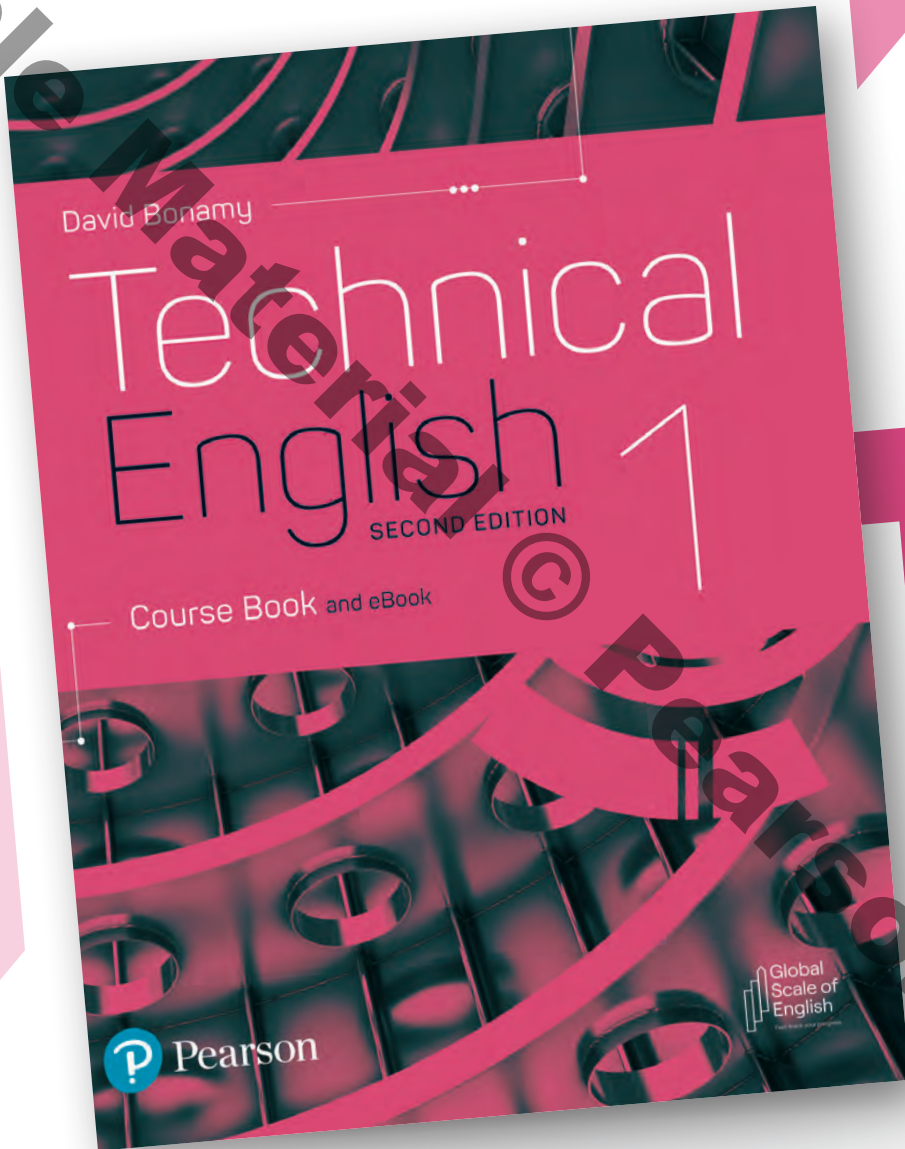




GSE MAPPING BOOKLET

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



GSE, Technical English 1 – Published 2022

Technical English

About the Course

Technical English 2nd Edition is a four-level course for students in technical or vocational education, and for company employees in training at work. It covers the core language and skills that students need to communicate successfully in all technical and industrial specialisations.

- Technical concepts are clearly presented using motivating texts and clear illustrations.
- Topics reflect the latest developments in technology and are relevant to student's professional needs.
- The course uses core language common to a range of specialisations.
- Grammar is regularly practised and there is a comprehensive grammar summary section.

Components

- Course Book and eBook
- Course eBook
- Workbook
- Teacher's Portal Access Code

The Global Scale of English

The GSE is a numerical scale, which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. GSE enables teachers and learners to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

It is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

GSE helps teachers find the right course materials for the exact level and learning goals of their students. The chart below shows the range of objectives that are covered within the content. Knowing this helps you select course materials with the right level of support and challenge for your learners to help them make progress.

Technical English has been created using the GSE Learning Objectives for Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit. *Technical English* is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR A1 to C1 (20-80 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.

GSE	10	20	30	40	50	60	70	80	90	
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](https://www.english.com/gse)

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

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
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C _J)	CEFR-J descriptor, adapted or edited
(CSE _A)	Eiken descriptor, adapted or edited
(EA)	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

Pearson English International Certificate

Your students may also want to take a test that gives them a proficiency certificate. For this level of Technical English 1, we recommend Pearson English International Certificate Level (A1).

Find out more about our assessments at: <https://qualifications.pearson.com/en/qualifications/international-certificate/international-certificate.html>

Using the information in this teacher booklet

The GSE teacher booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Technical English*, unit by unit. There are several ways in which this information can be used:

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher booklet list gives you a more complete picture of what is being studied
- The list can be used to support any reporting that you have to do (e.g., for students or for admin purposes)
- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The learning objectives enable you to see quickly the language functions that are most relevant to your students

The GSE Teacher Toolkit

This is a free online database that gives you easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text). Access the database at <https://www.english.com/gse/teacher-toolkit/user/lo>.

The GSE Teacher Toolkit is a searchable database that will save you time when planning lessons:

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency
- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice
- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases
- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students

Technical English and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. Where GSE values are shown in *italics* it indicates the GSE values are currently in draft form.

Unit 1 Check-up

Lexis / Technology

- 1.1:** Basic vocabulary: say, write ... • Tools, fixings, electrical parts, occupations
1.2: Personal details • Cardinal numbers • Alphabet • Abbreviations of units: *kg, m*
1.3: Ordinal numbers • Dates and times • Decimals

Grammar / Discourse

- 1.1:** Verb *be* • *I'm Danielle. I'm a technician.* • Imperatives
1.2: *How do you spell ... ?*
1.3: *LH three oh six. Monday the twenty-eighth of December.*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	22	A1 (22–29)	4
	Can understand short, simple instructions addressed carefully and slowly. (CA)	23	A1 (22–29)	5
	Can understand basic personal details if given carefully and slowly. (P)	21	<A1 (10–21)	6
	Can identify a caller's name and phone number from a short, simple telephone conversation. (P)	26	A1 (22–29)	6
	Can understand simple language related to prices and quantities. (P)	20	<A1 (10–21)	7
	Can understand simple spoken commands in a game or sport. (P)	26	A1 (22–29)	7
	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (P)	26	A1 (22–29)	8
	Can understand the time of day when expressed to within five minutes. (P)	23	A1 (22–29)	9

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking	Can introduce themselves in a basic way, giving some information about where they live, their family etc. (CSE _A)	22	A1 (22–29)	4
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	23	A1 (22–29)	4
	Can spell out their own name and address. (P)	14	<A1 (10–21)	6
	Can ask for the spelling of a word, or for a word to be written down. (P)	22	A1 (22–29)	6
	Can say the letters of the alphabet. (P)	11	<A1 (10–21)	6, 8
	Can give dates using standard formats (day and month). (P)	24	A1 (22–29)	8
	Can ask for and give the day and date. (N2000 _A)	19	<A1 (10–21)	8
	Can tell the time of day to within five minutes. (P)	22	A1 (22–29)	9
	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	9
Reading	Can recognise cardinal numbers from 11-100. (P)	22	A1 (22–29)	7
Writing	Can use capital letters appropriately. (P)	24	A1 (22–29)	4
	Can copy familiar words and short phrases about everyday objects and set phrases. (C _A)	18	<A1 (10–21)	5
	Can complete simple forms with basic personal details. (C _A)	23	A1 (22–29)	6
	Can write dates using both digits and words. (P)	28	A1 (22–29)	9

Unit 2 Parts (1)

Lexis / Technology

2.1: Parts: *wheel, axle, plate ...* • Fixings: *nuts, bolts, nails ...* • Vehicles: *car, bike, plane ...*

2.2: Verbs: *loosen, tighten, push ...* • Linear: *mm, mil, millimetre*

2.3: Numbers: *double 5, zero* • Sizes: *small, medium, large* • Colours: *red, blue, black ...*

Grammar / Discourse

2.1: *What's that? It's a car.* • *What's this called?* • *this, that, these, those*

2.2: *I need some bolts. What size?* • Imperative + object + location: *Put the wheel on the axle.*

2.3: *How many do you need?* • *What's your name? Please spell that.*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (P)	26	A1 (22–29)	10
	Can understand basic questions about objects in pictures or in their immediate surroundings. (P)	24	A1 (22–29)	10
	Can understand a phone number from a recorded message. (P)	27	A1 (22–29)	14
	Can recognise basic information when people introduce themselves in work-related situations (name, job, etc). (P)	28	A1 (22–29)	14
	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C _A)	29	A1 (22–29)	15
Speaking	Can ask and answer basic requests for information with 'What's this/that?' (P)	16	<A1 (10–21)	10, 11
	Can describe objects in a basic way (e.g. colour, size). (P)	24	A1 (22–29)	12
	Can make requests related to immediate needs using basic fixed expressions. (P)	30	A2 (30–35)	12
	Can answer simple questions about quantities and amounts, given help with vocabulary. (P)	33	A2 (30–35)	12
	Can give basic information to introduce themselves in work-related situations (name, job, etc). (P)	30	A2 (30–35)	14
	Can conduct very simple business transactions using basic language. (P)	30	A2 (30–35)	15
	Can introduce people using basic language. (P)	27	A1 (22–29)	15
Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	13
Writing	Can copy familiar words and short phrases about everyday objects and set phrases. (C _A)	18	<A1 (10–21)	10, 13

Unit 3 Parts (2)

Lexis / Technology

3.1: Tools: *spanner, (a pair of) pliers* • Parts of tools: *shaft, blade, head ...*

3.2: Verbs: *measure, grip, cut, open ...* • Everyday tools: *torch, alarm ...* • Occupations: *operator, technician ...*

3.3: Location: *top, bottom, middle ...* • Computer and electronic equipment

Grammar / Discourse

3.1: Present simple of *have* • *My multi-tool has blades and a spanner.*

3.2: Present simple • *A chisel cuts wood.* • *Where do you work?*

3.3: Adverbials and prepositions of location • *Where is it? It's at the top.*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand short, simple instructions addressed carefully and slowly. (CA)	23	A1 (22–29)	24
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	20, 23
	Can describe an object using simple language. (P)	29	A1 (22–29)	21, 22
	Can ask someone what their job is. (P)	19	<A1 (10–21)	23
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	25
Reading	Can understand basic sentences describing everyday objects (e.g. colour, size), given visual support. (P)	23	A1 (22–29)	21, 22
	Can follow short, simple written directions (e.g. to go from X to Y). (C)	26	A1 (22–29)	24
	Can follow simple instructions to carry out a straightforward task. (P)	29	A1 (22–29)	24
	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	24
Writing	Can write basic sentences describing everyday objects (e.g. colour, size), given a model. (P)	26	A1 (22–29)	21
	Can copy familiar words and short phrases about everyday objects and set phrases. (CA)	18	<A1 (10–21)	21, 22
	Can write simple sentences about a familiar object. (P)	29	A1 (22–29)	23
	Can describe the position of things in a picture using a few simple fixed expressions. (P)	29	A1 (22–29)	25

Unit 4 Movement

Lexis / Technology

4.1: Direction: *up, down, forwards ...* • Adverbs: *straight, vertically* • Angles: *degrees*

4.2: Movement: *ascend, descend ...* • Controls: *joystick, switch ...* • Speed: *km/h, m/s*

4.3: Movement: *drive, reverse ...*

Grammar / Discourse

4.1: Adverbials of direction • *can, can't, cannot* • *Can a helicopter fly backwards? Yes, it can.*

4.2: Imperative + present simple • *Push the joystick upwards and the plane accelerates.*

4.3: When clause • *When you pull the lever backwards, the truck reverses.*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic factual statements. (P)	26	A1 (22–29)	28
	Can understand short, simple instructions addressed carefully and slowly. (CA)	23	A1 (22–29)	31
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	31
	Can understand simple spoken commands in a game or sport. (P)	26	A1 (22–29)	31
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	26
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	27, 28
	Can say a range of basic numbers, quantities and prices. (CA)	20	<A1 (10–21)	28
	Can describe an object using simple language. (P)	29	A1 (22–29)	29
	Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)	27	A1 (22–29)	29
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	30
Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	26, 27, 28, 30
Writing	Can write simple sentences about a familiar object. (P)	29	A1 (22–29)	31

Unit 5 Flow

Lexis / Technology

5.1: Parts of a fluid system: *inlet ...* • Prepositions: *into, out of, to ...* • Verbs: *enter, flow, sink ...*

5.2: Circuit: *battery, conductor ...* • Electrical units: *ampere, watt*

5.3: Cooling system parts: *engine, fan ...* • Temperature: *degrees Celsius*

Grammar / Discourse

5.1: Present simple • *The water flows through the pipe into the tank.* • Prepositions of movement

5.2: Zero conditional • *If the battery is empty, the current doesn't flow.*

5.3: Reference words: *here, it, this* • Present simple in routines

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify objects, places or people from short spoken descriptions. (W _A)	29	A1 (22–29)	38
	Can recognise basic factual information about times and dates. (P)	27	A1 (22–29)	41
	Can understand basic factual statements. (P)	26	A1 (22–29)	38, 40
Speaking	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	37
	Can describe an object using simple language. (P)	29	A1 (22–29)	40
	Can answer simple questions about their daily activities or routines, given a model. (P)	28	A1 (22–29)	41
	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	36, 38, 39, 41
Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	36
	Can understand short, simple descriptions of objects, people and animals, given visual support. (P)	25	A1 (22–29)	36, 38, 40
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	37, 41

Unit 6 Materials

Lexis / Technology

6.1: Verbs: *bend, cut, compress ...* • Spelling: *strike/striking ...*

6.2: Materials: *aluminium, graphite ...* • Properties: *hard, rigid, tough ...*

6.3: Email/Web addresses: *at, dot ...* • Prices: *euro, dollar*

Grammar / Discourse

6.1: Present continuous • *I'm stretching the rope.*

6.2: *What's it made of? • You can't bend it. = It's rigid.*

6.3: *What's your email address? • Could you spell/repeat that? • How many would you like?*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic factual statements. (P)	26	A1 (22–29)	42
	Can understand a phone number from a recorded message. (P)	27	A1 (22–29)	46
	Can understand basic personal details if given carefully and slowly. (P)	21	<A1 (10–21)	46
	Can identify a caller's name and phone number from a short, simple telephone conversation. (P)	23	A1 (22–29)	46
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	22	A1 (22–29)	47
Speaking	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	42
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	43
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)	43, 44
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	44
	Can exchange personal details (e.g. where they live, things they have). (C _A)	28	A1 (22–29)	46
	Can ask for things using basic language. (P)	26	A1 (22–29)	47
	Can greet people, ask how they are and react to news. (C _A)	24	A1 (22–29)	47
Reading	Can understand basic phrases in short, simple texts. (P)	27	A1 (22–29)	42
	Can understand short, simple descriptions of objects, people and animals, given visual support. (P)	25	A1 (22–29)	45
Writing	Can complete simple forms with basic personal details. (C _A)	23	A1 (22–29)	46, 47

Unit 7 Specifications

Lexis / Technology

7.1: Bridge parts: *deck, pier, pylon ...* • Adjectives/nouns: *long/length, high/height* • Linear and weight: *mm, m, kg ...*

7.2: Substances: *glue, cement, oil ...* • Containers: *tube, tin, bag ...* • Area and volume: *m³, litre*

7.3: Verbs: *attach, complete, connect ...*

Grammar / Discourse

7.1: *How long is it? It's 9 mm long. • The length of the road is 120 km.*

7.2: Countable and uncountable nouns • *I'd like some paint, please.*

7.3: *will, won't* • Time expressions: *in 2050, at the end of 2050*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic factual statements. (P)	26	A1 (22–29)	52
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P)	27	A1 (22–29)	52, 54
	Can understand simple language related to prices and quantities. (P)	20	<A1 (10–21)	56
Speaking	Can ask basic questions about objects (e.g. colour, size). (P)	26	A1 (22–29)	53
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	53
	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	55, 57
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	56, 57
Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	54, 56
Writing	Can copy familiar words and short phrases about everyday objects and set phrases. (CA)	18	<A1 (10–21)	53

Unit 8 Reporting

Lexis / Technology

8.1: Car repair: *brakes, exhaust pipe ...* • Building site: *beam, bucket, digger ...*

8.2: Electrical: *antenna, plug ...* • Damage: *bent, broken, dented ...* • Loss: *missing*

8.3: Time: *today, yesterday, a week ago ...* • Revision of dates and years • *more than, less than*

Grammar / Discourse

8.1: Present perfect • *I've checked the brakes.* • *Have you checked the tyres?*

8.2: Past participles as adjectives: *It's broken. They're dented.* • *There are some scratches on the screen. There's no user manual.*

8.3: Past simple • *They launched it in 2006.* • Time expressions: *in 2008, on 5th October, fifty years ago ...*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify a caller's name and phone number from a short, simple telephone conversation. (P)	26	A1 (22–29)	58
	Can understand short, simple instructions addressed carefully and slowly. (CA)	23	A1 (22–29)	58
	Can identify objects, places or people from short spoken descriptions. (WA)	29	A1 (22–29)	58
	Can understand basic factual statements. (P)	26	A1 (22–29)	60, 63
Speaking	Can talk about basic work routines, given help with vocabulary. (P)	32	A2 (30–35)	59
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	59
	Can exchange personal details (e.g. where they live, things they have). (CA)	28	A1 (22–29)	60
	Can describe an object using simple language. (P)	29	A1 (22–29)	60, 61, 63
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	62
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	63
Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	62
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	63

Unit 9 Troubleshooting

Lexis / Technology

9.1: Verbs: *control, drive, press ...* • Parts: *body, lever ...* • Connections: *attached to, mounted on ...*

9.2: Electronics and computing: *HDMI socket, hub, powerline adapter ...* • Connections: *connected to*

9.3: Electronics: *LED, loose (cable) ...* • Computing: *cable, printer ...* • Car repair: *flat (battery) ...*

Grammar / Discourse

9.1: Revision of present simple • *The handlebar steers the airboard.*

9.2: *Is the computer connected to the adapter?* • Short answers: *Yes, I have. No, it doesn't. Yes, it is.*

9.3: Zero conditional + imperative • *If it doesn't start, check the cable.*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic factual statements. (P)	26	A1 (22–29)	68
	Can understand a phone number from a recorded message. (P)	27	A1 (22–29)	70
	Can recognise basic information when people introduce themselves in work-related situations (name, job, etc). (P)	28	A1 (22–29)	70
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P)	27	A1 (22–29)	70
	Can understand short, simple instructions addressed carefully and slowly. (C _A)	23	A1 (22–29)	72
Speaking	Can describe an object using simple language. (P)	29	A1 (22–29)	68
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	70
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	71
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	71
	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	73
Reading	Can understand short, simple descriptions of objects, people and animals, given visual support. (P)	25	A1 (22–29)	68
	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	69

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write simple sentences about a familiar object. (P)	29	A1 (22–29)	69
	Can copy familiar words and short phrases about everyday objects and set phrases. (CA)	18	<A1 (10–21)	71
	Can write simple sentences about a work routine. (P)	36	A2+ (36–42)	72, 73
	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	73

Sample Material © Pearson 2023

Unit 10 Safety

Lexis / Technology

10.1: Safety gear: *hard hat, gloves ...* • Hazards: *poison, danger ...* • Accidents: *hurt, injure, trap ...* • Shapes: *circular, round ...*

10.2: Hazard nouns: *gap, bare wire ...* • Hazard adjectives: *coiled, damaged, locked ...* • Safety: *fire exit, safety cone ...*

10.3: Nouns on a form: *position, altitude, distance ...*

Grammar / Discourse

10.1: *could, might, must* • *Always ... Don't ... You mustn't ...* • *You might trap your hand.*

10.2: Past tense of *be* • *The fire exit was locked.* • *There were no fire extinguishers.*

10.3: Questions in the past simple • *Where? When? How high? What? How far? How many?*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand short, simple instructions addressed carefully and slowly. (CA)	23	A1 (22–29)	74, 76, 78
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	76
	Can describe an object using simple language. (P)	29	A1 (22–29)	76
	Can make simple references to the past using 'was/ were'. (P)	33	A2 (30–35)	77
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	78, 79
	Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?'). (P)	27	A1 (22–29)	79
	Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)
Can understand basic factual statements relating to pictures or simple texts. (P)		29	A1 (22–29)	78
Writing	Can use capital letters appropriately. (P)	24	A1 (22–29)	75
	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	77
	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	79

Unit 11 Cause and Effect

Lexis / Technology

11.1: Hydraulics: *chamber, inlet, outlet ...*

11.2: Electrical: *battery, buzzer, earth ...*

11.3: Turbines: *blade, brake, gear ...* • Verbs: *drive, rotate, send ...*

Grammar / Discourse

11.1: Verb constructions • *cause, allow* + to infinitive • *make, let* + bare infinitive • *stop, prevent* + *from* + gerund

11.2: Further practice of verb patterns in 11.1

11.3: Further practice of verb patterns in 11.1 • Reference words: *it, one*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic factual statements. (P)	26	A1 (22–29)	88
Speaking	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	84, 86
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	87, 89
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	89
Reading	Can follow basic instructions for making something simple. (P)	28	A1 (22–29)	84
	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	84, 86, 88
Writing	Can write simple sentences about a familiar object. (P)	29	A1 (22–29)	85

Unit 12 Checking and confirming

Lexis / Technology

12.1: Approximation: *about, over, at least ...* • Nouns: *mass, rotation*

12.2: Revision of controls, vehicles, direction adverbs, verbs of movement

12.3: Maintenance and repair: *check, inspect, assemble ...*

Grammar / Discourse

12.1: Revision of question forms • *Is that right? No, that's wrong.*

12.2: Revision of imperative with present continuous

12.3: Revision of present perfect, past simple, present continuous, and *will*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple directions, if spoken slowly and clearly. (P)	28	A1 (22–29)	92
	Can understand basic factual statements. (P)	26	A1 (22–29)	94
	Can recognise basic factual information about times and dates. (P)	27	A1 (22–29)	94
Speaking	Can ask simple questions about quantities and amounts. (P)	33	A2 (30–35)	91
	Can answer simple questions about quantities and amounts, given help with vocabulary. (P)	33	A2 (30–35)	91
	Can answer simple questions about the location of people or things in a limited way. (P)	28	A1 (22–29)	93
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	93, 95
Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	90, 91
Writing	Can write dates using both digits and words. (P)	28	A1 (22–29)	95
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	90, 91
	Can write simple sentences about a familiar object. (P)	29	A1 (22–29)	90, 91, 92

References

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

North, B. (2000) *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.

Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 (“WIDA ELD Standards”). Retrieved 27.11.2017 from <https://wida.wisc.edu/resources>

Schneider, G., North, B. (1999) “In anderen Sprachen kann ich . . .” Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.

Schneider, G., North, B. (2000) *Fremdsprachen können – was heißt das?* Chur / Zürich: Rüegger.

Sample Material © Pearson 2023