



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.

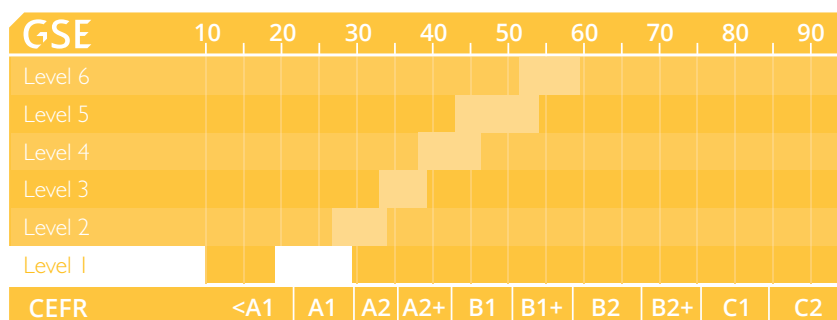
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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



Learn more about the Global Scale of English at english.com/gse

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 videos. 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)
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)	13, 14, 15
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	6, 16, 17
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	5, 7, 8, 10, 11, 12,
	Can follow basic instructions to colour, draw or make something. (P)	19	<A1 (10–21)	17
	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)	19
Speaking	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	13, 17, 19
	Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). (P)	22	A1 (22–29)	15
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	5, 6, 7, 9, 11, 12, 13, 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)
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)	21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 35
	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)	22, 27, 28, 32, 33
Speaking	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	21, 23, 25, 27, 29, 31
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	23	A1 (22–29)	33, 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)
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)	38, 40, 42, 43, 44, 48, 49
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	46, 47
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	37
Speaking	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	40
	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	39, 44, 45, 47, 51
	Can answer simple questions about their daily activities or routines, given a model.	29	A1 (22–29)	37, 39, 49
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018A)	29	A1 (22–29)	43

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)
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)	54, 55, 56, 57, 58, 59, 60, 61, 64, 65
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	62, 63
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	53
Speaking	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	53, 55, 61, 65
	Can say how many things there are, up to ten. (P)	21	<A1 (10–21)	58–59
	Can name everyday objects, animals or people around them or in pictures using single words.	18	<A1 (10–21)	57, 60
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018A)	29	A1 (22–29)	54
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	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)
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)	69, 70, 71, 74, 75, 76, 77, 80, 81
	Can understand simple language related to naming and describing family members.	21	<A1 (10–21)	69, 70, 71, 74, 75
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	72, 73, 78, 79
Speaking	Can answer simple questions about their family and friends, using basic phrases. (P)	26	A1 (22–29)	76, 77
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	70, 71, 79, 80, 81, 83
	Can describe objects in a basic way (eg. colour, size). (P)	25	A1 (22–29)	69, 73

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)
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)	85, 86, 87, 90, 91, 92, 93, 96, 97
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	88, 89, 94, 95
Speaking	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	93, 95, 96, 97, 99
	Can describe someone's physical appearance using one or two words. (P)	26	A1 (22–29)	85, 87, 89, 90, 91, 92, 93, 95, 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 recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	101, 102, 108–109
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)	101, 102, 103, 106, 107, 108, 109, 112, 113
	Can understand simple instructions, if spoken slowly and clearly.	26	A1 (22–29)	112, 113
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.	28	A1 (22–29)	106–107
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	104, 105, 110, 111
Speaking	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	101, 103, 105, 109, 111, 115
	Can answer simple questions about their family and friends, using basic phrases. (P)	26	A1 (22–29)	105
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	106, 107, 113, 115
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	102, 108, 109
	Can write some familiar words. (P)	20	<A1 (10–21)	103, 109, 115

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 recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	117, 118, 119, 124, 125
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)	117, 118, 124, 125, 131
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	126, 127
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	120, 121
	Can understand simple phrases about likes and dislikes. (P)	26	A1 (22–29)	122, 123, 128, 129
Speaking	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	117, 119, 125, 127, 131
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	122, 123, 128, 129, 131
	Can describe objects in a basic way (eg. colour, size). (P)	25	A1 (22–29)	120
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	119, 124, 125
	Can write some familiar words. (P)	20	<A1 (10–21)	125, 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 understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	144, 145, 147
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	138
	Can understand basic sentences about things people have, if supported by pictures. (P)	26	A1 (22–29)	138, 139
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	134, 135, 140
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)	133, 134, 135
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	136, 137, 142, 143
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	138, 139, 140, 141, 144, 145
Speaking	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	138, 139, 144, 145
	Can answer simple questions about things people have got. (P)	28	A1 (22–29)	135, 138, 139, 144, 145
	Can give very basic information about personal details. (C2016A)	27	A1 (22–29)	133, 137, 147
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	135, 143, 137
	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	133
	Can talk about common everyday objects using single words, if supported by pictures. (P)	26	A1 (22–29)	147

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	135, 141
				134, 139, 140, 145, 147
	Can write some familiar words. (P)	20	<A1 (10–21)	147
	Can write the letters of the alphabet in lower case.	10	<A1 (10–21)	146

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 understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	150, 151, 154, 155, 156, 157, 160, 161, 163
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects).	17	<A1 (10–21)	149, 150, 151, 156
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)	149, 158, 159
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	150–151, 156–157
	Can understand simple language related to naming and describing people's clothes. (P)	26	A1 (22–29)	152, 153, 154, 155, 160, 161
Speaking	Can give very basic information about personal details. (C2016A)	27	A1 (22–29)	160, 161
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	163
	Can say what someone's job is, using familiar common job names. (P)	29	A1 (22–29)	163
	Can describe objects in a basic way (eg. colour, size). (P)	25	A1 (22–29)	151
	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	159
	Can name items of clothing if supported by pictures. (P)	22	A1 (22–29)	149, 152, 154, 155
Writing	Can write some familiar words. (P)	20	<A1 (10–21)	151, 155, 156, 157, 161, 163
	Can write the letters of the alphabet in lower case.	10	<A1 (10–21)	162
	Can copy some short familiar words presented in standard printed form.	10	<A1 (10–21)	151, 156

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 phrases in short, simple texts. (P)	24	A1 (22–29)	167, 170, 171, 174, 175
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	166, 172
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	168, 169, 176, 177, 179
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)	168, 169, 170, 171, 172, 173, 174, 175, 176, 177
	Can identify common objects from descriptions, if spoken slowly and clearly. (P)	28	A1 (22–29)	166, 167
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	170, 171
	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018 _A)	32	A2 (30–35)	165, 167, 169, 173, 175, 179
	Can say how they and others get to school every day in a simple way. (P)	30	A2 (30–35)	176, 177
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	172, 176, 177, 179
	Can write some familiar words. (P)	20	<A1 (10–21)	166, 167, 170, 171
	Can write the letters of the alphabet in lower case.	10	<A1 (10–21)	178

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 basic phrases in short, simple texts. (P)	24	A1 (22–29)	182, 183, 186, 187, 188, 189, 192, 193
	Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures. (P)	30	A2 (30–35)	181, 182, 183, 185
	Can understand short, simple illustrated narratives about everyday activities. (C2018A)	29	A1 (22–29)	183, 184, 185, 190, 191
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)	181, 192, 193
	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, 183, 184, 185, 186, 187, 188, 189
	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)	186, 187
	Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses. (C2018A)	28	A1 (22–29)	190, 191
Speaking	Can answer simple questions about where people or things are, using basic phrases. (P)	24	A1 (22–29)	186, 187, 192, 193
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	181
	Can give the location of an object in a basic way. (P)	29	A1 (22–29)	192, 193
	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018A)	32	A2 (30–35)	189, 191
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	195
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	187
	Can talk about furniture and rooms using simple language. (P)	32	A2 (30–35)	183, 185

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	183
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	195
	Can write some familiar words. (P)	20	<A1 (10–21)	189, 193

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