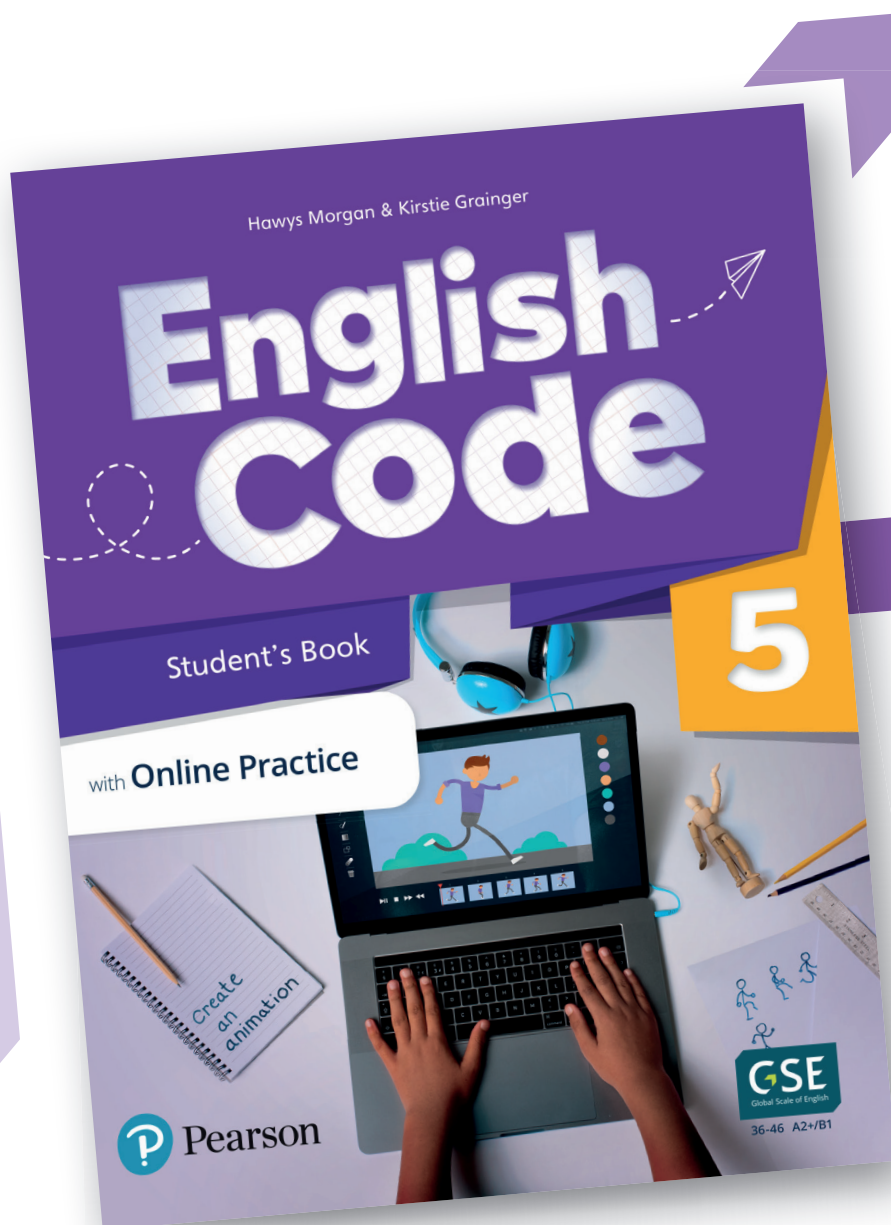




GSE MAPPING BOOKLET

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





Pearson's Global Scale of English (GSE)

Pearson English

At Pearson, we have a clear mission: to help people make progress in their lives through learning. Our vision is to have a direct relationship with millions of lifelong learners and link education to the way people aspire to live and work every day. To do that, we collaborate with a wide group of partners to help shape the future of learning. We believe we all need to embrace lifelong learning, continuously acquiring new knowledge and skills to thrive in an ever-changing and increasingly connected world.

Global Scale of English

The GSE is a standardized, granular scale from 10 to 90 which measures English language proficiency. Unlike other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across the four skills. The scale is designed to motivate learners by giving a more granular insight into learning progress.

The GSE is aligned to the Common European Framework of reference (CEFR). The CEFR and GSE 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.

Skill development with the GSE

English Code has been built on the GSE. The badging on the back of this book indicates the GSE proficiency range from which the learning objectives for that course level have been selected.

Within the four language skills (Speaking, Listening, Reading, and Writing), GSE sets of learning objectives are grouped into sub-skills relating to accuracy, actions and interactions, complexity and organization, and strategies. Within these sub-skills, the objectives are further grouped into specific areas of competency and then aligned to key development indicators. This supports more focused development and assessment of specific sub-skills. The development indicators capture each discrete skill that learners are aiming to acquire at that level. Learners are taught and may be assessed on individual learning objectives, but their progress is measured in terms of their performance on key indicators across a course.

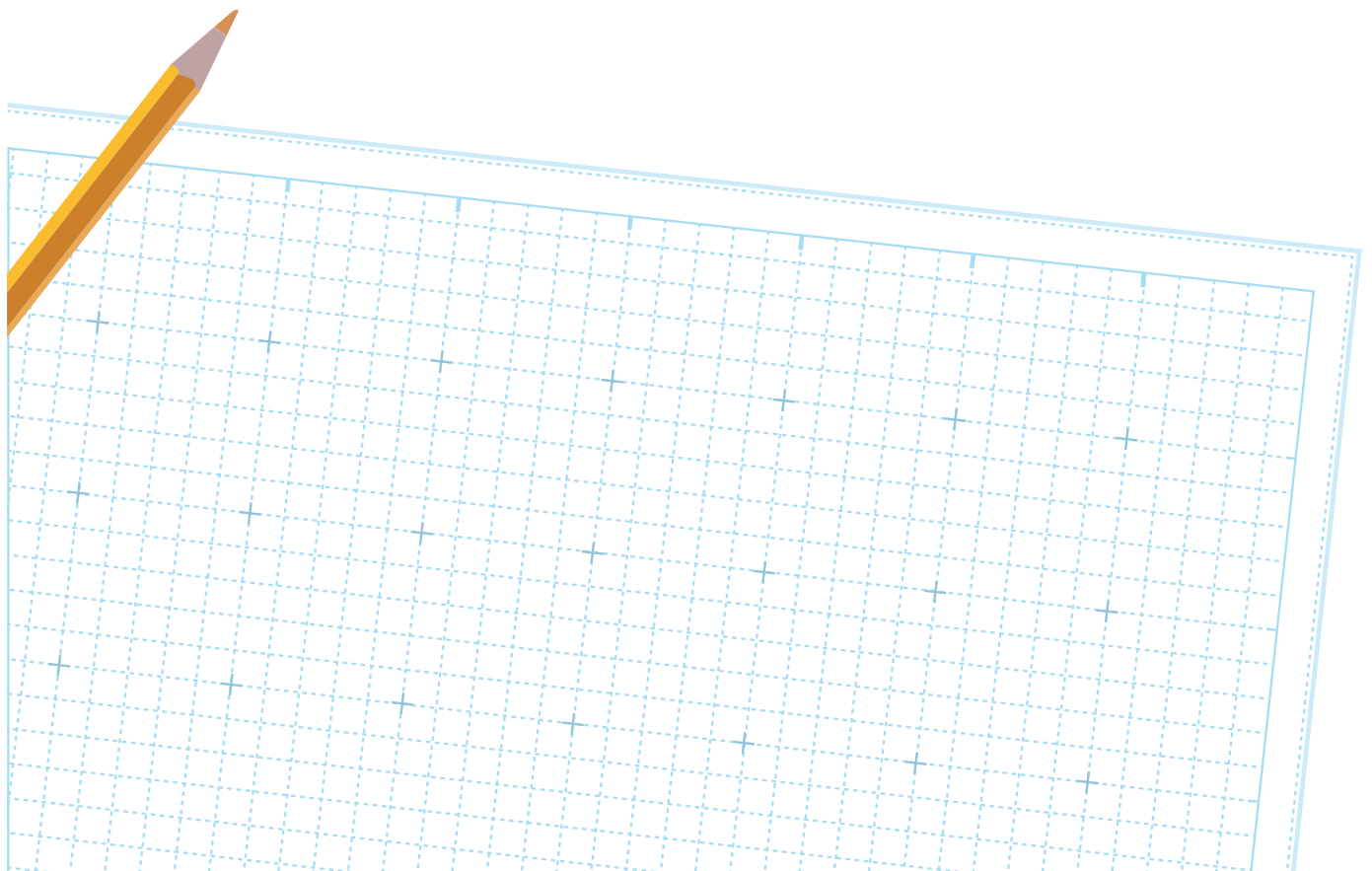
For example, let's look at Speaking. Within the skill of Speaking, there is a sub-skill: Actions and Interactions – Communicative exchanges:

LEARNING OBJECTIVE	DEVELOPMENT INDICATOR
Can answer simple questions about objects (e.g., color, size). (22)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Can answer simple questions about their family and friends, using basic phrases. (26)	
Can answer simple questions about their daily routines using gestures and short fixed expressions (29)	

The GSE provides teachers with a view of students' progress against key learning objectives that have been covered in the course. Some of these learning objectives will be at the same proficiency level but for different skills (breadth of proficiency) and some will target the same sub-skill at increasingly higher levels of ability (depth of proficiency).

HOW	WHAT	WHERE									
Strand	Development indicator	Course strand	W	1	2	3	4	5	6	7	8
Accuracy	Pronounce letters and individual sounds correctly, as well as repeat simple words or phrases.	Phonics									
	Blend sounds to pronounce combinations of letters correctly, as well as clearly and intelligibly read aloud words, sentences or texts.	Phonics									

For more information about how the GSE can support your planning, teaching, and assessment of learners, along with selecting or creating additional materials to supplement your core program, please go to www.english.com/gse.



Welcome to English Code



English Code is a new course that uncovers the power of language to convince, startle, and amaze. Throughout the course students will develop a coding mindset to support creative language learning and engage with content which encourages creativity, problem solving, collaboration, and real-world communication. This course will motivate students for success in exams and help them face the challenges of a fast-evolving future.

WHY ENGLISH CODE?

Learning is changing – The Coding Mindset

We never stop learning, and understanding how to learn ensures we have the building blocks we need for the rest of our lives. This course develops a coding mindset so that students will have the ability to change as they learn. A coding mindset is a willingness to experiment, an acceptance that you will make mistakes, an understanding that your improvement will not be linear, and knowing that perseverance will succeed.

Creative thinkers and better problem solvers

We know that in today's rapidly changing world, critical thinking and problem solving are essential skills for tomorrow's success and that young learners need to be introduced to these higher order thinking skills. English Code supports students' development of these future skills through a focus on creativity and creative thinking. Creative thinking is present in all aspects of life and being able to apply creative thinking, students are more able to approach problems with resilience and apply innovative solutions, which is key to learning a language. In English Code, every lesson provides a range of engaging contexts and activities that progress from memorization, understanding, and application to analysis, evaluation, and finally, creation. It is through undertaking this journey that students will be equipped with skills critical for their future.

Working together to inspire confidence

When students work together, they can learn from each other and share ideas in a safe and supportive environment. Every student thinks and learns differently, so by working together they can challenge each other to develop their ideas further. This course provides collaborative learning opportunities for students to improve on social interactions, develop oracy, learn self-management and leadership skills, and enhance problem-solving and critical thinking skills.

Encouraging total student engagement

Every student has their own personality and their own eyes on the world, which impacts on their learning path. This course uses a variety of creative and real-world activities to spark interest in learning English and to ensure students feel challenged without struggling to understand. Creative activities give students the opportunity to use their imaginations and share ideas to make things, create pictures, present their work, and role-play stories and plays. Real-world activities ensure students can relate to what they are learning and understand why and how it is useful in their everyday lives.

Cross-curricular

Educating children means preparing them for their future studies and working lives in an increasingly global world. This course teaches English through other subject areas, for example, science, technology, engineering, art and design, and math (STEAM). These lessons provide students with opportunities to do experiments, draw conclusions, collaborate with others, question their findings, and understand theories, all in a foreign language.

Global Citizenship and culture

In English Code, students are invited to explore fascinating cultures around the world and compare aspects with their own culture. Students are also encouraged to think about their place in the world and their influence on others and the natural environment helping to nurture global citizens.

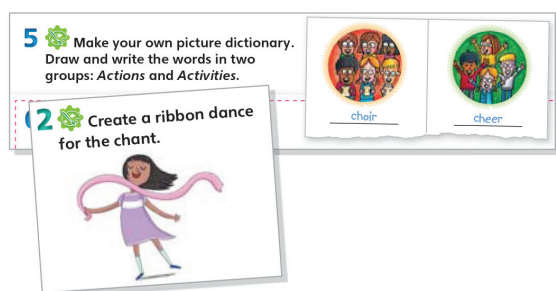
THE CODING MINDSET

EMPHASIS ON FUTURE SKILLS

We recognize that soft skills are becoming increasingly important in a rapidly changing and uncertain future. That is why English Code has been designed to place an emphasis on the 4 Cs.

CREATIVITY

Creativity is the ability to use one's imagination and produce novel and useful ideas. Creativity is essential for the future workplace and therefore it is vital that this is introduced at the earliest stage possible. In the classroom, it enables students and provides a level platform through which they can use prior knowledge to engage in new learning. Cognitive strategies that support creative learning processes include brainstorming, problem-finding, reversing assumptions, and expanding on ideas to create new ones. English Code helps students to develop their creative potential in a variety of ways, for example, through hands-on making activities, exposing students to a variety of arts, and encouraging students to think and work creatively.



- Stories, plays, songs, and chants provide students with opportunities to develop their creativity skills by being exposed to the arts. The corresponding activities encourage students to collaborate in practicing and producing their own performances of those arts.
- Creativity activities encourage students to use their imagination by making things using art and crafts, and by writing. These activities are designed to engage students of all ages and include drawing a picture dictionary, writing a story, and creating a model city from recycled materials.
- Coding activities encourage students to think creatively by finding and solving problems, and then creating a solution. These activities become progressively more difficult as students develop their coding mindset, from being able to identify event actions to creating event plans.
- Project lessons provide opportunities for students to use their creativity skills through brainstorming ideas with other students, expanding on those ideas, and thinking creatively about how to plan, design, and make their projects.

COMMUNICATION

Communication is a social process by which information is exchanged in order to convey meaning and achieve desired outcomes. This means that it takes many forms, for example, engaging in a conversation or debate, delivering a presentation, writing a letter, and reading a book. The approach in English Code reflects this understanding and provides students with a variety of opportunities to engage in real-world communicative activities and build real-world communication skills. These skills will ensure that students build confidence in communication and knowledge of techniques and language which are important qualities for their future studies.




- Stories, plays, songs, and chants provide students with opportunities to practice and improve on their communication skills. They give students the opportunity to listen, read, sing along, dance, and act out, using their listening, reading, speaking, and body language skills.
- Communication and writing lab lessons present and practice functional language relating to the topic using a variety of communicative methods, for example, conversations, presentations, videos, games, emails, letters, articles, reports, and advertisements.
- Project lessons provide opportunities for students to use their communication skills through researching, planning, creating, and presenting their projects. They also encourage students to take their learning home by asking them to communicate with their families about their projects.

CRITICAL THINKING

Critical thinking is the use of evidence, for example, a set of observations or information, to create an argument or method, or to solve a problem. We can break this down into four sub-skills: accumulate, create, critique, and improve. English Code helps students to develop their critical thinking skills by providing opportunities for students to collect or identify evidence, create arguments or methods, identify strengths and weaknesses, and suggest opportunities for improvement.

4 Look and circle.



1 rabbit / hamster 2 bird / horse 3 mouse / lizard 4 hamster / dog

3 Classify the activities and add more.

art exhibition chess dance gymnastics
singing soccer table tennis volleyball

Sports	Culture

- Every unit starts with a question that introduces the unit topic and the final project. This gives students an opportunity to use their critical thinking skills to think about and discuss what they will learn during the unit to enable them to complete their final project successfully.
- Every lesson starts with activities that use lower order thinking skills and progress to activities that use higher order thinking skills. This ensures that every lesson provides students with support to develop their critical thinking skills through a variety of contexts.
- Coding activities encourage students to think critically by analyzing problems, so that they can find the best possible solution. Students will develop their critical thinking skills from being able to identify missing steps to using logical reasoning to put steps in order and predict the next one.
- Experiment lab lessons finish with an experiment where students have to answer a question related to the topic of the lesson. This gives students an opportunity to apply their critical thinking skills to another subject area in science, technology, engineering, art and design, or math.

COLLABORATION

Collaboration is the process of working together to achieve shared goals through coordination and interdependence. We can break this down into three sub-skills: interpersonal communication through exchanging information, feelings, and meaning in positive and prosocial ways; task management through organizing the work of individuals and the team as a whole to support the achievement of group goals; and conflict resolution through effectively reconciling different perspectives, values, opinions, or priorities within the group. English Code provides students with a variety of opportunities to engage in collaborative activities so that they can develop skills in these areas.

Step 2

Plan

Which is the perfect class pet?

☐ Look at your research. Choose your favorite class pet.

☐ Do a group poll. Choose your group's perfect pet.

Perfect Class Pet

rabbit ✓	bird ✓
hamster ✓	mouse ✓
lizard ✓	frog ✓
fish ✓	

I think hamsters are a perfect class pet. They are small. They can run quickly. They eat plants and they drink water.

4 Write two activities you like and find friends with the same activities.

CODE CRACKER

Do you like dance? Yes, I do!

5 Talk about your friends.

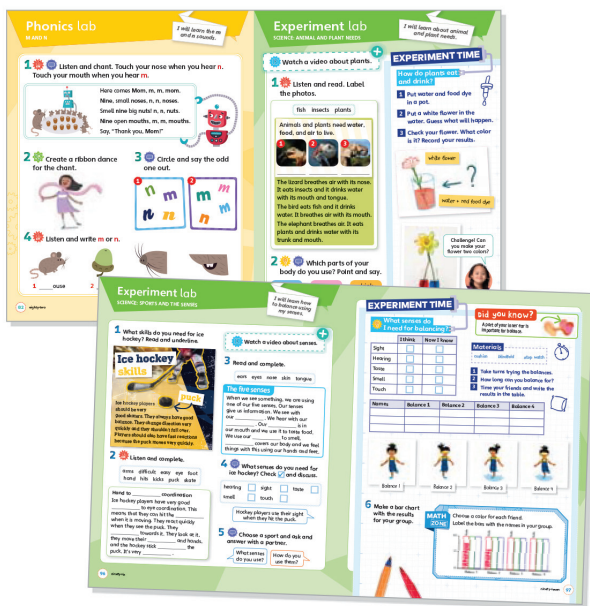
Six of my friends like to dance. We can make a dance group.

- Speaking activities encourage students to work with partners to practice and produce new and previously learned language. Students will improve their collaboration skills by working with different partners and learning to offer and ask for help, and to give and receive feedback.
- Stories and plays provide students with opportunities to develop their collaboration skills by working together to produce a performance. As a group, students will need to decide who plays which part, help each other to prepare for the performance, and resolve any conflicts that arise.
- Experiment lab lessons finish with an experiment where students often have to use their collaborative skills to work in pairs or groups to answer a question. Students will need to work together to discuss the question, set up and complete the experiment, and draw conclusions.
- Project lessons provide opportunities for students to use their collaborative skills through working together to produce a complex project. As a group, students will need to brainstorm ideas together, divide the tasks between them, and help each other to complete the project.

STEAM FOR FUTURE SUCCESS

English Code includes a lesson in each unit using a Content Language Integrated Learning (CLIL) approach where students learn English through a subject: science, technology, engineering, art and design, or math (STEAM). This helps students to develop a deeper understanding, through the medium of English, of the curriculum material which is mapped against the U.S. and U.K. common core curricula, plus other local curricula.

Learning English through STEAM subjects is motivating for students because it gives them a reason to learn, to understand, and to discuss the subject matter. Students also benefit from their prior knowledge of the subject, to keep them engaged, and to enable them to develop their knowledge of the English language. Language learning through STEAM subjects will ensure students develop important skills for their future studies.



STEAM lessons start with a presentation of the subject and any new language that students will need to complete the lesson. This is followed by practice activities for students to check their understanding of the new language and concepts. Then, through productive activities, students can apply their learning in different contexts, including personalized and creative activities. The lesson ends with an experiment where students will answer a question by applying their learning in an active experiment and drawing conclusions. There are videos on each subject to extend the lessons, some of which come with extra materials.

DIGITAL LITERACY

Digital Literacy is the ability to use technology and digital platforms to find, evaluate, create, and communicate information. This means searching for information from credible sources, making media such as blogs and advertisements, and deciding how and when to share media and information with others. Digital Literacy skills are essential future skills, so English Code incorporates them throughout each unit and level in various lessons and activities. Students will learn through exercises such as looking for weather forecasts, creating podcasts with friends, and presenting their research to classmates.

Take photos of each picture and create a digital animation like Ellie in the story!



This will mean using language, critical thinking, creativity, and communication skills to successfully consume, create, and share digital media. English Code also encourages students to extend their learning by practicing digital literacy skills at home and beyond the classroom.

English Code progress and the GSE

English Code has been built upon the GSE and has many ways for teachers to monitor and measure progress throughout the course. Below you can see how our course aligns with the GSE, Common European Framework of Reference (CEFR) and Cambridge Young Learners Exams (CYLE).

English Code level	CEFR level	GSE range	CYLE
Starter	<A1	10–17	–
1	<A1 – A1	14–24	Pre A1 Starters
2	A1	20–30	Pre A1 Starters
3	A1 – A2	25–36	A1 Movers
4	A2 – A2+	31–40	A2 Flyers
5	A2+ – B1	36–46	A2 Flyers
6	A2+ – B1	41–50	B1 Preliminary for Schools

Student Books and Workbooks

Each Student Book has a table on the back indicating the GSE proficiency range. The GSE learning objectives for each level have been selected based on this range. English Code has been built upon the GSE.

For teacher in-course monitoring and student self-assessment, we also introduced key English Code learning objectives and outcomes per lesson. You can find the objectives at the top of each Student Book lesson and the outcomes at the bottom of each Workbook lesson.

In addition, we have an English Code Progress Chart which allows students to acknowledge and take pride in their progress in Future skills: Creativity, Collaboration, Critical Thinking, Coding and Communication.

Teacher's Edition and Assessment Books

At the start of each unit in the Teacher's Book we have a section called "Unit Objectives". We have added key GSE Learning Outcomes on these pages for each skill, allowing the teacher to see explicitly how we have aligned English Code to the GSE and how students will make progress through the course. We have also included further information on GSE and Measuring Progress in our Teacher's Books prelims for ease of access.

Each Assessment Book has been mapped to our English Code key GSE Development Indicators and Learning Outcomes.

Teacher GSE Mapping Booklet

Finally, on the following pages of this booklet you will see that we have grouped together all of the key GSE Learning Outcomes for English Code and mapped them against each lesson in this level. This is for you to use as you see most useful for your teaching and your students' learning and development. Indicators in *italics* are also shown on each Unit overview page in the English Code Teacher's Book.

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

This document provides an overview of the learning objectives that are covered in each unit of *English Code 5*. 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
(CSE _A)	Eiken descriptor from the CSE, adapted or edited
(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.]

Visit english.com/gse to learn more about the Global Scale of English.

Welcome!

GRAMMAR – *Everywhere, everyone, everything, somewhere, someone, something, anywhere, anyone, anything, nowhere, no one, nothing*

VOCABULARY – Neighborhood • Relationships • Names

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	<i>Can extract specific information in short texts on familiar topics. (P)</i>	39	A2+ (36–42)	5
	<i>Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)</i>	37	A2+ (36–42)	5
	<i>Can identify key details (e.g., name, number) in factual talks on familiar topics if spoken slowly and clearly. (P)</i>	38	A2+ (36–42)	5
	<i>Can identify the main topic of a simple structured text. (P)</i>	38	A2+ (36–42)	6
	<i>Can identify the parts of some short, non-fiction text types (e.g., notes). (P)</i>	42	A2+ (36–42)	6
	<i>Can identify which people or objects are being referred to in a text. (P)</i>	38	A2+ (36–42)	8
Listening	<i>Can recognize simple phrases related to familiar topics in slow, clear speech. (P)</i>	33	A2 (30–35)	4
	<i>Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)</i>	37	A2+ (36–42)	5
	<i>Can identify key details (e.g., name, number) in factual talks on familiar topics if spoken slowly and clearly. (P)</i>	38	A2+ (36–42)	5
	<i>Can identify specific information in short, simple dialogs in which speakers make arrangements to do something, if spoken slowly and clearly. (P)</i>	36	A2+ (36–42)	7
Speaking	<i>Can answer simple personal questions in an interview, if delivered slowly and clearly. (C2018A)</i>	35	A2 (30–35)	5
	<i>Can act out a short dialog or role play, given prompts. (P)</i>	38	A2+ (36–42)	6, 7
	<i>Can talk about basic personal experiences, using simple linking words. (P)</i>	37	A2+ (36–42)	8
	<i>Can give basic information about an event (e.g., party or school event) using simple language. (P)</i>	36	A2+ (36–42)	9
	<i>Can act out a simple role-play or dialog with correct intonation. (P)</i>	41	A2+ (36–42)	9
Writing	<i>Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)</i>	38	A2+ (36–42)	9

UNIT 1 Time for school

GRAMMAR – *I must listen to the teacher. We mustn't climb trees.*

VOCABULARY – School

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	11, 13, 21
	<i>Can understand short school-related messages in emails, text messages, and social media postings. (P)</i>	39	A2+ (36–42)	12, 16
	<i>Can predict what a short, simple text is about from the title or a picture etc., if guided by questions or prompts. (P)</i>	39	B1 (43–50)	16
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails) (P)	37	A2+ (36–42)	16
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	18
	Can understand the main information in basic diagrams related to familiar topics. (P)	37	A2+ (36–42)	18
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	21
Listening	<i>Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)</i>	38	A2+ (36–42)	12, 20
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018A)	31	A2 (30–35)	14
Speaking	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	11, 15, 20
	<i>Can act out a short dialog or role play, given prompts. (P)</i>	38	A2+ (36–42)	13, 14, 17
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	13
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	13
	Can say what they like and dislike. (C)	34	A2 (30–35)	17
	Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back'). (P)	43	B1 (43–50)	18
	<i>Can talk about topics relevant to them and their personal experiences in a simple way. (P)</i>	(40)	A2+ (36–42)	20
	Can give basic information about an event (e.g. party or school event) using simple language. (P)	36	A2+ (36–42)	20
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	23

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	Can write simple captions for pictures. (P)	38	A2+ (36–42)	11
	<i>Can make a note of key information (e.g., names, number, prices) given in a spoken message, provided it is delivered slowly and clearly and with some repetition. (C2018_A)</i>	36	A2+ (36–42)	12
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	17
	Can write basic instructions (e.g. how to draw or color something). (P)	39	A2+ (36–42)	21
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	22, 23
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	22

UNIT 2 Landscapes of China

GRAMMAR – Object questions: *What did you do?* • Subject questions: *What happened next?*

VOCABULARY – Landscape features

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	<i>Can understand the main ideas in short, simple stories on familiar topics. (P)</i>	38	A2+ (36–42)	26, 30, 31
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	27, 31, 39
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	32
	Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts. (P)	46	B1 (43–50)	32
	<i>Can understand a simple text about a past event. (P)</i>	38	A2+ (36–42)	34
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	40
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	41
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	25, 34
	<i>Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)</i>	39	A2+ (36–42)	26, 39, 41
	<i>Can understand some details in longer dialogs on familiar everyday topics, if guided by questions or prompts. (P)</i>	42	A2+ (36–42)	28
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	28

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	25
	<i>Can describe events, real or imagined. (P)</i>	47	B1 (43–50)	25
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	27
	Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back'). (P)	43	B1 (43–50)	27
	<i>Can talk about topics relevant to them and their personal experiences in a simple way. (P)</i>	40	A2+ (36–42)	29
	Can ask basic questions about things that happened in the past. (P)	40	A2+ (36–42)	29, 30, 34
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	31
	Can tell a simple story (CA)	41	A2+ (36–42)	37
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	39
	Can answer questions about a simple text or story, using evidence from the text to support their answer. (P)	38	A2+ (36–42)	41
Writing	Can write simple captions for pictures. (P)	38	A2+ (36–42)	25
	<i>Can write a short text to report something. (P)</i>	49	B1 (43–50)	35
	<i>Can use common adjectives to add detail to simple phrases or sentences. (P)</i>	37	A2+ (36–42)	35
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	36
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	36
	Can write a short story containing a brief description of the characters and/or setting. (P)	48	B1 (43–50)	37
	Can write short, simple personal messages giving information of immediate relevance, given prompts or a model. (P)	38	A2+ (36–42)	39
	Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)	38	A2+ (36–42)	41

UNIT 3 Hanging out

GRAMMAR – *I am horseback riding on Saturday. Are you playing basketball tomorrow?*

VOCABULARY – Leisure activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	<i>Can predict what a short, simple text is about from the title with questions or prompts to help. (P)</i>	39	A2+ (36–42)	44
	Can find specific information about typical free-time activities for young people in simple illustrated information leaflets. (P)	39	A2+ (36–42)	44
	<i>Can follow the sequence of events in a story or dialog. (P)</i>	36	A2+ (36–42)	48,49
	Can identify which people or objects are being referred to in a text. (P)	38	A2+ (36–42)	49
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	50
	Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts. (P)	46	B1 (43–50)	50
	<i>Can follow the sequence of events in simple narrative texts by recognizing common linking words/phrases. (P)</i>	42	A2+ (36–42)	52
	Can follow the sequence of events in a short text on a familiar, everyday topic (P)	33	A2 (30–35)	53
Listening	Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	43
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	46
	<i>Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)</i>	36	A2+ (36–42)	47, 49
	<i>Can identify specific information in short, simple dialogs in which speakers make arrangements to do something, if spoken slowly and clearly. (P)</i>	36	A2+ (36–42)	53
	Can recognize a range of common linking words/phrases signaling the sequence of events in short, simple narratives. (P)	44	B1 (43–50)	53

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	43
	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)	40	A2+ (36–42)	44
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	45
	<i>Can talk about plans for the near future in a simple way. (P)</i>	38	A2+ (36–42)	47
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	49
	<i>Can give basic information about an event (e.g., party or school event) using simple language. (P)</i>	36	A2+ (36–42)	52
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	52
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	55
Writing	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	43
	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	45, 55
	<i>Can write simple sentences about future plans using fixed expressions. (P)</i>	40	A2+ (36–42)	47, 52
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	53
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	54
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	54

UNIT 4 Movie Magic

GRAMMAR – *It is funnier / more interesting than ... It is as good / funny as ... It is the best / the funniest ...*

VOCABULARY – movies, movie-making

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	57, 58, 59, 63, 64, 67, 71
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	60, 62
	Can identify the main topic of a simple structured text. (P)	38	A2+ (36–42)	62
	<i>Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts. (P)</i>	39	A2+ (36–42)	62
	Can understand the correct sequence of events in a simple story or dialog. (P)	37	A2+ (36–42)	62
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	64
	Can distinguish between fact and opinion in a simple text. (P)	49	B1 (43–50)	67
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	72
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	73
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	60
	<i>Can recognize simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly. (P)</i>	39	A2+ (36–42)	61
	<i>Can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly or clearly. (P)</i>	31	A2 (30–35)	61
	Can identify specific information in short, simple dialogs in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)	71
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	73

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back'). (P)	43	B1 (43–50)	56
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	57, 59, 69, 73
	Can ask simple questions about opinions or beliefs. (P)	44	B1 (43–50)	57, 59
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	59, 63
	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)	40	A2+ (36–42)	61
	<i>Can talk about topics relevant to them and their personal experiences in a simple way. (P)</i>	40	A2+ (36–42)	61
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	66
	<i>Can address or respond to others appropriately in a variety of familiar situations. (P)</i>	(37)	A2+ (36–42)	66
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	69
	<i>Can talk about plans for the near future in a simple way. (P)</i>	38	A2+ (36–42)	71
Writing	Can make a note of key information (e.g. names, number, prices) given in a spoken message, provided it is delivered slowly and clearly and with some repetition. (C2018A)	36	A2+ (36–42)	57
	Can write a very simple story, given prompts or a model. (P)	38	A2+ (36–42)	57
	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	59
	Can write simple captions for pictures. (P)	38	A2+ (36–42)	63
	Can write a short review of a restaurant, movie, etc. using simple language. (P)	46	B1 (43–50)	67
	<i>Can use adjectives to add detail or simple phrases or sentences. (P)</i>	37	A2+ (36–42)	67
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	68
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	68
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	71

UNIT 5 Once in a lifetime

GRAMMAR – *I have / haven't been camping. She has / hasn't visited a big city. Have you ever ridden a camel? Has she ever been camping?*

VOCABULARY – Travel experiences

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	75, 80, 82, 85
	Can understand basic details in simple information texts (e.g., brochures, leaflets).	34	A2 (30–35)	76
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	78
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	80
	Can identify the main topic of a simple structured text. (P)	38	A2+ (36–42)	80
	<i>Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)</i>	33	A2 (30–35)	81
	<i>Can draw conclusions about characters' feelings and reasons for doing something in stories. (P)</i>	52	B1+ (51–58)	81
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	82
	Can identify the parts of some short, non-fictional text types (e.g. notes, captions, blogs, instructions). (P)	42	A2+ (36–42)	82
Listening	Can identify specific information in short, simple dialogs in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)	77
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018A)	31	A2 (30–35)	78
	<i>Can identify how much something costs in short, simple dialogs about the price of something, e.g., in a store, if speech is slow and clear. (P)</i>	31	A2 (30–35)	84
	<i>Can understand the main information in short, simple dialogs about familiar activities, if spoken slowly and clearly. (P)</i>	35	A2 (30–35)	84

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	74, 81, 84
	<i>Can give basic information about an event (e.g., party or school event) using simple language. (P)</i>	36	A2+ (36–42)	84
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	75, 79
	Can make suggestions about what to do using a range of expressions (e.g. 'How about...?'). (P)	47	B1 (43–50)	76
	<i>Can act out a simple role-play or dialog with correct intonation. (P)</i>	41	A2+ (36–42)	77
	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)	40	A2+ (36–42)	85
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	87
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	76
	<i>Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)</i>	38	A2+ (36–42)	85
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	86
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	86
	Can write simple captions for pictures. (P)	38	A2+ (36–42)	87

UNIT 6 Codes and clues

GRAMMAR – *What were you doing when you lost the ring? I was swimming when I lost the ring.*

VOCABULARY – Possessions, codes and clues

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	<i>Can understand basic details in simple informational texts (e.g., brochures, leaflets). (C2018A)</i>	34	A2 (30–35)	90
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	91, 103
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	94, 104
	<i>Can use features of non-fiction text types to understand content. (P)</i>	42	A2+ (36–42)	96
	Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts. (P)	46	B1 (43–50)	96
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	96
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails). (P)	37	A2+ (36–42)	99
	Can identify the parts of some short, non-fictional text types (e.g. notes, captions, blogs, instructions). (P)	42	A2+ (36–42)	104
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	105
Listening	Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	89, 92, 103, 105
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018A)	31	A2 (30–35)	92
	<i>Can identify key details in factual talks (e.g., name, number) on familiar topics, if spoken slowly and clearly. (P)</i>	38	A2+ (36–42)	97
	<i>Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)</i>	36	A2+ (36–42)	99

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	89
	<i>Can act out a simple role-play or dialog with correct intonation. (P)</i>	41	A2+ (36–42)	91
	Can talk about their country in a simple way. (P)	39	A2+ (36–42)	91
	<i>Can address or respond to others in a variety of familiar situations. (P)</i>	(37)	A2+ (36–42)	91, 93
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	93, 103, 104
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	93
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	95, 98
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	95
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	101
	Can give simple examples to support their point in a short talk on a familiar topic. (P)	44	B1 (43–50)	101
	Can answer simple personal questions in an interview, if delivered slowly and clearly. (C2018 _A)	35	A2 (30–35)	105
Writing	<i>Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)</i>	40	A2+ (36–42)	99
	<i>Can write a short text to explain something. (P)</i>	44	A2+ (36–42)	99
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	100
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	100
	Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)	38	A2+ (36–42)	103

UNIT 7 What shall we eat?

GRAMMAR – Maize is grown in fields. Many drinks are made from maize.

VOCABULARY – Food and cooking

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	106, 109, 114, 117
	<i>Can extract specific information (e.g., facts and numbers) from simple information texts related to everyday life (e.g., posters, leaflets). (P)</i>	34	A2 (30–35)	108
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails). (P)	37	A2+ (36–42)	108
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	110
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	112
	Can identify the parts of some short, non-fictional text types (e.g. notes, captions, blogs, instructions). (P)	42	A2+ (36–42)	112
	<i>Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)</i>	33	A2 (30–35)	112, 113
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	114
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018A)	31	A2 (30–35)	110
	<i>Can identify basic factual information in short, simple dialogs on familiar everyday topics, if spoken slowly and clearly. (P)</i>	33	A2 (30–35)	116
	Can recognize a range of common linking words/phrases signaling the sequence of events in short, simple narratives. (P)	44	B1 (43–50)	116, 117

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can answer simple personal questions in an interview, if delivered slowly and clearly. (C2018A)	35	A2 (30–35)	107
	<i>Can act out a simple role-play or dialog with correct intonation. (P)</i>	41	A2+ (36–42)	109, 113, 119
	Can make suggestions about what to do using a range of expressions (e.g. “How about...?”). (P)	47	B1 (43–50)	109
	Can answer questions about a simple text or story, using evidence from the text to support their answer. (P)	38	A2+ (36–42)	111
	Can ask simple questions about opinions or beliefs. (P)	44	B1 (43–50)	113
	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)	40	A2+ (36–42)	113
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	114
	<i>Can order food and drink in a café or restaurant, using simple language. (P)</i>	34	A2 (30–35)	116
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	116
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	116, 119
Writing	<i>Can write basic instructions (e.g. how to draw or color something). (P)</i>	39	A2+ (36–42)	117
	<i>Can reuse words from a text they have read in their own writing. (P)</i>	45	B1 (43–50)	117
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	118
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	118

UNIT 8 Our digital world

GRAMMAR – *The computer is new, isn't it? She can play the keyboard, can't she? You like taking photos, don't you?*

VOCABULARY – Technology

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	121, 123, 127, 128, 135
	<i>Can understand basic opinions related to familiar topics, expressed in simple language. (P)</i>	41	A2+ (36–42)	122
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	122
	<i>Can find specific information about typical free-time activities for young people in simple illustrated information leaflets. (P)</i>	39	A2+ (36–42)	122
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	126, 136
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	128, 137
Listening	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	121
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	124, 136
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	124
	<i>Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)</i>	37	A2+ (36–42)	130, 135
	<i>Can recognize simple phrases related to a familiar topic in slow, clear speech. (P)</i>	33	A2 (30–35)	137

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	123, 127, 130
	<i>Can check that a classmate has understood information, using simple language. (P)</i>	37	A2+ (36–42)	125
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	128
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	130
	<i>Can speak with appropriate intonation to correctly convey intended meaning. (P)</i>	41	A2+ (36–42)	130
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	131
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	133
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	133
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	135
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	136
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	122
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model. (P)	35	A2 (30–35)	126, 131, 136
	<i>Can write simple sentences to describe what's happening in a sequence of pictures. (P)</i>	34	A2 (30–35)	131
	<i>Can write a very simple story, given prompts or a model. (P)</i>	38	A2+ (36–42)	131
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	132
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	132
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	135

English Code and Future Skills

FUTURE SKILL	UNIT	PAGES
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	Unit 5	75, 77, 79, 84, 85
	Unit 6	89, 93, 95, 98, 103, 105
	Unit 7	107, 108, 110, 111, 113, 116
	Unit 8	125, 129, 130, 131, 135

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