



GSE TEACHER MAPPING BOOKLET

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



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.

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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

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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.

GSE	10	20	30	40	50	60	70	80	90	
Level 8										
Level 7										
Level 6										
Level 5										
Level 4										
Level 3										
Level 2										
Level 1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Learn more about the Global Scale of English at english.com/gse

UNIT 1 What Do You Do?

GRAMMAR – Simple present of *be*: Review • Simple present: Review • Simple present: *Yes/no* and *wh-* questions: Review

VOCABULARY – Jobs • Commuting • Work activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
SPEAKING	Can give a short description of their home, family and job, given some help with vocabulary. (P)	30	A2 (30–35)	6, 10
LISTENING	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	9
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	11, 16
READING	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	13, 14
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	13
SPEAKING	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	7, 11, 12
	Can describe their family, living conditions, education and present or most recent job. (C)	33	A2 (30–35)	7
	Can describe people's everyday lives using a short series of simple phrases and sentences. (CA)	34	A2 (30–35)	9
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	9
	Can summarize short written passages using the original wording and ordering. (CA)	44	B1 (43–50)	13
	Can say what they like and dislike. (C)	34	A2 (30–35)	13

UNIT 2 Who's That?

GRAMMAR – Questions with *who* and *what*; Answers • *Be* vs. *have* for description • *Can* for ability

VOCABULARY – Family relationships • Adjectives to describe personality • Appearance • Skills and abilities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	19
	Can identify objects, places or people from short spoken descriptions. (WA)	29	A1 (22–29)	21
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	23
	Can recognize phrases and content words related to basic personal and family information. (CA)	30	A2 (30–35)	28
READING	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	24, 25, 26
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	25
	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	26
SPEAKING	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	19
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	21, 28
	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	23, 28
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	24, 25, 26
WRITING	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	26
	Can write simple sentences about someone's work and duties. (P)	31	A2 (30–35)	27

UNIT 3 What Are You Doing Today?

GRAMMAR – The present continuous for events happening now: Review • Verbs + infinitives and gerunds

VOCABULARY – Household chores • Types of movies • Free-time activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	31
	Can follow short, simple social exchanges. (P)	33	A2 (30–35)	33
	Can understand basic information about free time activities. (P)	27	A1 (22–29)	35, 40
	Can understand basic information about someone's likes and dislikes. (P)	25	A1 (22–29)	40
READING	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	36
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	37
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	37, 38
SPEAKING	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	30, 31
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	31
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	32, 37
	Can make simple invitations using basic fixed expressions. (P)	31	A2 (30–35)	32, 33
	Can decline offers using basic fixed expressions. (P)	33	A2 (30–35)	32, 33
	Can say what they like and dislike. (C)	34	A2 (30–35)	35, 40
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	35, 40
	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	36
WRITING	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (C _A)	31	A2 (30–35)	38
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30–35)	39

UNIT 4 Whose Phone Is This?

GRAMMAR – Questions with *whose* • Possessive nouns and pronouns • Comparative adjectives: Regular and irregular

VOCABULARY – Personal possessions • Verbs used with personal possessions • Technology adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	43, 45
	Can follow short, simple social exchanges. (P)	33	A2 (30–35)	44
	Can identify objects, places or people from short spoken descriptions. (W _A)	29	A1 (22–29)	52
READING	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	48
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	49
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	49
	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C _A)	31	A2 (30–35)	50
SPEAKING	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	43
	Can ask for and give or refuse permission. (N2000)	40	A2+ (36–42)	44, 45
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	47
	Can talk about personal possessions, including household pets. (N2000 _A)	41	A2+ (36–42)	48, 52
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	49
WRITING	Can write short texts describing favourite objects, possessions or household pets. (CSE _A)	36	A2+ (36–42)	51

UNIT 5 Any Plans For The Weekend?

GRAMMAR – Present continuous for the future • Object pronouns • *Will* for future intention

VOCABULARY – Time expressions • Verbs for offers • Activities with *go* + *-ing* • Problems with plans

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	55, 64
	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	57, 59
READING	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	60, 61
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	61
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	62
SPEAKING	Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)	30	A2 (30–35)	54, 55
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	55
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	56, 59
	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	57
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	60, 61
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	64
WRITING	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	62, 63

UNIT 6 Are You OK?

GRAMMAR – Adverbs of frequency • *Should* for advice and suggestions

VOCABULARY – Daily routines • Parts of the body • Illnesses • Remedies

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	67
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	69
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	71, 76
READING	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	72, 73
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	73
	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	74
SPEAKING	Can describe habits and routines. (CA)	38	A2+ (36–42)	66
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	67
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	69
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	71, 72, 76
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	71, 73
WRITING	Can give an example of something in a very simple text using 'like' or 'for example'. (P)	34	A2 (30–35)	74

UNIT 7 How Do I Get There?

GRAMMAR – *There is / There are*: Review • Prepositions of movement

VOCABULARY – Tourist attractions and activities • Public transportation • Getting around the city

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	78, 79
	Can understand simple directions from X to Y on foot or public transport. (CA)	26	A1 (22–29)	81, 83
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	88
READING	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	85
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	85
	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	86
	Can follow short, simple written directions (e.g. to go from X to Y). (C)	26	A1 (22–29)	86
SPEAKING	Can describe their home town or city using simple language. (P)	33	A2 (30–35)	78
	Can introduce themselves on the phone and close a simple call. (P)	33	A2 (30–35)	78
	Can get information from a tourist office of a straightforward, non-specialized nature. (CA)	39	A2+ (36–42)	79
	Can ask for basic advice using simple language. (P)	34	A2 (30–35)	79
	Can end a simple phone call to family or friends using basic informal fixed expressions. (P)	30	A2 (30–35)	79
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	79
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	80
	Can give simple directions using a map or plan. (P)	32	A2 (30–35)	81, 83
	Can give simple directions from X to Y on foot or by public transport. (P)	34	A2 (30–35)	81, 83
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	84
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	85, 88
WRITING	Can write very short, basic directions. (P)	32	A2 (30–35)	87

UNIT 8 How Was Your Vacation?

GRAMMAR – Simple past with *be*: Review • Simple past, regular verbs: Review • Simple past, irregular verbs: Review

VOCABULARY – Weather • Travel experience • Things you do on vacation • Hotel activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	91, 100
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	93
	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	95
READING	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	96
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	97
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	97
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	97
SPEAKING	Can use basic words to describe common weather conditions. (P)	28	A1 (22–29)	90
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	91
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	92, 94
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	93, 95, 100
	Can say what they like and dislike. (C)	34	A2 (30–35)	96
	Can describe their home town or city using simple language. (P)	33	A2 (30–35)	97
WRITING	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (C _A)	31	A2 (30–35)	98
	Can write short texts about their likes and dislikes, with explanations. (CSE _A)	38	A2+ (36–42)	99

UNIT 9 What's For Dinner?

GRAMMAR – Questions with *How much* and *How many* • *Some / any* with count and non-count nouns: Review • *Would like* for preferences and polite requests

VOCABULARY – Common foods • Measurements • Cooking verbs • Foods on a menu

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	103, 107
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	107, 112
READING	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	108, 109
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	109
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	110
SPEAKING	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	102
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	103, 104
	Can give a simple description of how to carry out an everyday process (e.g. a recipe). (P)	40	A2+ (36–42)	105, 112
	Can use simple phrases to order a meal. (CA)	31	A2 (30–35)	107
	Can say what they like and dislike. (C)	34	A2 (30–35)	108
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	109

UNIT 10 Where Are You Going?

GRAMMAR – Simple past questions, regular and irregular verbs: Review • Future plans with *be going to*

VOCABULARY – Milestones • Past time markers • Future time markers

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	115
	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)	116, 117
	Can recognize phrases and content words related to basic personal and family information. (CA)	30	A2 (30–35)	119
READING	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	120
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	121
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	121, 122
SPEAKING	Can use brief, everyday expressions to ask for and give personal details. (CA)	32	A2 (30–35)	115
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	117, 120
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	117, 121
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	119, 124

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 make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	A2+ (36–42)	3.5 4.5	39 51
	Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).	A2 (30–35)	5.5 7.5	63 87
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	A2+ (36–42)	<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 Do You Do?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	1.1, 1.3	7, 11
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	1.2, 1.3, 1.4, 1.5	9, 10, 13, 15
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	1.2, 1.4	9, 13
	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	A2 (30–35)	1.3	11
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	1.1, 1.3	7, 11
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	1.4, 1.5	13, 14

UNIT 2 Who's That?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	2.1, 2.3, 2.5	18, 23, 27
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	2.1, 2.2, 2.3	19, 20, 21, 23
	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	A2 (30–35)	2.1	19
	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.	A2 (30–35)	2.2	21
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	2.4	25
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	2.1, 2.3	19, 23
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	2.5	26

UNIT 3 What Are You Doing Today?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	3.1, 3.2, 3.3	31, 33, 35
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	3.2, 3.5	32, 33, 39
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	3.4	37
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	3.1, 3.2, 3.3	31, 33, 35
	Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	A2 (30–35)	3.3	35
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	3.5	38

UNIT 4 Whose Phone Is This?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	4.1, 4.2, 4.3, 4.5	42, 43, 45, 47, 50
	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	A2 (30–35)	4.2, 4.3	44, 46
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	4.2, 4.4, 4.5	45, 49, 51
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	4.4	49
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	4.1, 4.2, 4.3	43, 45, 47
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	4.5	50

UNIT 5 Any Plans For The Weekend?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	5.1, 5.2, 5.5	55, 56, 57, 62
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	5.1, 5.3, 5.5	55, 59, 63
	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	A2 (30–35)	5.3	59
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	5.4	61
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	A2+ (36–42)	5.4	61
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	5.1, 5.2	55, 57
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	5.5	62
	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30–35)	5.5	63

UNIT 6 Are You OK?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	6.2, 6.3, 6.5	69, 71, 75
	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	A2 (30–35)	6.2	69
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	6.1, 6.3, 6.4, 6.5	67, 70, 71, 73, 75
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	6.2, 6.3, 6.5	69, 71, 75
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	6.4	73
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	6.1, 6.2, 6.3	67, 68, 71
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	6.5	74

UNIT 7 How Do I Get There?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	7.1, 7.2, 7.3, 7.5	78, 80, 81, 83, 87
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	7.1, 7.2, 7.3	79, 81, 82, 83
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	7.4	85
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	7.1, 7.3	79, 83
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	7.5	86, 87

UNIT 8 How Was Your Vacation?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	8.1, 8.4, 8.5	90, 97, 99
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	8.1, 8.2, 8.3	90, 91, 93, 95
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	8.4	97
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	8.1, 8.2, 8.3	91, 93, 95
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	8.5	98

UNIT 9 What's For Dinner?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	9.1, 9.2, 9.3	103, 105, 107
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	9.2, 9.3, 9.5	105, 107, 111
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	9.4	109
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	9.1, 9.2, 9.3	103, 104, 107
	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1	9.3	107
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	9.5	110

UNIT 10 Where Are You Going?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	A2 (30–35)	10.1	115
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	A2 (30–35)	10.1, 10.2, 10.5	115, 116, 117, 122,
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	A2+ (36–42)	10.1, 10.3	114, 115, 119
	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	A2 (30–35)	10.3, 10.4	119, 121
	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	A2 (30–35)	10.4	121
WRITING	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	A2+ (36–42)	10.1, 10.2, 10.3	115, 116, 119
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	10.5	122

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