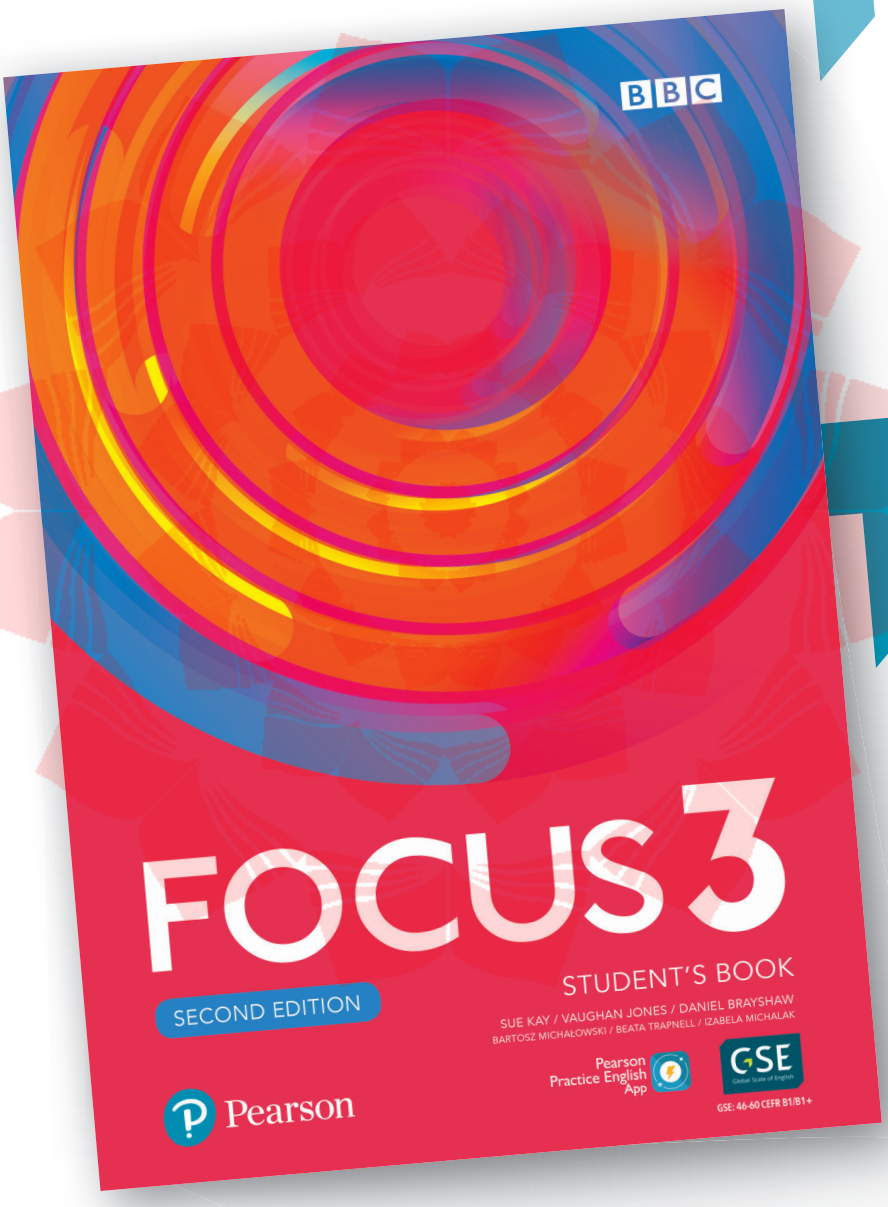
GSE
Global Scale of English

GSE MAPPING BOOKLET

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



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

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

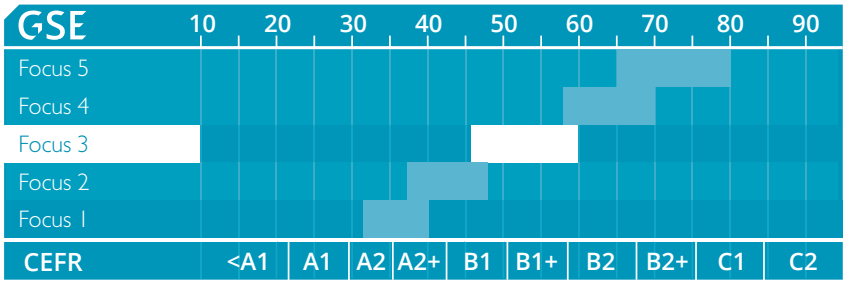
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C_A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

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

Focus Second Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A2 to C1 (32–80 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**

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Focus Second Edition and the Global Scale of English

UNIT 1 A new look

GRAMMAR – Dynamic and state verbs • Present Perfect Continuous

VOCABULARY – Clothes and accessories • Fashion and style • Personality • Relationship phrases • Compound adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	6
	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	6, 11
	Exam Focus: True/False			7
Reading	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	8
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	8
	Exam Focus: Note completion			*8*
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	8, 12
Speaking	Can express opinions and react to practical suggestions of where to go, what to do, etc. (C_A)	51	B1+ (51–58)	6
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	12
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	14
	Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/ background', 'at the back'). (P)	43	B1 (43–50)	14
	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	5, 14
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	7, 10, 11
Writing	Can write descriptions of real or imaginary people. (P)	47	B1 (43–50)	13
	Can write personal emails/letters giving and commenting on news in detail. (C_A)	60	B2 (59–66)	13

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UNIT 2 It's just a game

GRAMMAR – Narrative tenses • Verb patterns

VOCABULARY – Phrasal verbs • Collocations • People in sport • Word Families

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	21
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	21
	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	21
	Exam Focus: Note completion			*21*
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	25
Reading	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	22
	Exam Focus: Gapped text			*22*
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	26
	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	27
Speaking	Can re-tell a familiar story using their own words. (P)	53	B1+ (51–58)	20
	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	22
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	26
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	28
	Can express opinions and attitudes using a range of basic expressions and sentences. (C_A)	52	B1+ (51–58)	28
	Can respond to opinions expressed by others. (WA)	51	B1+ (51–58)	28
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	19, 22
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	21, 24
Writing	Can clearly signal chronological sequence in narrative text. (P)	52	B1+ (51–58)	27
	Can write a story with a simple linear sequence. (C_A)	45	B1 (43–50)	27

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UNIT 3 On the go

GRAMMAR – Present and past speculation • *used to* and *would*

VOCABULARY – Noun phrases • Collocations • Synonyms for *trip* • Compound nouns • Negative adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	35, 39, 42
	Exam Focus: Multiple choice			*35*
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	38
Reading	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	34
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	36
	Exam Focus: Multiple choice			*36*
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	33
	Can express opinions and attitudes using a range of basic expressions and sentences. (C_A)	52	B1+ (51–58)	42
	Can respond to ideas and suggestions in informal discussions. (C_A)	55	B1+ (51–58)	42
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	35, 36
	Can describe events, real or imagined. (C)	47	B1 (43–50)	35, 39
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	36, 40
Writing	Can write personal emails/letters giving advice. (P)	50	B1 (43–50)	40

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UNIT 4 Eat, drink and be healthy

GRAMMAR – Future forms • Future Continuous and Future Perfect

VOCABULARY – Fruit and vegetables • Describing food • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	48
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	49, 53
	Exam Focus: Matching			*49*
Reading	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	46
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	50
	Exam Focus: Open-ended questions			*50*
Speaking	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (C_A)	46	B1 (43–50)	56
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	46, 48, 49, 50
	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	46, 49, 52
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	47, 50, 52
Writing	Can vary the formality of greetings in emails/letters based on intended recipients. (P)	55	B1+ (51–58)	54
	Can write a formal email/letter requesting information. (P)	54	B1+ (51–58)	54

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UNIT 5 Planet Earth

GRAMMAR – Articles: no article, *a/an* or *the* • Non-defining relative clauses

VOCABULARY – Phrasal verbs • Collocations • Word families • Compound nouns • Verb phrases

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	63, 67
	Exam Focus: Multiple choice			*63*
Reading	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	64
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	64
	Exam Focus: Multiple choice			*64*
Speaking	Can describe events, real or imagined. (C)	47	B1 (43–50)	64
	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	66
	Can express and comment on ideas and suggestions in informal discussions. (C_A)	56	B1+ (51–58)	70
	Can express opinions and attitudes using a range of basic expressions and sentences. (C_A)	52	B1+ (51–58)	70
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	63, 66, 70
Writing	Can use limited discourse devices to link sentences smoothly into connected discourse. (C_A)	51	B1+ (51–58)	68
	Can write a simple discursive essay, if provided with a model. (P)	55	B1+ (51–58)	68
	Can write simple structured essays, organising basic ideas. (P)	53	B1+ (51–58)	68

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UNIT 6 Good health

GRAMMAR – Second Conditional • *wish/if only* • Third Conditional

VOCABULARY – Parts of the body • Injuries • Body idioms • Charity fund-raising • Health issues • Comment and opinion adverbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	77
	Can understand most of a radio programme about a familiar topic. (C_A)	60	B2 (59–66)	77
	Exam Focus: Note completion			*77*
	Can recognise cause and effect relationships in a simple presentation or lecture when signalled by discourse markers. (P)	54	B1+ (51–58)	81
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (C_A)	48	B1 (43–50)	78
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	78
	Can scan several short, simple texts on the same topic to find specific information. (P)	48	B1 (43–50)	78
	Exam Focus: Matching			*78*
	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions). (P)	50	B1 (43–50)	83
	Can rewrite a short text following feedback. (P)	46	B1 (43–50)	83
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	83
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	77
	Can describe basic symptoms to a doctor, but with limited precision. (C_A)	54	B1+ (51–58)	84
	Can describe events, real or imagined. (C)	47	B1 (43–50)	75, 80
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	77, 79, 80
	Can express opinions and attitudes using a range of basic expressions and sentences. (C_A)	52	B1+ (51–58)	79, 83
Writing	Can introduce additional information in simple connected text, using basic linking words/phrases (e.g. 'also', 'as well as', 'too'), given a model. (P)	45	B1 (43–50)	83
	Can write a simple text summarising key facts they have found when researching a topic. (P)	57	B1+ (51–58)	83

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UNIT 7 Entertain me

GRAMMAR – Reported Speech – statements • Reporting verbs • Reported Speech – questions and imperatives

VOCABULARY – Entertainment • People in entertainment • Phrasal verbs • Collocations • Word building • Modifiers with base and extreme adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	91, 95
	Exam Focus: Matching			*91*
Reading	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	92
	Exam Focus: Gapped text			*92*
Speaking	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	97
	Can explain why something is a problem. (C)	55	B1+ (51–58)	98
	Can express opinions and attitudes using a range of basic expressions and sentences. (C_A)	52	B1+ (51–58)	89, 90, 91
Writing	Can write an extended description of events taking place in their immediate environment. (P)	61	B2 (59–66)	96

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UNIT 8 Modern society

GRAMMAR – The Passive • *have something done*

VOCABULARY – Crime and criminals • People involved in a crime case • The justice system • Prison • Synonyms

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	105
	Exam Focus: Multiple choice			*105*
Reading	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	106
	Exam Focus: Multiple choice			*106*
Speaking	Can describe events, real or imagined. (C)	47	B1 (43–50)	103
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	107
	Can give the advantages and disadvantages of various options on a topical issue. (C_A)	60	B2 (59–66)	111
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSEA)	61	B2 (59–66)	105, 106, 109
Writing	Can support ideas with relevant examples. (P)	59	B2 (59–66)	110
	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51–58)	110

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Online Interaction in *Focus Second Edition*

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 *Focus Second Edition*. All of these Online Interaction descriptors are © Council of Europe, 2018.

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UNIT	SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE(S)
3	Writing	Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary.	56	B1+ (51–58)	41
4		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.	49	B1 (43–50)	55
7		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.	50	B1 (43–50)	92
8		Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.	49	B1 (43–50)	110

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Mediation in *Focus Second Edition*

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.

Users will notice that many of the CEFR descriptors for Mediation contain "Language A" and "Language B", e.g.

Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).

Mediation will often occur in situations involving speakers of different languages. However, where communication is taking place completely in English, then Language A and Language B will both refer to English. In such cases, users can remove the parts in brackets.

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 *Focus Second Edition*. All of these Mediation descriptors are © Council of Europe, 2018.

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UNIT 1 A new look

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.	66	B2 (59–66)	4 10	11 1
	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).	48	B1 (43–50)	4	3
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	7 14	8 6, 7
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	7 8 11 12	3 10 3 4
Writing	Can relay in writing (in Language B) specific information points contained in texts delivered in Language A) on familiar subjects (e.g. calls, announcements and instructions).	50	B1 (43–50)	12	10

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UNIT 2 It's just a game

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can ask a group member to give the reason(s) for their views.	47	B1 (43–50)	18	4
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	18 21 22 26 28	2 1 1 1 6
	Can relate events in a story, film or play to similar events he/she has experienced or heard about.	50	B1 (43–50)	20	8
	Can act in a supportive manner in intercultural encounters, recognising the feelings and different worldviews of other members of the group.	58	B1+ (51–58)	25	6, 7

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UNIT 3 On the go

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can relate events in a story, film or play to similar events he/she has experienced or heard about.	50	B1 (43–50)	32	10
	Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).	49	B1 (43–50)	32	5
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	35 36 40 42 52	1 1, 5 2 5, 6 1
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	39	3
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	54	B1+ (51–58)	42	7

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UNIT 4 Eat, drink and be healthy

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	46 49 50 52 56	11 1, 2 10 1 1
	Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details.	56	B1+ (51–58)	46	3
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	48	1
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	49 53	6 1
	Can ask a group member to give the reason(s) for their views.	47	B1 (43–50)	50	5
	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).	48	B1 (43–50)	50	2

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UNIT 5 Planet Earth

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	60 66	10 1
	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).	48	B1 (43–50)	62	1
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	63 63 64 67 67	1 7 1 1 6
	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 connections between them.	50	B1 (43–50)	68	3
	Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written/signed interview, magazine article, travel brochure).	46	B1 (43–50)	69	5
Writing	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.	58	B1+ (51–58)	68	11

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UNIT 6 Good health

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	74 78 82	2 1 1
	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).	48	B1 (43–50)	76	1
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	77 78	2 11
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	78	7
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	81	1

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UNIT 7 Entertain me

SPEAKING	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	90 94	1 1
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	91 92 95	8 9 1
	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).	48	B1 (43–50)	91	1
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	92 98	1 1

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UNIT 8 Modern society

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43–50)	90 94	1 1
	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51–58)	91 92 95	8 9 1
	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).	48	B1 (43–50)	91	1
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	92	1
	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	98	1

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