



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.

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) 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 How's It Going?

GRAMMAR – Statements with *be* • Articles *a/an* • Regular plural nouns • *Need/have*

VOCABULARY – Meet and greet • Say hello and goodbye • Occupations • Things in an office • Countries

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can recognize simple informal greetings. (P)	10	<A1 (10–21)	6, 7
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	9
READING	Can recognize familiar names, words and very basic phrases on simple notices. (CA)	15	<A1 (10–21)	12
SPEAKING	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	7
	Can greet people, ask how they are and react to news. (CA)	24	A1 (22–29)	7
	Can make an introduction and use basic greeting and leave-taking expressions. (C)	28	A1 (22–29)	9
	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	11
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	12
	Can ask and answer simple questions about things they have in a limited way. (CA)	21	<A1 (10–21)	11, 14
	Can introduce themselves, their hobbies and interests in a basic way. (CJA)	26	A1 (22–29)	6, 7, 14
	Can complete simple forms with basic personal details. (CA)	23	A1 (22–29)	13
WRITING				

UNIT 2 Who Are They?

GRAMMAR – Possessive adjectives • Questions with *who* and *what* • Negative statements with *be* • *Yes/no* questions with *be*

VOCABULARY – Family relationships • Relationships • More family relationships

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can recognize phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)	17, 19, 21, 24
READING	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	22
SPEAKING	Can ask and answer basic questions about family and friends in a limited way. (P)	22	A1 (22–29)	17, 19
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	21, 22, 24
	Can ask where other people are in a limited way. (P)	20	<A1 (10–21)	21
	Can say where they and other people are in a limited way. (P)	22	A1 (22–29)	21
	Can answer simple questions about the location of people or things in a limited way. (P)	28	A1 (22–29)	21
WRITING	Can write simple sentences about their family and where they live. (C _A)	27	A1 (22–29)	23
	Can write simple sentences about what they and other people do. (C _A)	30	A2 (30–35)	23
	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)	23

UNIT 3 What A Beautiful Home!

GRAMMAR – Adjective + noun placement • Prepositions of location • *There is/There are* • Questions with *where* + *be* • Prepositions

VOCABULARY – Places in the home • Places in the neighborhood • Things in the kitchen • Things in the house

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	27, 29
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	31, 34
READING	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (CA)	31	A2 (30–35)	32
SPEAKING	Can describe where they live. (CA)	26	A1 (22–29)	27, 29
	Can ask for and give very basic information about the home. (P)	25	A1 (22–29)	27, 29, 32, 33
	Can give a short description of their home, family and job, given some help with vocabulary. (P)	30	A2 (30–35)	27, 34
	Can answer simple questions about the location of people or things in a limited way. (P)	28	A1 (22–29)	31
	Can describe the position of something in a very basic way. (P)	23	A1 (22–29)	31
WRITING	Can write a simple description of a room, house or apartment. (P)	31	A2 (30–35)	33

UNIT 4 Where Are You Now?

GRAMMAR – Questions with *when + be* • Prepositions of time • The imperative: Affirmative and negative

VOCABULARY – The calendar • Ways to connect • Words for getting around town

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	37, 39
	Can understand simple directions from X to Y on foot or public transport. (C _A)	26	A1 (22–29)	41
	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	44
READING	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	42
SPEAKING	Can ask for and give the day and date. (N2000 _A)	19	<A1 (10–21)	37
	Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'. (C)	25	A1 (22–29)	37
	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	38
	Can tell the time of day to the quarter hour. (P)	24	A1 (22–29)	38
	Can make simple invitations using basic fixed expressions. (P)	31	A2 (30–35)	39
	Can decline offers using basic fixed expressions. (P)	33	A2 (30–35)	39
	Can make excuses using basic fixed expressions. (P)	33	A2 (30–35)	39
	Can make and accept offers. (N2000)	36	A2+ (36–42)	39
	Can ask for simple directions, referring to a map or plan. (P)	29	A1 (22–29)	41
	Can ask for simple directions from X to Y on foot or by public transport. (P)	32	A2 (30–35)	41
	Can give simple directions using a map or plan. (P)	32	A2 (30–35)	41
	Can give simple directions from X to Y on foot or by public transport. (P)	34	A2 (30–35)	41, 44
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	42
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)	42
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	44
WRITING	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	43
	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)	43

UNIT 5 Do I Need An Umbrella?

GRAMMAR – Regular and irregular plurals

VOCABULARY – Weather items • Weather and temperature • Seasons • Things you wear or carry

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	47, 51, 54
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	49
READING	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	52
SPEAKING	Can ask about the price of something. (P)	19	<A1 (10–21)	46, 47
	Can say a range of basic numbers, quantities and prices. (CA)	20	<A1 (10–21)	46, 47
	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	47
	Can give basic information about the price of something. (P)	23	A1 (22–29)	47
	Can use basic words to describe common weather conditions. (P)	28	A1 (22–29)	49
	Can describe what someone is wearing using a limited range of expressions. (P)	31	A2 (30–35)	51, 54
	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	52
WRITING	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22–29)	53

UNIT 6 What Do You Like To Do?

GRAMMAR – Simple present: Affirmative and negative statements • Simple present: *Yes/no* questions and short answers • Simple present: *Wh-* questions and answers

VOCABULARY – Types of music • Interests • Free-time activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand basic information about someone's likes and dislikes. (P)	25	A1 (22–29)	56
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	59
	Can understand basic information about free time activities. (P)	27	A1 (22–29)	61, 64
READING	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	62
SPEAKING	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)	57
	Can introduce themselves, their hobbies and interests in a basic way. (CJA)	26	A1 (22–29)	59
	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	61, 64
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	62
	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	62
WRITING	Can write dates using both digits and words. (P)	28	A1 (22–29)	63
	Can write simple sentences about personal interests. (P)	27	A1 (22–29)	63

UNIT 7 Are You Ready To Order?

GRAMMAR – Count / Non-count nouns • *Some* and *any* • *Can* and *could* for requests • *Some* and *any* as indefinite pronouns

VOCABULARY – Food groups • Food and beverages • Restaurant items

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C _{JA})	29	A1 (22–29)	69, 71
READING	Can understand simple descriptions of places. (P)	27	A1 (22–29)	72
SPEAKING	Can express preferences about food and drink using basic fixed expressions. (P)	28	A1 (22–29)	67
	Can use simple phrases to order a meal. (C _A)	31	A2 (30–35)	68
	Can ask for a drink or food in a limited way. (P)	24	A1 (22–29)	69
	Can make requests related to immediate needs using basic fixed expressions. (P)	30	A2 (30–35)	71
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)	72
WRITING	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	73

UNIT 8 Do You Have A Reservation?

GRAMMAR – *There is/There are* • *Like, want, need* + infinitives • Prepositions of place: *At, on, in*

VOCABULARY – Personal care items • Places in a hotel • Places in a city

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	77
	Can understand basic information about someone's likes and dislikes. (P)	25	A1 (22–29)	84
READING	Can understand simple descriptions of places. (P)	27	A1 (22–29)	82
SPEAKING	Can ask people for things and give people things. (C)	28	A1 (22–29)	77
	Can check into a hotel using a few basic fixed expressions. (P)	26	A1 (22–29)	77
	Can answer simple questions about the location of people or things in a limited way. (P)	28	A1 (22–29)	79, 81
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	82

UNIT 9 Is Everything Ok?

GRAMMAR – Possessive nouns • *This / that / these / those* • Present continuous: Statements and questions • Adverbs of frequency

VOCABULARY – Describing things • Technology • Daily activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	87, 89
	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C _{JA})	29	A1 (22–29)	91
	Can understand basic information about free time activities. (P)	27	A1 (22–29)	94
READING	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	92
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	92
SPEAKING	Can describe an object using simple language. (P)	29	A1 (22–29)	87
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	89
	Can describe people's everyday lives using a short series of simple phrases and sentences. (C _A)	34	A2 (30–35)	91
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	92, 94
	Can say what they like and dislike. (C)	34	A2 (30–35)	92

UNIT 10 How Was Your Weekend?

GRAMMAR – Simple past with *be* • Simple past: Statements and *yes/no* questions • Simple past: *Wh-* questions and irregular verbs

VOCABULARY – Describing activities • Weekend activities • Vacation activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
LISTENING	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	97, 99, 101
	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36–42)	104
READING	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	102
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	102
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	102
SPEAKING	Can make simple references to the past using 'was/were'. (P)	33	A2 (30–35)	97
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	101, 104
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)	102
WRITING	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	103

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 write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	A1 (22–29)	2.5	23
			3.5	33
			4.5	43
			5.5	53
			6.5	63
			7.5	73
			8.5	83
			9.5	93
			10.5	103
	Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	A1 (22–29)	<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 table provides 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 How's It Going?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	A1 (22–29)	1.1	7
	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	1.1, 1.2, 1.3, 1.4	7, 9, 10, 12
	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, 1.5	8, 13
	Can communicate other people's personal details and very simple, predictable information available, provided other people help with formulation.	A1 (22–29)	1.2	9
	Can relay simple, predictable information about times and places given in short, simple statements.	A1 (22–29)	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, 1.2	7, 9
	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	1.2	8
	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	1.3	11
	Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	A2 (30–35)	1.3	11

UNIT 2 Who Are They?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	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, 2.2	17, 19
	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	2.1, 2.2, 2.3	17, 19, 21
	Can communicate other people's personal details and very simple, predictable information available, provided other people help with formulation.	A1 (22–29)	2.3	21
	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)	2.5	23
WRITING	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	2.1, 2.2, 2.3	16, 18, 20
	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, 2.2, 2.3	17, 19, 21
	Can use simple language to render in very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	A2 (30–35)	2.4	22

UNIT 3 What A Beautiful Home!

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	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)	3.1	26, 27
	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	3.1, 3.2, 3.3, 3.4	27, 28, 30, 31, 32
	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, 3.3, 3.5	29, 31, 33
	Can relay simple, predictable information about times and places given in short, simple statements.	A1 (22–29)	3.3	31
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	27, 29
	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	3.2	28
	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	3.3	31

UNIT 4 Where Are You Now?

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)	4.1, 4.2, 4.3, 4.5	37, 39, 41, 43
	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	38, 40
	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	4.2	39
	Can express an idea with very simple words and ask what others think.	A1 (22–29)	4.4	42
WRITING	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	4.1	36
	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	37, 39
	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	4.2	38
	Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	A2 (30–35)	4.3	41
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	4.4	42

UNIT 5 Do I Need An Umbrella?

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)	5.1, 5.3, 5.4, 5.5	47, 50, 51, 52, 53
	Can express an idea with very simple words and ask what others think.	A1 (22–29)	5.2, 5.3	49, 50
WRITING	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	5.1, 5.2	46, 49
	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, 5.3	47, 51
	Can use simple language to render in very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	A2 (30–35)	5.2	48
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	5.4	52

UNIT 6 What Do You Like To Do?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	6.1, 6.2	56, 58
	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)	6.1, 6.2, 6.3, 6.4, 6.5	57, 59, 60, 61, 62, 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)	6.1, 6.2, 6.3	57, 59, 61
	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)	6.3	61
WRITING	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	6.1	57
	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	57, 59, 61
	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	6.2, 6.3	58, 60
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	6.4	62

UNIT 7 Are You Ready To Order?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	7.1, 7.2	66, 68
	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)	7.1	67
	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	67, 69, 70, 71, 73
	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)	7.4	72
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, 7.2, 7.3	67, 69, 71
	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	7.2	68
	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	7.2, 7.3	68, 70
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	7.4	72

UNIT 8 Do You Have A Reservation?

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, 8.2, 8.3, 8.5	77, 79, 81, 83
	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	8.1, 8.2, 8.3	76, 78, 80, 81
	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)	8.4	82
WRITING	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	8.1, 8.2, 8.3	76, 78, 80
	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, 82	77, 79
	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	8.3	81
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	8.4	82

UNIT 9 Is Everything Ok?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	9.1, 9.3	86, 87, 90, 91
	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)	9.1, 9.2, 9.5	87, 88, 89, 93
	Can relay simple, predictable information about times and places given in short, simple statements.	A1 (22–29)	9.3	91
	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)	9.4	92
WRITING	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	9.1, 9.3	86, 90
	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	87, 89
	Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	A2 (30–35)	9.3	91
	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	9.3	91
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	9.4	92

UNIT 10 How Was Your Weekend?

SKILL	CEFR CAN-DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
SPEAKING	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	A1 (22–29)	10.1, 10.2	96, 98
	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)	10.1	97
	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, 10.3, 10.4, 10.5	97, 99, 100, 101, 102, 103
	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)	10.1, 10.2, 10.4	97, 99, 102
WRITING	Can copy out single words and short texts presented in standard printed format.	A1 (22–29)	10.1	96
	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	A1 (22–29)	10.1	97
	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	97, 99
	Can list the main points of short, clear, simple messages and announcements, provided that speech is clearly and slowly articulated.	A2 (30–35)	10.3	101
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	A2 (30–35)	10.4	102

References

- Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 (“WIDA ELD Standards”). Retrieved 27.11.2017 from www.wida.us
- Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- North, B. (2000) *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.
- Schneider, G., North, B. (1999) „In anderen Sprachen kann ich . . .“ *Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit*. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.
- Schneider, G., North, B. (2000) *Fremdsprachen können – was heißt das?* Chur / Zürich: Rüegger.
- Tokyo University of Foreign Studies Tonolab. (2012). CEFR-J Version 1. Retrieved from www.tufs.ac.jp/ts/personal/tonolab/cefr-j/english/index-e.html