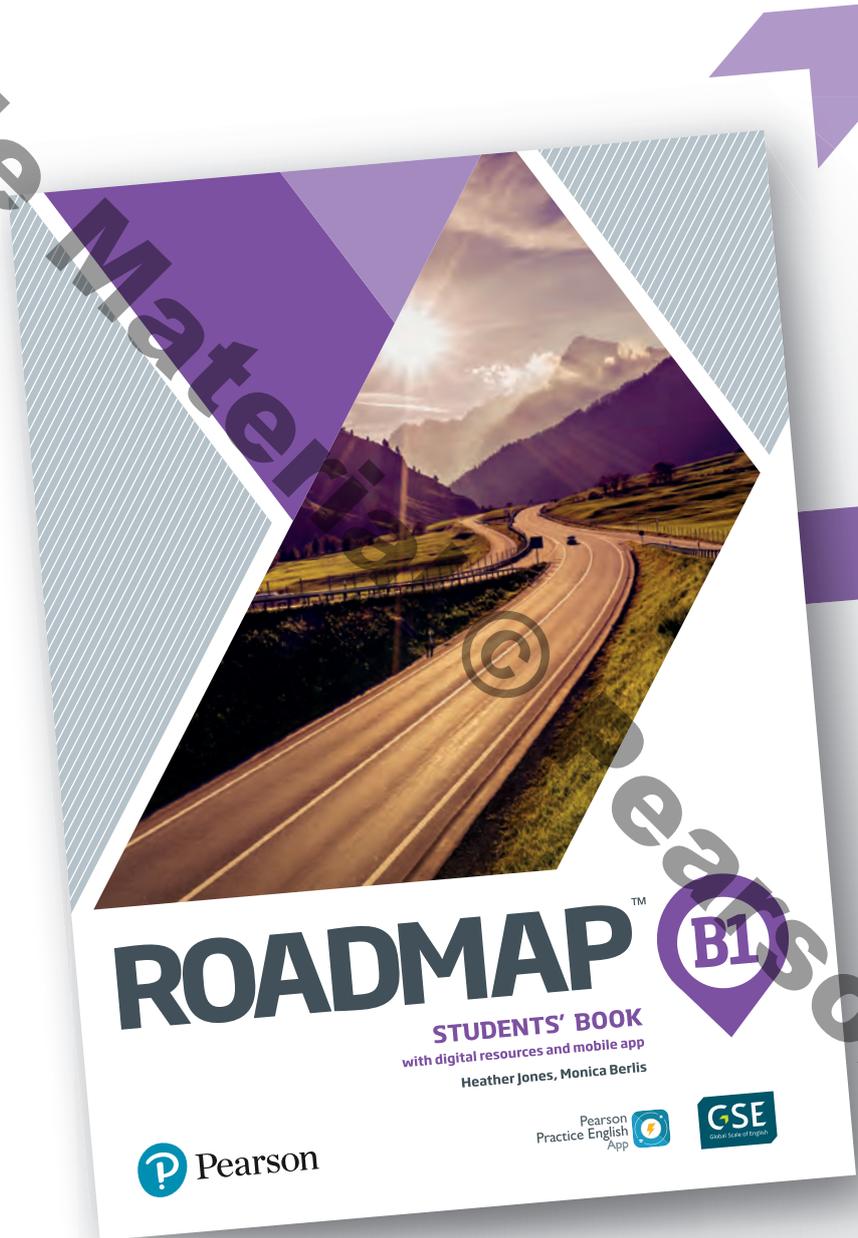




# GSE MAPPING BOOKLET

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

Sample Material



Pearson 2023



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# ROADMAP B1

## EVERY CLASS IS DIFFERENT, EVERY LEARNER IS UNIQUE.

**Roadmap** is a new eight-level general English course for adults which recognises that every class is different and every learner is unique. Built on Global Scale of English learning objectives, the course is designed to give learners the specific language training they need to progress. Engaging, relevant content and extensive support materials make lessons enjoyable for both learners and teachers.

### Roadmap enables learners to:

- make measurable progress with a syllabus built on GSE learning objectives.
- build confidence in speaking with relevant, communicative tasks.
- develop strategies for improving reading, writing and listening skills.
- practise grammar and vocabulary out of class with the mobile app.

### Roadmap enables teachers to:

- deliver successful lessons which are easy to prepare and fun to teach.
- adapt the material easily to meet learners' specific needs.
- maintain learners' interest with an extensive range of additional support materials.

### COURSE COMPONENTS

- Students' Book with digital resources & mobile app
- Workbook with key & online audio
- Teacher's Book with digital resources & assessment package
- Presentation tool
- Website: [english.com/roadmap](https://english.com/roadmap)

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

The Global Scale of English is a standardised, 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.

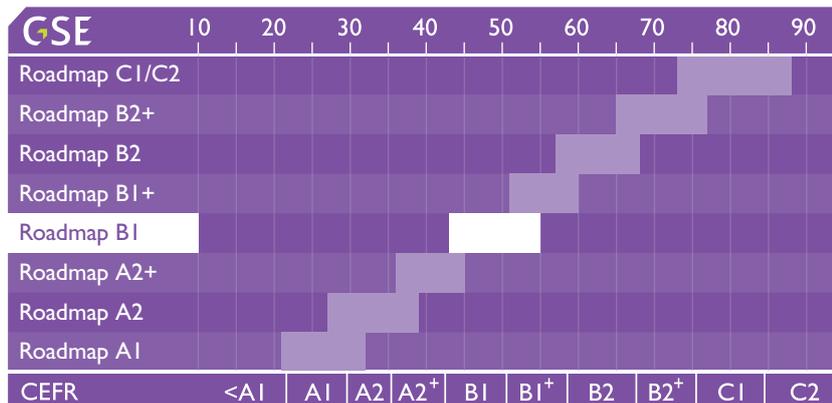
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple 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
- (N2000) North (2000) descriptor, verbatim
- (C2018A) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (CJA) CEFR-J descriptor, adapted or edited
- (EA) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (CSE<sub>A</sub>) Eiken descriptor from the CSE, adapted or edited
- (N2000<sub>A</sub>) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (W<sub>A</sub>) WIDA ELD Standards (2012), adapted or edited

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

Roadmap is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to C1 (21-88 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.



Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)

## Roadmap and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. Abbreviations refer to Develop your listening (DYL), Develop your reading (DYR) and Develop your writing (DYW).

### UNIT 1

**Grammar/Function:** Present simple and present continuous; *be going to* and present continuous; *will* for prediction; make and respond to suggestions

**Vocabulary:** Personal details; personal characteristics; describing change

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	1A	7
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	1A	7
	Can give straightforward descriptions on a variety of familiar subjects. (C <sub>A</sub> )	47	B1 (43–50)	1A	7
	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	1B	9
	Can make simple predictions about the future. (P)	42	A2+ (36–42)	1C	11
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	1C	11
	Can respond to an offer or suggestion, expressing enthusiasm. (P)	45	B1 (43–50)	1D	12
	Can make suggestions about what to do using a range of expressions (e.g. 'How about...?'). (P)	47	B1 (43–50)	1D	12
	Can give simple advice, using fixed expressions. (P)	43	B1 (43–50)	1D	12
Listening	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	1C DYL	88
Reading	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	1A DYR	86
	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	1A DYR	86
Writing	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	1B DYW	87

## UNIT 2

**Grammar/Function:** Past simple and past continuous; *used to*; *so/such... that*; *too...to*; *not...enough to*; show interest in a conversation

**Vocabulary:** Describing feelings and events; memories; feelings and reactions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	2A	15
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	2A, 2B, 2C	15, 17, 19
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	2B	17
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	2D	20
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	2C DYL	91
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	2C DYL	91
	Can recognise the use of common linking words/phrases (e.g. 'firstly', 'also') to list similar ideas in simple talks on familiar topics. (P)	44	B1 (43–50)	2C DYL	91
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	2A DYR	89
Writing	Can write short, simple essays with basic structure on familiar topics. (CA)	46	B1 (43–50)	2B DYW	90

## UNIT 3

**Grammar/Function:** Present perfect and past simple; present perfect continuous and present perfect simple; articles; ask for, follow and give directions

**Vocabulary:** Experiences; keeping in touch/catching up; features of a town

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can introduce a conversation topic with the present perfect and provide details in the past. (P)	48	B1 (43–50)	3A	23
	Can describe dreams, hopes and ambitions. (C)	48	B1 (43–50)	3A	23
	Can answer questions about what they have done recently in some detail. (P)	49	B1 (43–50)	2B	25
	Can give straightforward descriptions on a variety of familiar subjects. (CA)	47	B1 (43–50)	2C	27
	Can ask for, follow and give detailed directions. (CA)	44	B1 (43–50)	2D	28
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA)	49	B1 (43–50)	3B DYL	93
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	3A DYR	92
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	3A DYR	92
	Can understand information in advertisements for jobs and services. (P)	45	B1 (43–50)	3A DYR	92
Writing	Can write a simple, structured informational leaflet/brochure, given a model. (P)	51	B1+ (51–58)	3C DYW	94
	Can write a short, simple guide to their town/city with appropriate sub-headings, given a model. (P)	47	B1 (43–50)	3C DYW	94

## UNIT 4

**Grammar/Function:** Comparatives; superlatives; defining relative clauses; ask for and give opinions

**Vocabulary:** Lifestyles; products and services; types of film

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (C <sub>A</sub> )	47	B1 (43–50)	4A	31
	Can give straightforward descriptions on a variety of familiar subjects. (C <sub>A</sub> )	47	B1 (43–50)	4A	31
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	4B	33
	Can express dissatisfaction about products and services offered by a company or institution. (P)	54	B1+ (51–58)	4B	33
	Can relate the plot of a book or film and describe their reactions. (C)	50	B1 (43–50)	4C	35
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	4D	36
Listening	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	4A DYL	95
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	4A DYL	95
Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	4C DYR	97
	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	4C DYR	97
	Can identify the topic sentence in simple structured paragraphs on familiar topics, if supported by questions or prompts. (P)	45	B1 (43–50)	4C DYR	97
Writing	Can write short, simple biographies about real or imaginary people. (C <sub>A</sub> )	51	B1+ (51–58)	4B DYW	96
	Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model. (P)	45	B1 (43–50)	4B DYW	96

## UNIT 5

**Grammar/Function:** Modal verbs: possibility and deduction; zero and first conditional; quantifiers; give instructions and ask for information

**Vocabulary:** Describing clothes and appearance; places to live; describing food

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	5A	39
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	5B	41
	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43–50)	5B	41
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	5B	41
	Can express preferences about food and drink in detail. (P)	46	B1 (43–50)	5C	43
	Can describe events, real or imagined. (C)	47	B1 (43–50)	5C	43
	Can give a simple description of how to carry out an everyday process (e.g. a recipe). (P)	40	A2+ (36–42)	5D	44
	Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	5C DYL
Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)		48	B1 (43–50)	5C DYL	100
Reading	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	5B DYR	99
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	5B DYR	99
Writing	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	5A DYW	98
	Can write a basic informal email/letter of invitation with simple, key details. (P)	41	A2+ (36–42)	5A DYW	98

## UNIT 6

**Grammar/Function:** Second conditional; structures for giving advice; question tags; make and respond to requests

**Vocabulary:** Everyday activities; describing bad behaviour and crime; environmental issues

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	6A, 6C	47, 51
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	6A	47
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	6B	49
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	6C	51
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (CA)	49	B1 (43–50)	6D	52
	Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	6A DYL
Can follow the linear structure of a short formal talk. (P)		49	B1 (43–50)	6A DYL	101
Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	6B DYR	102
	Can identify the connections between short phrases by recognising common linking words. (P)	43	B1 (43–50)	6B DYR	102
Writing	Can make simple, logical paragraph breaks in a longer text. (P)	45	B1 (43–50)	6C DYW	103
	Can write short, simple essays with basic structure on familiar topics. (CA)	46	B1 (43–50)	6C DYW	103

## UNIT 7

**Grammar/Function:** Modal verbs: ability; past perfect; expressing purpose; ask for information

**Vocabulary:** Skills and abilities; milestones; outdoor equipment

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	7A, 7C	55, 59
	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	7A	55
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	7B	57
	Can convey simple relevant information emphasising the most important point. (CA)	45	B1 (43–50)	7D	60
	Can use simple appropriate language to check that information has been understood on the phone. (P)	45	B1 (43–50)	7D	60
Listening	Can extract key factual information such as dates, numbers and quantities from a presentation. (P)	45	B1 (43–50)	7C DYL	106
Reading	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	7B DYR	105
Writing	Can write a notice that clearly conveys information. (P)	46	B1 (43–50)	7A DYW	104
	Can write a simple, structured informational leaflet/brochure, given a model. (P)	51	B1+ (51–58)	7A DYW	104

## UNIT 8

**Grammar/Function:** Modal verbs: obligation and necessity; passives: present and past; non-defining relative clauses; make excuses and apologise

**Vocabulary:** Multi-word verbs; comment adverbs; geographical features

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	8A	63
	Can re-tell a familiar story using their own words. (P)	53	B1+ (51–58)	8B	65
	Can convey simple relevant information emphasising the most important point. (CA)	45	B1 (43–50)	8B	65
	Can give straightforward descriptions on a variety of familiar subjects. (CA)	47	B1 (43–50)	8C	67
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	8C	67
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	8D	68
	Can make an apology with brief excuses or reasons. (P)	45	B1 (43–50)	8D	68
	Listening	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	8B DYL
Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)		45	B1 (43–50)	8B DYL	108
Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	8C DYR	109
	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	B1 (43–50)	8C DYR	109
Writing	Can write personal emails/letters giving advice. (P)	50	B1 (43–50)	8A DYW	107
	Can write short, simple personal emails/ letters describing future plans, given prompts or a model. (P)	46	B1 (43–50)	8A DYW	107

## UNIT 9

**Grammar/Function:** The passive: all tenses; third conditional; short responses with so, neither/nor, too/either; make complaints

**Vocabulary:** Shopping; strong and weak adjectives; describing art

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	9A	71
	Can describe events, real or imagined. (C)	47	B1 (43–50)	9B	73
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	9C	75
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	9C	75
	Can make a complaint. (C)	51	B1+ (51–58)	9D	76
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)	51	B1+ (51–58)	9D	76
Listening	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	9C DYL	112
	Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech. (P)	45	B1 (43–50)	9C DYL	112
Reading	Can distinguish between fact and opinion in relation to common topics. (P)	51	B1+ (51–58)	9A DYR	110
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	9A DYR	110
Writing	Can write a story with a simple linear sequence. (CA)	45	B1 (43–50)	9B DYW	111
	Can show similarity between two ideas in simple connected text using common linking words (e.g. 'both', 'like', 'too'), given a model. (P)	46	B1 (43–50)	9B DYW	111

## UNIT 10

**Grammar/Function:** Reported statements; verb patterns; reported questions; ask and answer interview questions

**Vocabulary:** Education; suggestions and improvements; work activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	10A	79
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	10A	79
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	10B	81
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C <sub>A</sub> )	49	B1 (43–50)	10B	81
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	10C	83
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	10D	84
	Can give information in a job interview. (P)	48	B1 (43–50)	10D	84
	Can ask for information in a job interview. (P)	52	B1+ (51–58)	10D	84
Listening	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	10C DYL	115
	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)	10C DYL	115
Reading	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	10B DYR	114
Writing	Can write a basic formal email/letter requesting information. (P)	46	B1 (43–50)	10A DYW	113

## Mediation in Roadmap

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 summarising, 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 *Roadmap*. All of these Mediation descriptors are © Council of Europe, 2018.

Note: Abbreviations refer to Develop your Listening (DYL), Develop your Reading (DYR), Develop your Writing (DYW) and English in Action (EIA).

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## UNIT 1

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can explain in some detail which character he/she most identified with and why.	B1 (43-50)	1A	6
	Can communicate the main sense of what is said on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	B1 (43-50)	1A	7
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51-58)	1C	11
	Can explain briefly the feelings and opinions that a work provoked in him/her.	B1 (43-50)	1C DYL	88
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51-58)	1D EIA	12
Writing	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2 (30-35)	1A DYR	86
	Can summarise 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)	1B	9

## UNIT 2

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	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)	2A, 2B, 2D	15, 17, 20
	Can summarise 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)	2A DYR	89
	Can make an aspect of an everyday topic clearer by providing simple examples.	B1 (43-50)	2B DYW	90
	Can communicate the main sense of what is said on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	B1 (43-50)	2C	19
Writing	Can make an aspect of an everyday topic clearer by providing simple examples.	B1 (43-50)	2B DYW	90

## UNIT 3

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can summarise 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)	3A	22
	Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.	B1 (43–50)	3A	23
	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)	3A DYP	92
	Can communicate the main sense of what is said on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	B1 (43–50)	3B	25
	Can summarise 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)	3C	27
	Can relay the contents of detailed instructions or directions, provided these are clearly articulated.	B1 (43–50)	3D EIA	28
	Writing	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)	3A DYP

## UNIT 4

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can summarise 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)	4A	31
	Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.	B1 (43–50)	4C	35
	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)	4C	35
	Can explain briefly the feelings and opinions that a work provoked in him/her.	B1 (43–50)	4D EIA	36
	Can ask a group member to give the reason(s) for their views.	B1 (43–50)	4D EIA	36
	Writing	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	B1 (43–50)	4B DYW
Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.		B1 (43–50)	4C	34
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)	4C	35
Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.		B1 (43–50)	4C	35

## UNIT 5

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)	5A	39
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51–58)	5B, 5C	41, 43
	Can relay the contents of public announcements and messages spoken in clear, standard at normal speed.	B1 (43–50)	5C DYL	100
	Can make simple remarks and pose occasional questions to indicate that he/she is following.	A2 (30–35)	5D EIA	44
	Can relay the contents of detailed instructions or directions, provided these are clearly articulated.	B1 (43–50)	5D EIA	44
	Can give simple, clear instructions to organise an activity.	B1 (43–50)	5D EIA	44
	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)	5D EIA	44
Writing	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)	5D EIA	44

## UNIT 6

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	B1+ (51–58)	6A	47
	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.	B2 (59–66)	6B	49
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	B2 (59–66)	6B	49
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	A2 (30–35)	6B DYR	102
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	B1+ (51–58)	6C	51
	Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.	B2+ (67–75)	6C	51
	Writing	Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest.	B1+ (51–58)	6C DYW

## UNIT 7

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)	7A	55
	Can communicate the main sense of what is said on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	B1 (43-50)	7B	57
	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)	7C	59
	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	B1 (43-50)	7D EIA	60
	Writing	Can summarise 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)	7A
Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.		B1 (43-50)	7A DYW	104
Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.		B1+ (51-58)	7B DYP	105
Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.		B1 (43-50)	7C DYL	106

## UNIT 8

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.	B2 (59–66)	8A	63
	Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).	B1 (43–50)	8A DYW	107
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	A2 (30–35)	8B	65
	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	A2+ (36–42)	8B DYL	108
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	B2 (59–66)	8C	67
Writing	Can summarise 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)	8B	65
	Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.	B1+ (51–58)	8C DYR	109

## UNIT 9

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	A2+ (36–42)	9A	70
	Can summarise 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)	9A, 9B	71, 73
	Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.	B2 (59–66)	9C	75
	Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.	B1 (43–50)	9D	76
	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)	9 DYW	111
Writing	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)	9 DYW	111

## UNIT 10

SKILL	CEFR CAN DO STATEMENT(S)	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can communicate the main sense of what is said on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	B1 (43–50)	10A, 10B, 10C	79, 81, 83
	Can ask a group member to give the reason(s) for their views.	B1 (43–50)	10C	83
	Can summarise 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)	10C DYL	115
Writing	Can relay in writing the significant point(s) contained in formal correspondence.	B2 (59–66)	10A DYR	113

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## References

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