



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
- (CA) Common European Framework descriptor, adapted or edited, © Council of Europe
- (CJA) CEFR-J descriptor, adapted or edited
- (N2000) North (2000) descriptor, verbatim
- (N2000A) 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 Are Your Favorite Things?

GRAMMAR – No article • Restrictive relative clauses • Sequence of adjectives

VOCABULARY – Personal interests • Fashion accessories • Adjectives for describing objects

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|-----------|
| LISTENING | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 7, 16 |
| | Can identify key details in a simple recorded dialogue or narrative. (P) | 39 | A2+ (36–42) | 9 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 11 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 12 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 13 |
| | Can extract the key details from simple informational materials (e.g. company policies). (P) | 49 | B1 (43–50) | 13 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA) | 46 | B1 (43–50) | 13 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 14 |
| SPEAKING | Can show interest in conversation using fixed expressions. (P) | 41 | A2+ (36–42) | 7 |
| | Can give straightforward descriptions on a variety of familiar subjects. (CA) | 47 | B1 (43–50) | 9, 11, 16 |
| | Can give or seek personal views and opinions in discussing topics of interest. (C) | 46 | B1 (43–50) | 13 |
| WRITING | Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P) | 55 | B1+ (51–58) | 14 |
| | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 15 |
| | Can write descriptions of real or imaginary people. (P) | 47 | B1 (43–50) | 15 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 15 |

UNIT 2 What is The Weather Like?

GRAMMAR – *Must / may / might / could* for conclusions • Present perfect and present perfect continuous • Expressing cause and effect with *so / such... that*

VOCABULARY – Weather conditions • Dangerous weather • Effect of dangerous weather

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|------------|
| LISTENING | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 19 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 21, 29 |
| | Can identify key details in a simple recorded dialogue or narrative. (P) | 39 | A2+ (36–42) | 23 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 24 |
| | Can understand the relationship between a main point and an example in a structured text. (P) | 50 | B1 (43–50) | 25 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 25, 26 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA) | 46 | B1 (43–50) | 25 |
| SPEAKING | Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (CA) | 49 | B1 (43–50) | 19 |
| | Can give straightforward descriptions on a variety of familiar subjects. (CA) | 47 | B1 (43–50) | 19 |
| | Can describe events, real or imagined. (C) | 47 | B1 (43–50) | 21 |
| | Can give detailed accounts of experiences, describing feelings and reactions. (C) | 49 | B1 (43–50) | 23, 25, 29 |
| WRITING | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 28 |
| | Can write personal emails/letters giving some details of events, experiences and feelings. (CA) | 48 | B1 (43–50) | 28 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 28 |

UNIT 3 How Well Do You Work Together?

GRAMMAR – Object complements • Making suggestions • Imperatives in reported speech

VOCABULARY – When things go wrong • Ways to avoid problems • Words related to understanding

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| LISTENING | Can identify key details in a simple recorded dialogue or narrative. (P) | 39 | A2+ (36–42) | 31, 33 |
| | Can recognize cause and effect relationships in a simple presentation or lecture when signaled by discourse markers. (P) | 54 | B1+ (51–58) | 35 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 40 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 36 |
| | Can derive the probable meaning of a few unknown words from short, familiar contexts. (P) | 48 | B1 (43–50) | 37 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 37 |
| SPEAKING | Can give detailed accounts of experiences, describing feelings and reactions. (C) | 49 | B1 (43–50) | 31 |
| | Can express belief, opinion, agreement and disagreement politely. (C) | 45 | B1 (43–50) | 33 |
| | Can make simple recommendations for a course of action in familiar everyday situations. (P) | 45 | B1 (43–50) | 33 |
| | Can give brief reasons and explanations, using simple language. (P) | 45 | B1 (43–50) | 35 |
| | Can give straightforward descriptions on a variety of familiar subjects. (CA) | 47 | B1 (43–50) | 40 |
| WRITING | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 39 |
| | Can write simple informal emails/letters and online postings giving news or opinions. (P) | 46 | B1 (43–50) | 39 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 39 |

UNIT 4 How Do You Relax?

GRAMMAR – *Used to* and *would* • *So*, *neither*, *too*, and *either* with simple present action verbs • Simple present and simple past passives

VOCABULARY – Ways to connect • Entertainment • Movies

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|------------|
| LISTENING | Can identify key details in a simple recorded dialogue or narrative. (P) | 39 | A2+ (36–42) | 43 |
| | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 45 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 47, 52 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 48 |
| | Can extract the key details from simple informational materials (e.g. company policies). (P) | 49 | B1 (43–50) | 49, 50 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 49 |
| | Can derive the probable meaning of a few unknown words from short, familiar contexts. (P) | 48 | B1 (43–50) | 49 |
| SPEAKING | Can ask someone to clarify or elaborate what they have just said. (C) | 50 | B1 (43–50) | 43 |
| | Can give straightforward descriptions on a variety of familiar subjects. (CA) | 47 | B1 (43–50) | 43, 47, 52 |
| | Can explain what they like or dislike about something. (C) | 40 | A2+ (36–42) | 45 |
| | Can give brief reasons and explanations, using simple language. (P) | 45 | B1 (43–50) | 49 |
| WRITING | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 51 |
| | Can write simple informal emails/letters and online postings giving news or opinions. (P) | 46 | B1 (43–50) | 51 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 51 |

UNIT 5 What Are We Eating?

GRAMMAR – Tag questions • Expressing preference with *would rather* and *would prefer* • Quantifiers

VOCABULARY – Restaurant experiences • Categories on a menu • Party food

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| LISTENING | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 55 |
| | Can identify key details in a simple recorded dialogue or narrative. (P) | 39 | A2+ (36–42) | 57 |
| | Can identify a simple chronological sequence in a recorded narrative or dialogue. (P) | 43 | B1 (43–50) | 59 |
| | Can understand the key points about a radio program on a familiar topic. (P) | 53 | B1+ (51–58) | 59 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 64 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 60 |
| | Can recognize the writer's point of view in a structured text. (P) | 58 | B1+ (51–58) | 61 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 61, 62 |
| | Can derive the probable meaning of a few unknown words from short, familiar contexts. (P) | 48 | B1 (43–50) | 61 |
| SPEAKING | Can give or seek personal views and opinions in discussing topics of interest. (C) | 46 | B1 (43–50) | 55, 61 |
| | Can express preferences about food and drink in detail. (P) | 46 | B1 (43–50) | 57 |
| | Can narrate a story. (C) | 45 | B1 (43–50) | 59 |
| | Can give straightforward descriptions on a variety of familiar subjects. (CA) | 47 | B1 (43–50) | 64 |
| WRITING | Can write about personal interests in some detail. (P) | 47 | B1 (43–50) | 62, 63 |
| | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 63 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 63 |

UNIT 6 How Do You Stay Healthy?

GRAMMAR – Gerunds as subjects and objects • Past forms of *be + going to* for past intentions • Prepositions of time

VOCABULARY – Fitness activities • Managing stress • Staying healthy

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| LISTENING | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 67, 69 |
| | Can understand the main points of a simple podcast. (P) | 48 | B1 (43–50) | 71 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 76 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 72 |
| | Can recognize contrasting ideas in a structured text when signaled by discourse markers. (P) | 57 | B1+ (51–58) | 73 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 73, 74 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 73 |
| SPEAKING | Can give or seek personal views and opinions in discussing topics of interest. (C) | 46 | B1 (43–50) | 67, 73 |
| | Can give detailed accounts of experiences, describing feelings and reactions. (C) | 49 | B1 (43–50) | 69 |
| | Can give brief reasons and explanations, using simple language. (P) | 45 | B1 (43–50) | 71 |
| | Can give a short talk about a familiar topic, with visual support. (P) | 44 | B1 (43–50) | 76 |
| WRITING | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 75 |
| | Can write simple informal emails/letters and online postings giving news or opinions. (P) | 46 | B1 (43–50) | 75 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 75 |

UNIT 7 How Do You Do This?

GRAMMAR – Embedded *wh*- questions • Comparisons with *as... as* • Phrasal verbs with objects

VOCABULARY – Technology verbs • Describe work and co-workers • Phrasal verbs

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| LISTENING | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 79 |
| | Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA) | 49 | B1 (43–50) | 81 |
| | Can understand instructions delivered at normal speed and accompanied by visual support. (P) | 43 | B1 (43–50) | 83 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 88 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 84 |
| | Can synthesize information from two or more basic texts, if guided by questions. (P) | 58 | B1+ (51–58) | 85 |
| | Can make simple inferences based on information given in a short article. (P) | 51 | B1+ (51–58) | 85 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 85 |
| | Can take basic notes on a text about a familiar topic in their field of study. (P) | 48 | B1 (43–50) | 86 |
| SPEAKING | Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C) | 51 | B1+ (51–58) | 79 |
| | Can convey simple information of immediate relevance and emphasize the main point. (CA) | 45 | B1 (43–50) | 79 |
| | Can make simple, direct comparisons between two people or things using common adjectives. (P) | 37 | A2+ (36–42) | 81 |
| | Can ask for, follow and give detailed directions. (CA) | 44 | B1 (43–50) | 83 |
| | Can give or seek personal views and opinions in discussing topics of interest. (C) | 46 | B1 (43–50) | 85 |
| | Can give a short talk about a familiar topic, with visual support. (P) | 44 | B1 (43–50) | 88 |
| WRITING | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 87 |
| | Can write simple informal emails/letters and online postings giving news or opinions. (P) | 46 | B1 (43–50) | 87 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 87 |

UNIT 8 How Are You Feeling?

GRAMMAR – *May / might / could* with the continuous to show possibility • Subordinating conjunctions in time clauses • Future real conditional

VOCABULARY – Common health problems • The flu • When you are sick

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| LISTENING | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 91 |
| | Can understand the main points of a simple podcast. (P) | 48 | B1 (43–50) | 93 |
| | Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA) | 49 | B1 (43–50) | 95 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 100 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 96 |
| | Can understand cause and effect relationships in a structured text. (P) | 57 | B1+ (51–58) | 97 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 97 |
| | Can derive the probable meaning of a few unknown words from short, familiar contexts. (P) | 48 | B1 (43–50) | 97 |
| | Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (CA) | 46 | B1 (43–50) | 98 |
| SPEAKING | Can convey simple information of immediate relevance and emphasize the main point. (CA) | 45 | B1 (43–50) | 91 |
| | Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C) | 51 | B1+ (51–58) | 91 |
| | Can give straightforward descriptions on a variety of familiar subjects. (CA) | 47 | B1 (43–50) | 93 |
| | Can express opinions and react to practical suggestions of where to go, what to do, etc. (CA) | 51 | B1+ (51–58) | 95 |
| | Can give detailed accounts of experiences, describing feelings and reactions. (C) | 49 | B1 (43–50) | 97 |
| | Can give brief reasons and explanations, using simple language. (P) | 45 | B1 (43–50) | 100 |
| WRITING | Can write simple informal emails/letters and online postings giving news or opinions. (P) | 46 | B1 (43–50) | 99 |
| | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 99 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 99 |

UNIT 9 Can You Tell Me A Story?

GRAMMAR – Reflexive pronouns • Past continuous with *while* and *when* • Infinitives of purpose

VOCABULARY – Adjectives to describe • Morning routines • Verbs for thinking and understanding

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------------|
| LISTENING | Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA) | 49 | B1 (43–50) | 103, 105, 107 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 112 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 108 |
| | Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P) | 57 | B1+ (51–58) | 109 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 109 |
| | Can derive the probable meaning of a few unknown words from short, familiar contexts. (P) | 48 | B1 (43–50) | 109 |
| | Can generally understand details of events, feelings and wishes in letters, emails and online postings. (CA) | 51 | B1+ (51–58) | 110 |
| SPEAKING | Can give detailed accounts of experiences, describing feelings and reactions. (C) | 49 | B1 (43–50) | 103, 105, 107 |
| | Can narrate a story. (C) | 45 | B1 (43–50) | 109 |
| | Can give a short talk about a familiar topic, with visual support. (P) | 44 | B1 (43–50) | 112 |
| WRITING | Can clearly signal chronological sequence in narrative text. (P) | 52 | B1+ (51–58) | 110 |
| | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 111 |
| | Can write a story with a simple linear sequence. (CA) | 45 | B1 (43–50) | 111 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 111 |

UNIT 10 What Will The Future Bring?

GRAMMAR – Noun clauses with *that* • Present unreal conditional • Past perfect

VOCABULARY – Dreams and ambitions • Helping others • Making decisions

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------------|
| LISTENING | Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA) | 49 | B1 (43–50) | 115 |
| | Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA) | 47 | B1 (43–50) | 117 |
| | Can understand the main points of a simple podcast. (P) | 48 | B1 (43–50) | 119 |
| | Can identify a simple chronological sequence in a recorded narrative or dialogue. (P) | 43 | B1 (43–50) | 119 |
| | Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA) | 45 | B1 (43–50) | 124 |
| READING | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 120 |
| | Can make simple inferences based on information given in a short article. (P) | 51 | B1+ (51–58) | 121 |
| | Can understand the main idea of a passage using textual clues. (P) | 50 | B1 (43–50) | 121 |
| | Can derive the probable meaning of a few unknown words from short, familiar contexts. (P) | 48 | B1 (43–50) | 121 |
| | Can generally understand details of events, feelings and wishes in letters, emails and online postings. (CA) | 51 | B1+ (51–58) | 122 |
| SPEAKING | Can react appropriately to good and bad news using fixed expressions. (P) | 44 | B1 (43–50) | 115 |
| | Can describe dreams, hopes and ambitions. (C) | 48 | B1 (43–50) | 115, 119, 124 |
| | Can give or seek personal views and opinions in discussing topics of interest. (C) | 46 | B1 (43–50) | 117 |
| | Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA) | 51 | B1+ (51–58) | 121 |
| WRITING | Can prepare a simple outline to organize ideas and information. (P) | 48 | B1 (43–50) | 123 |
| | Can write about personal experiences in a diary or online posting, given a model. (P) | 44 | B1 (43–50) | 123 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 123 |

Online Interaction in *StartUp*

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

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

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

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

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

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

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

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|---------|--|-------------|--------------------|-------------|
| WRITING | Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. | A2+ (36–42) | 1.5, 2.5 | 15, 27 |
| | Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation. | B1 (43–50) | 3.5, 5.5, 10.5 | 39, 63, 123 |
| | Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. | A2+ (36–42) | 6.5 | 75 |
| | Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings. | B1+ (51–58) | 7.5 | 87 |
| | Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership. | B1 (43–50) | 8.5 | 99 |
| | Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. | B1 (43–50) | <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's Going On With You?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|---|-------------|---------------|----------|
| SPEAKING | Can ask a group member to give the reason(s) for their views. | B1 (43–50) | 1.2 | 9 |
| | 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, 1.2 | 6, 7, 9 |
| | Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language. | B1 (43–50) | 1.3 | 11 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 1.3 | 11 |
| | Can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 1.4 | 13 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 1.5 | 15 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 1.1, 1.2, 1.3 | 7, 9, 11 |
| | Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language. | A2+ (36–42) | 1.5 | 14 |

UNIT 2 What Do You Think?

| 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) | 2.1, 2.2, 2.3 | 19, 20, 22, 23 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 2.3 | 23 |
| | Can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 2.4 | 25 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 2.5 | 27 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 2.1, 2.2, 2.3 | 18, 19, 21, 23 |
| | Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language. | A2+ (36–42) | 2.5 | 26 |

UNIT 3 How Was Your 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) | 3.1, 3.2 | 31, 32, 33 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 3.2, 3.5 | 33, 39 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 3.3 | 35 |
| | Can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 3.4 | 37 |
| | Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding. | B1 (43–50) | 3.4 | 37 |
| | Can provide an approximate spoken translation of clear, well-structured informational texts written in on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 3.5 | 39 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 3.1, 3.2, 3.5 | 31, 33, 38 |
| | Can summarize in writing the main points made in straightforward informational spoken and written texts on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. | B1 (43–50) | 3.3 | 35 |

UNIT 4 Would You Like Something To Eat?

| 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 | 43, 44, 45, 46 |
| | Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language. | B1 (43–50) | 4.2 | 45 |
| | Can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 4.4 | 49 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 4.5 | 51 |
| | Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. | B1 (43–50) | 4.5 | 51 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 4.1, 4.2 | 43, 45 |
| | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects. | B1 (43–50) | 4.5 | 50 |

UNIT 5 When Can We Meet?

| 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, 5.3 | 55, 57, 58 |
| | Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects. | A2+ (36–42) | 5.2 | 57 |
| | Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. | B1 (43–50) | 5.3 | 59 |
| | Can summarize simply the main information content of straightforward texts on familiar subjects (e.g. a short written interview or magazine article, a travel brochure). | B1 (43–50) | 5.4 | 61 |
| | Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). | B1 (43–50) | 5.5 | 62 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 5.5 | 63 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 5.1, 5.2, 5.4 | 55, 57, 61 |

UNIT 6 How's Your Lunch?

| 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) | 6.1, 6.2 | 66, 69 |
| | Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned. | B1 (43–50) | 6.1 | 67 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 6.1, 6.2 | 67, 69 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 6.3, 6.5 | 71, 75 |
| | Can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 6.4 | 73 |
| | Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). | B1 (43–50) | 6.5 | 74 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 6.1, 6.2 | 67, 69 |
| | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects. | B1 (43–50) | 6.5 | 74 |

UNIT 7 Where Are You Going?

| 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) | 7.1, 7.2, 7.3 | 79, 81, 82 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 7.1, 7.2 | 79, 81 |
| | Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). | B1 (43–50) | 7.2 | 80 |
| | Can relay the contents of detailed instructions or directions, provided these are clearly articulated. | B1 (43–50) | 7.3 | 83 |
| | Can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 7.4 | 85 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 7.5 | 87 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 7.1, 7.2, 7.5 | 79, 81, 87 |
| | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects. | B1 (43–50) | 7.5 | 86 |

UNIT 8 What Are You Doing Tonight?

| 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) | 8.1, 8.2, 8.3 | 90, 92, 95 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 8.1 | 91 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 8.1, 8.5 | 91, 99 |
| | Can show how new information is related to what people are familiar with by asking simple questions. | B1 (43–50) | 8.2 | 93 |
| | Can relate events in a story, film or play to similar events he/she has experienced or heard about. | B1 (43–50) | 8.3 | 95 |
| | Can summarize simply the main information content of straightforward texts on familiar subjects (e.g. a short written interview or magazine article, a travel brochure). | B1 (43–50) | 8.4 | 97 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 8.1, 8.2, 8.3 | 91, 93, 95 |
| | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects. | B1 (43–50) | 8.5 | 98 |

UNIT 9 Can You Tell Me A Story?

| SKILL | CEFR CAN-DO STATEMENT(S) | CEFR LEVEL | LESSON(S) | PAGE(S) |
|----------|--|-------------|-----------|---------------|
| SPEAKING | Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. | B1+ (51–58) | 9.3 | 107 |
| | 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 | 103, 104, 105 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 9.1, 9.2 | 103, 105 |
| | Can summarize the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language. | B1 (43–50) | 9.2 | 105 |
| | Can summarize the main points made in long texts on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times. | B1 (43–50) | 9.3 | 107 |
| | Can summarize simply the main information content of straightforward texts on familiar subjects (e.g. a short written interview or magazine article, a travel brochure). | B1 (43–50) | 9.4 | 109 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 9.5 | 111 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 9.1, 9.2 | 103, 105 |
| | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects. | B1 (43–50) | 9.4, 9.5 | 109, 111 |

UNIT 10 What Will The Future Bring?

| 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) | 10.1, 10.2, 10.3 | 114, 115, 116, 117, 118 |
| | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. | B1+ (51–58) | 10.1, 10.2, 10.3 | 115, 117, 119 |
| | Can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | B1 (43–50) | 10.3 | 119 |
| | Can summarize simply the main information content of straightforward texts on familiar subjects (e.g. a short written interview or magazine article, a travel brochure). | B1 (43–50) | 10.4 | 121 |
| | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. | B1+ (51–58) | 10.5 | 123 |
| WRITING | Can relay in writing specific information points contained in texts on familiar subjects (e.g. telephone calls, announcements, and instructions). | B1 (43–50) | 10.1, 10.2 | 115, 117 |
| | Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects. | B1 (43–50) | 10.5 | 122 |

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