



## 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 (CEFR<sup>1</sup>). 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:

(C <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018 <sub>A</sub> )	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE <sub>A</sub> )	Eiken descriptor from the CSE, adapted or edited
(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](https://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 5: 31–39 (stretch 42)	Development indicator:
<b>Speaking</b>  <i>Working towards: taking part in a conversation of 4 exchanges, using a range of tenses and descriptive language. At the highest level, be able to present on a topic of interest and engage with an audience.</i>	<b>Ask and answer questions about past events and future plans.</b>
Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (37)	Connect and signpost ideas using simple linking words in short stretches of speech.
Can make suggestions about doing common everyday activities, using a basic fixed expression. (38)	Participate appropriately in common social and interpersonal exchanges using simple language and expressions.
Can talk about habits or daily routines in a simple way, given prompts or a model. (32)	Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
<b>Writing</b>  <i>Working towards: writing 3–4 compound sentences in a structured paragraph on familiar topics. At the highest level, be able to write for a range of informal and formal purposes.</i>	<b>Use the correct phrases for different text types.</b>
Can write two or three related sentences on a familiar topic. (33)	Connect and develop related ideas in a simple way in a short paragraph or text.

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 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.

### Lesson 1 – Vocabulary

#### Objectives

- Lesson aim: to name technology items and to talk about technology at home
- Target language: headphones, e-reader, printer, speaker, games console, camera, laptop, screen, smart watch, mobile phone
- Recycled language: I can see... , my / your, I like / love / use... , hobbies

#### GSE

- Productive: Speaking: Can talk about habits or daily routines in a simple way, given prompts or a model.
- Receptive: Listening: Can identify objects, places or people from short descriptions. Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures.

At Level 5, the GSE range covered is 31–39 as **core** but includes learning objectives as high as 42 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;

- 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 questions about how often they or others use technology.

**ADJUST** The pupil can understand and answer simple questions about how often they use technology.

**EXCEED** The pupil can ask and answer questions about how often they or others do a range of activities, using correctly placed adverbs or expressions of frequency.

- Refer to the lower spectrum of the GSE range (e.g. 31–37 in *Rise and Shine* Level 5) 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., 38–42 in *Rise and Shine* Level 5) 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., talking about activities and making suggestions. This goal is in line with the overall goal of Level 5 Speaking, i.e., Working towards taking part in a conversation of 4 exchanges, using a range of tenses and descriptive language. (see Teacher's Book 5 Key progress indicator chart). Through carefully scaffolded activities, learners also develop their reading and listening skills along with speaking.

**Lesson 4**

**1** Read and listen. Why can't Grandad go to the shops?

Hi, Liam! Are you there?

Yes, I'm here. What are you doing, Daria?

I'm messaging you! It's raining now. It always rains on Saturdays! What are you doing?

I'm shopping online on my laptop. I never buy vegetables but I'm buying carrots today.

Why?

I'm helping my grandad. He usually walks to the shops, but he's got a bad leg, so he isn't walking today.

Oh, dear.

It's OK. I'm going to turn off the laptop now. Bye, Daria!

**2** Read and learn. Then write and say.

**Grammar builder**

I / You	often help	Grandad.
It	always rains	on Saturdays.
He / She	usually walks	to the shops.

1. I never...  
2. Today I'm...  
3. I'm not...  
4. My friend usually...  
5. My friend is... now.

wear headphones  
walk to school  
wear a watch  
speak English  
watch videos

**Remember! I am helping = I'm helping...  
You are helping = You're helping...**

**3** Read and sing. What do the friends do together?

How often do we talk on the phone? Everyday!  
I always like to see your smile on the screen!  
We're talking on the phone now.  
I think we're a brilliant team.  
We often share our headphones for music.  
And usually play on a games console, too.  
I'm listening to our favourite song now.  
Yes, we're a team: me and you!

**4** Ask and answer.

1. What do you usually do at the weekend?  
2. What are you doing now?

What do you usually do at the weekend?

I usually meet my friends.

**Lesson 5**

**1** Read and listen. What are the problems?

Hey Leo, are you OK?

No, I'm not. I'm sad. There's a comment about me on the school website. It isn't kind.

Oh, dear. You should talk to somebody.

Yes, good idea.

I've got a problem, too. A boy called Magnus is messaging me. He says he's Sam's friend. But Sam hasn't got a friend called Magnus.

Hmm. You shouldn't message people you don't know. It isn't safe.

I know. What should I do?

You should tell Alex.

Yes, you're right.

**2** Listen again and repeat the words in blue.

**3** Match. Then say with a partner.

1. My brother always listens to music on his speaker, but I don't like his music.  
2. We often share videos of our songs online, but sometimes people write bad comments.  
3. My friend never talks to me. She always plays games on her laptop.

a share videos with people you don't know  
b turn off her laptop  
c use headphones

My brother always listens to music on his speaker, but I don't like his music. He should...

**4** Say and write. Then listen and check.

should good school you do put

Foot Shoe

**5** Talk with a partner. Give advice.

like listening to music at home, but nobody likes my music.  
You should use headphones.

I can give advice and make suggestions.

24 Structures and song It always rains on Saturdays. It's raining now.

25 Communication Giving advice and making suggestions.

Example from PB5, page 24–25 – Working towards communication goal with simultaneous development of reading and listening skills.

- In Lesson 4 Activity 1, learners are presented with new grammar in the context of a listening activity with supporting text and artwork. Listening skills are developed in line with the GSE Listening LO: *Can recognise simple phrases related to familiar topics in slow, clear speech* (33).
- In Activity 2, the target grammar is presented through reading. Learners can practise new structures in a controlled way through a scaffolded speaking and/or writing activity, in line with the GSE LO: *Can talk about when or how often people do things* (36).
- In Activity 3, reading, listening and speaking are brought together for a fun practice task: learners can practise the target language in the safe environment of a song.
- Activity 4 provides further speaking practice. Learners attempt to say the target language with a view to master the GSE Speaking LO: *Can talk about activities that are happening at the time of speaking* (36). In each activity, learners develop the skills needed to achieve their communicative goal in the *I can shine* task.



- Lesson 5 focuses on developing speaking in a relevant context with the use of functional language. In Activity 1 and 2, learners are supported by listening before they move on to controlled speaking practice in Activity 3. Activity 4 provides further speaking and pronunciation practice so that learners feel more confident when they attempt to complete the final communicative task: making suggestions. This final task provides opportunity to work towards the GSE Speaking LO: *Can make suggestions about doing common everyday activities using a basic fixed expression (38).*

## 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 5 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](https://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 a specific skill. For instance, if support is needed around speaking in *Rise and Shine Level 5*, select the lower spectrum of the GSE range (e.g., 31–33). 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 talk about habits or daily routines in a simple way, given prompts or a model* (32). Look at the learning objectives that are available as support, e.g. *Can answer simple questions about habits and daily routines* (31), and then: *Can express ability or lack of ability in relation to basic everyday actions* (31). 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

10 22 30 36 38-40 3 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 (5-14) GSE: 38-40

Skills: Speaking

**Search results** (30)

Download Find coursebook

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can talk about plans for the near future in a simple way. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can act out a short dialogue or role play, given prompts. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can make simple, direct comparisons between two people or things using common adjectives, given a model. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can repeat back what has been said to confirm understanding. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can make suggestions about doing common everyday activities, using a basic fixed expression. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can describe basic similarities between common objects, given a model. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can give the location of common shops or amenities in a town, using simple language, with reference to a map. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can ask for basic information about an event (e.g. a concert or football match), using simple language. ⓘ	Speaking	38	A2+ (36-42)
<input type="checkbox"/> Can re-tell a familiar story, given prompts or a model. ⓘ	Speaking	39	A2+ (36-42)
<input type="checkbox"/> Can talk about how something tastes, feels, sounds or smells using simple language. ⓘ	Speaking	39	A2+ (36-42)

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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., 38–40). Take a moment to locate a starting point, i.e., a learning objective already mastered by your learner, e.g. *Can make simple, direct comparisons between two people or things using common adjectives, given a model (38)*. Look for learning objectives with a higher value in order to provide stretch / extra challenge, e.g. *Can describe basic differences between two pictures showing familiar activities, using simple language (39)*.

**Choose category**

Learning Objectives Grammar Vocabulary Text Analyzer

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

Choose a range on the GSE / CEFR

10 22 30 31 33 36 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 (5-14) GSE: 31 - 33 Skills: Speaking

**Search results** 30

Download Find coursebook

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can act out parts of a picture story using simple actions and words. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can describe common everyday objects using simple language. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can express ability or lack of ability in relation to basic everyday actions. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can ask basic questions to find out who things belong to. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can answer simple questions about habits and daily routines. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can ask for a translation or paraphrase when they don't know the meaning of a word or phrase. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can tell someone what another person needs using simple words and gestures. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can describe where someone lives in a basic way. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can decline a simple invitation, using fixed expressions. ©	Speaking	31	A2 (30-35)
<input type="checkbox"/> Can make a simple invitation, using fixed expressions. ©	Speaking	31	A2 (30-35)

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## GSE Learning objectives

In 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

**GRAMMAR:** What do you like doing? I like ... What does he / she like doing? He / She likes ... • What time do you wake up? I wake up at (five past / to seven).

**VOCABULARY:** places, countries

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)	5
	Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts. (P)	31	A2 (30–35)	4
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018A)	31	A2 (30–35)	6, 7
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	6
Reading	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	6
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	8
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	8
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	8
Speaking	Can describe someone's likes or dislikes in a simple way. (P)	30	A2 (30–35)	5
	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018A)	32	A2 (30–35)	5
	Can express years using a standard format (e.g. '1996', '2013'). (P)	32	A2 (30–35)	9
	Can tell the time of day to within ten minutes. (P)	32	A2 (30–35)	7, 9

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	9
	Can ask simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	35	A2 (30–35)	7
	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	9
	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	4, 8
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	6
Writing	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. (C2018 <sub>A</sub> )	36	A2+ (36–42)	6
	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36–42)	9

## Unit 1 Exploring wildlife

**GRAMMAR:** Comparisons • Exclamations of surprise (Wow!)

**VOCABULARY:** animals • adjectives

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	10, 18
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	14
	Can identify the context in which an everyday conversation is taking place. (P)	35	A2 (30–35)	15
	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	16
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018A)	31	A2 (30–35)	16, 18
	Can understand simple comparisons between objects or people, if spoken slowly and clearly. (P)	31	A2 (30–35)	11, 14
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	16
	Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures. (P)	38	A2+ (36–42)	16, 17
	Can follow simple stories with basic dialogue and simple narrative. (P)	35	A2 (30–35)	12
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	12
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	12
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	14
	Can identify the main topic of a simple structured text. (P)	38	A2+ (36–42)	14
Speaking	Can tell someone what another person needs using simple words and gestures. (C2018A)	31	A2 (30–35)	18
	Can express surprise or shock, using a simple fixed expression. (P)	33	A2 (30–35)	15, 18
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	11, 14, 18
	Can describe where an animal lives in a simple way. (P)	34	A2 (30–35)	10, 19
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	18
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	14

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)	40	A2+ (36–42)	12
Writing	Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model. (P)	38	A2+ (36–42)	14, 17, 19
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	15
	Can use common adjectives to add detail to simple phrases or sentences. (P)	37	A2+ (36–42)	17, 19

## Unit 2 All about technology – Review 1

**GRAMMAR:** How often do you use ...? I (always) use ... • I (often) help. I'm helping now. • You should / shouldn't ...

**VOCABULARY:** technology • technology actions

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	24, 28
	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)	20, 30
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36–42)	22
	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)	27
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	21
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	24
	Can identify the context in which an everyday conversation is taking place. (P)	35	A2 (30–35)	25
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	26
Reading	Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)	31	A2 (30–35)	27
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	22
	Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions. (P)	34	A2 (30–35)	24
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	26
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	26, 30
	Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (P)	31	A2 (30–35)	28
	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30–35)	22
Speaking	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	22, 25, 28, 29
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	30



SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	24
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	20, 21
	Can talk about when or how often people do things. (P)	36	A2+ (36–42)	24, 28
Writing	Can use common adverbs of frequency (e.g. “always/often/never”) in statements with the present simple. (P)	33*	A2 (30–35)	24
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	31
	Can use and to join two simple phrases or sentences. (P)	33	A2 (30–35)	27
	Can write short, simple messages relating to everyday matters. (P)	35	A2 (30–35)	29
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	25

## Unit 3 Sharing our skills

**GRAMMAR:** I have to / don't have to • Does he / she have to ...? Yes, he / she does. No, he / she doesn't. • Shall I help you? Thank you! That's very kind.

**VOCABULARY:** everyday items • camping objects

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	40
	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)	32, 33
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	37
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36–42)	34
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	36
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	36
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	34
	Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures. (P)	28	A1 (22–29)	38
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	34, 38
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	34
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	39
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	38
	Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (P)	31	A2 (30–35)	40
Speaking	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	37, 40, 41
	Can tell someone what another person needs using simple words and gestures. (C2018 <sub>A</sub> )	31	A2 (30–35)	33, 34, 40
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	32
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	36

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can answer simple questions in writing about people or things using basic words or phrases. (P)	33	A2 (30–35)	36
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	41
	Can write basic instructions (e.g. how to draw or colour something). (P)	39	A2+ (36–42)	39

## Unit 4 Let's celebrate – Review 2

**GRAMMAR:** There was / wasn't ... • There were some / weren't any ... • Where were you? When was ...? Who was ...? Were you (tired)? • What does ... mean? How do you spell ...?

**VOCABULARY:** festivals • adjectives

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	50
	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)	42
	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	43, 46, 49, 52
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	47
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	46
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	48
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	44
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	44
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	44
	Can understand a simple text about a past event. (P)	38	A2+ (36–42)	43
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	48, 49, 52
Speaking	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	51, 52
	Can ask for a translation or paraphrase when they don't know the meaning of a word or phrase. (P)	31	A2 (30–35)	47, 50, 51
	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	50
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	43, 44, 46, 50, 52
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	46
	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	42
	Can make simple predictions about a text from the pictures. (P)	39	A2+ (36–42)	48

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	46, 51
	Can write a short text of 3–4 compound sentences. (P)	41	A2+ (36–42)	49, 53



## Unit 5 Being kind

**GRAMMAR:** I painted / didn't paint ... • Did you (laugh)? What did she (need)? Where did he (walk)? When did they (arrive)? • Why did (he/she) need help? He / She needed help because ...

**VOCABULARY:** activities • Verbs

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	54, 62
	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)	56
	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	55, 59
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	58
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	60, 61
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	54, 58
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	56, 62
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	56
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	57
	Can understand a simple text about a past event. (P)	38	A2+ (36–42)	62
	Can identify key parts of simple stories (e.g. beginning, middle, end). (P)	38	A2+ (36–42)	61
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	58
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	60, 61
Speaking	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	63
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	62
	Can answer simple questions after giving a presentation on a school topic. (P)	42	A2+ (36–42)	63
	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	54
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	57
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	58, 59, 62, 63

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	58
	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	54, 55
	Can make simple predictions about a text from the pictures. (P)	39	A2+ (36–42)	60
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	58, 63
	Can write a short, simple text on a familiar topic, if guided by questions. (P)	39	A2+ (36–42)	61

## Unit 6 Our important places – Review 3

**GRAMMAR:** He / She's going to (travel by bus). We / They aren't going to (exchange money). • What / Where / When / How ... going to ...? • I agree. I disagree.

**VOCABULARY:** holiday activities • transport

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	64, 71, 72
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	68
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	64
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	65, 68, 69, 70, 74
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30–35)	66
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	66, 72
	Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions. (P)	34	A2 (30–35)	68, 69
	Can understand some simple details about a holiday from a postcard, if supported by pictures. (P)	32	A2 (30–35)	71
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	66
	Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation. (P)	38	A2+ (36–42)	74
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	70, 74
Speaking	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	69, 72
	Can express disagreement using basic fixed expressions. (P)	37	A2+ (36–42)	69, 72
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	72, 73
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	74
	Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	33	A2 (30–35)	65
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	65, 66, 68, 72, 73

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)	64, 70
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	74
	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)	73
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	68
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	71
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	71
	Can describe their home town or city using simple language. (P)	38	A2+ (36–42)	73
	Can write simple sentences about future plans using fixed expressions. (P)	40	A2+ (36–42)	68, 71, 75
	Can write a short text of 3–4 compound sentences. (P)	41	A2+ (36–42)	72

## Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	76
Reading	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	76
Speaking	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	77
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	77
	Can write a short description of an event they have taken part in, or are familiar with, given a model. (P)	41	A2+ (36–42)	77



## Celebrations

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	78, 79
	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	78, 79
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	81
Reading	Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions. (P)	34	A2 (30–35)	80, 81
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	78, 80, 81
	Can identify the main topic of a simple structured text. (P)	38	A2+ (36–42)	79
Speaking	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	80
	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	80
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	81
	Can make simple requests to have or do something in relation to common everyday activities. (P)	30	A2 (30–35)	78
	Can give a classmate instructions to complete a task using simple language. (P)	32	A2 (30–35)	78
	Can ask someone about their likes and dislikes in a basic way. (P)	29	A1 (22–29)	79
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30–35)	78
Writing	Can write a short text of 3–4 compound sentences. (P)	41	A2+ (36–42)	79

## 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
Reading	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	82, 84, 85, 86, 87
Speaking	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	82
	Can make simple requests to have or do something in relation to common everyday activities. (P)	30	A2 (30–35)	83
	Can refuse simple requests using appropriate polite language. (P)	32	A2 (30–35)	83
	Can say how someone is feeling using single words, if guided by questions or prompts. (P)	27	A1 (22–29)	85
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30–35)	84
	Can say how they or someone else feels, giving a brief reason. (P)	40	A2+ (36–42)	85
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	83, 84, 85, 86, 87
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	86
	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)	40	A2+ (36–42)	83, 84, 86

## Progress Indicator table

### Pupil's / Student's Book

PROGRESS INDICATOR	UNITS	PAGE(S)
Listening Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Celebrations, Future Skills	4, 5, 10, 11, 14, 16, 18, 22, 24, 26, 27, 28, 36, 40, 46, 47, 50, 54, 56, 58, 62, 64, 68, 71, 72, 78, 79, 82, 83, 84
Listening Comprehension - Inferential Comprehension	Unit 1, 2, 3	15, 25, 37
Response to Text - Information Retrieval (Listening)	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	6, 7, 16, 18, 20, 21, 30, 32, 33, 42, 43, 46, 48, 49, 52, 55, 59, 60, 61, 65, 68, 69, 70, 74, 76, 81
Listening Accuracy - Early Listening, Decoding, Phonics	Unit 3, 4, 5, 6	37, 47, 59, 69
Reading Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Celebrations, Future Skills	6, 8, 12, 14, 16, 17, 22, 24, 27, 34, 43, 58, 62, 68, 69, 71, 79, 80, 81, 82, 84, 85, 86, 87
Reading Comprehension - Organisational Structure	Unit 5, 6	61, 74
Reading Development - Genre and Style	Unit 2, 3, 4, 5, 6	22, 35, 38, 39, 44, 56, 62, 66, 72
Reading Development - Vocab and Language Development	Unit 2, 3	28, 40
Response to Text - Information Retrieval (Reading)	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	8, 12, 16, 26, 30, 34, 38, 44, 48, 49, 52, 56, 57, 60, 61, 66, 70, 74, 76, 78, 80, 81
Spoken Accuracy and Appropriacy - Register	Future Skills	83
Spoken Accuracy and Appropriacy - Format	Welcome	7, 9
Spoken Production - Genre and Conversation Style	Celebrations	78
Spoken Production - Complexity of Speech	Welcome, Unit 1, 2, 3, 4, 5, 6, Celebrations, Future Skills	4, 5, 8, 9, 10, 18, 19, 20, 21, 24, 28, 32, 42, 43, 44, 46, 50, 51, 52, 54, 55, 58, 59, 62, 63, 64, 65, 66, 68, 70, 72, 73, 78, 80, 83, 84, 85, 86, 87
Spoken Production - Organisational Structure	Unit 1, 2, Goodbye	11, 14, 18, 30, 77
Spoken Processes and Strategies - Compensatory	Unit 4	47, 50, 51
Spoken Processes and Strategies - Participatory	Welcome, Unit 5	5, 63
Spoken Processes and Strategies - Performing	Welcome, Unit 5, Future Skills	6, 57, 86
Spoken Acts - Transactional language	Welcome, Unit 6, Celebrations	7, 65, 79

Spoken Acts - Functional language	Unit 1, 2, 3, 5, 6, Celebrations, Future Skills	18, 22, 25, 28, 29, 33, 34, 37, 40, 41, 62, 69, 72, 74, 78, 80, 82, 83
Spoken Acts - Responding and Evaluating	Unit 1, 4, 5, 6, Celebrations, Future Skills	12, 15, 18, 48, 60, 72, 73, 81, 83, 84, 85, 86
Written Accuracy and Appropriacy - Register	Unit 6, Goodbye	71, 77
Written Accuracy and Appropriacy - Spelling and Punctuation	Unit 2	24
Written Product - Text complexity	Welcome, Unit 1, 2, 3, 4, 5, 6, Celebrations	9, 14, 17, 19, 31, 36, 46, 49, 51, 53, 58, 63, 68, 71, 72, 73, 75, 79
Written Product - Structure, including Coherence and Cohesion	Unit 2	27
Written Product - Genre, Style and Text Type	Unit 2, 3	29, 39
Response to Text - Information Retrieval (Writing)	Unit 5	61
Text Development and Writing Process - Text Development Strategies	Welcome, Unit 3, 6	6, 41, 71
Text Development and Writing Process - Planning, Drafting and Editing	Unit 1	17, 19

## Activity Book / Workbook tables

### Welcome

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018A)	31	A2 (30–35)	3
Writing	Can write dates using numbers and words. (P)	25	A1 (22–29)	2
	Can complete a simple form with basic personal details. (CA)	29	A1 (22–29)	3
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30–35)	2
	Can write short, basic descriptions of everyday activities, given prompts or a model. (P)	35	A2 (30–35)	3
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	2, 3



## Unit 1 Exploring wildlife

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018A)	31	A2 (30–35)	8
	Can understand simple comparisons between objects or people, if spoken slowly and clearly. (P)	31	A2 (30–35)	5, 10
Reading	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	10
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	7
	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)	8
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	6
	Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures. (P)	38	A2+ (36–42)	4, 9
	Can express surprise or shock, using a simple fixed expression. (P)	33	A2 (30–35)	7, 10
Writing	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	6
	Can answer simple questions in writing about people or things using basic words or phrases. (P)	33	A2 (30–35)	11
	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)	9, 11
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	4, 6, 10
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	11
	Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model. (P)	38	A2+ (36–42)	5
	Can make simple comparisons between people, places or things. (P)	40	A2+ (36–42)	5, 7, 10

## Unit 2 All about technology – Review 1

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	13
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	16, 20
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	12, 16
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	12
	Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)	31	A2 (30–35)	17
	Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (P)	31	A2 (30–35)	18
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	15
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	14
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails). (P)	37	A2+ (36–42)	21
	Can talk about when or how often people do things. (P)	36	A2+ (36–42)	15, 20
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	15, 18
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	19
Writing	Can write a few basic sentences to introduce someone and give basic personal information about them. (P)	34	A2 (30–35)	14
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	12, 20
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	19
	Can write a few simple sentences about someone's routines or habits, given prompts or a model. (P)	38	A2+ (36–42)	13, 15, 16, 17, 18
	Can write a short, simple text on a familiar topic, if guided by questions. (P)	39	A2+ (36–42)	19
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	21

## Unit 3 Sharing our 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)	23, 28
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	26
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	22, 26, 28
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	22, 29
	Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures. (P)	28	A1 (22–29)	27
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	28
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	24
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	25
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	27
Speaking	Can respond to offers or suggestions, using fixed expressions. (P)	33	A2 (30–35)	25, 28
	Can show consideration using basic fixed expressions. (P)	35	A2 (30–35)	25, 28
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	23, 29
	Can answer simple questions in writing about people or things using basic words or phrases. (P)	33	A2 (30–35)	25
	Can write a few basic sentences to introduce someone and give basic personal information about them. (P)	34	A2 (30–35)	24
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	24
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	29
	Can write basic instructions (e.g. how to draw or colour something). (P)	39	A2+ (36–42)	27

## Unit 4 Let's celebrate – Review 2

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	34, 38
	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	31
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	34
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	37
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	33, 38
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	35
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	32
Speaking	Can ask for a translation or paraphrase when they don't know the meaning of a word or phrase. (P)	31	A2 (30–35)	33, 36, 39
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	30, 31, 32, 33, 36, 37
	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)	36
	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)	39
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	30
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	36
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	37, 38, 39
	Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)	38	A2+ (36–42)	35

## Unit 5 Being kind

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify activities occurring in the past in short, simple dialogues. (P)	36	A2+ (36–42)	41, 44, 46
Reading	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	47
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	45
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	42
	Can understand the main information in basic diagrams related to familiar topics. (P)	37	A2+ (36–42)	47
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	43
Speaking	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	43, 46
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	46, 47
	Can write simple sentences about what they/ other people are doing. (P)	33	A2 (30–35)	40
	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)	43
	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	44
	Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)	38	A2+ (36–42)	42
	Can write simple captions for pictures. (P)	38	A2+ (36–42)	40
	Can write about past activities using simple language, given a model. (P)	40	A2+ (36–42)	41, 43, 46
	Can write a story, linking simple sentences together in a sequence. (P)	41	A2+ (36–42)	45

## Unit 6 Our important places – Review 3

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	49, 52
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	52
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	55
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	55
	Can understand some simple details about a holiday from a postcard, if supported by pictures. (P)	32	A2 (30–35)	53
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	54, 57
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30–35)	50
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	57
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	51
	Can understand a simple text about a past event. (P)	38	A2+ (36–42)	56
Speaking	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	51, 54
	Can express disagreement using basic fixed expressions. (P)	37	A2+ (36–42)	51, 54
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	51, 56
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	52, 55
	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)	51
	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)	57
	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	54
	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	53

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing <i>continued</i>	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	52, 57
	Can write simple captions for pictures. (P)	38	A2+ (36–42)	48
	Can write about past activities using simple language, given a model. (P)	40	A2+ (36–42)	48, 56, 57
	Can write simple sentences about future plans using fixed expressions. (P)	40	A2+ (36–42)	49, 50, 51, 53, 54, 57

## Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple comparisons between objects or people, if spoken slowly and clearly. (P)	31	A2 (30–35)	58
Reading	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	58
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	59
Speaking	Can describe where someone lives in a basic way. (P)	31	A2 (30–35)	59
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	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 written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	60
	Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30–35)	61
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	60, 61
Writing	Can write words correctly using a range of letter-sound patterns. (P)	35	A2 (30–35)	60, 61



## Progress Indicator table

### Activity Book / Workbook

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

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