Y on foot or by public transport. (P)                   | 32  | 96a               |
|           | Can give simple directions from X to Y on foot or by public transport. (P)                      | 34  | 96a               |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)           | 26  | 98a               |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (CA)         | 37  | 92–93, 94, 97     |
|           | Can identify basic biographical information in short simple texts about other people. (P)       | 35  | 98b               |
|           | Can read a simple text and extract factual details. (P)   | 35  | 98b               |
| Writing   | Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)     | 41  | 96                |
|           | Can write simple sentences about someone's life and routines. (P)                               | 28  | 94, 96            |

## UNIT 11

**TOPICS, VOCABULARY, AND MATH** – Calendar • Describing frequency of actions • Describing people • Time expressions • Interpreting percentages related to adverbs of frequency

**GRAMMAR** – Object pronouns • Simple present tense: –s vs. non –s endings • *Have/Has* • Adverbs of frequency

**FUNCTIONAL COMMUNICATION** – Reacting to information

| SKILL     | LEARNING OBJECTIVE  | GSE | PAGE(S)   |
|-----------|---|-----|-----------|
| Listening | Can follow a simple conversation or narrative about familiar, everyday activities. (P)      | 36  | 105       |
| Speaking  | Can greet people, ask how they are and react to news. (CA)                                  | 24  | 103       |
|           | Can use simple language to describe people's appearance. (N2000)                            | 34  | 103, 106a |
|           | Can answer simple questions about their daily activities or routines, given a model. (P)    | 29  | 106a      |
|           | Can ask people for things and give people things. (C)                                       | 28  | 106a      |
| Reading   | Can understand short, simple narrative texts. (CSEA)  | 37  | 103, 104  |
| Writing   | Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA) | 41  | 105       |
|           | Can write simple sentences about what they and other people do. (CA)                        | 30  | 106       |

## UNIT 12

**TOPICS, VOCABULARY, AND MATH** – Feelings and emotions • Describing usual and unusual activities • The education system • School personnel and locations

**GRAMMAR** – Contrast: Simple present and present continuous tenses

**FUNCTIONAL COMMUNICATION** – Reacting to bad news

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)   |
|-----------|--|-----|-----------|
| Listening | Can follow short, simple social exchanges. (P)   | 33  | 112       |
|           | Can follow the main points in TV programs on familiar topics if delivered in clear standard speech. (C <sub>A</sub> )                              | 51  | 115       |
| Speaking  | Can describe habits and routines. (C <sub>A</sub> )  | 38  | 109       |
|           | Can ask and answer questions about habits and routines. (C)  | 38  | 110–111   |
|           | Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)   | 42  | 111       |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 116a      |
|           | Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> ) | 34  | 116b      |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 112       |
|           | Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )   | 46  | 114a, 115 |
|           | Can read a simple text and extract factual details. (P)  | 35  | 114a, 115 |
|           | Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)  | 42  | 116       |
|           | Can read a simple text and extract factual details. (P)  | 35  | 116b      |
| Writing   | Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C <sub>A</sub> )   | 41  | 114       |
|           | Can write short, simple biographies about real or imaginary people. (C <sub>A</sub> )  | 51  | 114       |



## UNIT 13

**TOPICS, VOCABULARY, AND MATH** – Occupations • Expressing ability • Looking for a job • Help Wanted signs • Want ads • Responding to questions in a simple job interview • Applying for a driver's license

**GRAMMAR** – *Can* • *Have to*

**FUNCTIONAL COMMUNICATION** – Apologizing • Expressing obligation • Invitations

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)          |
|-----------|--|-----|------------------|
| Listening | Can distinguish between 'can' and 'can't'. (P)   | 24  | 120–121          |
| Speaking  | Can answer simple questions and respond to simple statements in an interview. (C)  | 37  | 120–121, 126a    |
|           | Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)   | 27  | 122–123          |
|           | Can make and accept offers. (N2000)  | 36  | 123              |
|           | Can make simple invitations using basic fixed expressions. (P)   | 31  | 123              |
|           | Can make and accept a simple apology. (P)  | 31  | 124              |
|           | Can describe skills and abilities using simple language. (P)   | 33  | 126a             |
|           | Can make excuses using basic fixed expressions. (P)  | 33  | 126a             |
|           | Can make requests related to immediate needs using basic fixed expressions. (P)  | 30  | 126a             |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 126a             |
|           | Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> ) | 34  | 126a             |
|           | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 120–121, 124–125 |
| Reading   | Can understand short written notices, signs and instructions with visual support. (P)  | 27  | 125              |
|           | Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C <sub>A</sub> )                                       | 31  | 126b             |
|           | Can understand simple safety instructions, with visual support. (P)  | 30  | 126c             |
|           | Can write short, simple notes, emails and messages relating to everyday matters. (C <sub>A</sub> )   | 38  | 125              |
| Writing   | Can write short basic descriptions of past events and activities. (P)  | 39  | 126              |
|           | Can complete a simple job application form requiring basic professional information. (P)   | 42  | 126c             |

## UNIT 14

**TOPICS, VOCABULARY, AND MATH** – Describing future plans and intentions • Weather forecasts • Telling time • Months of the year • Seasons • Dates • Job application forms • Ordinal numbers

**GRAMMAR** – Future: *Going to* • Time expressions • *Want to*

**FUNCTIONAL COMMUNICATION** – Asking the time • Congratulating • Expressing wants • Making predictions

| SKILL     | LEARNING OBJECTIVE  | GSE | PAGE(S)    |
|-----------|---|-----|------------|
| Listening | Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)                       | 30  | 132        |
|           | Can follow the main points in a simple audio recording aimed at a general audience. (P)   | 43  | 140        |
| Speaking  | Can ask and answer questions about basic plans and intentions. (P)  | 38  | 128        |
|           | Can describe future plans and intentions using fixed expressions. (P)   | 43  | 129, 138   |
|           | Can participate in short conversations in routine contexts on topics of interest. (C)   | 41  | 133        |
|           | Can ask for and give the day and date. (N2000A)   | 19  | 138a–b     |
|           | Can give dates using standard formats (day and month). (P)  | 27  | 138a–b     |
|           | Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA) | 34  | 138c, 140b |
|           | Can tell a story or describe something in a simple list of points. (C)  | 40  | 140        |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)   | 26  | 140a       |
|           | Can ask and answer questions about what they do at work and in their free time. (C)   | 35  | 140b       |

| SKILL   | LEARNING OBJECTIVE  | GSE | PAGE(S)  |
|---------|---|-----|----------|
| Reading | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )                                      | 37  | 132      |
|         | Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )                               | 48  | 136–137  |
|         | Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C <sub>A</sub> )                              | 31  | 138c     |
|         | Can understand a simple work schedule. (P)  | 30  | 138c     |
|         | Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C <sub>A</sub> ) | 34  | 139      |
|         | Can identify specific information in a simple factual text. (P)   | 39  | 140b     |
|         | Can read a simple text and extract factual details. (P)   | 35  | 140b     |
| Writing | Can write a description of a future event or activity. (P)  | 46  | 137, 140 |
|         | Can give personal details in written form in a limited way. (C <sub>A</sub> )   | 31  | 138b     |
|         | Can write dates using both digits and words. (P)  | 28  | 138b     |
|         | Can spell a range of common jobs. (P)   | 28  | 139      |
|         | Can use basic punctuation (e.g., commas, periods, question marks). (P)  | 26  | 140a     |
|         | Can use capital letters appropriately. (P)  | 28  | 140a     |

## UNIT 15

**TOPICS, VOCABULARY, AND MATH** – Past actions and activities • Ailments • Making a doctor's appointment • A medical exam • Medical appointment cards • Medicine labels • Numbers: Interpreting a thermometer, medicine labels, and a dosage cup • Staying healthy

**GRAMMAR** – Past tense: Regular verbs, Introduction to irregular verbs

**FUNCTIONAL COMMUNICATION** – Saying how you feel • Describing an event

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)      |
|-----------|--|-----|--------------|
| Listening | Can understand basic factual statements. (P)   | 26  | 147          |
| Speaking  | Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)  | 36  | 142, 144–145 |
|           | Can talk about an event in the past using fixed expressions, given a model. (P)  | 38  | 148          |
|           | Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> ) | 34  | 148a         |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)  | 26  | 148a         |
|           | Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )   | 37  | 146–147      |
| Reading   | Can follow a simple series of written instructions to carry out a task. (P)  | 35  | 148a         |
|           | Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C <sub>A</sub> )                                       | 31  | 148b         |
|           | Can understand written instructions for taking medication. (P)   | 44  | 148b         |
|           | Can read a simple text and extract factual details. (P)  | 35  | 148c         |
|           | Can write short basic descriptions of past events and activities. (P)  | 39  | 147, 148     |
| Writing   |  |     |              |

## UNIT 16

**TOPICS, VOCABULARY, AND MATH** – Reporting past actions and activities • Giving reasons • Giving excuses • Job applications • Using clock times in a narrative

**GRAMMAR** – Past tense: Yes/No questions, Short answers, Wh- questions, More irregular verbs • Time expressions

**FUNCTIONAL COMMUNICATION** – Giving an excuse

| SKILL     | LEARNING OBJECTIVE   | GSE | PAGE(S)      |
|-----------|--|-----|--------------|
| Listening | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45  | 155          |
| Speaking  | Can talk about an event in the past using fixed expressions, given a model. (P)                          | 38  | 150, 154–155 |
|           | Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'. (C)     | 25  | 151–152      |
|           | Can give a short, basic description of events and activities. (C)  | 42  | 152, 155     |
|           | Can answer simple questions and respond to simple statements in an interview. (C)                        | 37  | 156a         |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (CA)                  | 37  | 154–155      |
|           | Can understand a short, simple resume/CV from a job applicant. (P)                                       | 40  | 156a         |
| Writing   | Can write short basic descriptions of past events and activities. (P)                                    | 39  | 156          |
|           | Can complete a simple job application form requiring basic professional information. (P)                 | 42  | 156a         |

## UNIT 17

**TOPICS, VOCABULARY, AND MATH** – Television commercials • Biographies and autobiographies • Basic foods and food groups • Ordering a meal • Reading a simple menu • Supermarket ads • Food labels

**GRAMMAR** – *To be*: Past tense

**FUNCTIONAL COMMUNICATION** – Recommending products • Describing physical states and emotions • Telling about the past

| SKILL     | LEARNING OBJECTIVE  | GSE | PAGE(S)      |
|-----------|---|-----|--------------|
| Listening | Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)                       | 30  | 163          |
|           | Can identify key details in a simple recorded dialogue or narrative. (P)  | 39  | 165          |
| Speaking  | Can make simple references to the past using 'was/were'. (P)  | 33  | 160–161, 164 |
|           | Can read aloud short, familiar fixed expressions in a way that can be understood. (P)   | 26  | 164a–b       |
|           | Can use simple phrases to order a meal. (CA)  | 31  | 164b         |
|           | Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA) | 34  | 164b–c, 166a |
| Reading   | Can identify specific information in simple letters, brochures and short articles. (CA)   | 37  | 162, 165     |
|           | Can understand short written notices, signs and instructions with visual support. (P)   | 27  | 164c, 165    |
|           | Can read a simple text and extract factual details. (P)   | 35  | 166a         |

| SKILL   | LEARNING OBJECTIVE   | GSE | PAGE(S)  |
|---------|--|-----|----------|
| Writing | Can write short, simple biographies about real or imaginary people. (C <sub>A</sub> )  | 51  | 163      |
|         | Can write short basic descriptions of past events and activities. (P)  | 39  | 164, 166 |
|         | Can write short, simple notes, emails and postings to friends. (N2000 <sub>A</sub> )   | 28  | 166      |
|         | Can write a simple story or description of an event using basic time expressions. (P)  | 40  | 166b     |
|         | Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)   | 35  | 166b     |
|         | Can write simple sentences about their educational background and present or past job. (C <sub>A</sub> )                     | 41  | 166b     |
|         | Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P) | 33  | 166b     |

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