



GSE MAPPING BOOKLET

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



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

The Global Scale of English is a standardised, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or 'learning objectives', for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

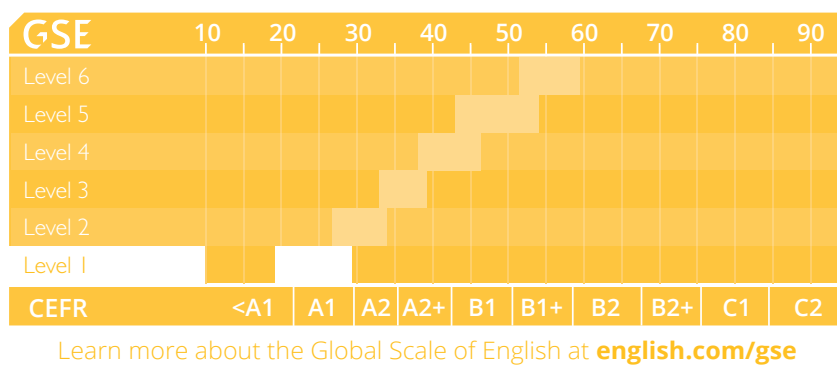
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

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

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Now I Know is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from 19 to 58 on the Global Scale of English (CEFR A1 to B1+). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Now I Know!

In every unit of *Now I Know*, there's a challenge. Each unit takes learners through a staged process of inquiry supported by exciting and varied content, including BBC video. All the goals are clear and based on the GSE. New language, new knowledge and new skills, with exciting real-world tasks, help children and their parents see and celebrate achievement.

- Authentic BBC video (using CBBC clips) in openers and throughout every unit.
- Inquiry based methodology. Unit titles formulated as Big Questions give meaningful context for conversation and language tasks.
- Fostering student autonomy. Selected GSE descriptors are used as unit objectives and for self-assessment. These can be seen in the Student Books (simplified so students can understand the language) and Teacher's Books (in full).
- Literacy skills. Two reading texts per unit: One fictional (presenting values) and one factual (helping students learn about the world). The development of those skills can be seen in the reading strand of the scope and sequence.
- Speaking strategies help students develop all aspects of communication from the earliest stages of learning English.
- Integrated 21st Century Skills embedded throughout the course.
- Preparation for external exams. Targeted exam practice based on skills and activities relevant for PTE YL, CYL, Key and Preliminary exams. Can also be used with Benchmark English.

Components for Students

- Student Book (with or without online practice).
- Workbook with App.
- Speaking and Vocabulary Book
- Grammar Book
- Online Practice: homework assigned by the teacher, additional fun practice for students to do in their own time, access to WB audio and video.

Components for Teachers

- Teacher's Book with Online Practice and Resources: teacher's notes with an access code to all of the online resource materials. Teacher's Books contain full details of GSE skills covered in every unit and in every lesson.
- Pearson English Portal – Presentation Tool, audio, video, tests, audioscripts, answer keys and other resources.
- Class Audio CD
- Picture Cards: Key vocabulary for every unit at Levels 1, 2 and 3.
- Level 1 has two versions: *I Can Read* and *Learning to Read*

UNIT 1 What Do We Find In Schools?

READING – Factual text: Schools Around the World • Fiction: First Day

VOCABULARY – pen, glue stick, whiteboard, desk, markers, pencil sharpener, ruler, tablet • speak, draw, write, read, library, playground, computer lab, cafeteria

GRAMMAR – *It's a/an/my, Is this ... ? / Yes, it is. / No, it isn't* • imperative verbs

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	7, 10, 15
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	7, 8, 13, 14
	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	<A1 (10–21)	8, 12
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	8, 14
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	10
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	15
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	18
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	13, 18
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	14
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	16, 17
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	6, 7
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	10, 12, 16
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	14

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can follow short, basic classroom instructions, if supported by pictures or gestures. (P)	13	<A1 (10–21)	17
	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)	5, 17
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	17
Speaking	Can use cardinal numbers up to twenty. (P)	18	<A1 (10–21)	5
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	5, 13
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	6, 12
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	6, 12, 18
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	9, 13
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	11
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	12, 13
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	15
	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	17
	Can give a classmate instructions to complete a task using simple language. (P)	32	A2 (30–35)	17
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	19
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	6, 7
	Can write some familiar words. (P)	20	<A1 (10–21)	7
	Can write simple sentences about things that they and other people have. (P)	25	A1 (22–29)	18
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	19
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	19

UNIT 2 Where Do We See Shapes And Colors?

READING – Factual text: Let's go on a Shape Hunt • Fiction: The Kite Festival

VOCABULARY – triangle, circle, square, rectangle, heart, star, diamond, side • purple, pink, orange brown, grey, bird, fish, butterfly

GRAMMAR – *It's / It's a • this / that*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	21
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	24, 30, 34
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	25, 34
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	31
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	26, 32
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	28
Listening	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	22, 23
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	26, 28
	Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly. (P)	21	<A1 (10–21)	27
	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)	21, 32
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	33

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about objects (e.g. colour, size). (P)	22	A1 (22–29)	21, 22, 27, 28, 31
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	22
	Can ask about the colour of an object using a basic phrase. (P)	21	<A1 (10–21)	22, 28
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	22, 28
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	23, 25
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	33
	Can talk about common everyday objects using single words, if supported by pictures. (P)	24	A1 (22–29)	33, 34, 35
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	22, 29, 35
	Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. (P)	28	A1 (22–29)	34
	Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. (P)	27	A1 (22–29)	34, 35

UNIT 3 What Happens During The Day?

READING – Factual text: A day in the Desert • Fiction: My Perfect Day

VOCABULARY – sunrise, afternoon, evening, sunset, night, lunchtime, dinnertime, noon • play sports, brush my teeth, go to bed, play video games, get up, take a shower, do homework, go to school

GRAMMAR – *don't* + infinitive *Do you ...? / Yes, I do / No, I don't* • *Yes, I do / No, I don't. When do you ...?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	39, 45
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	40
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	40
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	42, 47 48, 50
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	45
	Can understand short, simple illustrated narratives about everyday activities. (C2018 _A)	29	A1 (22–29)	46
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	49, 50
Listening	Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)	22	A1 (22–29)	37, 38
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	44
	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)	37, 42, 49
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)	43, 48

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	37, 40, 47, 51
	Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018A)	29	A1 (22–29)	37, 45, 48, 49
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	38, 44
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	44
	Can answer simple questions about where people or things are, using basic phrases. (P)	24	A1 (22–29)	39
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	43
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	38
Writing	Can write some familiar words. (P)	20	<A1 (10–21)	42, 43, 44, 51
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	50, 51
	Can signal the end of a sentence using a full stop. (P)	19	<A1 (10–21)	50

UNIT 4 Why Do We Have Animals?

READING – Factual text: Amazing Animals • Fiction: Cleo's Surprise

VOCABULARY – goat, sheep, bee, goose, egg, honey, milk, meat • kitten, puppy, calf, lamb, kid, duckling, barn, nest

GRAMMAR – *these / those* • *there is / there are*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	<A1 (10–21)	53
	Can recognise familiar names, words and very basic phrases on simple notices and signs. (P)	19	<A1 (10–21)	55
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	62
	Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures. (P)	27	A1 (22–29)	56
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	58, 64
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	63
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	61
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	66
	Can find proper names (e.g. people, places, nationalities) in short, simple texts by looking for capital letters. (P)	24	A1 (22–29)	66
Listening	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	53, 55
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	54, 60
	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)	58, 64, 65
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)	24	A1 (22–29)	59

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	53
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	54, 60
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	54
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	54, 60
	Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018A)	29	A1 (22–29)	57
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	59
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	60
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	63
	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	65
Writing	Can copy familiar words and short phrases about everyday objects and set phrases. (CA)	18	<A1 (10–21)	54, 55, 61
	Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. (P)	27	A1 (22–29)	65
	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)	66
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	67
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	67

UNIT 5 What Makes A Family?

READING – Factual text: My Art Project • Fiction: The Grasshoppers and the Ants

VOCABULARY – grandparents, uncle, aunt, parents, cousins, daughter, son • live together, talk, laugh, share, help, old, young, quiet, noisy

GRAMMAR – *is / isn't / are / aren't • Yes, he/she does / No, he/she doesn't*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	71, 82
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	80, 82
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	74
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	72
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	72
	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30–35)	77, 78
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	79
	Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures. (P)	30	A2 (30–35)	82
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)	69, 71, 74, 80, 81
	Can understand simple language related to naming and describing family members. (P)	21	<A1 (10–21)	70, 71, 75
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	76
	Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures. (P)	26	A1 (22–29)	81

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about their family and friends, using basic phrases. (P)	26	A1 (22–29)	69, 75, 77, 81
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	70, 76
	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	73, 83
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	76
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	79
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	81
Writing	Can write basic sentences identifying immediate family members, given prompts or a model. (P)	27	A1 (22–29)	75, 82
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	70, 76, 77
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	70, 83
	Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (P)	30	A2 (30–35)	83

UNIT 6 How Are We The Same And Different?

READING – Fiction: A New Monster at School • Factual text: Dances Around the World

VOCABULARY – finger, toes, knees, round, long, short, dark, blond • dance, smile, bend, kick, snap, step, spin, wave

GRAMMAR – *have / don't have / has / doesn't have • don't + imperative verbs*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures. (P)	26	A1 (22–29)	88, 98
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	93
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	94, 96, 98
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	89
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	90
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	94
Listening	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	85, 92, 97
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	86
	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)	90, 96
	Can understand simple language related to naming and describing family members. (P)	21	<A1 (10–21)	91

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can name common parts of the body. (P)	23	A1 (22–29)	85
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	86, 92
	Can give a classmate instructions to complete a task using simple language. (P)	32	A2 (30–35)	97
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	85, 87, 89, 91
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	86, 92
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	92
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	95, 99
Writing	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. (P)	26	A1 (22–29)	87
	Can write some familiar words. (P)	20	<A1 (10–21)	93
	Can write simple sentences describing their own physical appearance, (e.g. eye/hair colour, height), given a model. (P)	32	A2 (30–35)	98, 99
	Can write short, basic descriptions of everyday activities, given prompts or a model. (P)	35	A2 (30–35)	99

UNIT 7 Why Do We Do Hobbies?

READING – Fiction: The Greens and the Homes • Factual text: Cool Sports

VOCABULARY – skip, hop, swim, ride a bike, take pictures, climb, type, code • computer, screen, phone, sports, game, hobby, soccer, board game

GRAMMAR – *can / can't, Yes, I can / No, I Can't • me / you / her / him / us / them*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	103, 109, 114
	Can understand short, simple illustrated narratives about everyday activities. (C2018 _A)	29	A1 (22–29)	104
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	105
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	106, 112, 114
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	111
	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30–35)	110
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	114
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)	101, 103, 106, 112, 113
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	102
	Can understand straightforward instructions, if spoken slowly and clearly. (P)	27	A1 (22–29)	113
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	107
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	108
	Can understand short, simple instructions addressed slowly and clearly. (P)	20	<A1 (10–21)	102

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can describe someone's clothes using simple language. (P)	33	A2 (30–35)	101
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	101, 105, 111
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	102, 108
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30–35)	107, 115
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	109
	Can give simple instructions to a classmate to complete a task. (P)	33	A2 (30–35)	113
Writing	Can write basic sentences identifying immediate family members, given prompts or a model. (P)	27	A1 (22–29)	107
	Can write some familiar words. (P)	20	<A1 (10–21)	102, 108
	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)	115
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	115
	Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (P)	30	A2 (30–35)	109, 114

UNIT 8 What Food Do We Eat?

READING – Factual text: Food Art! • Fiction: The Fox and the Stork

VOCABULARY – pineapple, grapes, pear, lemon, carrot, onion, potato, peas • bread, rice, beans, pasta, lime, cookies, yoghurt, soup

GRAMMAR – *like / don't like, Yes, I do / No, I don't • likes / doesn't like, Yes, he/she does / No, he/she doesn't*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	119
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	119, 120
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	120, 127
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	122, 128
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	125
	Can follow a short, familiar, traditional story, if supported by pictures. (P)	31	A2 (30–35)	126
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	130
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)	117, 122, 128, 129
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	118, 124
	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	129

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	117
	Can answer simple questions about objects (e.g. colour, size). (P)	22	A1 (22–29)	117
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	118, 124
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	120, 123, 131
	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)	127
	Can describe someone's likes or dislikes in a simple way. (P)	30	A2 (30–35)	129
Writing	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	118
	Can write some familiar words. (P)	20	<A1 (10–21)	119
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	130
	Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (P)	30	A2 (30–35)	130
	Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. (P)	28	A1 (22–29)	131

UNIT 9 How Do We Play?

READING – Fiction: Superheroes Share! • Factual text: Playground Games

VOCABULARY – toy truck, stuffed animal, hula-hoop, scooter, robot, action figure, toy boat, blocks • win, lose, swings, slide, monkey bars, hopscotch, tag, take turns

GRAMMAR – *Whose ... ? It's -s • mine / your / hers / his / ours / theirs*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can use knowledge of alphabetical order to find words in a dictionary. (P)	24	A1 (22–29)	134
	Can identify which people or objects are being referred to in a text. (P)	38	A2+ (36–42)	135, 137, 141
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	138
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	144, 146
	Can understand short, simple illustrated narratives about everyday activities. (C2018 _A)	29	A1 (22–29)	142
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	146
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	142, 146
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)	133, 135, 138, 144, 145
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	134, 140
	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22–29)	139
	Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing. (P)	30	A2 (30–35)	140, 141
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	145

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	133
	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	26	A1 (22–29)	133, 147
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	133, 143
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	134, 140
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	137
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	139
	Can say who objects belong to. (P)	29	A1 (22–29)	145
Writing	Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (P)	30	A2 (30–35)	135
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	134, 140
	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)	146
	Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. (P)	28	A1 (22–29)	147

UNIT 10 What Clothes Do We Wear?

READING – Factual text: What Are Clothes Made From? • Fiction: Oscar's Day at the Palace

VOCABULARY – sweater, blouse, jacket, shorts, boots, sandals, gloves, bathing suit • dry, wet, warm, cool, thick, thin, short, tall

GRAMMAR – *I'm / you're / he's / she's / we're / they're wearing, not / isn't / aren't wearing • Are you / Is he/she wearing? Yes, I am / No, I'm not / Yes, he/she is / No he/she isn't.*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)	30	A2 (30–35)	150, 162
	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures. (P)	37	A2+ (36–42)	151, 157
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	152
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	154, 160, 162
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	159
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	152, 158
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)	149, 154, 160, 161
	Can understand simple language related to naming and describing people's clothes. (P)	26	A1 (22–29)	150, 155
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	156

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can name items of clothing if supported by pictures. (P)	22	A1 (22–29)	149
	Can describe someone's clothes using simple language. (P)	33	A2 (30–35)	149, 155, 161, 162, 163
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	150, 156
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	152
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	159
Writing	Can write simple sentences about what they and others are wearing, given prompts or a model. (P)	31	A2 (30–35)	157, 162, 163

UNIT 11 Why Do We Travel?

READING – Fiction: Patch's Journey • Factual text: What Is a Journey?

VOCABULARY – helicopter, motorcycle, subway, boat, train, drive, ride, fly, sail • numbers 10-100, safe, dangerous, fast, slow, modern, old-fashioned

GRAMMAR – *I'm / you're / he's / she's / we're / they're + -ing, not / isn't / aren't + -ing • can go to/by/on*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand basic sentences about where things, animals or people are. (P)	27	A1 (22–29)	167
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	168
	Can understand short, simple illustrated narratives about everyday activities. (C2018A)	29	A1 (22–29)	168, 174
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	170, 176, 178
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	173
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)	165, 170, 171, 176
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	166, 172
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	172
	Can understand cardinal numbers from 21 to 100. (P)	19	<A1 (10–21)	172, 173
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)	176
Speaking	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	165, 169, 179
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	166, 172
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	171
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	174, 175
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	177

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	167
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	166, 172
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	178
	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)	178
	Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. (P)	28	A1 (22–29)	179
	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)	179

UNIT 12 Where Do We Live?

READING – Factual text: Unusual Homes Around the World • Fiction: The Tree House

VOCABULARY – bathtub, refrigerator, stove, lamp, couch, bookcase, closet sink • house, townhouse, apartment, cottage, palace, trailer, barge, tree house

GRAMMAR – *Are you / Is he/she / are they + -ing? • in / on / under / next to*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures. (P)	30	A2 (30–35)	183, 184, 189, 194
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	184
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	186, 194
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	192
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	189
	Can understand the main idea in a short, simple picture story. (P)	30	A2 (30–35)	190
	Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36–42)	191
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)	181, 186, 192, 193
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	182, 188
	Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures. (P)	30	A2 (30–35)	182, 188
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	187

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about furniture and rooms using simple language. (P)	32	A2 (30–35)	181, 195
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	182, 188
	Can describe where they live in a simple way. (P)	30	A2 (30–35)	185
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	187
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	187
	Can re-tell a familiar story, given prompts or a model. (P)	39	A2+ (36–42)	191
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	193, 194
Writing	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	183
	Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P)	37	A2+ (36–42)	194
	Can write short, basic descriptions of everyday activities, given prompts or a model. (P)	35	A2 (30–35)	195

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