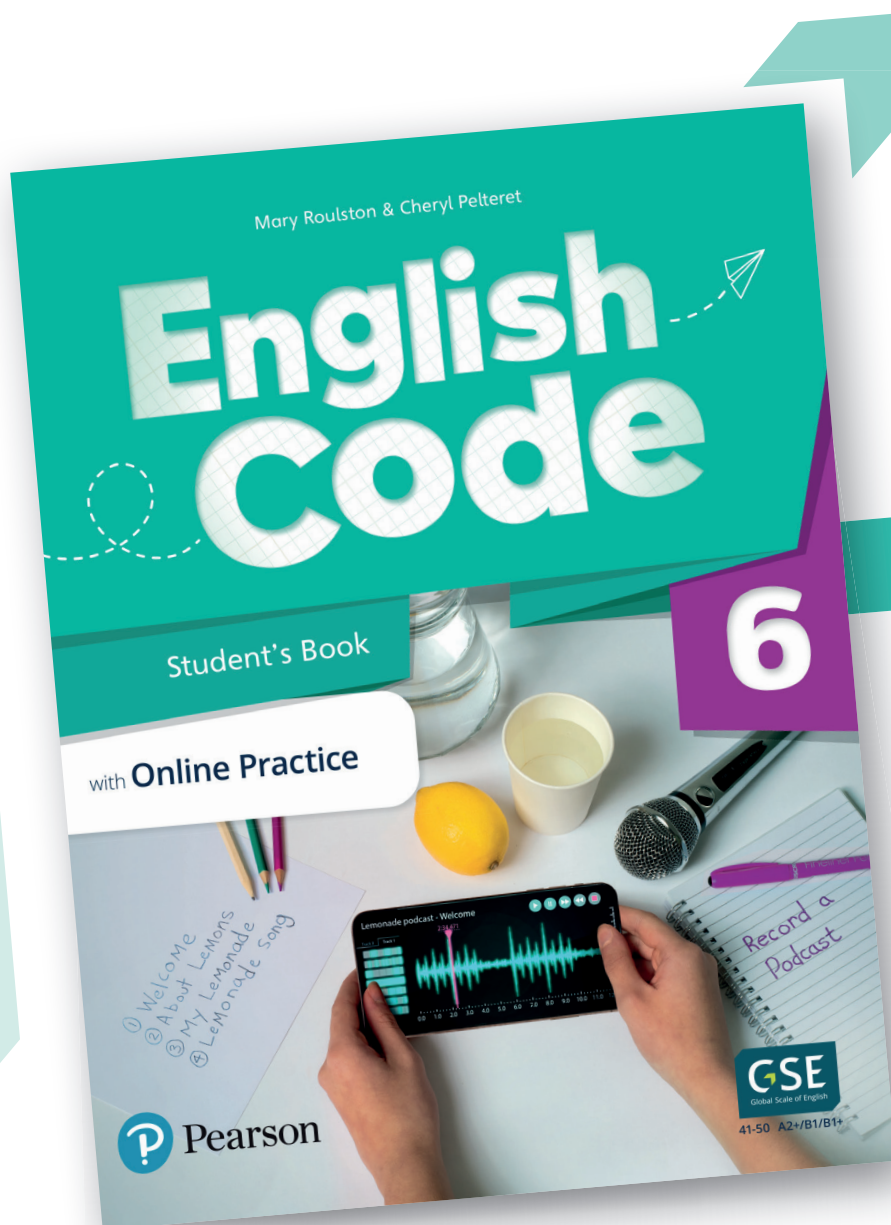




## GSE MAPPING BOOKLET

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.

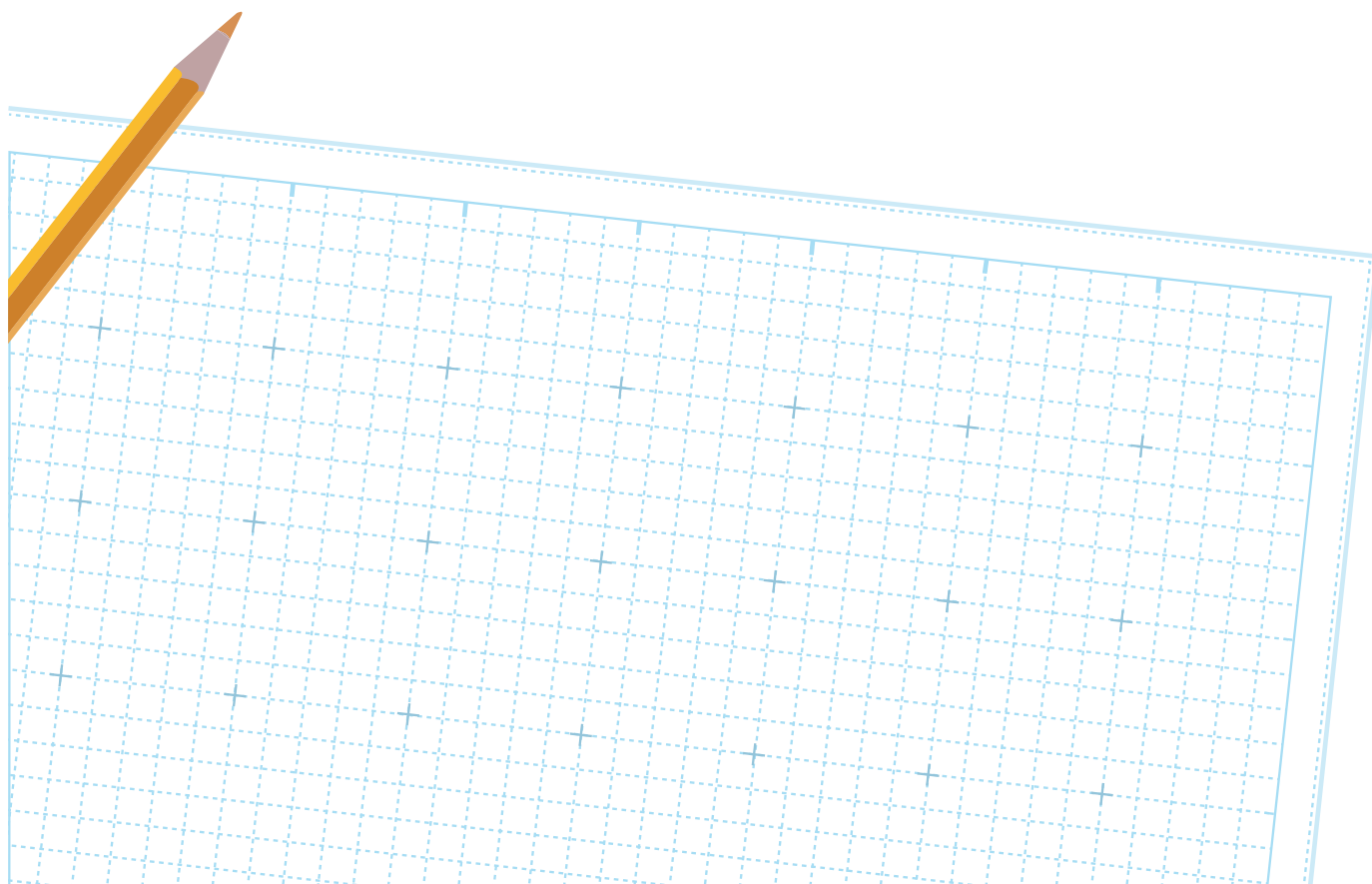
For example, let's look at Speaking. Within the skill of Speaking, there is a sub-skill: Actions and Interactions – Communicative exchanges:

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](http://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.



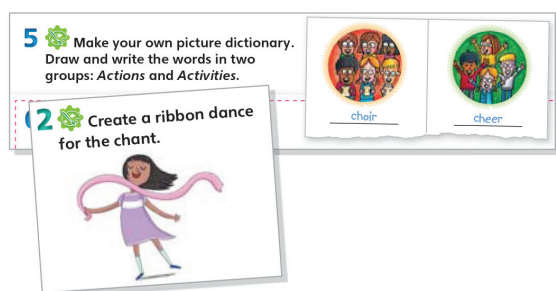
## THE CODING MINDSET

## 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.

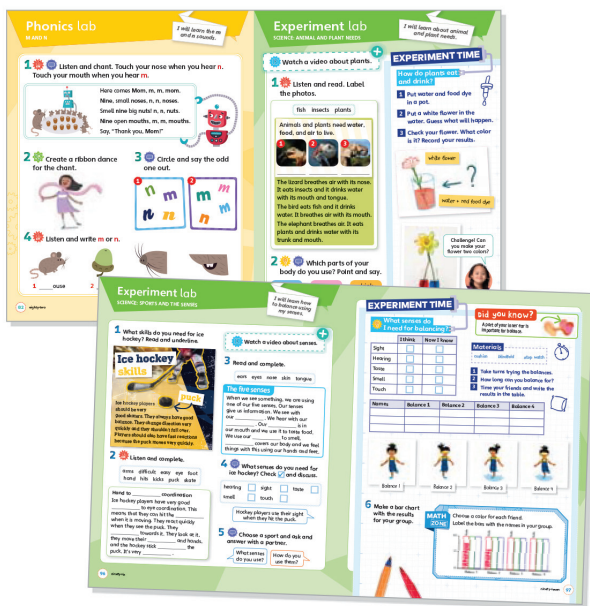
Six of my friends like to dance. We can make a dance group.

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

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



## Welcome!

**GRAMMAR** – *What's he like? He's shy and quiet • What does he like? He likes science • What does he look like? He's tall and has short hair.*

**VOCABULARY** – School words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	<i>Can skim a short text to get a general idea of the content. (P)</i>	43	A2+ (36–42)	5, 8
	<i>Can identify which people or objects are being referred to in a text. (P)</i>	38	A2+ (36–42)	8
	<i>Can understand the humor in a simple story. (P)</i>	44	B1 (43–50)	8, 9
Listening	<i>Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)</i>	49	B1 (43–50)	4
	<i>Can get the gist of authentic recorded texts on topics or personal interest, if delivered in clear standard speech and supported by pictures. (P)</i>	43	A2+ (36–42)	5
Speaking	<i>Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)</i>	34	A2 (30–35)	4
	<i>Can talk about basic personal experiences, using simple linking words. (P)</i>	37	A2+ (36–42)	5
	<i>Can act out a simple role-play or dialog with correct intonation. (P)</i>	41	A2+ (36–42)	7
	<i>Can describe past events or experiences, using simple descriptive language to add interest. (P)</i>	47	B1 (43–50)	9
	<i>Can talk about someone they admire, if guided by questions or prompts. (P)</i>	47	B1 (43–50)	8 WB
Writing	<i>Can write short, simple notices giving information about events or activities (e.g., place, time, day) using appropriate layout, given a model. (P)</i>	44	B1 (43–50)	6
	<i>Can write a story, linking simple sentences together in a sequence. (P)</i>	41	A2+ (36–42)	9
	<i>Can create a plot with an action or problem and a resolution. (P)</i>	49	B1 (43–50)	9

## UNIT 1 In the news

**GRAMMAR** – *He said that he watched the news. They said that they had a funny news story to tell.*

**VOCABULARY** – Social media

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the parts of some short, non-fictional text types (e.g., notes, captions, blogs, instructions). (P)	42	A2+ (36–42)	11, 21
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	12, 15, 18, 19, 20, 21
	<i>Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)</i>	44	B1 (43–50)	16
	<i>Can extract information from newspaper headlines, if guided by questions. (P)</i>	48	B1 (43–50)	18
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	19
	Can identify the main topic of a simple structured text. (P)	38	A2+ (36–42)	21
Listening	<i>Can get the gist of TV or video programs on topics of personal interest, if delivered in clear standard speech. (P)</i>	50	B1 (43–50)	13, 18
	<i>Can understand the main points of a short, informal interview on a familiar topic. (P)</i>	43	B1 (43–50)	14
	Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly. (P)	38	A2+ (36–42)	20
Speaking	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	11
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	13
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	17, 19
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	17
	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	18
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	20
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	21, 23
	<i>Can add detail to descriptions of everyday topics (e.g., people, places, experiences) using a range of nouns and verbs. (P)</i>	49	B1 (43–50)	19 WB

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	<i>Can write a short description of a trip or event. (P)</i>	43	B1 (43–50)	21
	<i>Can write a simple plan for an activity. (P)</i>	43	B1 (43–50)	22
	<i>Can write simple facts about a topic on a planning sheet. (P)</i>	42	A2+ (36–42)	22
	<i>Can write a short text to report something. (P)</i>	49	B1 (43–50)	23
	<i>Can choose the most appropriate word from a group of similar words to convey meaning accurately. (P)</i>	57	B1+ (51–58)	23 WB

## UNIT 2 Inspirational people

**GRAMMAR** – *She's the woman who works as a charity worker. That's the lion that he rescued. This is where the politician lived.*

**VOCABULARY** – Jobs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	26
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	29, 33, 35, 39
	<i>Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)</i>	44	B1 (43–50)	30, 31
	<i>Can infer information from the labels on basic diagrams (e.g., bar charts, timelines) in simple informational texts. (P)</i>	46	B1 (43–50)	32
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	33
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	41
Listening	<i>Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)</i>	49	B1 (43–50)	26
	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)	27, 34
	<i>Can understand some details in extended dialogs on familiar everyday topics. (P)</i>	46	B1 (43–50)	38
	Can identify key details (e.g., name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	41
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	25, 27, 31
	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)	26, 41
	<i>Can address or respond to others appropriately in a variety of familiar situations. (P)</i>	45	B1 (43–50)	27
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	29, 39
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	31
	<i>Can describe past events or experiences, using simple descriptive language to add interest. (P)</i>	47	B1 (43–50)	34
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	37, 41

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	<i>Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model. (C2018)</i>	45	B1 (43–50)	35, 37
	<i>Can use linking words to introduce additional details, ideas, or opinions in a simple text. (P)</i>	50	B1 (43–50)	35
	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	36
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	36

## UNIT 3 Let's earn money!

**GRAMMAR** – *You should listen to the rules. You have to pay with cash. You don't have to buy all the cookies. You must stand in line.*

**VOCABULARY** – Business words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	43, 47, 48, 51
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	44
	<i>Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)</i>	44	B1 (43–50)	49
	Can understand the correct sequence of events in a simple story or dialog. (P)	37	A2+ (36–42)	49
	Can infer information from the labels on basic diagrams (e.g., bar charts, timelines) in simple informational texts. (P)	46	B1 (43–50)	50
	Can identify the parts of some short, non-fictional text types (e.g., notes, captions, blogs, instructions). (P)	42	A2+ (36–42)	53
	<i>Can identify the problem or dilemma in a story. (P)</i>	46	B1 (43–50)	43 WB
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)	45
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 <sub>A</sub> )	31	A2 (30–35)	46
	<i>Can recognize a range of common linking words/phrases signaling the sequence of events in short simple narratives. (P)</i>	44	B1 (43–50)	48
	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)	52



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)	43
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	43, 45, 53
	Can make suggestions about what to do using a range of expressions (e.g., “How about...?”). (P)	47	B1 (43–50)	47, 49
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	49
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	50
	<i>Can give informal advice on everyday matters, using a range of fixed expressions. (P)</i>	48	B1 (43–50)	52
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	53
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	55
	<i>Can explain the rules of a familiar game or sport using simple language. (P)</i>	45	B1 (43–50)	41 WB
Writing	<i>Can create a poster to advertise an event or product, given a model. (P)</i>	45	B1 (43–50)	47
	Can write a simple description or report using information taken from other texts. (P)	52	B1+ (51–58)	53
	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	54
	<i>Can write a simple plan for an activity. (P)</i>	43	A2+ (36–42)	54
	Can use a range of adjectives to add detail to a simple description. (P)	49	B1 (43–50)	55
	Can write a short text in a style appropriate to the intended audience. (P)	51	B1+ (51–58)	55

## UNIT 4 Food for the future!

**GRAMMAR** – *It will rain tomorrow. It's going to be delicious. I'm visiting an organic farm on Saturday.*

**VOCABULARY** – Food • Farming

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	57, 61, 67, 71
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	62
	<i>Can infer information from the labels on basic diagrams (e.g., bar charts, timelines) in simple informational texts. (P)</i>	46	B1 (43–50)	64, 65
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	65
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	72
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43–50)	59, 73
	<i>Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)</i>	49	B1 (43–50)	59
	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)	60
	<i>Can understand the reasons for someone's actions or choices. (P)</i>	44	B1 (43–50)	70

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	56, 57, 59
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	61
	<i>Can role-play a character from a short story they have read in class. (P)</i>	47	B1 (43–50)	63
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	66
	Can give a brief commentary on something that is happening at the time of speaking (e.g., a sporting event). (P)	44	B1 (43–50)	69
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	69
	<i>Can talk about environmental problems in a simple way. (P)</i>	48	B1 (43–50)	71
	Can make suggestions about what to do using a range of expressions (e.g., “How about...?”). (P)	47	B1 (43–50)	71
	Can add detail to descriptions of everyday topics (e.g., people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	73
	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)	73
Writing	<i>Can write simple texts with appropriate paragraph breaks, given prompts or a model. (P)</i>	49	B1 (43–50)	66
	<i>Can write a simple, structured informational leaflet/ brochure, given a model. (P)</i>	51	B1+ (51–58)	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 create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	71

## UNIT 5 The ancient world

**GRAMMAR** – *My name was written in hieroglyphs. The pyramids were visited by tourists.*

**VOCABULARY** – Ancient Egypt

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	77, 85
	<i>Can make basic predictions about factual text content from titles or headings. (P)</i>	44	B1 (43–50)	80
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	81, 82
	<i>Can understand basic problem-solution relationships in simple structured text. (P)</i>	46	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)	85
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43–50)	77
	<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)	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 key details (e.g., name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)</i>	38	A2+ (36–42)	84
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	74, 75
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	77
	<i>Can add detail to descriptions of everyday topics (e.g., people, places, experiences) using a range of nouns and verbs. (P)</i>	49	B1 (43–50)	81
	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)	81
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	81
	<i>Can describe past events or experiences, using simple descriptive language to add interest. (P)</i>	47	B1 (43–50)	84
	Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51–58)	86
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	87

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	Can write a simple plan for an activity. (P)	43	B1 (43–50)	85
	Can write simple texts with appropriate paragraph breaks, given prompts or a model. (P)	49	B1 (43–50)	85
	<i>Can write a short, simple guide to their town/city with appropriate sub-headings, given a model. (P)</i>	47	B1 (43–50)	85, 87
	<i>Can organize ideas around a theme and in a logical sequence. (P)</i>	54	B1+ (51–58)	86
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	86

## UNIT 6 On the move!

**GRAMMAR** – *I've been waiting in line at check-in for hours! They haven't been staying with a host family.*

**VOCABULARY** – Airport

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	94
	<i>Can understand the main themes of a simplified story or text. (P)</i>	36	A2+ (36–42)	94, 95
	Can identify which people or objects are being referred to in a text. (P)	38	A2+ (36–42)	95
	<i>Can follow a simple series of written instructions to carry out a task. (P)</i>	36	A2+ (36–42)	97
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	102, 104
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, 96, 99
	Can understand some details in extended dialogs on familiar everyday topics. (P)	46	B1 (43–50)	90, 98, 104
	<i>Can understand most of the concrete details in informal conversations on familiar everyday topics if the speakers talk slowly and clearly. (P)</i>	31	A2 (30–35)	92
	<i>Can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly. (P)</i>	31	A2 (30–35)	102
	Can understand the reasons for someone's actions or choices. (P)	44	B1 (43–50)	102



SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	88, 103, 105
	Can check that a classmate has understood information, using simple language. (P)	37	A2+ (36–42)	90
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	91
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	91
	<i>Can describe past events or experiences, using simple descriptive language to add interest. (P)</i>	47	B1 (43–50)	93
	Can answer questions about what they have done recently in some detail. (P)	49	B1 (43–50)	93, 98
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	95
	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	95
	Can add detail to descriptions of everyday topics (e.g., people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	97
	<i>Can address or respond to others appropriately in a variety of familiar situations. (P)</i>	45	B1 (43–50)	98
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	99
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	101
Writing	<i>Can write simple sentences to describe how they or others are feeling. (P)</i>	36	A2+ (36–42)	99
	Can write simple texts with appropriate paragraph breaks, given prompts or a model. (P)	49	B1 (43–50)	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 a simple description of their personal history with appropriate paragraph breaks, given a model. (P)	49	B1 (43–50)	101
	<i>Can write short, simple texts about topics or personal relevance, given prompts or a model. (P)</i>	38	A2+ (36–42)	101
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	103

## UNIT 7 I hate it when ...

**GRAMMAR** – *Have you ever taken a ride in a helicopter? Yes, I have. When did you do that? I went in a helicopter last summer*

**VOCABULARY** – Challenging situations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	112, 113
	Can infer information from the labels on basic diagrams (e.g., bar charts, timelines) in simple informational texts. (P)	46	B1 (43–50)	114
	<i>Can follow detailed instructions to complete a task. (P)</i>	44	B1 (43–50)	115
	Can understand the correct sequence of events in a simple story or dialog. (P)	37	A2+ (36–42)	116
	<i>Can understand the humor in a simple story. (P)</i>	44	B1 (43–50)	117
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 understand some details in extended dialogs on familiar everyday topics. (P)</i>	46	B1 (43–50)	111
	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)	116, 117
	Can understand some details in extended dialogs on a range of non-technical topics. (P)	50	B1 (43–50)	116

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can add detail to descriptions of everyday topics (e.g., people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	106, 107
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	109
	<i>Can address or respond to others appropriately in a variety of familiar situations. (P)</i>	45	B1 (43–50)	109, 111
	<i>Can describe past events or experiences, using simple descriptive language to add interest. (P)</i>	47	B1 (43–50)	109, 111
	Can make suggestions about what to do using a range of expressions (e.g., “How about...?”). (P)	47	B1 (43–50)	111, 115
	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)	112
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	113
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	113, 117
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	114
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	116
	Can explain the rules of a familiar game or sport, using simple language. (P)	44	B1 (43–50)	119
Writing	<i>Can write a simple story in the form of a dialog between characters. (P)</i>	43	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
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	119
	<i>Can write short simple explanations given a model. (P)</i>	45	B1 (43–50)	105 WB

## UNIT 8 My amazing city

**GRAMMAR** – *If I were a millionaire, I'd buy a huge apartment in a skyscraper. She wouldn't use the crosswalk if there was an overpass.*

**VOCABULARY** – City words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	122
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	126
	<i>Can understand the correct sequence of events in a simple story or dialog. (P)</i>	37	A2+ (36–42)	127
	Can infer information from the labels on basic diagrams (e.g., bar charts, timelines) in simple informational texts. (P)	46	B1 (43–50)	128
	Can follow detailed instructions to complete a task. (P)	44	B1 (43–50)	129
	<i>Can follow a simple series of written instructions to carry out a task. (P)</i>	36	A2+ (36–42)	131
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	136
Listening	<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)	122, 131, 135
	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)	124
	<i>Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)</i>	36	A2+ (36–42)	125
	Can understand the reasons for someone's actions or choices. (P)	44	B1 (43–50)	125
	Can understand some details in extended dialogs on familiar everyday topics. (P)	46	B1 (43–50)	130, 134, 137

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can give a brief commentary on something that is happening at the time of speaking (e.g., a sporting event). (P)	44	B1 (43–50)	120, 121
	<i>Can suggest possible outcomes to an event or situation, given a model. (P)</i>	47	B1 (43–50)	125, 127
	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	125
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	127, 128
	<i>Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions. (P)</i>	40	A2+ (36–42)	130
	<i>Can give simple directions on how to get somewhere on foot or by public transport, with reference to a map. (P)</i>	40	A2+ (36–42)	130
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	130
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	133
	Can ask simple questions about opinions or beliefs. (P)	44	B1 (43–50)	135
	Can add detail to descriptions of everyday topics (e.g., people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	137
Writing	Can write a simple plan for an activity. (P)	43	B1 (43–50)	131, 132
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	131, 132
	<i>Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)</i>	40	A2+ (36–42)	131
	<i>Can use appropriate language to start and finish and email/letter. (P)</i>	(37)	A2+ (36–42)	131
	Can write a short text to explain something. (P)	44	B1 (43–50)	133
	Can write a simple story in the form of a dialog between characters. (P)	43	B1 (43–50)	135

## English Code and Future Skills

### Welcome Unit

FUTURE SKILL	UNIT	PAGES
Creativity	Welcome Unit	5, 9
	Unit 1	17, 20
	Unit 2	27, 29, 31, 34, 35, 41
	Unit 3	44, 47, 48, 53
	Unit 4	62, 67, 71, 73
	Unit 5	75, 79, 81, 85
	Unit 6	90, 91, 95, 97, 99, 105
	Unit 7	107, 111, 112, 117
	Unit 8	123, 127, 129, 131, 135, 137
Collaboration	Welcome Unit	9
	Unit 1	17, 23
	Unit 2	31, 37
	Unit 3	48, 55
	Unit 4	62, 67, 69
	Unit 5	87
	Unit 6	95, 101
	Unit 7	113, 119
	Unit 8	133
Critical Thinking	Welcome Unit	4
	Unit 1	11, 13, 16, 18, 19, 20, 21
	Unit 2	25, 26, 27, 30, 32, 35, 41
	Unit 3	42, 43, 44, 45, 47, 48, 50, 53
	Unit 4	57, 59, 60, 62, 64, 67, 73
	Unit 5	74, 77, 80, 81, 82, 83, 84, 85
	Unit 6	91, 93, 94, 96, 97, 98, 99, 105
	Unit 7	107, 108, 109, 112, 114, 115, 117
	Unit 8	121, 122, 123, 125, 126, 129, 130, 131, 137
Coding	Welcome Unit	6
	Unit 1	15, 17
	Unit 2	27, 32, 39
	Unit 3	47, 48
	Unit 4	65, 66, 71
	Unit 5	79, 81
	Unit 6	89, 96, 103
	Unit 7	111
	Unit 8	125, 127, 135
Communication	Welcome Unit	5, 7
	Unit 1	10, 20, 21
	Unit 2	24, 25, 29, 31, 34, 39, 41
	Unit 3	43, 47, 52, 53
	Unit 4	56, 60, 66, 67, 71, 73
	Unit 5	77, 79, 81, 83, 84
	Unit 6	88, 91, 93, 98, 99, 103, 105
	Unit 7	106, 107, 109, 111, 114, 116, 117
	Unit 8	120, 125, 128, 130, 135, 137



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