



GSE TEACHER MAPPING BOOKLET

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





Build, Grow and Shine

Rise and Shine empowers every child to reach their potential and shine.

Built-in GSE Learning Objectives allow teachers to track, plan and measure each learner's progress. Child-friendly charts show their personal learning journey, promoting autonomy and responsibility. With a rigorous approach to formative assessment, every lesson is designed to help each child achieve their learning goals.

Appealing stories and real-life content create a world that young learners can relate to in their own lives. Well-structured activities develop future skills, such as collaboration and teamwork, communication, critical and creative thinking, and self-management.

Rise and Shine's unique mix of printed and digital components is designed for use in inclusive classrooms. Support for individual learning needs ensures learners grow in confidence and achieve their best, preparing them to become global citizens of tomorrow.

What's great about *Rise and Shine*?

- Clear progress and accessible learning outcomes
- Measurable progress that learners can see. Syllabus built off the GSE YL, which helps learners to understand exactly what they are learning and why.
- *I can shine* activity encourages learners to think about their progress against the key learning outcome for the unit stage.
- A step-by-step approach **builds confidence** in using English through a learning cycle of exposure, recognition, controlled practice and freer practice.
- **Supporting every learner to achieve and shine** through carefully planned lessons and character helpers.
- **Targeted support for teachers** to help all learners achieve their learning goals, while recognising that this will look different for different learners.

Plus

- 360° online games
- Assignable digital activities and tests
- Our World videos and story animations
- Themes from the Sustainable Development Goals

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

The Global Scale of English is a standardised scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR¹). 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 topic area in which a language skill may surface but bearing in mind the context of the learner themselves. For example, the GSE Learning Objectives for Young Learners have been rated by Young Learner experts to demonstrate what can be expected of a Young Learner at that level, recognising that in most cases they will have had less exposure to authentic language and less opportunity to practise it in authentic contexts to the same depth/breadth as many adult learners. Also recognising that some topics will have more or less relevance for them compared to adult learners according to their daily routines and experience. All GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the same single scale.

This document provides an overview of the learning objectives that are covered in *Rise and Shine*. As the learning objectives focus specifically on language skills, some learning objectives will be used and practised multiple times, a reflection of the fact that in order for a learner to successfully learn and internalise a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter that skill in a variety of contexts. The content of *Rise and Shine* is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill but each skill is only listed once.

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

- (C2018_A) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (CSE_A) Eiken descriptor from the CSE, adapted or edited
- (P) New Pearson English descriptor

Rise and Shine is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR <A1 to A2+ (10–42 on the Global Scale of English). Each lesson guides learners to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.

GSE	10	20	30	40	50	60	70	80	90		
Level 6											
Level 5											
Level 4											
Level 3											
Level 2											
Level 1											
CEFR	<A1		A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

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

1 Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

The GSE in *Rise and Shine*

The four skills - listening, reading, speaking, and writing - are systematically developed within each level and across the course. *Rise and Shine* focuses on communication with simultaneous development of reading and writing skills. Special emphasis is placed on joining communicative competences to process and produce oral and written texts.

Key progress indicator chart

GSE range for Level 3: 22–30 (stretch 35)	Development indicator:
Speaking <i>Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk.</i> Can talk about common everyday objects using single words, if supported by pictures. (24) Can answer simple questions about things people have. (28) Can describe the position of objects or people in a basic way, using pictures or gestures. (26)	Have a short conversation about my world. Use a few words to name, talk about or describe familiar situations. Participate in common informational, academic, or transactional exchanges using simple language and expressions. Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Writing <i>Working towards: writing a short text of 4–6 sentences on common topics, and at the highest level being able to write for a range of social and interpersonal purposes.</i> Can recognise key words and basic phrases in short, simple cartoon stories (24)	Write simple sentences about the world around me. Identify and understand simple information and details within short written texts.

To bridge any potential gaps and to facilitate learners' learning path, speaking skills have been broken down into **development indicators**. They capture discrete learning objectives and performance examples that learners are aiming to acquire (e.g., *Recognise familiar words in phrases, sentences and texts.*). In *Rise and Shine* Teacher's Book, the development indicators have been listed alongside more granular learning objectives for every unit in the **key progress indicator charts**.

Breaking the skills down supports the development of related skills that build on one another and are at the right level, giving learners the best chance to learn and achieve.

Skills development

In *Rise and Shine*, the skills syllabus has been developed using the Global Scale of English (GSE) Learning Objectives and the GSE Skill Development Framework for Young Learners, which provides structured scaffolding to support teachers and learners.

At Level 3, the GSE range covered is 22–30 as **core** but includes learning objectives as high as 35 as a **stretch**.

Lesson 1 – Vocabulary

Objectives

- Lesson aim: to talk about school subjects
- Target language: Maths, ICT, Science, History, PE, Drama, Geography, English, Art, Music
- Recycled language: places (*library, courtyard, gallery, reading corner*); numbers.

GSE

- Productive: Speaking: Can read aloud and use numbers 50–100.
- Receptive: Listening: Can understand simple phrases about likes and dislikes.

Across the course, skills have been categorised into **receptive** and **productive**. In the Teacher's Book, each lesson starts with an **objectives box** where specific GSE learning objectives for that lesson are listed.

Having Can-Do statements easily accessible helps teachers monitor their learners' progress and inform planning and teaching. In close connection to that, the Can-Do statements support assessment offering tools to effectively diagnose and apply remediation and/or stretch.

Remediation and stretch

Each stage of the unit has a clear and measurable outcome that learners can demonstrate in the *I can shine* task. These activities are specifically designed to consolidate learning from the stage. The *I can shine* tasks demonstrate to learners what they have learnt and how what they are learning contributes to the unit project. Using the **Achieve, Adjust, Exceed** guidelines, teachers can support every learner to shine:

- assess learners' performance in the *I can shine* task;

- if the learners need more support and practice, check the appropriate **GSE Learning Objectives list** on page 9 of this booklet.

I can shine! **Assess**

ACHIEVE The pupil can ask and answer fully about what subjects they have on which day.

ADJUST The pupil can answer the question in a simple way with support, e.g. *Art and Geography*.

EXCEED The pupil can add additional information about the subject in their answers, e.g. *It's my favourite subject*.

- Refer to the lower spectrum of the GSE range (e.g. 22–26 in *Rise and Shine* Level 3) to offer **remediation** and to review any problematic learning points;
- if the learners can complete the task successfully and demonstrate skills outside of the core GSE range, it is worth referring to the higher spectrum (e.g., 30–35 in *Rise and Shine* Level 3) to provide **stretch**, and to ensure individual continuous progress over time.

The example below demonstrates how learners build towards the communicative goal of the *I can shine* task, i.e., making and responding to suggestions. This goal is in line with the overall goal of Level 3 Speaking, i.e., *Working towards*: taking part in a simple conversation of 3–4 exchanges on a familiar topic, and at the highest level being able to give a simple, prepared talk. (see Teacher's Book 3 Key progress indicator chart). Through carefully scaffolded activities, learners also develop their listening and reading skills along with speaking.

Lesson 4

1 Listen and number.

2 Listen and read. Then chant.

Grammar builder

They've got	fur.
They haven't got	feathers.
Have they got	spots? Yes, they have.
	stripes? No, they haven't.

Ask and answer about parrots.

3 Ask and answer.

They've got fur.

Have they got stripes?

Yes, they have.

They're...

Structures They've got / haven't got (fur). Have they got (spots)? Yes, they have. / No, they haven't.

Lesson 5

1 Look. How can you learn about animals?

2 Listen and read. What do the children want to do?

3 Listen again and repeat.

Pronunciation

4 Listen and say.

Shall we learn about snakes with stripes and fish with spots? Yes!

I can shine!

5 Ask and answer. Choose an animal and how to learn about it.

Shall we learn about...?

Yes, that sounds great!

I can make and respond to suggestions.

Communication Making and responding to suggestions.

Example from PB3, page 58–59: Working towards communication goal with simultaneous development of listening and reading skills.

- In Lesson 4 Activity 1, learners are presented with new grammar in the context of a listening activity with supporting artwork. Listening skills are developed in line with the GSE Listening LO: *Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly* (24).
- In Activity 2, reading, listening and speaking are brought together for a fun practice task: learners can practise the target language in the safe environment of a chant. This continues to build on the GSE Speaking LO: *Can sing a basic song from memory* (22).
- Activity 3 provides further speaking practice. Learners attempt to say the target question and answer forms with a view to master the GSE Speaking LO: *Can ask simple questions about very familiar topics* (30). In each activity, learners develop the skills needed to help achieve their communicative goal in the *I can shine* task.

- In Lesson 5 Activity 1 and 2, reading is further developed with support of listening, in line with the GSE Reading LO: *Can understand basic factual statements relating to pictures or simple texts (30)*. The level of difficulty is increased through the introduction of functional language in a real world context, allowing learners to master the GSE Listening LO: *Can follow a simple conversation between two people or characters, if supported by pictures (31)*. Activity 3 and 4 provides further speaking and pronunciation practice so that learners feel more confident when they attempt to complete the final communicative task: making and responding to suggestions. Activity 4 pronunciation practice enables learners to continue building on the GSE Speaking LO: *Can say single sounds represented by combinations of letters (20)*. The final *I can shine* task in Activity 5 provides opportunity to work towards the GSE Speaking LO: *Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.')* (29).

Assessment

The *Rise and Shine* in-course assessment measures learners' ability to demonstrate mastery of the language and skills taught in the Pupil's / Student's Books in relation to specific GSE learning objectives. To ensure that learners are making progress through *Rise and Shine*, teachers can make use of regular formative testing to check learners have mastered learning outcomes and modify plans accordingly. The assessment tasks are rooted in learning outcomes from the corresponding units and can be used in tandem with the core course components to measure the extent to which learners have achieved these. The course offers an online assessment pack that enables teachers to check pre-requisite learning at the start of the course, provide feedback on the learner's level of achievement against learning outcomes, and identify misconceptions or areas where further remediation is needed. Based on learners' performance on the in-course tests, the remediation and stretch method can also be applied using the GSE Learning Objectives defined for *Rise and Shine* Level 3 on page 9 of this booklet.

English Benchmark

Young Learners

English Benchmark Young Learners is a motivating English test for young learners aged 6–14, which can be used to understand pupils' English abilities, identify their learning needs to ensure teaching targets the right skills, monitor and demonstrate progress to parents. English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills. As pupils learn with *Rise and Shine*, English Benchmark tests can be used to measure their progress. After pupils have taken their test, recommendations are available on areas to focus on to support improvement.

In *Rise and Shine*, the Level 1 End of Level test includes key skills and activity types covered in English Benchmark in order to prepare pupils to take the test the following year, at the end of Level 2. From Level 2 onwards, it is advised that pupils take English Benchmark Young Learners test once per academic year, at the end of each completed level of the course. For more information, visit pearsonenglish.com/benchmark.

Tips for using the GSE with *Rise and Shine*

Please see some ideas on how to use the GSE when teaching with *Rise and Shine*:

- It is advisable to do the *Rise and Shine* diagnostic test at the start of the course. The test result provides a point of reference and helps to identify individual strengths and needs for support.

The screenshot shows the 'Choose category' interface of the GSE Teacher Toolkit. It has tabs for 'Learning Objectives', 'Grammar', 'Vocabulary', and 'Text Analyzer'. Under 'Learning Objectives', there's a section 'Who are you teaching?' with a dropdown set to 'Young Learners (5-14)'. Below that is a 'Choose Skill' dropdown and a search bar. A 'Hide Items (2)' button and a 'Clear all items' button are also present. A 'Show results' button is at the bottom right of this section. Below this is a summary box showing 'Learner: Young Learners (5-14)' and 'GSE: 22-26', with a 'Skills' dropdown set to 'Writing'. The 'Search results' section shows 12 results. At the top right of this section are 'Download' and 'Print coursebook' buttons. The results are in a table with columns: 'LEARNING OBJECTIVES', 'SKILL', 'GSE', and 'CEFR'. The table lists 10 learning objectives for the skill 'Writing' at the GSE level 22-26 (CEFR A1).

LEARNING OBJECTIVES	SKILL	GSE	CEFR
Can use appropriate spacing between lines of text. (2)	Writing	22	A1 (22-29)
Can use a question mark to indicate a question. (2)	Writing	22	A1 (22-29)
Can write simple facts about themselves (e.g. name, age), given prompts or a model. (2)	Writing	22	A1 (22-29)
Can write simple phrases with appropriate spacing between words. (2)	Writing	22	A1 (22-29)
Can link letters to sounds when writing basic words. (2)	Writing	23	A1 (22-29)
Can write their name, address, nationality and other personal details. (2)	Writing	23	A1 (22-29)
Can spell most simple regular words of 3 or 4 letters. (2)	Writing	23	A1 (22-29)
Can spell a range of common words (e.g. names, greetings, colours). (2)	Writing	24	A1 (22-29)
Can write dates using numbers and words. (2)	Writing	25	A1 (22-29)
Can write cardinal numbers up to twenty as words. (2)	Writing	25	A1 (22-29)

At the bottom of the results table, there are page navigation buttons: '1', '2', and 'Next page'.

- The GSE Teacher Toolkit is an immensely helpful tool if more support is needed in any given skill at any stage of the course. The filtering and searching functions of the toolkit help to find which learning objectives to focus on and how to scaffold them for young learners within a specific skill. For instance, if support is needed around writing and tracing letters in *Rise and Shine Level 3*, select the lower spectrum of the GSE range (e.g., 22–26). You will be presented with discrete learning objectives arranged according to the level of difficulty on the GSE scale. Take a moment to locate your target learning objective, e.g. *Can write simple facts about themselves (e.g. name, age), given prompts or a model (22)*. Look at the learning objectives that are available as support, e.g. *Can write simple phrases with appropriate spacing between words (22)*. With the GSE Teacher Toolkit, there is a number of support and remediation steps available that help achieve the chosen goal.

Similarly, if an extra challenge is needed for a fast finisher or a learner exceeding expectations, select the higher spectrum of the GSE range (e.g., 30–35). Take a moment to locate a starting point, i.e., a learning objective already mastered by your learner, e.g. *Can write simple sentences using familiar words, given prompts (30)*. Look for learning objectives with a higher value in order to provide stretch / extra challenge, e.g. *Can link groups of words in a sentence with 'and' (31)*.

Choose category®

Learning Objectives Grammar Vocabulary Text Analyser

Who are you teaching?

Choose a range on the GSE / CEFR

Choose Skill

Hide items (3)

Search results 39

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (2)	Writing	30	A2 (30-35)
<input type="checkbox"/> Can post simple greetings or messages online using basic fixed expressions. (2)	Writing	30	A2 (30-35)
<input type="checkbox"/> Can write simple sentences using familiar words, given prompts. (2)	Writing	30	A2 (30-35)
<input type="checkbox"/> Can write short answers to questions about what or where people or things are, using simple language. (2)	Writing	30	A2 (30-35)
<input type="checkbox"/> Can link groups of words in a sentence with 'and'. (2)	Writing	31	A2 (30-35)
<input type="checkbox"/> Can write simple sentences about what they and others are wearing, given prompts or a model. (2)	Writing	31	A2 (30-35)
<input type="checkbox"/> Can write simple sentences describing their own physical appearance, (e.g. eye/hair colour, height), given a model. (2)	Writing	32	A2 (30-35)
<input type="checkbox"/> Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model. (2)	Writing	32	A2 (30-35)
<input type="checkbox"/> Can write simple sentences about familiar things, given prompts or a model. (2)	Writing	32	A2 (30-35)
<input type="checkbox"/> Can write simple sentences to describe an animal's appearance. (2)	Writing	32	A2 (30-35)

1 2 3 Next page

GSE Learning objectives

On this and the following pages of this book all of the key GSE Learning Outcomes for *Rise and Shine* have been grouped together and mapped against each lesson in the level. This is for ease of reference to see what areas you might want to focus on most for your teaching and your learners' learning and development. These tables are followed by a Progress Indicator reference table highlighting a particular skill.

Pupil's / Student's Book tables

Welcome to the *Rise and Shine* Library

GRAMMAR: has / hasn't got (BrE) • has / doesn't have (AmE) • Has the library got...? (BrE) / Does the library have...? (AmE) • Yes, it has. / No, it hasn't. (BrE) • Yes, it does. / No, it doesn't. (AmE) • What time is it? • It's (one o'clock / half past one)

VOCABULARY: numbers 20–50 • places in a library • library objects

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	5
	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)	6
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	4
	Can recognise ordinal numbers up to 50, if spoken slowly and clearly. (P)	24	A1 (22–29)	7
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	4, 6
	Can understand the time of day when expressed to the half hour. (P)	25	A1 (22–29)	8
	Can identify common objects from descriptions, if spoken slowly and clearly. (P)	28	A1 (22–29)	5
Reading	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	6
	Can identify key information in a text to answer simple yes/no questions. (P)	31	A2 (30–35)	6
Speaking	Can sing a basic song from memory. (P)	22	A1 (22–29)	7
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	7
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	5
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	5, 7

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	9
	Can ask about the location of an object using a basic phrase. (P)	27	A1 (22–29)	9
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	4
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	8
	Can tell the time of day to the nearest half hour. (P)	30	A2 (30–35)	8
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	6

Unit 1 All about school

GRAMMAR: What have you got (on Monday)? (BrE) • What do you have (on Monday)? (AmE) • I've got... on Monday. (BrE) • I have... on Monday. (AmE) • What time do you (wake up)? • I wake up at (half past six). • How do you go to ...? I go to ... by (bus).

VOCABULARY: School subjects • routine actions

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	11
	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)	10
	Can understand short, simple questions related to basic personal information, if spoken slowly and clearly. (P)	23	A1 (22–29)	11
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	10, 16
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	10, 12
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22–29)	14, 15, 17, 18
Reading	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	18
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	18
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	17
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	12
	Can understand short, simple illustrated narratives about everyday activities. (C2018 _A)	29	A1 (22–29)	13
	Can identify the main information for an event (e.g. day, time, place). (C2018 _A)	30	A2 (30–35)	16
Speaking	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	11, 14
	Can talk about common everyday objects using single words, if supported by pictures. (P)	24	A1 (22–29)	15
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	10
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	11, 14, 15, 18, 19
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	13

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write simple facts about themselves (e.g. name, age), given prompts or a model. (P)	22	A1 (22–29)	17
	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. (P)	26	A1 (22–29)	17
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	19

Unit 2 Explore our town – Review 1

GRAMMAR: There are some... • There aren't any... • Is there a...? Yes, there is. / No, there isn't. • Are there any (police officers)? Yes, there are. / No, there aren't. • Where do you live? I live on (Park Street).

VOCABULARY: places in town • jobs

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	21
	Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?'). (P)	22	A1 (22–29)	20, 24, 28
	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)	26
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	20, 22
	Can understand basic questions about personal details if spoken slowly and clearly and supported by pictures. (C2018 _A)	25	A1 (22–29)	25
	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)	27	A1 (22–29)	20, 21
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22–29)	30
Reading	Can understand short, simple descriptions of familiar places, if supported by pictures. (P)	23	A1 (22–29)	26, 27
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	28
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	30
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	22
	Can understand short, simple illustrated narratives about everyday activities. (C2018 _A)	29	A1 (22–29)	23
Speaking	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	25
	Can sing a basic song from memory. (P)	22	A1 (22–29)	24
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	21
	Can answer simple questions about where people or things are, using basic phrases. (P)	24	A1 (22–29)	28, 29, 30
	Can introduce themselves in a basic way, giving simple information about where they live, their family etc. (P)	25	A1 (22–29)	25
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	31
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	20, 21, 25, 26, 28, 29, 30

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can say what someone's job is, using familiar common job names. (P)	29	A1 (22–29)	22
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	29
	Can describe where they live in a simple way. (P)	30	A2 (30–35)	21, 24, 28, 29
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	23
Writing	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. (P)	26	A1 (22–29)	31
	Can spell words in which letters of the alphabet combine to produce single sounds, e.g. sh, igh. (P)	28	A1 (22–29)	29
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	27

Unit 3 Let's tell stories

GRAMMAR: The book is about... • Is he/she (happy)? Yes, he/she is. / No, he/she isn't. • Are they (clever)? Yes, they are. / No, they aren't. • I think... Oh, I do. / So do !!

VOCABULARY: book characters • adjectives

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	33
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	33
	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)	32, 39
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	32, 33
	Can understand simple questions and answers about people's likes and dislikes. (P)	27	A1 (22–29)	36, 37
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	38
Reading	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	38
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	39, 40
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	38
Speaking	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	37
	Can sing a basic song from memory. (P)	22	A1 (22–29)	36
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	33
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	32, 33, 34, 37, 40, 41
	Can say how someone is feeling using single words, if guided by questions or prompts. (P)	27	A1 (22–29)	33
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	37, 40
	Can ask simple questions about very familiar topics. (C2018 _A)	30	A2 (30–35)	36, 40
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	34, 41
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)	39

Unit 4 Party at the library – Review 2

GRAMMAR: She likes / He doesn't like • Does he/she like doing sport? Yes, he/she does. / No, he/she doesn't. • Are you good at...? Yes, I am. / No, I'm not.

VOCABULARY: hobbies • activities

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	43
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	44, 52
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	42, 44
	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22–29)	42, 43, 46, 50
	Can understand straightforward instructions, if spoken slowly and clearly. (P)	27	A1 (22–29)	49
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	47
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22–29)	48
Reading	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	48
	Can understand short, simple illustrated narratives about everyday activities. (C2018A)	29	A1 (22–29)	44, 45, 52
	Can understand simple information on everyday signs in a public building. (P)	30	A2 (30–35)	47, 52
Speaking	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	47
	Can sing a basic song from memory. (P)	22	A1 (22–29)	46
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	43
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	53
	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	52
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	47, 50, 51
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	42, 43, 46, 51
	Can describe someone's likes or dislikes in a simple way. (P)	30	A2 (30–35)	50, 52
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	45

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	50
	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)	53
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	49, 51

Unit 5 Let's save our animals

GRAMMAR: can / can't • Can they...? Yes, they can. / No, they can't. • They've got / haven't got ... (BrE) • They have / don't have... (AmE) • Have they got ...? Yes, they have. / No, they haven't. (BrE) • Do they have...? Yes, they do. / No, they don't. (AmE) • Shall we ...? Yes, that sounds great. / I'm not sure.

VOCABULARY: animals • animal parts

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	55
	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, 58, 60, 61, 62
	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. (P)	25	A1 (22–29)	56
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	54, 56
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	55, 61
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	59
Reading	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	62
	Can understand short, simple illustrated narratives about everyday activities. (C2018 _A)	29	A1 (22–29)	56
	Can understand the main idea in a short, simple picture story. (P)	30	A2 (30–35)	57
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	59, 60
Speaking	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	59
	Can sing a basic song from memory. (P)	22	A1 (22–29)	58
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	55
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	60
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	55, 62, 63
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.') (P)	29	A1 (22–29)	59, 63
	Can ask simple questions about very familiar topics. (C2018 _A)	30	A2 (30–35)	58
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	57
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	54
Writing	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	61, 63

Unit 6 Come on an adventure – Review 3

GRAMMAR: He's / She's ... • He / She isn't ... • What's he/she doing? He / She's ... • Is he/she ...?

Yes, he/she is. / No, he/she isn't. • What's the weather like today? It's ...

VOCABULARY: outdoor activities • places in nature

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	65
	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)	74
	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22–29)	69
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	64, 66
	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22–29)	64
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22–29)	70, 71, 72
	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)	65, 68
Reading	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	70
	Can understand basic sentences about where things, animals or people are. (P)	27	A1 (22–29)	74
	Can understand short, simple illustrated narratives about everyday activities. (C2018A)	29	A1 (22–29)	66, 67
Speaking	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	69
	Can sing a basic song from memory. (P)	22	A1 (22–29)	68
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	65
	Can say what the weather is like using basic phrases. (P)	27	A1 (22–29)	69, 72
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	70
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.') (P)	29	A1 (22–29)	73
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	73
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	64, 65, 68, 72, 73, 75
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	72
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	67
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	74

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write simple phrases with appropriate spacing between words. (P)	22	A1 (22–29)	72
	Can write a standard greeting in a card (e.g. a birthday card), given a model. (P)	28	A1 (22–29)	75
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	71
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	73

Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	77
	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22–29)	76
Speaking	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	77
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	77
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)	77

Celebrations

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	78, 79, 80, 81
Speaking	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	79, 81

Future skills

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	82, 83, 84, 85, 86, 87
Reading	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	83, 85, 87
Speaking	Can say how someone is feeling using single words, if guided by questions or prompts. (P)	27	A1 (22–29)	82, 84, 86
	Can accept a simple invitation, using fixed expressions. (P)	27	A1 (22–29)	83, 87
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play:') (P)	29	A1 (22–29)	82, 86
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018A)	29	A1 (22–29)	84, 85, 87
	Can ask someone simple questions about how they are feeling. (P)	29	A1 (22–29)	82
	Can make simple requests to have or do something in relation to common everyday activities. (P)	30	A2 (30–35)	83
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	84, 85

Progress Indicator table

Pupil's / Student's Book

PROGRESS INDICATOR	UNITS	PAGE(S)
Response to Text - Information Retrieval (Listening)	Unit 2	20, 21
Listening Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations, Future Skills	4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 17, 18, 20, 21, 22, 24, 25, 26, 28, 30, 32, 33, 36, 37, 38, 39, 42, 43, 44, 46, 47, 48, 50, 52, 54, 55, 56, 58, 59, 60, 61, 62, 64, 65, 66, 68, 69, 70, 71, 72, 74, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87
Listening Development - Genre and Style	Unit 4	49
Response to Text - Information Retrieval (Reading)	Welcome, Unit 1, 3	6, 16, 38
Reading Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Future Skills	6, 12, 13, 17, 18, 22, 23, 26, 27, 28, 30, 38, 39, 40, 44, 45, 47, 48, 52, 56, 57, 59, 60, 62, 66, 67, 70, 74, 83, 85, 87
Spoken Accuracy and Appropriacy - Format	Welcome	8
Spoken Acts - Functional Language	Unit 2, 5, 6, Future Skills	25, 59, 63, 73, 82, 83, 86, 87
Spoken Acts - Responding and Evaluating	Unit 4	52
Spoken Acts - Transactional Language	Welcome, Unit 2, Future Skills	9, 28, 29, 30, 82
Spoken Processes and Strategies - Participatory	Welcome, Unit 3, 5, Future Skills	7, 36, 40, 58, 84, 85, 87
Spoken Processes and Strategies - Performing	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations, Future Skills	5, 6, 7, 11, 13, 14, 21, 23, 24, 33, 34, 36, 41, 43, 45, 46, 55, 57, 58, 65, 67, 68, 77, 79, 81, 82, 84, 85, 86
Spoken Production - Complexity of Speech	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye	4, 5, 7, 8, 9, 10, 11, 14, 15, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 37, 40, 41, 42, 43, 46, 47, 50, 51, 52, 53, 54, 55, 59, 60, 62, 63, 64, 65, 68, 69, 70, 72, 73, 74, 75, 77
Written Accuracy and Appropriacy - Spelling and Punctuation	Unit 2, 6	29, 72
Written Product - Genre, Style and Text type	Unit 6	75
Written Product - Text Complexity	Unit 1, 2, 3, 4, 5, 6, Goodbye	17, 19, 27, 31, 39, 49, 50, 51, 53, 61, 63, 71, 73, 77

Activity Book / Workbook tables

Welcome to the *Rise and Shine* Library

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	2
	Can read the time when written as words. (P)	28	A1 (22–29)	3
Speaking	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	2
Writing	Can write cardinal numbers up to twenty as words. (CSE _A)	25	A1 (22–29)	3
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	2, 3

Unit 1 All about school

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	4
	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018 _A)	27	A1 (22–29)	5
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22–29)	8
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	9
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	9
	Can read the time when written as words. (P)	28	A1 (22–29)	8
	Can identify the main information for an event (e.g. day, time, place). (C2018 _A)	30	A2 (30–35)	8
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	6
Speaking	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	5, 7
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	4, 10
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	5, 6, 7, 8, 9, 10, 11

Unit 2 Explore our town – Review 1

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	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)	13, 18
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	12, 20
	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)	27	A1 (22–29)	16
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	13
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	21
	Can understand short, simple illustrated narratives about everyday activities. (C2018A)	29	A1 (22–29)	14
	Can identify the main information for an event (e.g. day, time, place). (C2018A)	30	A2 (30–35)	20
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	15, 16, 17
Speaking	Can describe where they live in a simple way. (P)	30	A2 (30–35)	15
	Can ask simple questions relating to someone's personal information, given prompts or a model. (P)	32	A2 (30–35)	20
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	12, 14
	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. (P)	26	A1 (22–29)	18
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	21
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	13, 16
	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	14
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	17, 19, 20, 21

Unit 3 Let's tell stories

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	26
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	22
	Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures. (P)	26	A1 (22–29)	29
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	25
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	23, 24, 26, 27
Speaking	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	29
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	22
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	25
	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)	23, 24, 25, 27, 28
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	24, 28, 29
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	23

Unit 4 Party at the library – Review 2

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22–29)	36, 38
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	34
	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	31
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	30
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	38, 39
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	30
	Can understand short, simple illustrated narratives about everyday activities. (C2018A)	29	A1 (22–29)	32
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	34, 35
	Can follow a simple dialogue about familiar, everyday activities. (P)	31	A2 (30–35)	33, 38
Speaking	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	36
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	37
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	32
	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	33, 36, 39
	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)	32 34
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	35, 37
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30–35)	31, 33, 36, 39

Unit 5 Let's save our animals

SKILL	GSE DESCRIPTOR	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)	41, 42, 44, 46
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	40, 44
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	40, 45, 47
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	43
Speaking	Can sing a basic song from memory. (P)	22	A1 (22–29)	43
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.') (P)	29	A1 (22–29)	46
	Can ask simple questions about very familiar topics. (C2018A)	30	A2 (30–35)	43
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	42
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	42, 43, 44, 45, 46, 47
	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	41

Unit 6 Come on an adventure – Review 3

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22–29)	56
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22–29)	52
	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)	49
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	48, 50
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	57
	Can understand simple sentences about the weather, if supported by pictures. (P)	25	A1 (22–29)	56
	Can understand basic sentences about where things, animals or people are. (P)	27	A1 (22–29)	56, 57
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	57
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	48, 50, 52, 53
Speaking	Can say what the weather is like using basic phrases. (P)	27	A1 (22–29)	54
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (P)	29	A1 (22–29)	54, 55
Writing	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	51, 53
	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	55
	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)	50, 52
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	54, 55, 57
	Can write simple sentences about what they/ other people are doing. (P)	33	A2 (30–35)	48, 49, 51

Goodbye

SKILL	GSE DESCRIPTOR	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)	58
	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22–29)	58
Reading	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects). (P)	23	A1 (22–29)	58
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	59
Speaking	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	58
	Can ask simple questions about very familiar topics. (C2018 _A)	30	A2 (30–35)	58
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)	59

Celebrations

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	60, 61
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	60, 61

Progress Indicator table

Activity Book / Workbook

PROGRESS INDICATOR	UNITS	PAGE(S)
Response to Text - Information retrieval (Listening)	Unit 1, 2	5, 16
Listening Comprehension - Literal Comprehension	Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	4, 8, 12, 13, 18, 20, 26, 31, 34, 36, 38, 41, 42, 44, 46, 49, 52, 56, 58, 60, 61
Response to Text - Information Retrieval (Reading)	Unit 1, 2	8, 20
Reading Accuracy - Early Reading, Decoding, Phonics	Welcome, Unit 1	3, 8
Reading Comprehension - Literal Comprehension	Unit 1, 2, 3, 4, 5, 6, Goodbye	6, 9, 14, 15, 16, 17, 21, 23, 24, 25, 26, 27, 29, 30, 32, 33, 34, 35, 38, 40, 43, 45, 47, 48, 50, 52, 53, 56, 57, 59
Reading Development - Genre and Style	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	2, 9, 13, 22, 30, 40, 44, 48, 50, 60, 61
Reading Development - Vocab and Language Development	Goodbye	58
Spoken Processes and Strategies - Participatory	Welcome, Unit 2, 5, Goodbye	2, 20, 43, 58
Spoken Processes and Strategies - Performing	Unit 5	43
Spoken Acts - Functional Language	Unit 5, 6	46, 54, 55
Spoken Production - Complexity of Speech	Unit 1, 2, 3, 4, 6	5, 7, 15, 29, 36, 37, 54
Written Product - Text Complexity	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye	2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 57, 59

References

Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 ("WIDA ELD Standards"). Retrieved 27.11.2017 from <https://wida.wisc.edu>.

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

North, B. (2000) *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.

Schneider, G., North, B. (1999) „In anderen Sprachen kann ich . . .“ *Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit*. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.

Schneider, G., North, B. (2000) *Fremdsprachen können – was heißt das?* Chur / Zürich: Rüegger.