



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 4: 26–35 (stretch 39)	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>	Have a short conversation about my world.
Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (29)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Can talk about personal possessions (e.g. toys, pets), using simple language. (26)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
Can ask for repetition and clarification when they don't understand using fixed expressions. (29)	Use a range of common language to talk about and describe a variety of situations, 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>	Write simple sentences about the world around me.
Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model. (35)	Write a short text on common topics and situations using simple language.

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 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 chart**.

Breaking the skills down in this way 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.

Lesson 1 – Vocabulary

Objectives

- **Lesson aim:** to describe people's physical appearance
- **Target language:** beard, big (small) eyebrows, blonde (black / brown) hair, curly hair, freckles, moustache, ponytail, smile, straight hair, wavy hair
- **Recycled language:** museum, exhibition
- **Receptive language:** same, different

GSE

- **Receptive: Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
- **Productive: Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts. Can describe the appearance of a person or animal using simple language.

At Level 4, the GSE range covered is 26–35 as **core** but includes learning objectives as high as 39 as a **stretch**.

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 these Can-Do statements easily accessible in this way 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.

I can shine! **Assess**

ACHIEVE The pupils ask and answer some questions about the physical appearance of family members.

ADJUST The pupils understand and answer some questions about the physical appearance of family members, with support.


EXCEED The pupils ask and answer questions about the physical appearance of family members and provide additional information (such as how old the family member is, or what their personality is like).

- if the learners need more support and practice, check the appropriate **GSE Learning Objectives list** on page 9 of this.
- Refer to the lower spectrum of the GSE range (e.g. 26–31 in *Rise and Shine* Level 4) to offer **remediation** and to review any problematic learning points;
- if the learners can complete the task successfully and if they demonstrate skills outside of the core GSE range, it is worth referring to the higher spectrum (e.g., 35–39 in *Rise and Shine* Level 4) 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., asking and answering about the price. This goal is in line with the overall goal of Level 4 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 4 Key progress indicator chart). Through carefully scaffolded activities, learners also develop their listening and reading skills along with speaking.

Lesson 4

1 Listen. What do Sofia and Hugo have for lunch?



2 Listen and read. Then chant.


Look. Ask and answer about the food and drink.

Grammar builder

Are there any apples?	There's a box of apples.
Is there any rice?	There's a lot of rice.
	There are two bags of...
Yes, there is / are.	No, there isn't / aren't.

carrots, beans, rice, hot chocolate, juice, milk, ice cream, pizza, pasta

3 Look. Ask and answer.



bottle of water	Are there any strawberries?
box of pizza	Yes, there are. There's a box of strawberries.
piece of glass	
bag of sugar	
cup of hot chocolate	

46 Structures Are there any (apples)? Is there any (rice)?

Lesson 5

1 Look. What food and drink can you see? 2 Listen, read and choose. In the UK, people use euros / pounds / dollars.

There is... There are...



3 Listen again and repeat.

Pronunciation

4 Listen and say.



How much is this big, brown can? How much is it? Please tell me now!

I can shine!

5 Ask and give prices for the things in Activity 1, page 46.

How much is this box of fruit? They're £4.

How much are those apples? It's £2.

I can ask and answer about the price of different food and drink.

47 Communication Asking and answering about prices.

Example from PB4, page 46–47: 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 understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly* (29).
- 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 say a range of basic numbers, quantities and prices* (25). 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, speaking 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: asking and answering about the price. 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 basic questions about quantities and amounts (35)*.

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 4 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 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 specific skill. For instance, if support is needed around writing and tracing letters in *Rise and Shine Level 4*, select the lower spectrum of the GSE range (e.g., 26–31). 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 a standard greeting in a card (e.g. a birthday card), given a model (28)*. Look at the learning objectives that are available as support, e.g. *Can use capital letters and end punctuation correctly in simple sentences (27)*. With the GSE Teacher Toolkit, there is a number of support and remediation steps available that help achieve the chosen goal.

Choose category®

Learning Objectives Grammar Vocabulary Text Analyzer

Who are you teaching? Young Learners (5-14)

Choose a range on the GSE / CEFR A1 A2 A2+ B1 B1+ B2 B2+ C1 C2

Choose Skill Filter search results with a word or phrase...

Hide filters (3) Clear all filters Show results

Learner Young Learners (5-14) GSE 26-31

Skills Writing

Search results 21

Download Find coursebook

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. ⓘ	Writing	26	A1 (22-29)
<input type="checkbox"/> Can use an apostrophe when writing contractions (e.g. 'I'm', 'We're'). ⓘ	Writing	26	A1 (22-29)
<input type="checkbox"/> Can write basic sentences identifying immediate family members, given prompts or a model. ⓘ	Writing	27	A1 (22-29)
<input type="checkbox"/> Can use capital letters and end punctuation correctly in simple sentences. ⓘ	Writing	27	A1 (22-29)
<input type="checkbox"/> Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. ⓘ	Writing	27	A1 (22-29)
<input type="checkbox"/> Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. ⓘ	Writing	28	A1 (22-29)
<input type="checkbox"/> Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. ⓘ	Writing	28	A1 (22-29)
<input type="checkbox"/> Can write a standard greeting in a card (e.g. a birthday card), given a model. ⓘ	Writing	28	A1 (22-29)
<input type="checkbox"/> Can write a single basic sentence about daily routines and activities. ⓘ	Writing	28	A1 (22-29)
<input type="checkbox"/> Can spell words in which letters of the alphabet combine to produce single sounds, e.g. sh, igh. ⓘ	Writing	28	A1 (22-29)

1 2 3 Next page

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., 35–39). Take a moment to locate a starting point, i.e., a learning objective already mastered by your learner, e.g. *Can write short, basic descriptions of everyday activities, given prompts or a model* (35). Look for learning objectives with a higher value in order to provide stretch / extra challenge, e.g. *Can write a simple text (e.g. an invitation to a party) containing key information, given a model* (36).

Choose category

Learning Objectives Grammar Vocabulary Text Analyzer

Who are you teaching?
 Young Learners (6-14)

Choose a range on the GSE / CEFR
 10 22 30 35 39 43 51 59 67 76 85 90

Choose Skill
 Filter search results with a word or phrase...

Hide filters (3) Clear all filters Show results

Learner: Young Learners (6-14) GSE: 35-39 Skills: Writing

Search results 31

Download Find coursebook

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can write very short, simple notes to family or friends relating to matters of immediate need, given prompts or a model.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can describe the position of things in a picture using simple fixed expressions, e.g. 'in the front', 'at the back', given a model.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can write short, basic descriptions of everyday activities, given prompts or a model.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can write correctly structured questions with question marks.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can write a short, simple message (e.g. a text message) to a friend to ask or tell them something.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can write short, simple messages relating to everyday matters.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can write words correctly using a range of letter-sound patterns.	Writing	35	A2 (30-35)
<input type="checkbox"/> Can make a note of key information (e.g. names, number, prices) given in a spoken message, provided it is delivered slowly and clearly and with some repetition.	Writing	36	A2+ (36-42)
<input type="checkbox"/> Can write a simple text (e.g. an invitation to a party) containing key information, given a model.	Writing	36	A2+ (36-42)

1 2 3 4 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* Museum

GRAMMAR: We've got... (Br Eng) / We have... (Am Eng) • We can... • We like... / don't like... • Do you like... ? Yes, I do / No, I don't.

VOCABULARY: people and things in a museum • Dates • Months

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22–29)	7
	Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses. (C2018 _A)	28	A1 (22–29)	5
	Can identify common objects from descriptions, if spoken slowly and clearly. (P)	28	A1 (22–29)	6
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	4
Reading	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects). (P)	23	A1 (22–29)	9
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	8
	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30–35)	6
Speaking	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	5
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	4
	Can use ordinal numbers up to fifty. (P)	27	A1 (22–29)	4
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	5
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	7
	Can give dates using standard formats (day and month). (P)	30	A2 (30–35)	4

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can describe someone's likes or dislikes in a simple way. (P)	30	A2 (30–35)	9
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30–35)	5
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	6, 9
Writing	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	9
	Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model. (P)	29	A1 (22–29)	9
	Can link groups of words in a sentence with 'and'. (P)	31	A2 (30–35)	8
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30–35)	9

Unit 1 Who are we?

GRAMMAR: What does (he/she) look like? (He/She's) got... / hasn't got... (Br Eng), Does he/she have...? (Am Eng) • What has (he/she) got? (Br Eng), What does (he/she) have? (Am Eng) • Has he/she's got (a drum)? Yes, he/she has.; No, he/she hasn't. (Br Eng), Does he/she have (a drum)? Yes, he/she does.; No, he/she doesn't. (Am Eng)

VOCABULARY: features • special things

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)	27	A1 (22–29)	10, 11, 15
	Can identify common objects from descriptions, if spoken slowly and clearly. (P)	28	A1 (22–29)	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)	10, 18
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	14
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	16
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018 _A)	31	A2 (30–35)	16
	Can understand simple comparisons between objects or people, if spoken slowly and clearly. (P)	31	A2 (30–35)	18
Reading	Can understand basic sentences about things people have, if supported by pictures. (P)	26	A1 (22–29)	15
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	16, 17
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	12
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	16
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	16
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	13
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	15
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	11
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	15
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	15
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	14
	Can answer simple questions about things people have. (P)	28	A1 (22–29)	14

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	10, 15
	Can ask for repetition and clarification when they don't understand, using simple fixed expressions. (P)	29	A1 (22–29)	15, 18
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	11, 15, 18
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	13, 18
	Can compare their own and others' possessions using simple language. (CA)	36	A2+ (36–42)	18
Writing	Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model. (P)	32	A2 (30–35)	11, 18
	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)	17

Unit 2 Let's use it again – Review 1

GRAMMAR: I like / don't like this / that (bowl). • I like / don't like these / those (plates). • Whose are these / those? • They're mine / yours / his / hers.

VOCABULARY: everyday things • material

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify common objects from descriptions, if spoken slowly and clearly. (P)	28	A1 (22–29)	20, 24, 30
	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)	20, 28
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	21
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	25
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018 _A)	31	A2 (30–35)	26, 27
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	26
Reading	Can understand basic sentences about things people have, if supported by pictures. (P)	26	A1 (22–29)	27
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	26, 30
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	22
	Can identify the main information for an event (e.g. day, time, place). (C2018 _A)	30	A2 (30–35)	27
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	31
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	25
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	26
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	26, 30
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	23
Speaking	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	25
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	21
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	21
	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	26	A1 (22–29)	29, 30, 31

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	25
	Can accept a simple invitation, using fixed expressions. (P)	27	A1 (22–29)	25, 28
	Can say who objects belong to. (P)	29	A1 (22–29)	24, 28, 29, 31
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	20, 22, 23, 28
	Can ask basic questions to find out who things belong to. (P)	31	A2 (30–35)	24, 28, 29, 30, 31
	Can make a simple invitation, using fixed expressions. (P)	31	A2 (30–35)	25, 28
	Can decline a simple invitation, using fixed expressions. (P)	31	A2 (30–35)	25, 28
Writing	Can write some basic words and phrases to show politeness (e.g. 'Please', 'Thank you'). (P)	21	<A1 (10–21)	27
	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)	30
	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	27

Unit 3 City of the future

GRAMMAR: I like... because it's... / I don't like... because it's... • What do you like doing? Do you like...? Yes, I do. / No, I don't.

VOCABULARY: places in a city • activities

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
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	32, 33
	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)	32, 40
	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	34
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	38
	Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)	34	A2 (30–35)	37
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	38
Reading	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	38, 39
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	34
	Can identify key information in a text to answer simple yes/no questions. (P)	31	A2 (30–35)	35
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	38
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	35
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	37
	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. (C2018A)	26	A1 (22–29)	38
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	37
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	33, 35, 37, 40, 41
	Can ask someone about their likes and dislikes in a basic way. (P)	29	A1 (22–29)	36

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)	32	A2 (30–35)	32, 40, 41
	Can ask about the location of places in a town, using simple language. (P)	35	A2 (30–35)	37
	Can ask for directions on how to get somewhere on foot or by public transport using simple language. (P)	35	A2 (30–35)	40, 41
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	41
	Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library) using simple language. (P)	37	A2+ (36–42)	40
	Can give the location of common shops or amenities in a town, using simple language, with reference to a map. (P)	38	A2+ (36–42)	37, 40, 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
	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	39
	Can write short, simple personal messages giving information of immediate relevance, given prompts or a model. (P)	38	A2+ (36–42)	39

Unit 4 Food for everyone – Review 2

GRAMMAR: There's some (rice) and a lot of (honey). • There isn't any ... • There are a lot of ... and some ... • Are there any ...? / Is there any ...? • Yes, there is / are. / No, there isn't / aren't.

VOCABULARY: food • containers and quantities

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	42
	Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses. (C2018A)	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)	49
	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)	42, 50
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	43, 46
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	48
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	48, 52
Reading	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	52
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	44
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	53
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	48
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	45
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	48
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	47
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	43
	Can say a range of basic numbers, quantities and prices. (P)	25	A1 (22–29)	47, 50, 51
	Can ask about the price of something using simple language. (P)	25	A1 (22–29)	47, 50, 51
	Can talk about familiar people and places using single words. (C2018A)	26	A1 (22–29)	48
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	47

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can answer simple questions about things people have. (P)	28	A1 (22–29)	46
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	42, 52, 53
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	45, 47
	Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)	32	A2 (30–35)	53
	Can respond to offers or suggestions, using fixed expressions. (P)	33	A2 (30–35)	50
	Can express very basic contrast using 'but', given a model. (P)	34	A2 (30–35)	42
	Can ask basic questions about quantities and amounts. (P)	34	A2 (30–35)	43, 46, 50, 52, 53
	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30–35)	51
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)	49, 51, 52
	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)	52

Unit 5 Help our oceans!

GRAMMAR: The sharks are (swimming). They aren't (jumping). • What are they doing? They're ... • Are they (picking up rubbish)? Yes, they are. / No, they aren't.

VOCABULARY: sea animals • care for the ocean

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	55
	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018 _A)	27	A1 (22–29)	59
	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)	58
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	54, 61
	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)	54, 62
	Can identify key information (e.g. day, date, location) in short announcements about events, if spoken slowly and clearly. (P)	33	A2 (30–35)	60
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	60
Reading	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	56
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	60
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)	61
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	57
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	60
Speaking	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	55
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	59
	Can read aloud short, familiar phrases with intelligible pronunciation. (P)	29	A1 (22–29)	59
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	55, 62
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	63
	Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	33	A2 (30–35)	59
	Can ask basic questions about quantities and amounts. (P)	34	A2 (30–35)	54

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	55, 58
	Can ask simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	35	A2 (30–35)	59, 62
	Can give simple feedback to a classmate. (P)	36	A2+ (36–42)	63
	Can ask where others were in the past, using was/were, given a model. (P)	37	A2+ (36–42)	59
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	57, 62, 63
Writing	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	63
	Can write short, simple messages relating to everyday matters. (P)	35	A2 (30–35)	61

Unit 6 Let's play together – Review 3

GRAMMAR: I'm going to... I'm not going to...; What are you going to do? Are you going to...?

Yes, I am. / No, I'm not.

VOCABULARY: sports • sporting activities

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	66
	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	64
	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)	64, 72
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	74
	Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. (P)	33	A2 (30–35)	68, 69, 70
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	65
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)	70
Reading	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	66
	Can understand short, simple messages about when and where to meet. (C2018 _A)	29	A1 (22–29)	71
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	75
	Can identify key information in a text to answer simple yes/no questions. (P)	31	A2 (30–35)	67
	Can understand some simple details about a holiday from a postcard, if supported by pictures. (P)	32	A2 (30–35)	74
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	74
	Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures. (C2018 _A)	34	A2 (30–35)	70
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	70
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	67

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	69
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	65
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	69
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	64, 74
	Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	33	A2 (30–35)	69
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	65, 67, 70, 75
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	65, 68, 69, 73, 74, 75
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	69, 72, 74
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)	73
	Can write simple sentences about what they/ other people are doing. (P)	33	A2 (30–35)	71
	Can write short, simple messages relating to everyday matters. (P)	35	A2 (30–35)	71
	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	74
	Can write simple sentences about future plans using fixed expressions. (P)	40	A2+ (36–42)	71, 74

Goodbye

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)	76
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	76
Speaking	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	77
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	77
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	77
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	77

Celebrations

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	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)	78
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	80, 81
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	79
Speaking	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)	26	A1 (22–29)	79
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	78, 79, 80, 81
	Can ask basic questions about everyday activities (e.g. when they occur). (P)	33	A2 (30–35)	81
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	78
Writing	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	78
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	79
	Can write basic instructions (e.g. how to draw or colour something). (P)	39	A2+ (36–42)	80

Future skills

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	82, 83, 84
Reading	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	82, 83, 84, 85, 86, 87
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	83, 85, 86
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	82
Speaking	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)	26	A1 (22–29)	85
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (P)	29	A1 (22–29)	83, 84, 87
	Can ask someone simple questions about how they are feeling. (P)	29	A1 (22–29)	86
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	82, 83, 84, 85, 86, 87
Writing	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	87

Progress Indicator table

Pupil's / Student's Book

PROGRESS INDICATOR	UNITS	PAGE(S)
Response to Text - Information Retrieval (Listening)	Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations, Future Skills	10, 14, 16, 18, 20, 21, 26, 27, 28, 32, 33, 38, 40, 42, 43, 46, 48, 50, 52, 54, 59, 60, 61, 62, 64, 65, 70, 72, 76, 79, 82, 83, 84
Listening Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	4, 5, 6, 7, 10, 11, 15, 16, 17, 18, 20, 24, 25, 30, 34, 36, 42, 47, 49, 55, 58, 60, 64, 66, 69, 70, 76, 78, 80, 81
Response to Text - Information Retrieval (Reading)	Unit 1, 2, 3, 4, 5, 6, Future Skills	13, 16, 23, 26, 27, 30, 35, 38, 45, 48, 57, 60, 67, 70, 82
Reading Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Future Skills	6, 8, 12, 15, 16, 17, 22, 25, 26, 27, 30, 31, 34, 38, 39, 44, 48, 52, 53, 56, 61, 66, 70, 74, 75, 82, 83, 84, 85, 86, 87
Spoken Acts - Transactional Language	Welcome, Unit 1, 3, 4, 5, 6, Celebrations, Future Skills	5, 14, 37, 40, 41, 43, 46, 50, 51, 52, 53, 54, 59, 62, 69, 81, 86
Spoken Acts - Responding and Evaluating	Unit 5	63
Spoken Acts - Functional Language	Unit 2, 4, 5, 6, Future Skills	25, 28, 50, 57, 62, 63, 69, 72, 74, 82, 83, 84, 85, 86, 87
Spoken Production - Complexity of Speech	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations, Future Skills	5, 6, 7, 9, 10, 15, 18, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 35, 37, 38, 40, 41, 42, 45, 47, 48, 52, 53, 55, 58, 62, 64, 65, 67, 68, 69, 70, 73, 74, 75, 77, 78, 79, 85
Spoken Production - Organisational Structure	Unit 1, 3, 4, Goodbye	13, 18, 41, 42, 77
Spoken Accuracy and Appropriacy - Format	Welcome	4
Spoken Accuracy and Appropriacy - Pronunciation and Tone	Unit 5	59
Spoken Processes and Strategies - Participatory	Unit 5	59
Spoken Processes and Strategies - Performing	Unit 1, 2, 3, 4, 5, 6, Celebrations	15, 25, 37, 47, 59, 63, 69, 78, 79, 80, 81
Spoken Processes and Strategies - Compensatory	Unit 1	11, 15, 18

PROGRESS INDICATOR	UNITS	PAGE(S)
Written Accuracy and Appropriacy - Register	Unit 2, 3, 6	27, 39, 74
Written Product - Genre, Style and Text type	Unit 3, 4, 5, 6, Celebrations	39, 49, 51, 52, 61, 71, 73, 80
Written Product - Structure, including Coherence and Cohesion	Welcome	8
Written Product - Text Complexity	Welcome, Unit 1, 2, 3, 4, 5, 6, Celebrations, Future Skills	9, 11, 17, 18, 27, 30, 39, 52, 63, 71, 74, 78, 79, 87

Activity Book / Workbook tables

Welcome to the *Rise and Shine* Museum

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify the day and date in short, simple dialogues, if spoken slowly and clearly and supported by pictures or gestures. (P)	26	A1 (22–29)	2
Speaking	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	3
	Can give dates using standard formats (day and month). (P)	30	A2 (30–35)	2
Writing	Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model. (P)	29	A1 (22–29)	3
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30–35)	3

Unit 1 Who are we?

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	10
Reading	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	8
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	5, 9
	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)	4
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	6
Speaking	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	7
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	9
	Can answer simple questions about things people have. (P)	28	A1 (22–29)	9
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)	11
	Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model. (P)	29	A1 (22–29)	10
	Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model. (P)	32	A2 (30–35)	5
	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)	6, 9, 11
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	10

Unit 2 Let's use it again – Review 1

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)	18
	Can identify common objects from descriptions, if spoken slowly and clearly. (P)	28	A1 (22–29)	13
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	21
Reading	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	16, 20
	Can identify the main information for an event (e.g. day, time, place). (C2018A)	30	A2 (30–35)	17
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	21
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	14
Speaking	Can sing a basic song from memory. (P)	22	A1 (22–29)	21
	Can accept a simple invitation, using fixed expressions. (P)	27	A1 (22–29)	15, 18, 20
	Can say who objects belong to. (P)	29	A1 (22–29)	15, 21
	Can make a simple invitation, using fixed expressions. (P)	31	A2 (30–35)	15, 20
	Can decline a simple invitation, using fixed expressions. (P)	31	A2 (30–35)	15, 18, 20
Writing	Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. (P)	28	A1 (22–29)	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 about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (P)	30	A2 (30–35)	13
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	18
	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)	19, 21
	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	17

Unit 3 City of the future

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	23
	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, 28
Reading	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	26, 27
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	24
Speaking	Can talk about familiar people and places using single words. (C2018A)	26	A1 (22–29)	29
	Can ask someone about their likes and dislikes in a basic way. (P)	29	A1 (22–29)	23, 27
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	23
	Can ask about the location of places in a town, using simple language. (P)	35	A2 (30–35)	25, 28
	Can give the location of common shops or amenities in a town, using simple language, with reference to a map. (P)	38	A2+ (36–42)	25, 28
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)	24, 26
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30–35)	23
	Can link two simple sentences using 'but' to express basic contrast, given prompts or a model. (P)	34	A2 (30–35)	24
	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)	29
	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	27
	Can write short, simple personal messages giving information of immediate relevance, given prompts or a model. (P)	38	A2+ (36–42)	27

Unit 4 Food for everyone – Review 2

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	34
Reading	Can understand simple informational material containing familiar words, if supported by pictures (e.g. a menu with pictures of food). (C2018A)	27	A1 (22–29)	34
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	39
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	39
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	32
Speaking	Can say what food or drink they would like using single words and gestures. (P)	19	<A1 (10–21)	35
	Can sing a basic song from memory. (P)	22	A1 (22–29)	39
	Can say a range of basic numbers, quantities and prices. (P)	25	A1 (22–29)	33, 36, 38
	Can ask about the price of something using simple language. (P)	25	A1 (22–29)	33, 36, 38
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)	35
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	31
	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)	32, 37, 39
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	26

Unit 5 Help our oceans

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	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)	46
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	44
Reading	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	41, 44
	Can identify the main information for an event (e.g. day, time, place). (C2018A)	30	A2 (30–35)	43, 45
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	42
Speaking	Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	33	A2 (30–35)	46
	Can ask simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	35	A2 (30–35)	43, 46
Writing	Can write dates using numbers and words. (P)	25	A1 (22–29)	45
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	42
	Can write simple sentences about what they/ other people are doing. (P)	33	A2 (30–35)	41
	Can answer simple questions in writing about people or things using basic words or phrases. (P)	33	A2 (30–35)	45
	Can link two simple sentences using 'but' to express basic contrast, given prompts or a model. (P)	34	A2 (30–35)	41
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	40, 46
	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)	44, 45, 47

Unit 6 Let's play together – Review 3

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. (P)	33	A2 (30–35)	52
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)	52, 54
Reading	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	52
	Can understand short, simple messages about when and where to meet. (C2018A)	29	A1 (22–29)	56
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	57
	Can understand key information about time and place in short, simple messages from family or friends. (P)	33	A2 (30–35)	53
	Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures. (C2018A)	34	A2 (30–35)	56
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	50
Speaking	Can sing a basic song from memory. (P)	22	A1 (22–29)	57
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	57
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	48
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	50, 51, 54
	Can make simple arrangements to meet or do something. (P)	39	A2+ (36–42)	56
Writing	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	52
	Can write short, simple messages relating to everyday matters. (P)	35	A2 (30–35)	53, 57
	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)	55
	Can write simple sentences about future plans using fixed expressions. (P)	40	A2+ (36–42)	49, 53, 57

Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Reading	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	59
Speaking	Can talk about familiar people and places using single words. (C2018A)	26	A1 (22–29)	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)	58
	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)	59

Celebrations

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Reading	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	60
Speaking	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	61
Writing	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	61

Progress Indicator table

Activity Book / Workbook

PROGRESS INDICATOR	UNITS	PAGE(S)
Listening Comprehension - Literal Comprehension	Unit 2, 3, 5, 6	13, 18, 26, 28, 46, 52
Response to text - Information Retrieval (Listening)	Welcome, Unit 1, 2, 3, 4, 5, 6	2, 10, 21, 23, 34, 44, 52, 54
Reading Comprehension - Literal Comprehension	Unit 1, 2, 3, 4, 5, 6, Goodbye	4, 5, 6, 9, 14, 16, 20, 21, 24, 26, 27, 39, 41, 44, 50, 52, 53, 56, 57, 59
Response to Text - Information Retrieval (Reading)	Unit 2, 4, 5	17, 32, 42, 43, 45
Spoken Acts - Transactional Language	Unit 1, 3, 5, 6	9, 23, 25, 27, 28, 43, 46, 56
Spoken Acts - Functional Language	Unit 2	15, 18, 20
Spoken Production - Complexity of Speech	Welcome, Unit 1, 2, 3, 5, 6, Goodbye	3, 7, 15, 21, 29, 41, 48, 50, 51, 54, 57, 58, 61
Spoken Production - Organisational Structure	Unit 3	23
Spoken Accuracy and Appropriacy - Format	Welcome	2
Written Accuracy and Appropriacy - Register	Unit 3	27
Written Accuracy and Appropriacy - Spelling and Punctuation	Unit 1, 2, 4, 5, Celebrations	10, 18, 26, 40, 46, 61
Written Product - Structure, including Coherence and Cohesion	Unit 3, 5	24, 41, 42
Written Product - Genre, Style and Text Type	Unit 1, 3, 4, 6	11, 27, 35, 53, 57
Written Product - Text Complexity	Welcome, Unit 1, 2, 3, 5, 6, Goodbye	3, 5, 6, 9, 10, 11, 13, 14, 16, 17, 19, 21, 23, 24, 26, 29, 31, 32, 37, 39, 45, 52, 55, 58, 59

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