



BANDIRMA ONYEDİ EYLÜL UNIVERSITY

School of Foreign Languages

Basic English Department

2025-2026 Academic Year

B1 LEVEL

MAIN COURSE

1. Course Description

This course is designed to develop all language skills, including language sub-skills, grammar, and vocabulary. The course aims to prepare students to be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Students at this level can deal with most situations likely to arise whilst traveling in an area where the language is spoken, produce simple connected text on topics which are familiar, or of personal interest, describe experiences and events, dreams, hopes & ambitions, and briefly give reasons and explanations for opinions and plans.

2. Goals and Learning Outcomes

Course Aim:

The course aims at helping learners to achieve an intermediate level of English language skills of an Intermediate level User, as B1 level on the Common European Framework of Reference for Languages (CEFR). By the end of the course, students will be able to give or seek personal views and opinions in an informal discussion with friends; express the main point they want to make comprehensibly. They can cope flexibly with problems in everyday life: deal with most situations likely to arise when making travel arrangements or when actually traveling; enter unprepared into conversations on familiar topics; and make a complaint.

Course objectives:

The course is intended to develop students' language skills to:

- Listen for the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., and identify the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- Read texts that consist mainly of high-frequency words every day or job-related language and comprehend the description of events, feelings, and wishes in personal letters.
- Speak in case of most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events, narrate a story or relate the plot of a book or film and describe reactions and briefly give reasons and explanations for opinions and plans
- Write simple connected texts on topics that are familiar or of personal interest, and write personal letters describing experiences and impressions.

3. Materials

FOCUS 2- PEARSON PUBLISHING

4. Overall Structure of the Course and Requirements

The format of this course will be based on in-class discussions on the assigned materials and exercises designed to reinforce important listening & speaking & reading & writing skills and strategies.

Students are expected to attend class regularly, participate in activities, complete the given assignments before and after class, ask questions, and turn in assignments on time and correct their mistakes upon teacher and peer feedback.

5. Course Policies

Assignments: All assignments are due at the start of the lesson hour unless otherwise specified. The assignments and other tasks must be submitted as scheduled in the syllabus and as announced in class. Exceptions will only be made in exceptional circumstances.

Electronic devices: No iPods, mobile phones, or other electronic devices will be allowed in class. Cell phones must be switched off during the class.

Plagiarism: Plagiarism refers to a form of cheating that has been defined as ‘the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own. To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft. Simply put, plagiarism is not tolerated in this university. Respect yourself enough to have faith in what you can accomplish on your own, rather than stealing someone else’s work. Any student caught cheating or plagiarizing (meaning copying something from the Internet and /or from a friend and turning it in as their own work) will receive a 0 (ZERO) on that assignment.

6. Rules

- o Attend class every day. If you are unable to attend class, email your instructor or talk to your instructor before you need to be absent.

- o Be on time for class and participate. Your success and the success of your peers in this course are influenced by your prompt attendance and participation. You are expected to participate in class and in groups.

- o Do all of your work and do it on time! You must complete all of your homework and in-class work for this course on the day it is due. When you return to class after an absence, it is your responsibility to talk to your instructor or friends before class to find out which work you have missed.

- o Hand in 4 speaking and 4 writing assignments throughout the semester.

- o Do not plagiarize. All of your work must be your work, not someone else’s. Do not ask friends, roommates, or anyone else to do your work. Plagiarism may result in failure.

- o Throughout the lessons, only English will be used as a means of communication for both teacher-student and student-student interactions. Breaking any of these rules will result in negative points.

7. Assessment and Grading

Students must satisfactorily complete all course requirements to receive a passing grade to enter their Final Exam to exit their faculty. Grades will be assigned using the following weights throughout an Academic Year:

ASSESSMENT AND GRADING	PERCENTAGE
Progress Tests (3)	30 %
Quizzes (4)	20 %
1st Term: (- In-class presentation + International Day)	20 %
2nd Term: (1- In-class presentation + 1 Short Movie Project)	
Portfolios (10 % from writing grades) (10 % from Online Homework)	20 %
Participation	10%
Academic Year Performance Grade*	100 %
MINIMUM GRADE FOR ELIGIBILITY TO TAKE FINAL EXAM	65 pts from the performance in an Academic Year.
MINIMUM GRADE FOR ELIGIBILITY TO GO TO THE FACULTY	For - Maritime Transportation Management Engineering (English) - Economics (English) - Business Administration (English) Departments, 75 pts; For - English Translation and Interpreting Department, 85 pts

8. Course Outline

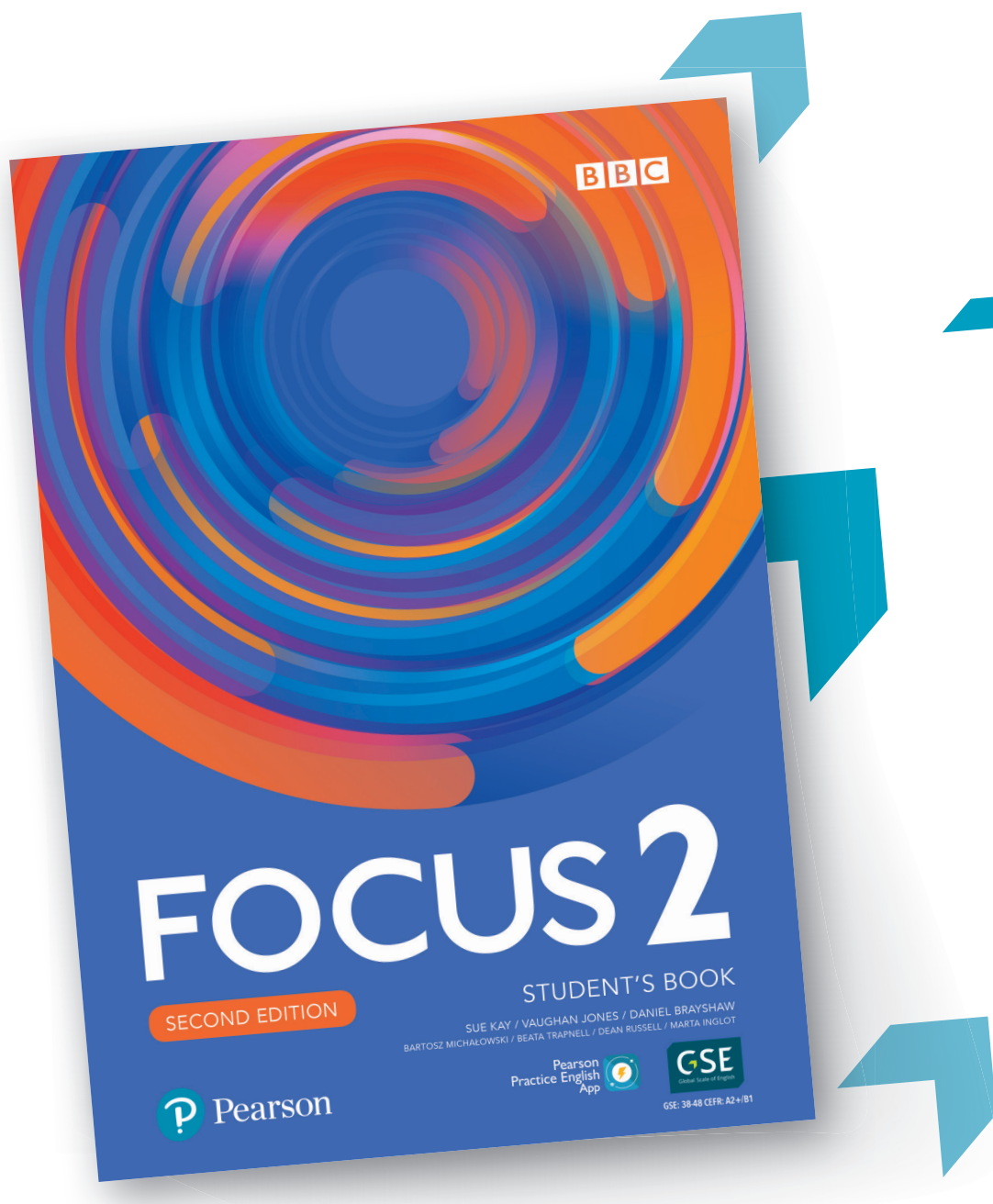
Course objectives, materials, and outcomes are listed unit-based below, since the instructors need to cover one unit in a week. For a detailed Whole Map, instructors need to follow the Operational Plan directed by Level Coordinators. However, circumstances may call for a departure from this schedule. Any changes in the schedule will be made in advance. The following instructions will be shared by Level Coordinators in each level via links.

Focus2 2E GSE Mapping- Unit Base:



GSE MAPPING BOOKLET

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



FOCUS 2

In *Focus Second Edition*, we have taken the very best of Pearson's top-selling title for upper-secondary students and brought it right up to date. Thanks to feedback received from Focus users from all over the world, the course now offers the following:

Rich multimedia

including inspiring video clips from the BBC that make lessons memorable and learning efficient

Extensive exam preparation

that has been proven to help students achieve outstanding results on tests and exams

Enhanced learning experience

with unique in-and-out-of-class paper and digital materials that enable students to make steady progress in a personalised way

BBC videos

Experience the real world with authentic BBC video clips.

Focus Vlogs

Develop fluency and learn accurate usage with Focus Vlogs.

Use of English

Achieve better exam results with new Use of English sections and more exam-oriented tasks.

Digital

Get more training with extra digital activities and resources.

Components

- Student's Book
- Student's Book with Online Practice
- Pearson Practice English App
- Workbook
- Teacher's Book with:
 - Presentation Tool
 - Teacher's Resources
 - Online Practice and extra digital activities
 - Assessment Package
- Class CDs

www.english.com/focus

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.

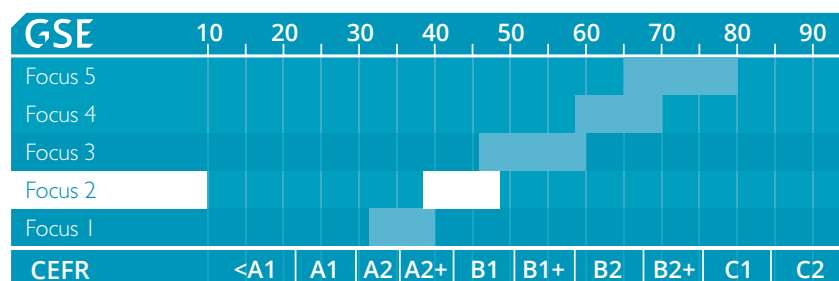
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

Focus Second Edition and the Global Scale of English

UNIT 1 Lives people live

GRAMMAR – Present tenses – question forms • Subject and object questions • *Wh*- questions • Verb + *-ing* or verb + *to* infinitive

VOCABULARY – Personality • *un-, in-, im-, ir-, dis-* • Questions with *like* • *-ive, -ative, -able, -ing* • Verb + preposition • Adjective + preposition

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	4, 7, 11, 14
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	7
Reading	Can scan a simple text to find specific information. (P)	38	A2+ (36–42)	5
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	8
	<i>Exam Focus: Note completion</i>			8
	<i>Exam Focus: Matching</i>			8
	Can understand short, simple personal emails and letters. (C _A)	37	A2+ (36–42)	12
Speaking	Can draw simple conclusions about people in pictures (e.g. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	4
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	4, 5
	Can ask and answer basic questions about family and friends in a limited way. (P)	22	A1 (22–29)	5
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	6
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	7
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	8
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	11
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	14
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	14
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	12

UNIT 2 Science and technology

GRAMMAR – Past Continuous and Past Simple • *used to*

VOCABULARY – Phones and computers • Word building • Collocations • The temperature

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	18, 21, 22, 24
	<i>Exam Focus: Matching</i>			21
	Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (P)	44	B1 (43–50)	25
	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36–42)	28
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	22
	<i>Exam Focus: Multiple choice</i>			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 the sequence of events in simple narrative texts by recognising common linking words/phrases. (P)	42	A2+ (36–42)	27
Speaking	Can express attitudes using simple language. (P)	47	B1 (43–50)	19, 21, 22, 24
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	20
	Can state personal learning goals, given a model. (P)	46	B1 (43–50)	21
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	21
	Can describe weather conditions in their country using simple language. (P)	36	A2+ (36–42)	22
	Can ask someone simple questions about their life and experiences. (P)	36	A2+ (36–42)	22
	Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). (P)	38	A2+ (36–42)	25
	Can briefly say what they think will happen next in a simple story or play. (P)	42	A2+ (36–42)	27
	Can describe past events or experiences using simple descriptive language to add interest. (P)	47	B1 (43–50)	28
	Can narrate a story. (C)	45	B1 (43–50)	28
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	28
Writing	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	27
	Can write a story with a simple linear sequence. (C _A)	45	B1 (43–50)	27

UNIT 3 The arts

GRAMMAR – Comparative and superlative adjectives • Present Perfect with *just*, *already*, *(not) yet* and Past Simple

VOCABULARY – TV Programmes • Adjectives • Elements of a film/TV drama • Art and artists • Phrasal verbs • Adjectives to describe films, plots, screenplays etc.

SKILL	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 _A)	47	B1 (43–50)	33
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	35
	<i>Exam Focus: Multiple choice</i>			35
	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	35
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	39
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	33
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	36, 40
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	36
	<i>Exam Focus: Matching</i>			36
	Can identify key subject vocabulary in written descriptions. (W _A)	45	B1 (43–50)	40
Speaking	Can discuss films, books or plays in simple terms, using fixed expressions. (P)	50	B1 (43–50)	32
	Can express opinions using simple language. (P)	45	B1 (43–50)	33, 36, 38, 42
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	36
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	38
	Can draw simple conclusions about people in pictures (e.g. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	42
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	42
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	41, 42
Writing	Can write a short review of a restaurant, movie, etc. using simple language. (P)	46	B1 (43–50)	41

UNIT 4 Home sweet home

GRAMMAR – Present Perfect with *for* and *since* • Future forms: Present Continuous, *be going to* and *will*

VOCABULARY – Describing houses • Inside a house • *make* or *do* • Phrasal verbs • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	47
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	49
	<i>Exam Focus: Matching</i>			49
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	49, 52, 53
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	46
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	50
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	50
	<i>Exam Focus: Gapped text</i>			50
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	48
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	47
	Can talk about furniture and rooms using simple language. (P)	32	A2 (30–35)	49
	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	50
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	50
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	51
	Can describe plans and arrangements. (CA)	39	A2+ (36–42)	52
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	56
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	56
Writing	Can write short, simple descriptive texts about familiar places using basic connectors, given a model. (P)	41	A2+ (36–42)	52, 54
	Can write a description of a real or imagined event (e.g. a recent trip). (C)	53	B1+ (51–58)	54
	Can use commas to separate clauses in a sentence. (P)	45	B1 (43–50)	55

UNIT 5 Time to learn

GRAMMAR – First Conditional • Defining relative clauses

VOCABULARY – Education • Phrasal verbs • Collocations • *get* • *of* and *for*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	61
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	63, 67
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	63
	<i>Exam Focus: True/False</i>			63
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	60
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	64
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	65
	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	66
	<i>Exam Focus: Matching</i>			64
	Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (CA)	46	B1 (43–50)	68
Speaking	Can describe plans and arrangements. (CA)	39	A2+ (36–42)	61
	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	62
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	64
	Can convey simple relevant information emphasising the most important point. (CA)	45	B1 (43–50)	66
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	70
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	70
Writing	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (P)	43	B1 (43–50)	63
	Can write a formal email/letter requesting information. (P)	54	B1+ (51–58)	69

UNIT 6 Just the job

GRAMMAR – Second Conditional • Modal verbs for obligation and permission

VOCABULARY – Collocations • Describing jobs • Phrasal verbs • Jobs • Word families

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	75, 77, 80, 81
	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)	77
	<i>Exam Focus: Multiple Choice</i>			77
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	78
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	78
	<i>Exam Focus: Multiple matching</i>			78
Speaking	Can understand information in advertisements for jobs and services. (P)	45	B1 (43–50)	82
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	75
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	76, 77
	Can describe someone's personality in a basic way, if guided by prompts. (P)	39	A2+ (36–42)	78
	Can make simple predictions about the future, given a model. (P)	42	A2+ (36–42)	79
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	80
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	81
	Can give informal advice on everyday matters, using a range of fixed expressions. (P)	48	B1 (43–50)	84
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	84
	Can ask for advice on a wide range of subjects. (P)	57	B1+ (51–58)	84
Writing	Can vary the formality of greetings in emails/letters based on intended recipients. (P)	55	B1+ (51–58)	83
	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	83

UNIT 7 Consumer society

GRAMMAR – The Passive • Quantifiers

VOCABULARY – Shops and Services • Clothes and appearance • Collocations • Word families • Shopping

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	91, 95
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	91
	<i>Exam Focus: Matching</i>			91
	Can extract key factual information such as dates, numbers and quantities from a presentation. (P)	45	B1 (43–50)	92
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	89, 92
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	90
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	92
	Can understand simple factual titles and headlines relating to common events. (P)	39	A2+ (36–42)	92
	<i>Exam Focus: Multiple choice</i>			92
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	94
Speaking	Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (CA)	46	B1 (43–50)	96
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	89
	Can give straightforward descriptions on a variety of familiar subjects. (CA)	47	B1 (43–50)	91
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (CA)	49	B1 (43–50)	92
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	92
	Can compare quantities in a basic way. (P)	32	A2 (30–35)	94
	Can describe what they are looking for when shopping. (EA)	44	B1 (43–50)	98
	Can make a complaint. (C)	51	B1+ (51–58)	98
Writing	Can use simple, fixed expressions to make offers in a simple business transaction. (P)	45	B1 (43–50)	98
	Can vary the formality of greetings in emails/letters based on intended recipients. (P)	55	B1+ (51–58)	97
	Can write a basic email/letter of complaint requesting action. (P)	51	B1+ (51–58)	97

UNIT 8 Well-being

GRAMMAR – Past Perfect • Reported Speech

VOCABULARY – Symptoms • Health • Phrasal verbs • Places to do sport • Word families

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	105
	<i>Exam Focus: Multiple choice</i>			105
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	105, 109
	Can understand a limited range of basic language related to common symptoms and illnesses. (P)	39	A2+ (36–42)	112
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	103, 106, 108
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	104
	<i>Exam Focus: Open-ended questions</i>			105
	Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts. (P)	46	B1 (43–50)	106
Speaking	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	111
	Can compare their own and others' possessions using simple language. (C _A)	37	A2+ (36–42)	102
	Can give straightforward descriptions on a variety of familiar subjects. (C _A)	47	B1 (43–50)	105
	Can speak in general terms about environmental problems. (P)	52	B1+ (51–58)	106
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	108
	Can describe basic symptoms to a doctor, but with limited precision. (C _A)	54	B1+ (51–58)	112
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	112
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	112
Writing	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	112
	Can contrast two ideas in simple connected text using a range of common linking words/phrases (e.g. 'but', 'although', 'on the other hand'). (P)	53	B1+ (51–58)	111
	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	111

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.

UNIT	SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE(S)
1	Writing	Can introduce himself/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time.	42	A2+ (36–42)	13
3, 8		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)	41, 111
5, 7		Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	42	A2+ (36–42)	69, 97

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.

UNIT 1 Lives people live

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	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 8 11	2,7,9 1 1, 6
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	10	5
	Can describe a character's feelings and explain the reasons for them.	50	B1 (43–50)	12	3
	Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.	48	B1 (43–50)	14	8
Writing	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly.	46	B1 (43–50)	7	8
	Can relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+ (36–42)	12	11

UNIT 2 Science and technology

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)	18 20	9 1
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	19	12
	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)	22	5
	Can help develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.	50	B1 (43–50)	24	5
	Can relate events in a story, film or play to similar events he/she has experienced or heard about.	50	B1 (43–50)	26	6

UNIT 3 The arts

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)	32 33 38 42	5 12 7 1
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	35	1
	Can explain briefly the feelings and opinions that a work provoked in him/her.	48	B1 (43–50)	40	7
	Can summarise (in Language B) the main points made in long texts delivered orally (in Language A) on topics in his/her fields of interest, provided that he/she can listen or view several times	49	B1 (43–50)	40	11
	Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident.	40	A2+ (36–42)	42	8
Writing	Can relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+ (36–42)	40	6

UNIT 4 Home sweet home

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)	46 48 50	4 2 1
	Can ask a group member to give the reason(s) for their views.	47	B1 (43–50)	48	2
	Can give simple, clear instructions to organise an activity.	48	B1 (43–50)	52	6
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	56	5
	Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.	50	B1 (43–50)	56	5
Writing	Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided the topics concerned are familiar and the delivery is slow and clear.	50	B1 (43–50)	49	5
	Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.	46	B1 (43–50)	52	6

UNIT 5 Time to learn

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 62 64 67	1 1 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)	66	6
	Can ask a group member to give the reason(s) for their views.	47	B1 (43–50)	70	6
	Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.	50	B1 (43–50)	70	6
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)	63	7
	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (in Language A) on familiar subjects.	49	B1 (43–50)	68	8

UNIT 6 Just the job

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)	74	6
				76	8
				78	2
				84	1
Speaking	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)	74	2
				76	1
				78	2
				84	1
Speaking	Can ask what somebody thinks of a certain idea.	35	A2 (30–35)	80	1
Speaking	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	80	8
Writing	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	82	9

UNIT 7 Consumer society

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	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)	88	4
	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables	40	A2+ (36–42)	88	2
	Can help develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.	50	B1 (43–50)	89	9
	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)	91 92 94	6 1, 7 9
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	92 96	8 1
	Can paraphrase short passages in a simple fashion, using the original order of the text.	48	B1 (43–50)	96	6
	Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided people articulated clearly.	49	B1 (43–50)	98	4
Writing	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	96	7

UNIT 8 Well-being

SKILL	CEFR CAN DO STATEMENT(S)	GSE	CEFR LEVEL	PAGE	ACTIVITY
Speaking	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	102	5, 6
				105	6
				106	2, 9
				108	7
				110	7
				112	8
	Can explain briefly the feelings and opinions that a work provoked in him/her.	48	B1 (43–50)	110	7
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	112	8

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