



## GSE MAPPING BOOKLET

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



GSE, *Tiếng Anh Global Success* Grade 11 – Published 2023



## 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. The 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 to 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.

*Tiếng Anh Global Success* has been created using the GSE Learning Objectives for General Adults. 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 module.

*Tiếng Anh Global Success* is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR <A1 to B1+ (16-54 on the Global Scale of English).

GSE	10	20	30	40	50	60	70	80	90	
Tiếng Anh Global Success 12										
Tiếng Anh Global Success 11										
Tiếng Anh Global Success 10										
Tiếng Anh Global Success 9										
Tiếng Anh Global Success 8										
Tiếng Anh Global Success 7										
Tiếng Anh Global Success 6										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

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<sub>A</sub>) Common European Framework descriptor, adapted or edited, © Council of Europe
- (N2000) North (2000) descriptor, verbatim
- (C2018<sub>A</sub>) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (C<sub>J</sub><sub>A</sub>) CEFR-J descriptor, adapted or edited
- (CSE<sub>A</sub>) Eiken descriptor, adapted or edited
- (E<sub>A</sub>) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000<sub>A</sub>) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (W<sub>a</sub>) WIDA ELD Standards (2012), adapted or edited

### Using the information in this teacher mapping booklet

The GSE teacher mapping booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Tieng Anh Global Success*, 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 mapping 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

### Measuring proficiency using the Global Scale of English

The GSE underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark assessments alongside *Tieng Anh Global Success*, you will be able to see the progress being made by students during their course of study. You will also receive rich score reports which identify strengths and areas for improvement along with recommendations on how to address these areas using *Tieng Anh Global Success*. For this level of *Tieng Anh Global Success*, we recommend English Benchmark Test Level [XX].

Your students may also want to take a test that gives them a proficiency certificate. For this level of *Tieng Anh Global Success*, we recommend Pearson English International Certificate (PTE General) Level [XX].

### 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.

## Tieng Anh Global Success and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each Unit. A learning objective in *italics* indicate it is still undergoing research and validation, and therefore the value is a provisional estimate.

### Unit 1 A long and healthy life

**VOCABULARY:** Words and phrases related to health and fitness

**PRONUNCIATION:** Strong and weak forms of auxiliary verbs

**GRAMMAR:** Past simple vs. Present perfect

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	8, 13, 14
Speaking	Can introduce a conversation topic with the present perfect and provide details in the past. (P)	48	B1 (43–50)	10, 11
	Can describe how to do something, giving detailed instructions. (C)	62	B2 (59–66)	12, 13
	Can give straightforward descriptions on a variety of familiar subjects. (C <sub>A</sub> )	47	B1 (43–50)	12, 13
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	14, 17
	Can make and accept offers. (N2000)	36	A2+ (36–42)	15
	Can decline offers using basic fixed expressions. (P)	33	A2 (30–35)	15
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	16
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	17
	Reading	Can understand the main idea of a passage using textual clues. (P)	50	B1 (43–50)
Can make simple inferences based on information given in a short article. (P)		51	B1+ (51–58)	12
Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (C <sub>A</sub> )		46	B1 (43–50)	14, 15
Can skim a short text to identify its main purpose. (P)		45	B1 (43–50)	16
Writing	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	14, 15

## Unit 2 The generation gap

**VOCABULARY:** Words and phrases related to generational differences

**PRONUNCIATION:** Contracted forms

**GRAMMAR:** Modal verbs: *must, have to* and *should*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA)	49	B1 (43–50)	18
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	23
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	22, 26
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (CA)	46	B1 (43–50)	23
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	23
	Can express attitudes using simple language. (P)	47	B1 (43–50)	23
	Can ask for and give or refuse permission. (N2000)	40	A2+ (36–42)	25
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	27
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	27
Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	19
	Can identify key subject vocabulary in written descriptions. (WA)	45	B1 (43–50)	19
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	21
	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	B1 (43–50)	22
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	24
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	25, 26
Writing	Can write short, simple essays with basic structure on familiar topics. (CA)	46	B1 (43–50)	24

## Unit 3 Cities of the future

**VOCABULARY:** Words and phrases related to cities and smart living

**PRONUNCIATION:** Linking final consonants to initial vowels

**GRAMMAR:** Stative verbs in the continuous form • Linking verbs

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)	28
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	33
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	33, 35
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	32, 33
	Can make simple predictions about the future. (P)	42	A2+ (36–42)	33, 35, 37
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	34
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	36
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	37
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	37
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	29
	Can identify key subject vocabulary in written descriptions. (W <sub>A</sub> )	45	B1 (43–50)	29
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	31
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	32
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	34
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	35
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C <sub>A</sub> )	47	B1 (43–50)	35

## Unit 4 Asean and viet nam

**VOCABULARY:** Words and phrases related to ASEAN

**PRONUNCIATION:** Elision of vowels

**GRAMMAR:** Gerunds as subjects and objects

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	42, 47
	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA)	49	B1 (43–50)	47
Speaking	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	46, 47
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (CA)	49	B1 (43–50)	47
	Can give compliments, using fixed expressions. (P)	37	A2+ (36–42)	49
	Can give straightforward descriptions on a variety of familiar subjects. (CA)	47	B1 (43–50)	50
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	51
Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	43
	Can understand the main idea of a passage using textual clues. (P)	50	B1 (43–50)	45, 46, 48
	Can identify key information in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	45, 46
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	50
Writing	Can write a simple, structured informational leaflet/ brochure, given a model. (P)	51	B1+ (51–58)	48, 49



## Unit 5 Global warming

**VOCABULARY:** Words and phrases related to global warming

**PRONUNCIATION:** Sentence stress and rhythm

**GRAMMAR:** Present participle and past participle clauses

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)	52
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	57
	Can infer opinions in a simple presentation or lecture, if guided by questions. (P)	49	B1 (43–50)	57
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	57
Speaking	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	56, 59
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	57, 61
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	57, 60
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	57
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	61
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	61
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	53
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	53, 55, 56
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	56
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	60
Writing	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	58
	Can write simple structured essays, organising basic ideas. (P)	53	B1+ (51–58)	58

## Unit 6 Preserving our heritage

**VOCABULARY:** Words and phrases related to preserving heritage

**PRONUNCIATION:** Intonation in statements, commands, and lists

**GRAMMAR:** *To*-infinitive clauses

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)	66, 67
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C <sub>A</sub> )	47	B1 (43–50)	71
	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	71
	Can follow detailed directions. (C)	53	B1+ (51–58)	73
Speaking	Can respond to opinions expressed by others. (W <sub>A</sub> )	51	B1+ (51–58)	70
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	70
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	70, 75
	Can ask for, follow and give detailed directions. (C <sub>A</sub> )	44	B1 (43–50)	73
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	74
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	75
Reading	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	75
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	67, 69
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	67, 74
Writing	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	70
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	72
	Can write a simple, structured informational leaflet/ brochure, given a model. (P)	51	B1+ (51–58)	72

## Unit 7 Education options for school-leavers

**VOCABULARY:** Words and phrases related to education after leaving school

**PRONUNCIATION:** Intonation in *Wh-* and *Yes/No* questions

**GRAMMAR:** Perfect gerunds and perfect participle clauses

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)	76
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	81
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C <sub>A</sub> )	47	B1 (43–50)	81
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	34	A2 (30–35)	83
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	80, 81, 82
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	80, 81
	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	83
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (C <sub>A</sub> )	51	B1+ (51–58)	83
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	84
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	85
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	85
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	85
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	77
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	79, 80
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	80
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	84
	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	B1 (43–50)	85
Writing	Can write a basic formal email/letter requesting information. (P)	46	B1 (43–50)	82

## Unit 8 Becoming independent

**VOCABULARY:** Words and phrases related to teen independence

**PRONUNCIATION:** Intonation in invitations, suggestions, and polite requests

**GRAMMAR:** Cleft sentences with *It is/was ... that/who ...*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)	86
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C <sub>A</sub> )	47	B1 (43–50)	91, 92
Speaking	Can give a simple description of how to carry out an everyday process (e.g. a recipe). (P)	40	A2+ (36–42)	91
	Can describe how to do something, giving detailed instructions. (C)	62	B2 (59–66)	91
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	92
	Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (C <sub>A</sub> )	47	B1 (43–50)	93
	Can describe the differences between the customs of two cultures, using simple language. (P)	50	B1 (43–50)	94
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	94
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C <sub>A</sub> )	49	B1 (43–50)	95
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	95
	Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)
Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )		46	B1 (43–50)	87
Can understand the main idea of a passage using textual clues. (P)		50	B1 (43–50)	89
Writing	Can write short, simple essays with basic structure on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	92

## Unit 9 Social issues

**VOCABULARY:** Words and phrases related to social issues

**PRONUNCIATION:** Intonation in choice questions

**GRAMMAR:** Linking words and phrases

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C <sub>A</sub> )	47	B1 (43–50)	105, 106
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	105, 106
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	100, 109
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	104, 105, 106
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	105
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	105
	Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)	42	A2+ (36–42)	107
	Can express sympathy using basic fixed expressions (e.g. 'I understand', 'Are you okay?'). (P)	38	A2+ (36–42)	107
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	107
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	109
	Reading	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)
Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )		46	B1 (43–50)	103
Can understand the main idea of a passage using textual clues. (P)		50	B1 (43–50)	104
Can scan short texts to locate specific information. (P)		44	B1 (43–50)	107
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C <sub>A</sub> )	47	B1 (43–50)	106

## Unit 10 The ecosystem

**VOCABULARY:** Words and phrases related to ecosystems

**PRONUNCIATION:** Intonation in question tags

**GRAMMAR:** Compound nouns

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)	110
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	115
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	115
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	116
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	114, 117, 119
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	114
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	115, 119
	Can express attitudes using simple language. (P)	47	B1 (43–50)	117
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	117
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	118
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	111
	Can identify key subject vocabulary in written descriptions. (W <sub>A</sub> )	45	B1 (43–50)	111, 114
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	113, 114
	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	117, 118
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C <sub>A</sub> )	47	B1 (43–50)	116
	Can write short, simple essays with basic structure on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	116

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