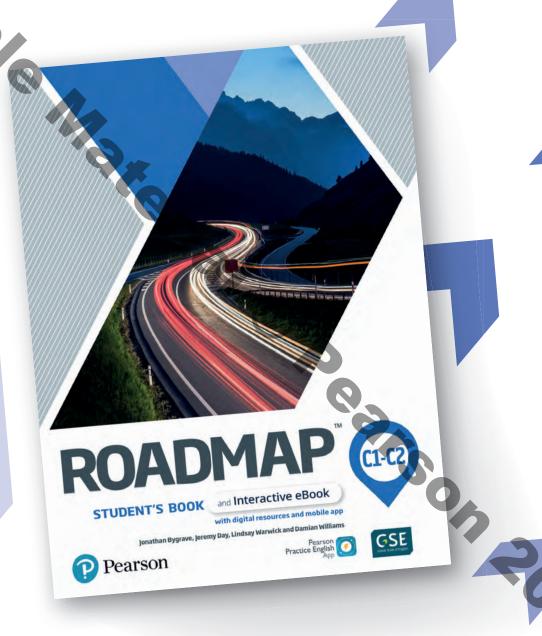# GSE MAPPING BOOKLET

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

ROADMAP™

STUDENT'S BOOK and Interactive eBook

with digital resources and mobile app

Jonathan Bygrave, Jeremy Day, Lindsay Warwick and Damian Williams

C1-C2

Pearson

Pearson Practice English App

GSE

ROADMAP™ C1-C2

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

- Student's Book and Interactive eBook with digital resources and mobile app
- Student's Book and Interactive eBook with online practice, digital resources and mobile app
- Workbook with key and online audio
- Teacher's Book with Presentation tool, digital resources and assessment package
- Interactive eBook with mobile app
- Interactive eBook with online practice and mobile app
- Website: **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:

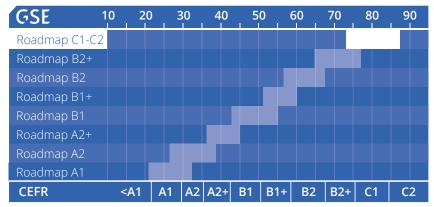|	
(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C$_A$)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018$_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CJ$_A$)	CEFR-J 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.]

Roadmap is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to C2 (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.

GSE	10	20	30	40	50	60	70	80	90
Roadmap C1-C2									
Roadmap B2+									
Roadmap B2									
Roadmap B1+									
Roadmap B1									
Roadmap A2+									
Roadmap A2									
Roadmap A1									
CEFR		<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Learn more about the Global Scale of English at **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 Master your Listening (MYL), Master your Reading (MYR), Master your Writing (MYW), and English in Action (EIA).
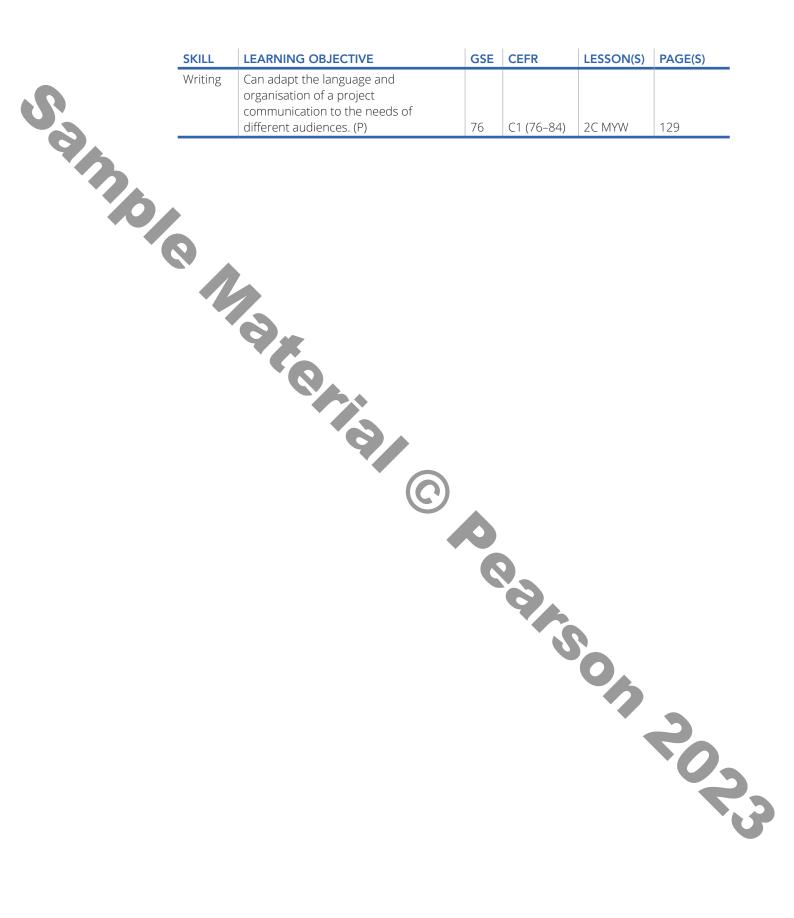
UNIT 1

LANGUAGE/FUNCTION – Present, past and future perfect · subject raising · infinitive phrases · join a conversation already in progress

VOCABULARY – Phrases with delexical verbs · idioms for expressing and controlling emotions · connotation (1) · socialising

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can follow lines of argument in a linguistically complex presentation or lecture. (P)	75	B2+ (67–75)	1C MYL	96
	Can recognise the use of persuasive language in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	1C MYL	96
Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	1A 1B MYR	6, 8 106
	Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. (W$_A$)	62	B2 (59–66)	1B MYR	106
	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	1C	10
Speaking	Can make a detailed, formal, evidence-based complaint about the quality of a product or service. (P)	72	B2+ (67–75)	1A	7
	Can evaluate arguments in a debate or discussion and justify the evaluation. (P)	73	B2+ (67–75)	1A	7
	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67–75)	1B	9
	Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	1B	9
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+ (67–75)	1B	9
	Can justify a point of view using linguistically complex language. (P)	77	C1 (76–84)	1C	11
	Can join a conversation already in progress between fluent speakers on complex topics. (C$_A$)	81	C1 (76–84)	1D EIA	12
Writing	Can use exaggeration and hyperbole to enhance the impact of a text. (P)	78	C1 (76–84)	1A MYW	127

UNIT 2

LANGUAGE/FUNCTION – The continuous aspect · probability · cleft sentences · manage a fast-paced conversation

VOCABULARY – Trends · agreement and disagreement · connotation (2) · conversation

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand most of a linguistically complex podcast. (P)	78	C1 (76–84)	2B	16
	Can understand implied meaning in a linguistically complex presentation or lecture. (P)	79	C1 (76–84)	2B MYL	96
	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	2B MYL	96
	Can understand implied or unstated meanings in a linguistically complex presentation or lecture. (P)	84	C1 (76–84)	2B MYL	96
	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	2C	18
Reading	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C$_A$)	66	B2 (59–66)	2A	15
	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	2A MYR	108
	Can recognise the writer's point of view in a linguistically complex academic text. (P)	74	B2+ (67–75)	2A MYR	108
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (C$_A$)	70	B2+ (67–75)	2A	15
	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	2B	17
	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C$_A$)	70	B2+ (67–75)	2B	17
	Can substitute an equivalent term for a word they can't recall so smoothly that it isn't noticeable. (N2000$_A$)	76	C1 (76–84)	2C	19
	Can present detailed, evidence-based arguments during work-related meetings. (P)	76	C1 (76–84)	2C	19
	Can participate in a fast-paced conversation with fluent speakers. (C$_A$)	80	C1 (76–84)	2D EIA	21
	Can manage the participants in a fast-moving discussion to keep it on course. (P)	81	C1 (76–84)	2D EIA	21

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can adapt the language and organisation of a project communication to the needs of different audiences. (P)	76	C1 (76–84)	2C MYW	129

UNIT 3

LANGUAGE/FUNCTION – Question forms · reason clauses · ways of modifying adjectives · summarise information

VOCABULARY – Ideas · problems and solutions · the news and reporting · idioms related to clarity

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can follow the main points in a linguistically complex interview, if provided with written supporting material. (P)	69	B2+ (67–75)	3A	24
	Can compare the content of a linguistically complex presentation or lecture with written materials on the same subject. (P)	78	C1 (76–84)	3C MYL	98
	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (C$_A$)	76	C1 (76–84)	3C MYL	98
	Can recognise that a speaker has summarised ideas in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	3D EIA	31
Reading	Can critically evaluate the effectiveness of different arguments in a linguistically complex article. (P)	88	C2 (85–90)	3A MYR	110
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	3B	26
	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	3B MYW	28
Speaking	Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	3A	25
	Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	3A	25
	Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1 (76–84)	3B	27
	Can ask questions about abstract or complex topics outside their field of specialisation. (P)	71	B2+ (67–75)	3C	29
	Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)	80	C1 (76–84)	3D EIA	31
Writing	Can use persuasive techniques appropriately in formal writing. (P)	78	C1 (76–84)	3B MYW	131

UNIT 4

LANGUAGE/FUNCTION – Non-future uses of *will* · real conditionals · giving impressions · resolve conflicts in negotiations

VOCABULARY – Anxiety and excitement · adjective + noun collocations · the senses · negotiating

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	4A	32
	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	4B	34
	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	4C MYL 4D EIA	99 39
	Can follow a group discussion on complex, unfamiliar topics. (C$_A$)	76	C1 (76–84)	4C MYL	99
	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)	83	C1 (76–84)	4C MYL	99
Reading	Can understand complex arguments in magazine articles. (P)	(79)	C1 (76–84)	4A MYR	112
	Can infer the author's attitude in a linguistically complex magazine article. (P)	(76)	C1 (76–84)	4A MYR	113
	Can recognise literary techniques used to suggest future events in a narrative. (P)	76	C1 (76–84)	4A MYR	113
Speaking	Can talk about personal experiences in detail using linguistically complex language. (P)	72	B2+ (67–75)	4A	33
	Can take part in discussions on political or social issues using linguistically complex language. (P)	87	C2 (85–90)	4B	35
	Can describe a business proposal in detail. (P)	71	B2+ (67–75)	4B	35
	Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	4B	35
	Can answer questions about abstract topics clearly and in detail. (C$_A$)	76	C1 (76–84)	4C	37
	Can make proposals to resolve conflicts in complex negotiations. (P)	81	C1 (76–84)	4D EIA	39

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can write a letter of application using appropriate conventions and a range of linguistically complex language. (P)	76	C1 (76–84)	4B MYW	133
	Can use exaggeration and hyperbole to enhance the impact of a text. (P)	78	C1 (76–84)	4B MYW	133

UNIT 5

LANGUAGE/FUNCTION – Linking devices · unreal conditionals · hypothetical language · politely refuse a request

VOCABULARY – Importance and usefulness · risk, success and failure · near-synonyms · excuses

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand stories being told by a fluent speaker using colloquial language. (P)	79	C1 (76–84)	5A MYL	100
	Can understand most of a linguistically complex podcast. (P)	78	C1 (76–84)	5A MYL	100
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	5D EIA	48
	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	5D EIA	48
Reading	Can distinguish between literal and allegorical meaning in a literary text. (P)	77	C1 (76–84)	5B MYR	115
	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	5C MYW	134
	Can synthesise information from multiple linguistically complex academic texts related to similar content. (P)	82	C1 (76–84)	5C MYW	135
Speaking	Can rephrase controversial statements into more neutral language. (P)	77	C1 (76–84)	5A	43
	Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (P)	80	C1 (76–84)	5A	43
	Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	5B	45
	Can speculate about the causes and effects of past problems and suggest potential solutions. (P)	76	C1 (76–84)	5C	45
	Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1 (76–84)	5C	45
	Can explain the main points of a negotiating position with precision. (P)	78	C1 (76–84)	5D EIA	49
Writing	Can synthesise information from multiple linguistically complex academic texts. (P)	82	C1 (76–84)	5C MYW	135
	Can write essays and reports synthesising information from a number of sources. (P)	76	C1 (76–84)	5C MYW	135

UNIT 6

LANGUAGE/FUNCTION – The passive · making formal recommendations · comparatives · take part in a panel discussion

VOCABULARY – Making connections · regulations · responding to ideas · idioms

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can follow the main points in a linguistically complex interview, if provided with written supporting material. (P)	69	B2+ (67–75)	6A	50
	Can understand most of a linguistically complex podcast. (P)	78	C1 (76–84)	6C MYL	101
	Can recognise repetition of ideas through substitution, paraphrasing, etc. in complex arguments. (P)	71	B2+ (67–75)	6D EIA	57
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text. (P)	75	B2+ (67–75)	6B MYR	116
	Can understand the use of puns, allusions, jokes etc. in adverts or newspaper headlines. (P)	78	C1 (76–84)	6C	54
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	6A	51
	Can take part in discussions on political or social issues using linguistically complex language. (P)	87	C2 (85–90)	6A	51
	Can give detailed advice on a wide range of subjects using linguistically complex language. (P)	85	C2 (85–90)	6B	53
	Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	76	C1 (76–84)	6B	53
	Can evaluate arguments in a debate or discussion and justify the evaluation. (P)	73	B2+ (67–75)	6C	55
	Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)	80	C1 (76–84)	6C	55
	Can contribute ideas in a panel discussion using linguistically complex language. (P)	78	C1 (76–84)	6D EIA	57
Writing	Can write a detailed summary of a scientific experiment. (P)	76	C1 (76–84)	6A MYW	137

UNIT 7

LANGUAGE/FUNCTION – Determiners · relative clauses · reduced relative clauses and similar structures · chair and participate in a debate

VOCABULARY – Idioms related to exploration · deception · skills and abilities · debates

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise digressions and asides as an argumentative tactic in a debate or discussion. (P)	80	C1 (76–84)	7A MYL	102
	Can follow lines of argument in a linguistically complex presentation or lecture. (P)	75	B2+ (67–75)	7D EIA	66
Reading	Can understand correspondence containing idiomatic or non-standard language. (C$_A$)	76	C1 (76–84)	7B MYR	118
	Can identify different styles, genres, and registers in written discourse. (W$_A$)	67	B2+ (67–75)	7B MYR	118
Speaking	Can work collaboratively to plan a course of action while considering how to avoid potential risks. (P)	76	C1 (76–84)	7A	61
	Can talk about complex financial problems in detail. (P)	84	C1 (76–84)	7B	63
	Can give detailed advice on a wide range of subjects using linguistically complex language. (P)	85	C2 (85–90)	7B	63
	Can conclude a discursive argument using a range of linguistic devices. (P)	78	C1 (76–84)	7C	65
	Can effectively chair a debate, managing contributions and reaching a conclusion. (P)	78	C1 (76–84)	7D EIA	67
	Can effectively participate in a debate on complex or abstract topics using linguistically complex language. (P)	85	C2 (85–90)	7D EIA	67
Writing	Can write a review of a product or service using linguistically complex language. (P)	79	C1 (76–84)	7C MYW	138

UNIT 8

LANGUAGE/FUNCTION – Describing habits and compulsions · the future in the past · emphasising advice · deal with problems on a call

VOCABULARY – Idioms related to feelings · decision-making and reflection · idioms related to risk · making a call

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand the details in a linguistically complex audio recording. (P)	82	C1 (76–84)	8B MYL	103
	Can recognise a speaker's feelings or attitude in linguistically complex speech. (P)	81	C1 (76–84)	8B MYL	103
	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (C$_A$)	76	C1 (76–84)	8D EIA	74
Reading	Can follow the sequence of events or arguments in an extended and linguistically complex text. (P)	(77)	C1 (76–84)	8A MYR	120
	Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style. (CJ$_A$)	87	C2 (85–90)	8A MYR	120
Speaking	Can answer questions in a survey using linguistically complex language. (P)	74	B2+ (67–75)	8A	69
	Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	8B	71
	Can give detailed advice on a wide range of subjects using linguistically complex language. (P)	85	C2 (85–90)	8C	73
	Can deal with problems on the phone using a range of linguistic devices. (P)	76	C1 (76–84)	8D EIA	75
Writing	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CJ$_A$)	85	C2 (85–90)	8C MYW	141

UNIT 9

LANGUAGE/FUNCTION – Narrative tenses · reported speech · participle clauses and verbless clauses · answer questions in a job interview in detail

VOCABULARY – Verb-adverb collocations · gossip and rumours · improvement and deterioration · employability and competencies

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can recognise a speaker's feelings or attitude in linguistically complex speech. (P)	81	C1 (76–84)	9A	78
	Can understand most of a linguistically complex podcast. (P)	78	C1 (76–84)	9A	78
	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	9B	80
	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	9B MYL	104
	Can recognise coherence devices and follow complex arguments on unfamiliar topics. (P)	77	C1 (76–84)	9C	83
Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	9C MYR	122
	Can identify logical flaws in an argument in an academic paper. (P)	77	C1 (76–84)	9C MYR	123
Speaking	Can fluently relate a complex and detailed narrative or description using a non-linear sequence of points. (P)	76	C1 (76–84)	9A	79
	Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	9A	79
	Can participate in a fast-paced conversation with fluent speakers. (C$_A$)	80	C1 (76–84)	9B	81
	Can present detailed, evidence-based arguments during work-related meetings. (P)	76	C1 (76–84)	9C	83
	Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. (C$_A$)	70	B2+ (67–75)	9D EIA	85
Writing	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CJ$_A$)	85	C2 (85–90)	9A MYW	143

UNIT 10

LANGUAGE/FUNCTION – Emphasis and persuasion • heads and tails • concession clauses • deliver a progress report

VOCABULARY – Collocations: innovation • board games • evaluating • success and failure

SKILL	LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	10B MYL	105
Reading	Can understand complex arguments in magazine articles. (P)	(79)	C1 (76–84)	10C MYR	124
	Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text. (W_A)	87	C2 (85–90)	10C MYR	125
	Can understand complex or extended metaphors in a magazine article. (P)	(84)	C1 (76–84)	10C MYR	125
Speaking	Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (P)	80	C1 (76–84)	10A	87
	Can reformulate what they want to say during a conversation or discussion using linguistically complex language. ($N2000_A$)	80	C1 (76–84)	10B	89
	Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	10C	91
	Can give a progress report including key milestones and highlighting risks. (P)	76	C1 (76–84)	10D EIA	93
Writing	Can write well-structured marketing materials to describe products or services using appropriate language and style. (P)	80	C1 (76–84)	10A MYW	145

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 Master your Listening (MYL), Master your Reading (MYR), Master your Writing (MYW), and English in Action (EIA).

UNIT 1

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. (P)	73	B2+ (67–75)	1A	7
	Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying and predicting). (P)	80	C1 (76–84)	1A	7, 10, 11
	Can communicate fluently (in Language B) the sense of what is said (in Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references. (P)	78	C1 (76–84)	1B	9
	Can explain (in Language B) the attitude or opinion expressed in a source text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original. (P)	81	C1 (76–84)	1C	10

UNIT 2

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (P)	79	C1 (76–84)	2A	15
	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	2B	17, 19, 21
Writing	Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage discussions and negotiations. (P)	81	C1 (76–84)	2C MYW	129

UNIT 3

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. (P)	79	C1 (76–84)	3A	25, 29
	Can summarise clearly in well-structured language (in Language B) the main points made in complex texts (in Language A) in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts. (P)	76	C1 (76–84)	3D	31
Writing	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (P)	79	C1 (76–84)	3B MYW	131

UNIT 4

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of his/her own worldview, and express himself/herself in a way appropriate to the context. (P)	71	B2+ (67–75)	4A	32, 34, 39
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (P)	79	C1 (76–84)	4A	33
	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	4B	35, 36
	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. (P)	76	C1 (76–84)	4D	39
	Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties. (P)	70	B2+ (67–75)	4D	39
Writing	Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage discussions and negotiations. (P)	81	C1 (76–84)	4B MYW	133

UNIT 5

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	5A	43, 47, 49
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (P)	79	C1 (76–84)	5B	45
	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. (P)	76	C1 (76–84)	5D EIA	49
Writing	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result. (P)	86	C2 (85–90)	5C	135

UNIT 6

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. (P)	76	C1 (76–84)	6A	51, 56
	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	6B	53, 55
	Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. (P)	79	C1 (76–84)	6D	57
Writing	Can summarise in writing a long and complex text (in Language A) (e.g. an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original. (P)	76	C1 (76–84)	6A MYW	137

UNIT 7

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	7A	60, 61, 64
	Can guide a sensitive discussion effectively, identifying nuances and undercurrents. (P)	85	C2 (85–90)	7B	63
	Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of his/her own worldview, and express himself/herself in a way appropriate to the context. (P)	71	B2+ (67–75)	7C	65
	Can intervene diplomatically in order to redirect discussion, prevent one person dominating or confront disruptive behaviour. (P)	82	C1 (76–84)	7D	67
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (P)	79	C1 (76–84)	7D	67
Writing	Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a recipient who does not have specialist knowledge. (P)	76	C1 (76–84)	7C MYW	139

UNIT 8

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying and predicting). (P)	80	C1 (76–84)	8A	69
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (P)	79	C1 (76–84)	8B	71
	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	8C	73, 75
	Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view. (P)	71	B2+ (67–75)	8C	73
Writing	Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoints of others. (P)	87	C2 (85–90)	8C MYW	141
	Can evaluate, restate and challenge arguments in professional or academic live online chat and discussion. (P)	84	C1 (76–84)	8C MYW	141
	Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary. (P)	77	C1 (76–84)	8C MYW	141

UNIT 9

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. (P)	76	C1 (76–84)	9B	80, 83
	Can recognise undercurrents in interaction and take appropriate steps to guide the direction of discussion. (P)	83	C1 (76–84)	9B	81
	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	9C	82
	Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue and to help them establish a link to what is going to be explained. (P)	80	C1 (76–84)	9D	85

UNIT 10

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	LESSON(S)	PAGE(S)
Speaking	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. (P)	76	C1 (76–84)	10A	**86**
	Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward. (P)	72	B2+ (67–75)	10A	**87**
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways. (P)	79	C1 (76–84)	10A, 10B	**87, 89**
	Can develop the interaction and tactfully help steer it towards a conclusion. (P)	80	C1 (76–84)	10C	**91**
	Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s). (P)	68	B2+ (67–75)	10D	**93**
	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. (P)	66	B2 (59–66)	10D	**93**
Writing	Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed. (P)	80	C1 (76–84)	10A	**87**

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