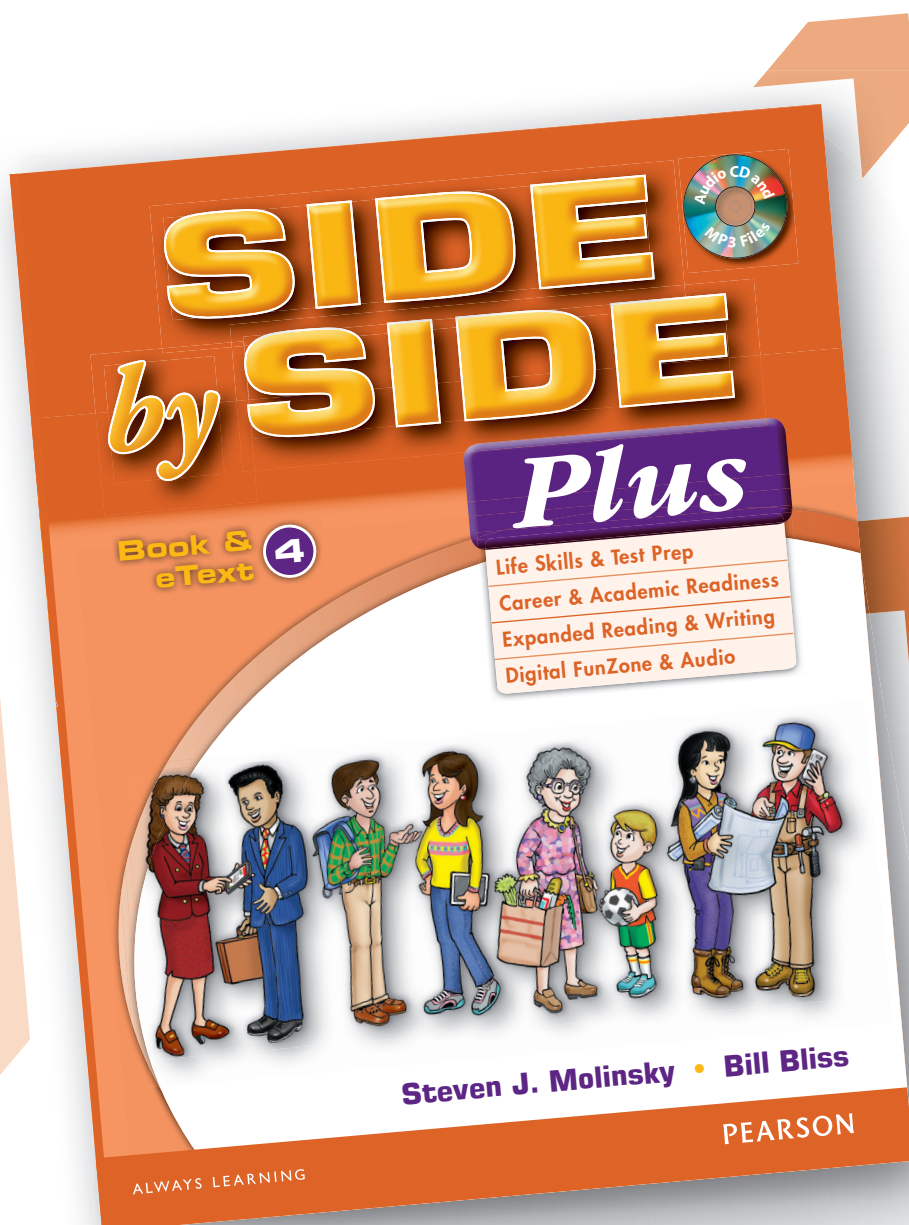




GSE MAPPING BOOKLET

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

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.

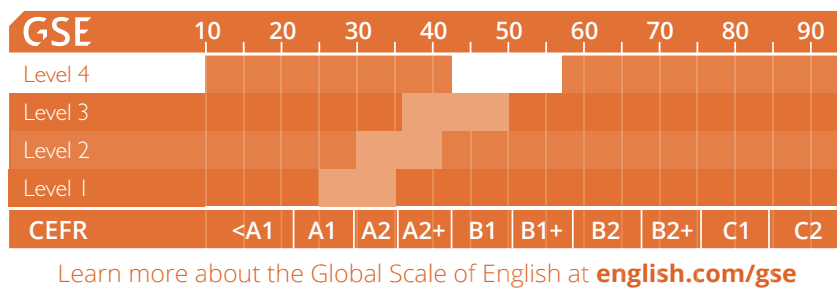
The Global Scale of English is aligned with and includes descriptors from the Common European Framework of Reference (CEFR) and other scales and reference frameworks. Many additional learning objectives have been created, rated for difficulty, and calibrated to the scale. Following the development of 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
(CA)	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
(CJ _A)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited



UNIT 1

TOPICS AND VOCABULARY – Describing actions that have occurred • Describing actions that haven't occurred yet • Discussing duration of activity • Discussing things people had done • Parent-school communication • Notes to school • Writing a personal letter • Parenting

GRAMMAR – Review: Present perfect tense • Present perfect continuous tense • Past perfect tense • Past perfect continuous tense

FUNCTIONAL COMMUNICATION – Expressing ability • Asking for and reporting information • Expressing surprise • Sharing news

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 _A)	47	6
Speaking	Can introduce a conversation topic with the present perfect and provide details in the past. (P)	48	3
	Can ask and answer questions about past times and past activities. (C)	40	10–12
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C _A)	49	14a
	Can give brief reasons and explanations, using simple language. (P)	45	14a
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	14b–c
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	6, 13
	Can identify key information in a simple academic text, if guided by questions. (P)	48	14c
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	13
	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	14b

UNIT 2

TOPICS AND VOCABULARY – Evaluating people's activities • Job interviews • Expressing possibility • Making deductions • Expressing concern about others • Apologizing • Recounting difficult situations • Driving rules • Directions • Drawing a map • Bus and train schedules • Interactions with the police

GRAMMAR – Perfect modals: *Should have, Might have, May have, Could have, Must have*

FUNCTIONAL COMMUNICATION – Asking for and reporting information • Expressing possibility • Agreeing • Apologizing • Making a deduction • Expressing obligation

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can understand problem and solution relationships in informal conversation. (P)	58	19
Speaking	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	22–23
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	29
	Can ask for, follow and give detailed directions. (C _A)	44	30a
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C _A)	49	30a
	Can give detailed directions to a driver. (P)	50	30a
	Can make an apology with brief excuses or reasons. (P)	45	30a
	Can convey simple information of immediate relevance and emphasize the main point. (C _A)	45	30b
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	30c
Reading	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	18–19, 28–29
	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	21
	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C _A)	31	30b
	Can recognize significant points and arguments in straightforward newspaper articles on familiar topics. (C _A)	56	30c
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	30
	Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting. (P)	53	30a

UNIT 3

TOPICS AND VOCABULARY – Discussing creative works • Describing work tasks accomplished • Discussing things that have happened to people • Describing accomplishments • Securing services • Automobile repairs • Historical narratives • Discussing opinions • Civics: U.S. history • Making a timeline

GRAMMAR – Passive voice • Relative pronouns

FUNCTIONAL COMMUNICATION – Expressing opinions • Agreeing • Asking for and reporting information • Offering to do something • Sharing news • Small talk • Reacting to good and bad news • Expressing empathy • Expressing opinions

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C _A)	49	42
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	50
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)	49	36–37
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	38
	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (C _A)	57	39
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C _A)	51	43
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	45
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	48
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C _A)	47	49
	Can convey simple information of immediate relevance and emphasize the main point. (C _A)	45	50c
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	38, 42, 49–50
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	44–45
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	44–45, 47
	Can follow the chronological sequence of events in an academic text using numbers, times and dates. (P)	56	46a–c
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	47
	Can identify key information in a simple academic text, if guided by questions. (P)	48	50b–c

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Writing	Can write short, basic descriptions of places, people or things. (P)	38	46
	Can write personal emails/letters giving some details of events, experiences and feelings. (CA)	48	50
	Can check and correct spelling, punctuation and grammar in simple written texts. (P)	54	50a, 50d
	Can express a personal opinion in a simple academic text. (P)	49	50d

UNIT 4

TOPICS AND VOCABULARY – Asking for information • Indicating uncertainty • Referring people to someone else • Reporting a crime • Reporting a missing person • Returning and exchanging defective products • Requesting product repair services • Warranties • Consumer complaints

GRAMMAR – Embedded questions

FUNCTIONAL COMMUNICATION – Asking for information • Indicating that you don't know • Inquiring about permissibility • Describing a person

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can follow the main points of extended discussion around them if in standard speech. (CA)	46	61
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (CA)	60	62–63
	Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase). (CA)	59	64a
	Can describe an everyday consumer-related problem and request a correction or solution. (P)	60	64a
	Can convey simple information of immediate relevance and emphasize the main point. (CA)	45	64a, 64c
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	56, 57, 60
	Can extract the key details from simple informational materials (e.g. company policies). (P)	49	64b
	Can make simple inferences based on information given in a short article. (P)	51	64c
Writing	Can write a description of a future event or activity. (P)	46	64

UNIT 5

TOPICS AND VOCABULARY – Describing plans and intentions • Consequences of actions • Discussing future events • Expressing hopes • Asking for and giving reasons • Making deductions • Emergencies • Reporting an emergency • Responding to directions of emergency personnel • Home fire safety • Smoke detector instructions

GRAMMAR – Conditional: Present real (*If __ will*), Present unreal (*If __ would*) • Hope-clauses

FUNCTIONAL COMMUNICATION – Expressing agreement • Asking for and offering advice • Expressing hopes • Making a deduction

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 _A)	47	76
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	82
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	67
	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	67
	Can show degrees of agreement using a range of language. (P)	61	75
	Can describe how to do something, giving detailed instructions. (C)	62	78a
	Can convey simple information of immediate relevance and emphasize the main point. (C _A)	45	78a–b
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	80
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C _A)	47	81
Reading	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	70–71, 79
	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	76, 81–82
	Can understand rules and regulations (e.g. safety) if expressed in simple language. (C)	37	78b
	Can understand complex technical information such as operating instructions, specifications for familiar products and services. (C)	68	78b–c
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	79
Writing	Can write short, simple essays with basic structure on familiar topics. (C _A)	46	77
	Can write a description of a future event or activity. (P)	46	82, 82d
	Can edit and improve a simple text. (P)	55	82d

UNIT 6

TOPICS AND VOCABULARY – Advice • Expressing wishes • Job satisfaction • Expressing ability • Asking for and giving reasons • Life in cities and suburbs • Requesting bank services • Opening a bank account • Bank brochures • Budget-planning strategies

GRAMMAR – Present unreal conditional • Wish-clauses

FUNCTIONAL COMMUNICATION – Asking for and offering advice • Giving a personal opinion • Expressing wishes

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C _A)	45	93
Speaking	Can express opinions and attitudes using a range of basic expressions and sentences. (C _A)	52	86
	Can describe dreams, hopes and ambitions. (C)	48	87, 90–92
	Can compare and contrast alternatives about what to do, where to go, etc. (C _A)	53	92
	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	84–85, 90–91
	Can convey simple information of immediate relevance and emphasize the main point. (C _A)	45	94a
	Can make simple transactions in shops, post offices and banks. (C _A)	33	94a
	Can use brief, everyday expressions to ask for and give personal details. (C _A)	32	94a
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	88, 92, 94b
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	92–93, 94b–c
	Can make simple inferences based on information given in a short article. (P)	51	94c
Writing	Can write a simple essay in response to a specific question. (P)	54	94

UNIT 7

TOPICS AND VOCABULARY – Making deductions • Discussing unexpected events • Expressing wishes and hopes • Consequences of actions • Rumors • Describing symptoms • Following medical advice • Community health care services • Nutrition and food labels • Over-the-counter medicine • Medicine labels • Safety procedures at work

GRAMMAR – Past unreal conditional (*If ___ would have*) • Wish-clauses

FUNCTIONAL COMMUNICATION – Asking for and giving reasons • Making a deduction • Expressing wishes • Empathizing • Expressing hopes

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	105
Speaking	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	96–97, 98–100
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	100–101
	Can describe dreams, hopes and ambitions. (C)	48	102–103
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)	51	106–107
	Can describe basic symptoms to a doctor, but with limited precision. (CA)	54	108a
	Can give brief reasons and explanations, using simple language. (P)	45	108a
	Can convey simple information of immediate relevance and emphasize the main point. (CA)	45	108a, 108e
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	100, 101, 104–105
	Can recognize the general line of a written argument though not necessarily all the details. (CA)	57	105
	Can identify key information in a simple academic text, if guided by questions. (P)	48	108b
	Can identify key information in an extended text or article. (P)	57	108b, 108d
	Can make simple inferences based on information given in a short article. (P)	51	108b–c
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	108b–d
	Can understand rules and regulations (e.g. safety) if expressed in simple language. (C)	37	108e
Writing	Can write short, basic descriptions of places, people or things. (P)	38	105

UNIT 8

TOPICS AND VOCABULARY – Reporting what people have said • Reporting information • Leaving, taking, and conveying messages • Job interviews • Discussing feelings • Advice • Job interviews: Talking about personal qualities, Asking appropriate questions, Answering difficult questions • Help wanted ads • Resumes

GRAMMAR – Reported speech • Sequence of tenses

FUNCTIONAL COMMUNICATION – Reporting information • Expressing surprise • Indicating lack of prior knowledge • Asking for and giving reasons

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 _A)	47	115
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	128
Speaking	Can carry out a prepared interview, checking and confirming information as necessary. (C _A)	57	119
	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (C _A)	57	119
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	121–123
	Can give information in a job interview. (P)	48	124a
	Can ask for information in a job interview. (P)	52	124a
	Can express hopes for the future using a range of fixed expressions. (C _J _A)	51	124a
	Can express opinions and attitudes using a range of basic expressions and sentences. (C _A)	52	124a, 128c
	Can give brief reasons and explanations, using simple language. (P)	45	124a
	Can express opinions and attitudes using a range of basic expressions and sentences. (C _A)	52	124a
	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (C _A)	60	126
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C _A)	47	127
	Can convey simple information of immediate relevance and emphasize the main point. (C _A)	45	128c

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	115, 119
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	122–123
	Can understand information in advertisements for jobs and services. (P)	45	124b
	Can scan a resume/CV for key information. (P)	45	124c
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	125
	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	127–128
	Can understand written explanations of skills needed for career progression. (P)	53	128b–c
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	123
	Can write personal emails/letters giving some details of events, experiences and feelings. (CA)	48	128
	Can check and correct spelling, punctuation and grammar in simple written texts. (P)	54	128a
	Can write a letter of application with appropriate register and supporting details, given a model. (P)	58	128d

UNIT 9

TOPICS AND VOCABULARY – Verifying • Reporting information • Expressing opinions • Writing a personal letter • Writing a business memo • Feedback on job performance • Following procedures • Employee benefits • Career advancement • Work-related values

GRAMMAR – Tag questions • Emphatic sentences

FUNCTIONAL COMMUNICATION – Asking for and reporting information • Expressing surprise • Expressing opinions • Sharing news • Congratulating • Initiating topics • Expressing agreement

SKILL	LEARNING OBJECTIVE	GSE	PAGE(S)
Listening	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	141
Speaking	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)	51	132–133
	Can use a basic repertoire of conversation strategies to maintain a discussion. (C _A)	53	134–135
	Can express belief, opinion, agreement and disagreement politely. (C)	45	136–137
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	143
	Can give feedback to an employee about what they are doing well and what they need to improve on. (P)	65	144a
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	138–139
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	140–141, 144b–c
	Can extract the key details from simple informational materials (e.g. company policies). (P)	49	144b
	Can understand written explanations of skills needed for career progression. (P)	53	144c
Writing	Can write personal emails/letters giving some details of events, experiences and feelings. (C _A)	48	139
	Can write a brief standard report conveying factual information, stating reasons for actions. (C _A)	61	141
	Can write descriptions of past events, activities, or personal experiences. (P)	47	144
	Can write instructions on how to use a device or product. (P)	56	144a

UNIT 10

TOPICS AND VOCABULARY – Invitations • Expressing disappointment • Decision-making • Consequences of actions • Expressing concern about people • Asking for assistance • Civic rights and responsibilities • Community legal services

GRAMMAR – Review: Verb tenses • Conditionals • Gerunds

FUNCTIONAL COMMUNICATION – Invitations • Expressing disappointment • Calling attention to people's actions • Apologizing • Giving reasons • Making a deduction • Empathizing • Offering to help

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. (CA)	47	151
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	162
Speaking	Can make and respond to suggestions. (C)	41	146–147
	Can make and accept a simple apology. (P)	31	148–149
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	149
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	148–149
	Can make a complaint. (C)	51	152–153
	Can initiate, maintain and end discourse naturally with effective turn-taking. (CA)	68	154–155
	Can express opinions and attitudes using a range of basic expressions and sentences. (CA)	52	158b, 162c
	Can express their thoughts in some detail on cultural topics (e.g. music, films). (CA)	55	158b
	Can convey simple information of immediate relevance and emphasize the main point. (CA)	45	158c
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (CA)	47	161

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 _A)	63	150–151, 156–157, 159
	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	158a–b
	Can identify key information in an extended text or article. (P)	57	158a–b
	Can identify key information in a simple academic text, if guided by questions. (P)	48	158a–b
	Can understand the details of a product or service well enough to make a purchasing decision. (P)	56	158c
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	159
	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	161–162
	Can understand relationships between ideas in a simple academic text, if guided by questions. (P)	58	162b–c
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	151, 158
	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	162
	Can clearly signal chronological sequence in narrative text.	52	162d
	Can check and correct spelling, punctuation and grammar in simple written texts. (P)	54	162d

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