



GSE TEACHER MAPPING BOOKLET

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



GSE StartUp 6 – Published 2019

StartUp

English for 21st century learners

StartUp is an eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes learners from CEFR A1 to C1 and enables students to track how their English is progressing in detail.

English for 21st century learners

Students learn the language in ways that work for them, so they can communicate in their personal, academic, and work life, while building the collaborative and critical thinking skills needed for the 21st century.

Personalized, flexible teaching

StartUp gives teachers the flexibility and resources to personalize their teaching to meet their students' specific learning needs.

Motivating and relevant learning

Students will be immersed in an innovative world of interactive activities and a wide range of videos, including grammar and pronunciation coach videos, humorous character-based conversation videos, and high-interest talk videos.

Access at their fingertips: the Pearson Practice English App and Pearson English Portal

Students can extend their English studies anytime, anywhere with vocabulary, grammar, listening, and conversation activities on the go. They have access to all the audio tracks and video clips whenever and wherever they want on the app and in the Pearson English Portal.

Course components

For the student

- Student Book with mobile app
- Student Book with mobile app and MyEnglishLab
- Workbook
- Downloadable audio and video files

For the teacher

- Teacher's Edition (interleaved)
- ActiveTeach presentation tool
- Assessment program, including ExamView Assessment Suite®
- Reproducible worksheets
- Additional teaching resources

Visit www.english.com/startup

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

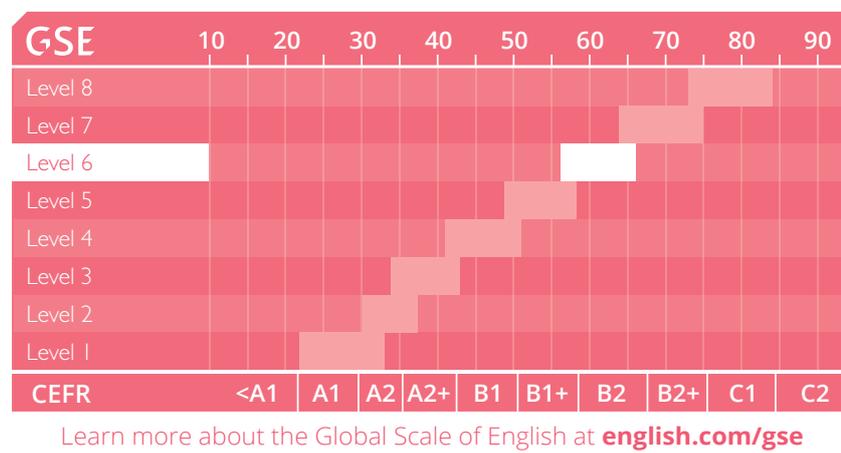
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

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

- (C) Common European Framework descriptor, verbatim, © Council of Europe
- (C_A) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C_J_A) CEFR-J descriptor, adapted or edited
- (N2000) North (2000) descriptor, verbatim
- (N2000_A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

StartUp is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to C1 (24–84 on the Global Scale of English). Each lesson guides students to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.



UNIT 1 What Have You Been Watching?

GRAMMAR – Present perfect continuous • Review and expand • *What* clauses for emphasis • *By* to explain how

VOCABULARY – Ways to describe movies or TV shows • Elements of a movie or TV show

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P) | 51 | B1+ (51–58) | 7 |
| | Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (CJA) | 65 | B2 (59–66) | 9 |
| | Can understand TV documentaries, interviews, plays and most films in standard speech. (CA) | 64 | B2 (59–66) | 11 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 12 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 13 |
| | Can distinguish between facts and opinions in linguistically complex written proposals. (CA) | 65 | B2 (59–66) | 13 |
| | Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (P) | 63 | B2 (59–66) | 14 |
| SPEAKING | Can use a range of language to express degrees of enthusiasm. (P) | 62 | B2 (59–66) | 7 |
| | Can express their thoughts in some detail on cultural topics (e.g. music, films). (CA) | 55 | B1+ (51–58) | 7, 11 |
| | Can summarize and give opinions on issues and stories and answer questions in detail. (CA) | 56 | B1+ (51–58) | 7 |
| | Can make basic social arrangements, given a model. (P) | 66 | B2 (59–66) | 9 |
| | Can give clear, detailed descriptions on a wide range of familiar subjects. (CA) | 66 | B2 (59–66) | 13 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 16 |
| WRITING | Can synthesize information from two or more academic texts. (P) | 59 | B2 (59–66) | 15 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 15 |
| | Can write about personal interests in some detail. (P) | 67 | B2+ (67–75) | 15 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 15 |

UNIT 2 What's Your Return Policy?

GRAMMAR – *As long as, providing (that), unless* • Past unreal conditional • Connectives to express contrast and surprise

VOCABULARY – Return policy language • Language for loans

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P) | 51 | B1+ (51–58) | 19, 21 |
| | Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A) | 64 | B2 (59–66) | 23 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 24 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 25, 26 |
| | Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P) | 73 | B2+ (67–75) | 25 |
| SPEAKING | Can discuss charts and graphs in an academic text, using linguistically complex language. (P) | 74 | B2+ (67–75) | 19 |
| | Can report the contents of work-related conversations. (P) | 60 | B2 (59–66) | 19 |
| | Can give simple directions using a map or plan. (C _A) | 66 | B2 (59–66) | 21 |
| | Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A) | 60 | B2 (59–66) | 21 |
| | Can express their thoughts in some detail on cultural topics (e.g. music, films). (C _A) | 55 | B1+ (51–58) | 23 |
| | Can describe the personal significance of events and experiences in detail. (C _A) | 63 | B2 (59–66) | 25 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 28 |
| WRITING | Can write basic instructions with a simple list of points. (P) | 67 | B2+ (67–75) | 27 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 27 |
| | Can use linguistic devices such as fronting to emphasize key information in a sentence. (P) | 62 | B2 (59–66) | 27 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 27 |

UNIT 3 Have You Seen A Doctor?

GRAMMAR – Giving and asking for advice • Review and expand • Reporting advice: Review and expand
• *Not only... but also*

VOCABULARY – Flu symptoms • Injuries and treatments

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can follow an everyday conversation or informal interview on common topics. (P) | 51 | B1+ (51–58) | 31, 33 |
| | Can follow changes of topic in factual TV news items and form an idea of the main content. (C) | 61 | B2 (59–66) | 35 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 36 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 37 |
| | Can identify key information in a linguistically complex text. (P) | 69 | B2+ (67–75) | 37 |
| | Can summarize, comment on and discuss a wide range of factual and imaginative texts. (C _A) | 66 | B2 (59–66) | 38 |
| SPEAKING | Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P) | 61 | B2 (59–66) | 31, 33 |
| | Can speculate about causes, consequences or hypothetical situations. (N2000) | 64 | B2 (59–66) | 31 |
| | Can give clear, detailed descriptions on a wide range of familiar subjects. (C _A) | 66 | B2 (59–66) | 33 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A) | 61 | B2 (59–66) | 35 |
| | Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C _A) | 60 | B2 (59–66) | 37 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 40 |
| WRITING | Can write simple sentences about personal skills. (P) | 66 | B2 (59–66) | 38, 39 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 39 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 39 |

UNIT 4 Are You Doing Anything Special?

GRAMMAR – *Be supposed to* • Future continuous • Reduced restrictive relative clauses

VOCABULARY – Park rules • Outdoor activities

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67–75) | 43, 45 |
| | Can identify logical flaws in a presentation or lecture. (P) | 68 | B2+ (67–75) | 47 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 48 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 49 |
| | Can recognize significant points and arguments in straightforward newspaper articles on familiar topics. (CA) | 56 | B1+ (51–58) | 50 |
| SPEAKING | Can explain the main points in an idea or problem with reasonable precision. (P) | 67 | B2+ (67–75) | 43 |
| | Can use a basic repertoire of conversation strategies to maintain a discussion. (CA) | 68 | B2+ (67–75) | 45 |
| | Can talk about their life (eg. family, home, job), using simple language. (P) | 60 | B2 (59–66) | 45 |
| | Can give simple directions using a map or plan. (CA) | 66 | B2 (59–66) | 47 |
| | Can briefly give reasons and explanations for opinions, plans and actions. (C) | 51 | B1+ (51–58) | 49 |
| | Can answer questions about the content of a presentation or lecture aimed at a general audience. (P) | 60 | B2 (59–66) | 52 |
| WRITING | Can write linguistically complex and logically structured reports and articles. (P) | 66 | B2 (59–66) | 51 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 51 |
| | Can give personal details in written form in a limited way. (P) | 61 | B2 (59–66) | 51 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 51 |

UNIT 5 What Seems To Be The Problem?

GRAMMAR – Past perfect continuous • *Need* with gerunds and passive infinitives • *To* + infinitives as subject complements

VOCABULARY – Technology problems • Technology solutions

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67–75) | 55, 57 |
| | Can extract the main points from news items, etc. with opinions, arguments and discussion. (C _A) | 65 | B2 (59–66) | 59 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 60 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 61 |
| | Can research a topic by reading simple academic texts. (P) | 69 | B2+ (67–75) | 61 |
| | Can understand advice given in a linguistically complex text. (P) | 69 | B2+ (67–75) | 62 |
| SPEAKING | Can give simple directions using a map or plan. (C _A) | 66 | B2 (59–66) | 55 |
| | Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P) | 61 | B2 (59–66) | 57 |
| | Can clarify points they are trying to make in an academic discussion, using linguistically complex language. (P) | 60 | B2 (59–66) | 57 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A) | 61 | B2 (59–66) | 59, 61 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 64 |
| WRITING | Can write basic personal details for a website profile, business card, etc. (P) | 66 | B2 (59–66) | 63 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 63 |
| | Can summarize in writing the author's viewpoints, attitudes or opinions in a linguistically complex text. (P) | 59 | B2 (59–66) | 63 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 63 |

UNIT 6 Where Was It Made?

GRAMMAR – Simple present and simple past passive: Review • Restrictive and non-restrictive relative clauses: Review and expand • *You, they, can / can't could / couldn't* for general truths

VOCABULARY – Materials and decorative objects • Musical terms and descriptions

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67–75) | 67, 69 |
| | Can follow a discussion in which speakers use some idiomatic language. (P) | 67 | B2+ (67–75) | 71 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 72 |
| | Can critically evaluate the effectiveness of a simple descriptive essay. (P) | 68 | B2+ (67–75) | 73 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 73 |
| | Can follow chronological sequence in a formal structured text. (P) | 52 | B1+ (51–58) | 74 |
| SPEAKING | Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P) | 61 | B2 (59–66) | 67 |
| | Can express support in a manner that shows they were actively listening to the other person. (P) | 59 | B2 (59–66) | 67 |
| | Can express their thoughts in some detail on cultural topics (e.g. music, films). (CA) | 55 | B1+ (51–58) | 69 |
| | Can develop an argument giving reasons in support of or against a particular point of view. (N2000) | 63 | B2 (59–66) | 71 |
| | Can describe the personal significance of events and experiences in detail. (CA) | 63 | B2 (59–66) | 73 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 76 |
| WRITING | Can write a strong topic sentence within a clear paragraph. (P) | 70 | B2+ (67–75) | 75 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 75 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 75 |

UNIT 7 When Do You Fly Out?

GRAMMAR – Comparisons with gerund and noun phrases • Past habits: Review and expand • *It* + passive

VOCABULARY – Air travel terms • Train and car travel terms

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67–75) | 79, 81 |
| | Can recognize the use of language that expresses doubt in a linguistically complex presentation or lecture. (P) | 67 | B2+ (67–75) | 83 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 84 |
| | Can critically evaluate the effectiveness of a simple descriptive essay. (P) | 68 | B2+ (67–75) | 85 |
| | Can identify different styles, genres, and registers in written discourse. (W _A) | 67 | B2+ (67–75) | 86 |
| SPEAKING | Can show degrees of agreement using a range of language. (P) | 61 | B2 (59–66) | 81 |
| | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 81 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A) | 61 | B2 (59–66) | 83, 85 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 88 |
| WRITING | Can write simple sentences about someone's life and routines. (N2000) | 66 | B2 (59–66) | 87 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 87 |
| | Can recognize that a speaker has summarized ideas in a simple presentation or lecture. (P) | 59 | B2 (59–66) | 87 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 87 |

UNIT 8 How Have You Been?

GRAMMAR – Modals for past regrets and possibilities • *Wish* and *if only*: Review and expand • Comparisons between clauses

VOCABULARY – Ways of behaving • Self-improvement

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| LISTENING | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67–75) | 91, 93 |
| | Can follow a discussion in which speakers use some idiomatic language. (P) | 67 | B2+ (67–75) | 95 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 96 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 97 |
| | Can critically evaluate the effectiveness of a simple descriptive essay. (P) | 68 | B2+ (67–75) | 98 |
| SPEAKING | Can make a formal apology with detailed excuses or reasons. (P) | 62 | B2 (59–66) | 91 |
| | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 91 |
| | Can speculate about causes, consequences or hypothetical situations. (N2000) | 64 | B2 (59–66) | 91 |
| | Can politely interrupt during a formal conversation, using fixed expressions (P) | 65 | B2 (59–66) | 93 |
| | Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA) | 61 | B2 (59–66) | 95 |
| | Can justify and sustain views clearly by providing relevant explanations and arguments. (CA) | 60 | B2 (59–66) | 97 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 100 |
| WRITING | Can write a simple descriptive essay, if provided with a model. (P) | 74 | B2+ (67–75) | 98 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 99 |
| | Can represent contrasting points of view in a coherent, well-structured text. (CA) | 65 | B2 (59–66) | 99 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 99 |

UNIT 9 Would You Mind Helping Me?

GRAMMAR – *Would you mind* and *do you mind* for permission and requests • Modals with passive infinitives • *Likely* and *certain* plus infinitive

VOCABULARY – Elements of the writing process • Employment terms

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|----------|
| LISTENING | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67–75) | 103, 105 |
| | Can recognize the tone and intended audience of a formal presentation. (P) | 66 | B2 (59–66) | 107 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 108 |
| | Can extract key information from a linguistically complex academic text, if guided by questions. (P) | 68 | B2+ (67–75) | 109 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 109 |
| | Can identify key information in a linguistically complex text. (P) | 69 | B2+ (67–75) | 110 |
| SPEAKING | Can give the reasons for a choice, using simple language. (P) | 60 | B2 (59–66) | 103 |
| | Can express views clearly and evaluate hypothetical proposals in informal discussions. (CA) | 64 | B2 (59–66) | 105, 109 |
| | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 107 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 112 |
| WRITING | Can write short, basic descriptions of places, people or things. (P) | 62 | B2 (59–66) | 111 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 111 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 111 |

UNIT 10 Has The City Changed?

GRAMMAR – *Do* or *did* for emphasis • Past perfect with adverbial clauses of time • Non-restrictive relative clauses

VOCABULARY – City features and changes • Verbs for getting around

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|----------|
| LISTENING | Can identify key information in linguistically complex conversations at natural speed. (P) | 71 | B2+ (67–75) | 115, 117 |
| | Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C _A) | 71 | B2+ (67–75) | 119 |
| | Can follow a discussion in which speakers use some idiomatic language. (P) | 67 | B2+ (67–75) | 119 |
| READING | Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) | 60 | B2 (59–66) | 120 |
| | Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P) | 60 | B2 (59–66) | 121 |
| | Can distinguish supporting details from the main points in a text. (P) | 61 | B2 (59–66) | 121 |
| | Can critically evaluate the effectiveness of a simple descriptive essay. (P) | 68 | B2+ (67–75) | 122 |
| SPEAKING | Can describe places in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 115 |
| | Can express opinions about news stories using a wide range of everyday language. (P) | 65 | B2 (59–66) | 117 |
| | Can talk about personal experiences in detail using linguistically complex language. (P) | 72 | B2+ (67–75) | 117 |
| | Can explain the main points in an idea or problem with reasonable precision. (P) | 67 | B2+ (67–75) | 119 |
| | Can express their opinions in discussions on contemporary social issues and current affairs. (CSEA) | 61 | B2 (59–66) | 121 |
| | Can summarize orally information from different spoken sources, reconstructing arguments to present the overall result. (P) | 52 | B1+ (51–58) | 124 |
| | Can give well-structured, detailed presentations on a wide range of familiar subjects. (C _A) | 71 | B2+ (67–75) | 124 |
| WRITING | Can write a linguistically complex discursive essay. (P) | 61 | B2 (59–66) | 123 |
| | Can write an academic report, if provided with a model. (P) | 61 | B2 (59–66) | 123 |
| | Can support a line of argument in an academic text using direct quotes. (P) | 58 | B1+ (51–58) | 123 |
| | Can synthesize and evaluate familiar information and arguments from a number of sources. (P) | 63 | B2 (59–66) | 123 |
| | Can write a transcript of a linguistically complex interview. (P) | 55 | B1+ (51–58) | 123 |

Online Interaction in *StartUp*

In 2018, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new Can Do statements to complement the original 2001 publication. A key focus for this new set of descriptors is **Online Interaction**.

Online Interaction is always mediated through a machine, which implies that it is unlikely ever to be exactly the same as face-to-face interaction. In the new set of CEFR descriptors, online Interaction has been divided into two areas: **online conversation and discussion** and **goal-oriented online transactions and collaboration**.

Both kinds of online Interaction are characterized by a greater likelihood of misunderstandings that are not identified and corrected immediately. As such, online Interaction requires more repetition in messages, a need to confirm that a message has been understood, a need to reword the message to deal with any misunderstanding, and the ability to handle emotional reactions.

Online conversation and discussion requires participants to handle instances of simultaneous (real time) and consecutive interaction, including the possibility that the participants prepare a draft and/or consult aids; participate in extended interaction with one or more people; write posts and contributions for others to respond to; share comments on each other's contributions; react to embedded media; include symbols and images to convey tone, stress, and emotions.

With **goal-oriented online transactions and collaboration**, the focus is on the potentially collaborative nature of online interaction and transactions that have specific goals. A rigid distinction between written and spoken language does not really apply to online transactions, such as purchasing goods and services online.

For more information about Online Interaction and to access the full set of new descriptors, go to: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

The following table provides an overview of the Online Interaction descriptors that are covered in each unit of *StartUp*. All of these Online Interaction descriptors are © Council of Europe, 2018.

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|---------|--|-------------|--------------------|---------|
| WRITING | Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings. | B1+ (51–58) | 1.5 | 15 |
| | | | 4.1 | 51 |
| | | | 6.5 | 75 |
| | | | 8.5 | 99 |
| | 10.5 | | 123 | |
| | Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation. | B1+ (51–58) | 2.5 | 27 |
| | Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion. | B2 (59–66) | 7.5 | 87 |
| | Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. | B2 (59–66) | <i>StartUp App</i> | n/a |

Mediation in *StartUp*

In 2018, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new Can Do statements to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true (and included in the new CEFR descriptors), but the term is used more broadly here to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new. It is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarizing, paraphrasing or interpreting the information for a different audience.

For more information about Mediation and to access the full set of new descriptors, go to:

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

The following tables provide an overview of the Mediation descriptors that are covered in each unit of *StartUp*. All of these Mediation descriptors are © Council of Europe, 2018.

UNIT 1 What Have You Been Watching?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|--------------------------------|-----------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 1.1, 1.2, 1.3, Put it together | 6, 8, 9, 11, 16 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 1.1, 1.4 | 7, 13 |
| | Can summarize and comment on the plot and sequence of events in complex texts a film or play. | B2 (59–66) | 1.1, 1.2 | 7, 9 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 1.3, 1.4 | 11, 13 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 1.5 | 15 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 1.1, 1.2, 1.3, Put it together | 7, 9, 11, 16 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 1.4, 1.5 | 13, 14 |

UNIT 2 What's Your Return Policy?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|--------------------------------|----------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 2.1, 2.3, Put it together | 18, 19, 23, 28 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 2.2, 2.3, 2.4 | 21, 23, 25 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 2.3, 2.4 | 23,25 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 2.5 | 27 |
| | Can synthesize and report information and arguments from a number of spoken and/or written sources. | B2 (59–66) | Put it together | 28 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 2.1, 2.2, 2.3, Put it together | 19, 21, 23, 28 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 2.4, 2.5 | 25, 2.6 |

UNIT 3 Have You Seen A Doctor?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|---------------------------|----------------|
| SPEAKING | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 3.1, 3.2 | 30, 31, 32, 33 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 3.1, 3.3, 3.4 | 31, 35, 37 |
| | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 3.2, 3.3, Put it together | 33, 35, 40 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 3.2, 3.3, 3.4 | 33, 35, 37 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 3.5 | 39 |
| WRITING | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 3.4 | 37 |
| | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else. | B1+ (51–58) | 3.5 | 38, 39 |
| | Can summarize in writing the main content of complex spoken and written texts on subjects related to his/her fields of interest and specialisation. | B2 (59–66) | 3.5 | 39 |

UNIT 4 Are You Doing Anything Special?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|--------------------------------|----------------|
| SPEAKING | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 4.1, 4.2, 4.3, 4.4 | 42, 44, 47, 49 |
| | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 4.1, 4.2, 4.3, Put it together | 43, 45, 47, 52 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 4.1, 4.2, 4.4 | 43, 45, 49 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 4.5 | 51 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 4.1, 4.2, 4.3, Put it together | 43, 45, 47, 52 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 4.4 | 49 |

UNIT 5 What Seems To Be The Problem?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|--------------------------------|------------------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 5.1, 5.2, 5.3, Put it together | 54, 55, 56, 57, 59, 64 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 5.1, 5.2, 5.4 | 55, 57, 61 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 5.2 | 57 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 5.3, 5.4 | 59, 61 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 5.5 | 63 |
| | Can synthesize and report information and arguments from a number of spoken and/or written sources. | B2 (59–66) | Put it together | 64 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 5.1, 5.2, Put it together | 55, 57, 64 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 5.4, 5.5 | 61, 63 |

UNIT 6 Where Was It Made?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|---------------------------|----------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 6.1, 6.3, Put it together | 66, 87, 71, 76 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 6.1, 6.4 | 67, 73 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 6.2 | 68, 69 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 6.3 | 71 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 6.4 | 73 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 6.5 | 75 |
| | Can synthesize and report information and arguments from a number of spoken and/or written sources. | B2 (59–66) | Put it together | 76 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 6.1, 6.2, Put it together | 67, 69, 76 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 6.4, 6.5 | 73, 75 |

UNIT 7 When Do You Fly Out?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|--------------------------------|----------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 7.1, 7.2, 7.3 | 79, 80, 81, 83 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 7.1 | 79 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 7.2, 7.3, 7.4 | 81, 83, 85 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 7.2, 7.4 | 81, 85 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 7.5 | 87 |
| | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | Put it together | 88 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 7.1, 7.2, 7.3, Put it together | 79, 81, 83, 88 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 7.4, 7.5 | 85, 87 |

UNIT 8 How Have You Been?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|--------------------------------|-----------------|
| SPEAKING | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 8.1, 8.4 | 90, 91, 97 |
| | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 8.1, 8.3, Put it together | 91, 95, 100 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 8.2, 8.3 | 93, 99 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 8.2, 8.4 | 93, 97 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 8.3 | 95 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 8.5 | 99 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 8.1, 8.2, 8.3, Put it together | 91, 93, 95, 100 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 8.4, 8.5 | 97, 99 |

UNIT 9 Would You Mind Helping Me?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|--------------------------------|--------------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 9.1, 9.2, 9.3, Put it together | 103, 104, 107, 112 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 9.1 | 103 |
| | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 9.1, 9.2, 9.3 | 103, 105, 107 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 9.4 | 109 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 9.5 | 111 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 9.1, 8.2, 9.3 | 103, 105, 107 |
| | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else. | B1+ (51–58) | 9.4 | 109 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 9.4, 9.5, Put it together | 109, 111, 112 |

UNIT 10 Has The City Changed?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|-----------------------------------|--------------------|
| SPEAKING | Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. | B2 (59–66) | 10.1, 10.3 | 114, 115, 119 |
| | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 10.2, 10.3, Put it together | 117, 119, 124 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 10.4 | 121 |
| | Can further develop other people's ideas and opinions. | B2 (59–66) | 10.5 | 123 |
| | Can summarize the important points made in longer, spoken and written complex texts on subjects of current interest, including his/her fields of special interest. | B2 (59–66) | 10.2, 10.4 | 117, 121 |
| | Can synthesize and report information and arguments from a number of spoken and/or written sources. | B2 (59–66) | Put it together | 124 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 10.1, 10.2, 10.3, Put it together | 115, 117, 119, 124 |
| | Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest. | B2+ (67–75) | 10.4, 10.5 | 121, 123 |

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