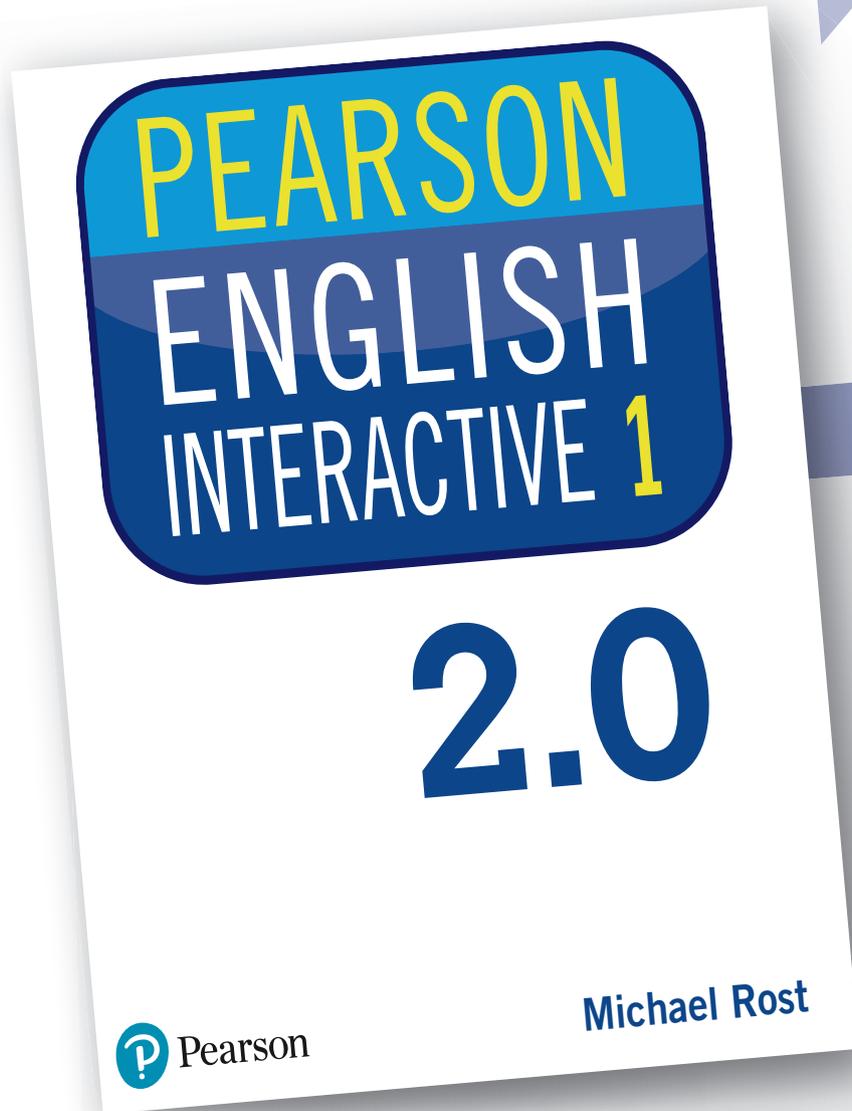




GSE TEACHER MAPPING BOOKLET

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



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 every module of the course. 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
- (CSE_A) Eiken descriptor from the CSE, adapted or edited
- (CJ_A) CEFR-J descriptor, adapted or edited
- (C2018_A) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (E_A) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000) North (2000) descriptor, verbatim
- (N2000_A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (W_A) WIDA ELD Standards (2012), adapted or edited

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

Visit [english.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.



Pearson English Interactive 2.0 is a four-level online course for adults and young adults learning English in ESL or EFL contexts. It provides careful grading and guidance so learners can improve their speaking, listening, reading, and writing skills, and become independent language learners.

The course is developed around engaging video-based stories and is delivered fully online. It can be used to supplement a core course or as an independent self-study program. Cyclical listening tasks develop both top-down and bottom-up listening strategies. *Pearson English Interactive 2.0* includes thorough assessment and full support to help adult learners gain confidence in English for business, work, teaching and travel.

New in 2.0

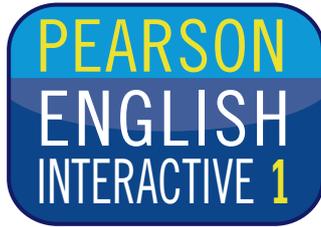
- Now completely online
- Completely new videos and video related content is updated.
- Closed caption at point of use (on/off option).
- New CASAS Listening and Reading practice tests.

Components

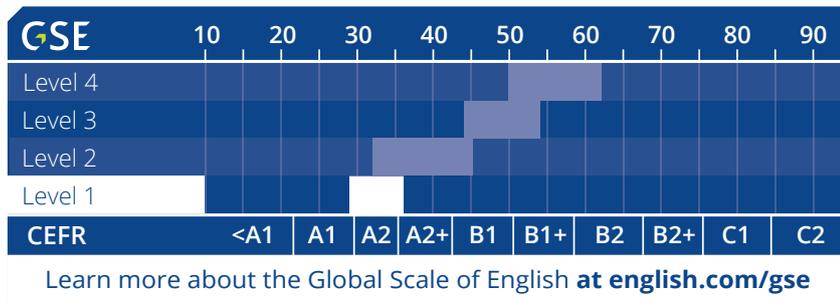
Pearson English Interactive 2.0, Levels 1-4

All completely online through MyEnglishLab

www.pearsonelt.com/pei



Pearson English Interactive 2.0 is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to B2 (29-62 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.



As *Pearson English Interactive 2.0* is an integrated skills course, this document lists learning objectives for listening, speaking, reading, and writing skills. This booklet also contains learning objectives from the Communication Companions that accompany every lesson and can be used to provide additional communicative practice in the classroom.

As the learning objectives focus specifically on language skills, some learning objectives will be recycled in different lessons, a reflection of the fact that skills are built through practice in multiple contexts.

Since *Pearson English Interactive 2.0* is built on a robust video- and listening-based syllabus that integrates grammar and vocabulary practice to develop overall English proficiency, listening objectives provide strong scaffolding support, as can be seen by the number of listening objectives in every unit.

Module A

A1 – Ana’s Day

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)
	Can understand short, simple notes from family or friends communicating information of immediate relevance. (P)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)	27	A1 (22–29)
Speaking	Can greet people, ask how they are and react to news. (C _A)	24	A1 (22–29)
	Can leave simple phone messages using fixed expressions. (P)	36	A2+ (36–42)
	Can take simple phone messages using fixed expressions. (P)	38	A2+ (36–42)
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	26	A1 (22–29)
Writing	Can make a note of key information (e.g. names, number, prices) given in a spoken message, provided it is delivered slowly and clearly and with some repetition. (C2018 _A)	36	A2+ (36–42)

A2 – Meeting People

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)
	Can recognize phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)
	Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts. (P)	31	A2 (30–35)
Speaking	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)
	Can understand short, simple personal emails and letters. (C _A)	37	A2+ (36–42)
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30–35)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask someone what their job is. (P)	19	<A1 (10–21)
	Can establish basic social contacts with simple, polite greetings and farewells. (C _A)	19	<A1 (10–21)
	Can introduce people using simple language. (P)	30	A2 (30–35)
	Can introduce someone in a simple way, giving their name and job title. (P)	28	A1 (22–29)
	Can say what someone's job is, using familiar common job names. (P)	29	A1 (22–29)
Writing	Can write simple sentences about common jobs. (P)	36	A2+ (36–42)
	Can write simple sentences about someone's work and duties. (P)	31	A2 (30–35)

A3 – A New Arrival

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)
	Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts. (P)	31	A2 (30–35)
Reading	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can understand basic questions about personal details if addressed slowly and clearly. (P)	21	<A1 (10–21)
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)
	Can give simple classroom instructions. (P)	31	A2 (30–35)
	Can say what someone's job is, using familiar common job names. (P)	29	A1 (22–29)
Writing	Can copy familiar words and short phrases about everyday objects and set phrases. (C _A)	18	<A1 (10–21)
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words, if supported by pictures. (P)	28	A1 (22–29)
	Can write words correctly using a range of letter-sound patterns. (P)	33	A2 (30–35)

A4 – What’s This?

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018A)	31	A2 (30–35)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)
	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer basic requests for information with 'What's this/that?' (P)	16	<A1 (10–21)
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)
	Can describe an object using simple language. (P)	29	A1 (22–29)
Writing	Can answer simple questions in writing about people or things using basic words or phrases. (P)	33	A2 (30–35)
	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)

A5 – The First Day

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
	Can identify key information in short conversations on school-related topics e.g. subjects, timetables, homework. (P)	34	A2 (30–35)
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a simple email requesting work-related information. (P)	42	A2+ (36–42)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can tell the time of day to within five minutes. (P)	22	A1 (22–29)
Writing	Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	33	A2 (30–35)
	Can write simple sentences about their family and where they live. (C _A)	27	A1 (22–29)
	Can write very short, simple sentences about their feelings. (P)	32	A2 (30–35)

Module B

B1 – It's a Great Place

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can understand the key details of hotel, restaurant, and transport reservations. (P)	39	A2+ (36–42)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (CA)	31	A2 (30–35)
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a short, simple message (e.g. a text message) to a friend to ask or tell them something. (P)	35	A2 (30–35)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	29	A1 (22–29)
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)
Writing	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words, if supported by pictures. (P)	28	A1 (22–29)

B2 – Whose Stuff?

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)
	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)
	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)
Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can complete simple forms with basic personal details. (C _A)	23	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can identify key words and phrases in descriptions of someone's appearance and clothes. (P)	32	A2 (30–35)
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can describe someone's clothes using simple language. (P)	33	A2 (30–35)
Writing	Can write basic sentences describing everyday items (e.g. color, size), given prompts or a model. (P)	28	A1 (22–29)
	Can write words correctly using a range of letter-sound patterns. (P)	33	A2 (30–35)

B3 – Lunch at the Rock

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can understand basic information about someone's likes and dislikes. (P)	25	A1 (22–29)
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C _A)	31	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can complete a simple form with basic personal details. (C _A)	29	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)
	Can describe habits and routines. (C _A)	38	A2+ (36–42)
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)

B4 – A Busy Life

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can understand information related to people's daily routines. (P)	32	A2 (30–35)
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30–35)
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018A)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write simple plans and arrangements on a calendar or in a diary. (CSE _A)	31	A2 (30–35)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can describe daily routines in a basic way. (P)	31	A2 (30–35)
	Can describe their daily routines in a simple way. (P)	31	A2 (30–35)
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)

B5 – Shopping Trip

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C ₁)	29	A1 (22–29)
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30–35)
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words, if supported by pictures. (P)	28	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P)	29	A1 (22–29)
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
Writing	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words, if supported by pictures. (P)	28	A1 (22–29)

Module C

C1 – Having a Snack

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30–35)
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)
	Can describe what they or other people are doing using simple language. (P)	33	A2 (30–35)
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)

C2 – Ana’s Family

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)
	Can understand information about someone’s personal details in a simple paragraph or short text. (P)	35	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can give a short description of a family member or friend. (P)	33	A2 (30–35)

C3 – Lunch with the Stars

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)
	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)
	Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts. (P)	31	A2 (30–35)
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30–35)
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a short, simple message (e.g. a text message) to a friend to ask or tell them something. (P)	35	A2 (30–35)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can describe their home town or city using simple language. (P)	33	A2 (30–35)

C4 – A Birthday Present

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)
	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can understand short, simple notes from family or friends communicating information of immediate relevance. (P)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)
	Can describe the position of something in a very basic way. (P)	23	A1 (22–29)
	Can describe where they live. (CA)	26	A1 (22–29)
	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)
	Can greet people, ask how they are and react to news. (CA)	24	A1 (22–29)
Writing	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)

C5 – You're hired!

Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)
	Can understand the main information in a simple work-related phone message. (P)	37	A2+ (36–42)
	Can understand simple work-related questions asked on phone calls. (P)	39	A2+ (36–42)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write simple sentences about their educational background and present or past job. (C _A)	41	A2+ (36–42)

Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)
	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)
Writing	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words, if supported by pictures. (P)	28	A1 (22–29)
	Can write simple sentences about what they and other people do. (C _A)	30	A2 (30–35)

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