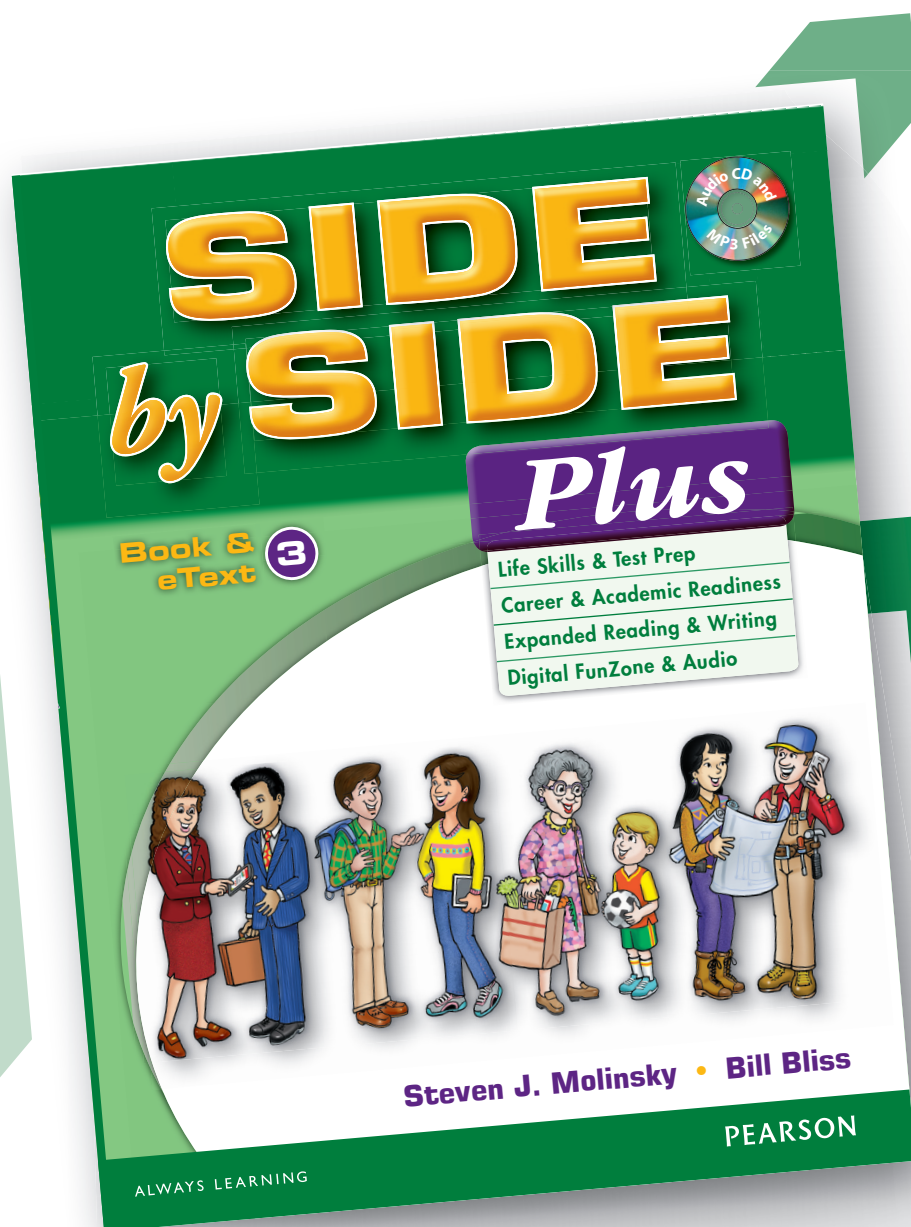




## GSE MAPPING BOOKLET

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.

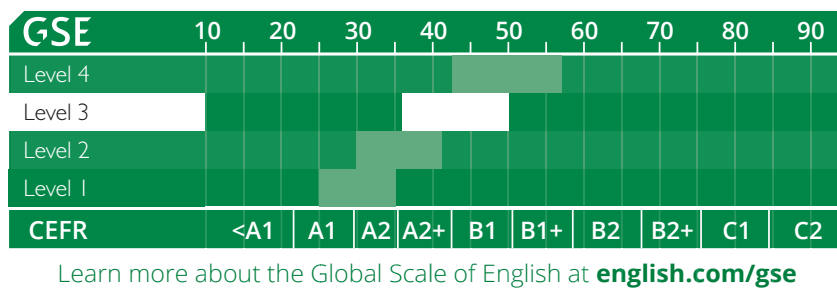
The Global Scale of English is aligned with and includes descriptors from the Common European Framework of Reference (CEFR) and other scales and reference frameworks. Many additional learning objectives have been created, rated for difficulty, and calibrated to the scale. Following the development of 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> )	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 AND VOCABULARY** – Describing habitual and ongoing activities • Telling about likes and dislikes • Describing frequency of actions • Telling about personal background and interests • Emergency room check-in • Preventing identity theft • Civics: U.S. government • Reading a social studies textbook lesson

**GRAMMAR** – Review: Simple present tense • Present continuous tense • Subject and object pronouns • Possessive adjectives • Time expressions

**FUNCTIONAL COMMUNICATION** – Engaging in small talk about self, family, interests, and leisure activities • Asking for and reacting to information • Giving personal information

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can understand basic questions about free time activities. (P)	27	6
Speaking	Can ask and answer questions about habits and routines. (C)	38	2–3, 6–8
	Can explain what they like or dislike about something. (C)	40	4
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	9
	Can answer simple questions and respond to simple statements in an interview. (C)	37	10a
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	5–6
	Can identify specific information in a simple factual text. (P)	39	10b
	Can extract key information from a simple academic text, if guided by questions. (P)	38	10c
	Can make basic inferences from simple information in a short text. (P)	38	10c
Writing	Can write short, basic descriptions of places, people or things. (P)	38	6
	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)	41	9
	Can complete a simple form asking for medical information. (P)	41	10a

## UNIT 2

**TOPICS AND VOCABULARY** – Reporting past activities • Mishaps • Difficult experiences • Describing a trip • Apologizing for lateness at work • Giving an excuse • Traffic accident report • Civics: U.S. history

**GRAMMAR** – Review: Simple past tense (Regular and irregular verbs) • Past continuous tense

**FUNCTIONAL COMMUNICATION** – Asking for and reporting information • Reacting to bad news • Apologizing • Giving excuses

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can understand questions addressed carefully and slowly. (CA)	23	17
Speaking	Can ask and answer questions about past times and past activities. (C)	40	12–13, 17–19
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	14–15
	Can express how they feel in simple terms. (CA)	38	15, 17
	Can give the reasons for a choice, using simple language. (P)	40	20a
	Can make an apology with brief excuses or reasons. (P)	45	20a
	Can respond to excuses using basic fixed expressions. (P)	40	20a
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	16–17
	Can get the gist of short, simple narratives, with visual support. (P)	32	20b
	Can understand short, simple narratives and biographies. (CA)	39	20c–e
	Can extract key information from a simple academic text, if guided by questions. (P)	38	20c–e
Writing	Can write short basic descriptions of past events and activities. (P)	39	19

## UNIT 3

**TOPICS AND VOCABULARY** – Describing future plans and intentions • Telling about the future • Expressing time and duration • Talking on the telephone • Plans for the future • Asking a favor • Calling in sick at work • Calling school to report a child's absence • Writing a note to the teacher • Parent-school communication • Reading a campus map

**GRAMMAR** – Review: Future: Going to • Future: Will • Future continuous tense • Time expressions • Possessive

**FUNCTIONAL COMMUNICATION** – Asking and telling about future plans • Engaging in small talk about weekend plans • Making a telephone call to someone you know • Asking a favor • Asking to borrow an item

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	24, 35
Speaking	Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)	30	21
	Can ask and answer questions about basic plans and intentions. (P)	38	22–26
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	30, 34
	Can give a short, basic description of events and activities. (C)	42	31
	Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)	38	32a
	Can make an apology with brief excuses or reasons. (P)	36	32a
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C <sub>A</sub> )	49	36
	Can give or seek personal views and opinions in discussing topics of interest. (C)	48	36c

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	24, 30
	Can extract the key details from simple informational materials (e.g. company policies). (P)	46	32b
	Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (C <sub>A</sub> )	42	32b
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	32c, 33
	Can identify specific information in a simple factual text. (P)	39	33
	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signaled way. (C <sub>A</sub> )	59	33
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	34
	Can understand short, simple personal emails and letters. (C <sub>A</sub> )	37	35
	Can identify key information in a simple academic text, if guided by questions. (P)	46	36b–c
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	35
	Can write personal emails/letters giving some details of events, experiences and feelings. (C <sub>A</sub> )	48	31, 36d
	Can write short, simple notes, emails and messages relating to everyday matters. (C <sub>A</sub> )	49	32a



## UNIT 4

**TOPICS AND VOCABULARY** – Describing skills • Describing actions that have occurred • Describing actions that haven't occurred yet • Making recommendations • Things to do where you live • Making lists • Employment application procedures • Job application forms • Employment history • Job search strategies

**GRAMMAR** – Present perfect tense

**FUNCTIONAL COMMUNICATION** – Expressing ability • Expressing jealousy • Engaging in small talk about experiences, movies, books, videos, and restaurants • Inquiring about and indicating completion of tasks • Expressing satisfaction

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	49
Speaking	Can ask and answer questions about what they do at work and in their free time. (C)	35	38
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	39, 42–43, 45
	Can ask and answer questions about past times and past activities. (C)	40	40–41
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (C <sub>A</sub> )	51	44, 48
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (C <sub>A</sub> )	46	48
	Can check that a classmate has understood information, using simple language. (P)	35	50a
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	44, 47
	Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )	37	49
	Can understand simple informal written advice on a work-related situation. (P)	43	50a, 50c
	Can scan a resume/CV for key information. (P)	45	50b
	Can understand short, simple narratives and biographies. (C <sub>J</sub> )	39	50c
Writing	Can collate short pieces of information and summarize them for somebody else. (C <sub>A</sub> )	58	49
	Can write descriptions of past events, activities, or personal experiences. (P)	47	50
	Can complete a simple job application form requiring basic professional information. (P)	42	50a

## UNIT 5

**TOPICS AND VOCABULARY** – Discussing duration of activity • Medical symptoms and problems • Career advancement • Telling about family members • Job interview • Giving employment history • Cover letters and resumes • Employee manual: Workplace policies and expectations

**GRAMMAR** – Present perfect vs. present tense • Present perfect vs. past tense • Since/For • Time expressions

**FUNCTIONAL COMMUNICATION** – Asking for and reporting information • Engaging in small talk about interests and experiences • Reacting to information • Asking for clarification

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can extract the key details from a presentation if delivered slowly and clearly. (P)	47	60
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C <sub>A</sub> )	45	67
Speaking	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)	51	59
	Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)	39	62–63
	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	64a
	Can give information in a job interview. (P)	48	64a
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 <sub>A</sub> )	38	66
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C <sub>A</sub> )	47	67
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	68
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	68c
	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	54–55, 60–61, 66
Reading	Can scan a resume/CV for key information. (P)	45	64b
	Can extract the key details from simple informational materials (e.g. company policies). (P)	49	64c
	Can recognize significant points and arguments in straightforward newspaper articles on familiar topics. (C <sub>A</sub> )	56	65
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	67
	Can make simple inferences based on information given in a short article. (P)	51	68b–c

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Writing	Can write short, basic descriptions of places, people or things. (P)	38	61
	Can write about personal interests in some detail. (P)	47	64
	Can write a resume/CV with basic information about educational and work history. (P)	45	64b
	Can write a simple outline for a piece of writing, given a model. (P)	42	68d
	Can write about personal experiences in a diary or online posting, given a model. (P)	44	68d

## UNIT 6

**TOPICS AND VOCABULARY** – Discussing duration of activity • Reporting household repair problems • Describing tasks accomplished • Describing experiences • Job interviews • Renting an apartment • Lease information • Apartment rules • Utility bills • Housing maintenance and repairs • Yellow pages

**GRAMMAR** – Present perfect continuous tense • Since/For • Time expressions

**FUNCTIONAL COMMUNICATION** – Asking for and reporting information • Expressing surprise • Expressing nervousness • Reassuring someone • Asking about and telling about previous experiences

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C)	47	79
	Can understand enough to manage simple routine exchanges without undue effort. (C)	40	80a
Speaking	Can make a complaint. (C)	51	73
	Can ask and answer questions about past times and past activities. (C)	40	77
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	78
	Can ask for clarification about key words not understood, using fixed expressions. (CA)	40	80a
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	80a
Reading	Can identify specific information in simple letters, brochures and short articles. (P)	37	73, 79
	Can extract the key details from simple informational materials (e.g. company policies). (P)	49	80a–c
	Can understand rules and regulations (e.g. safety) if expressed in simple language. (C)	37	80a, d
	Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (CA)	46	80d
	Can understand information in advertisements for jobs and services. (P)	45	80e
Writing	Can write short, basic descriptions of places, people or things. (P)	38	80

## UNIT 7

**TOPICS AND VOCABULARY** – Discussing recreation preferences • Discussing things you dislike doing • Habits • Describing talents and skills • Telling about important decisions • Requests at work • Thanking someone • Borrow and lending • Workplace notes and messages • “Small talk” at work

**GRAMMAR** – Gerunds • Infinitives • Review: Present perfect and present perfect continuous tenses

**FUNCTIONAL COMMUNICATION** – Engaging in small talk about leisure activities • Introducing yourself • Attracting someone's attention • Offering and responding to advice • Expressing envy • Expressing appreciation • Sharing news about future plans • Congratulating

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	93
Speaking	Can say what they like and dislike. (C)	34	82, 84
	Can describe habits and routines. (CA)	38	85
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	86–87, 94c
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	88–89, 90–91
	Can make simple requests to have or do something in relation to common everyday activities. (P)	35	94a
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	83, 85
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	92–93
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	94b
	Can make basic inferences from simple information in a short text. (P)	38	94b
	Can understand standard emails on work-related topics. (P)	44	94b
	Can identify key information in a simple academic text, if guided by questions. (P)	48	94c
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	94

## UNIT 8

**TOPICS AND VOCABULARY** – Discussing things people had done • Discussing preparations for events • Describing consequences of being late • Describing accomplishments • Scheduling medical appointments • Medical appointment cards • Medical history forms • Preventive care recommendations • Public health information • Nutrition: A healthy plate • Reading a health textbook lesson

**GRAMMAR** – Past perfect tense • Past perfect continuous tense

**FUNCTIONAL COMMUNICATION** – Asking for and reporting information • Engaging in small talk about leisure activities • Sharing news about someone • Discussing feelings • Sharing experiences

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	103
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	113
Speaking	Can ask and answer questions about past times and past activities. (C)	40	96–97, 100, 101
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	99
	Can introduce a conversation topic with the present perfect and provide details in the past. (P)	48	105
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	109
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (CA)	47	113
	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)	51	106–107
	Can cancel a hotel, restaurant, or transportation reservation on the phone. (P)	41	110a
	Can make an appointment on the phone. (P)	42	110a
	Can repeat back details about an appointment, including day, time, and location, to check for understanding. (P)	41	110a
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	110e, 114c

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Reading	Can scan a long text or a set of related texts in order to find specific information. (C <sub>A</sub> )	63	98–99, 102–103, 111
	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (C <sub>A</sub> )	51	108–109
	Can understand a simple form asking for medical information. (P)	42	110c
	Can identify specific information in a simple factual text. (P)	39	110c–d
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	110d
	Can identify key information in a simple academic text, if guided by questions. (P)	48	110e
	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	112
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	113
	Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (C <sub>A</sub> )	46	114
	Can scan a simple academic text to find specific information. (P)	49	114b–c
Writing	Can write personal emails/letters giving some details of events, experiences and feelings. (C <sub>A</sub> )	48	108
	Can write descriptions of past events, activities, or personal experiences. (P)	47	109, 114d
	Can write about personal interests in some detail. (P)	47	114
	Can rewrite a simple text to correct mistakes. (P)	42	114d

## UNIT 9

**TOPICS AND VOCABULARY** – Discussing when things are going to happen • Remembering and forgetting • Discussing obligations • Asking for and giving advice • School assignments • Making plans by telephone • Talking about important people in your life • Shopping for clothing • Identifying bargains • Returning and exchanging defective items • Advertisements • Store coupons

**GRAMMAR** – Two-word verbs: Separable, Inseparable

**FUNCTIONAL COMMUNICATION** – Asking for and reporting information about future events • Reminding someone • Remembering and forgetting • Making and responding to invitations • Expressing obligation • Asking for and offering advice

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	129
Speaking	Can describe plans and arrangements. (C <sub>A</sub> )	39	116
	Can ask and answer questions about basic plans and intentions. (P)	38	118
	Can give basic advice using simple language. (P)	39	119
	Can ask and answer questions about past times and past activities. (C)	40	124, 129
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	124
	Can describe their family, living conditions, education and present or most recent job. (C)	33	127
	Can ask closed questions to check facts and details. (P)	46	130a
	Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase). (C <sub>A</sub> )	59	130a
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	130a–c
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	120, 125
	Can follow chronological sequence in a formal structured text. (P)	52	128–129
	Can extract the key details from simple informational materials (e.g. company policies). (P)	48	130b–c
Writing	Can write personal emails/letters giving advice. (P)	50	121
	Can write personal emails/letters giving some details of events, experiences and feelings. (C <sub>A</sub> )	48	130



## UNIT 10

**TOPICS AND VOCABULARY** – Coincidences • Asking for and giving reasons • Describing people's backgrounds, interests, and personalities • Looking for a job • Referring people to someone else • Discussing opinions • Describing people's similarities and differences • Requesting help at work • Giving and following a sequence of instructions • Operating equipment • Career advancement • Continuing education • Developing a personal education plan • Career education: Career counselor profile

**GRAMMAR** – Connectors: And . . . too, And . . . either, So, But, Neither • Correcting run-on sentences

**FUNCTIONAL COMMUNICATION** – Engaging in small talk • Giving excuses • Asking for and reporting information • Offering a suggestion • Describing family members

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	137
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	148
Speaking	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	140
	Can express belief, opinion, agreement and disagreement politely. (C)	45	142
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	143
	Can give clear work-related instructions. (P)	55	144a
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	144e
	Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)	49	146
	Can answer simple questions and respond to simple statements in an interview. (C)	37	147
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (CA)	47	147
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	148c

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	136–137, 140, 142, 144d–e
	Can derive the probable meaning of a few unknown words from short, familiar contexts. (P)	48	144c
	Can identify the main topic and related ideas in a structured text. (P)	49	144c
	Can make simple inferences based on information given in a short article. (P)	51	144c
	Can scan a long text or a set of related texts in order to find specific information. (C <sub>A</sub> )	63	145
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	145
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	146
	Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (C <sub>A</sub> )	46	148
	Can make simple inferences based on information given in a short article. (P)	51	148b–c
Writing	Can make simple comparisons between people, places or things. (P)	36	143
	Can write instructions on how to use a device or product. (P)	56	144a
	Can check and correct spelling, punctuation and grammar in simple written texts. (P)	54	148a, 148d

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