



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 6: 35–42 (stretch 46) | Development indicator: |
|---|---|
| Speaking <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> | Connect simple related ideas in a logical sequence in short stretches of speech. |
| Can talk about an event in the past using fixed expressions, given a model. (39) | Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech. |
| Can say how they or someone else feels, giving a brief reason. (40) | Participate appropriately in common social and interpersonal exchanges using simple language and expressions. |
| Can describe physical symptoms to a doctor in a simple way. (42) | Participate in common informational, academic, or transactional exchanges using simple language and expressions. |
| Writing <i>Working towards: writing 3–4 compound sentences in a structured paragraph on familiar topics and at the highest level being able to write for a range of informal and formal purposes.</i> | Write a short text on common topics and situations using simple language. |
| 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 name healthy food
- **Target language:** *chocolate, kiwi, lemon, onion, pear, peas, pepper, salt, sweets, watermelon*
- **Recycled language:** *carrots, sugar, tomatoes*
- **Receptive language:** *challenge, kebab, stick, barbecue*

GSE

- **Productive: Speaking:** Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions.
- **Receptive: Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly.

At Level 6, the GSE range covered is 35–42 as **core** but includes learning objectives as high as 46 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 talk about a meal they made using past forms.

ADJUST The pupil can talk about a meal they made using past forms with some errors.

EXCEED The pupil can talk and write about a meal they made using past forms.

- Refer to the lower spectrum of the GSE range (e.g. 35–39 in *Rise and Shine* Level 6) 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., 40–46 in *Rise and Shine* Level 6) 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., learning to paraphrase. This goal is in line with the overall goal of Level 6 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 6 Key progress indicator chart). Through carefully scaffolded activities, learners also develop their listening and reading skills along with speaking.

Lesson 4

1 Read and listen. Which girl is Akanni?

2 Read and learn.

Grammar builder

| | | |
|---------|-------------------|--------------------------------|
| Did she | go to the doctor? | Yes, she did / No, she didn't. |
| What | did you do? | I took some medicine. |
| Where | did they go? | They went to the hospital. |

headache temperature hospital
cough sick doctor medicine

What was the matter?
I didn't feel sick but I had a cough.

3 Read and sing. What was the matter with the boy yesterday?

What was the matter with you?
I had a headache. I had a cough.
I had a temperature, too.

Poor you! What did you do yesterday?
Did you go to bed?
Yes, I did. I took some medicine, too.
Because my throat was red.

Poor you! Did you go to the doctor, too?
What did the doctor say?
She was very kind and helpful.
And I feel much better today!

4 Ask and answer.

1 When were you ill?
2 What did you do?

What was the matter?
I didn't feel well. I had a cough.

What did you do?
I went to bed.

Lesson 5

1 Read and listen. What should Omer do to feel better?

2 Listen again and repeat the words in blue.

Anita: Hey Omer. What's the matter with you?
Omer: I have a temperature and a sore throat.
Anita: Oh, dear. Well, you have to rest until you get well.
Omer: So, you mean that I have to stay in bed until I feel better?
Anita: Yes, and you should stay hydrated.
Omer: In other words, I should drink a lot of water?
Anita: Yes, and you could try honey and lemon, too.

3 Say with a partner. Use simpler words.

- You should take this medicine on a full stomach. (after a meal)
- You mustn't get your ears wet. (swimming)
- You should get a second opinion. (another doctor)
- You shouldn't socialise with others. (not / see friends)
- Take this medicine last thing at night. (before I go to bed)

You should take this medicine on a full stomach.

In other words, I should take this medicine after a meal.

Pronunciation

4 Say and write. Then listen and check.

| | |
|----------|-------------|
| medicine | temperature |
| doctor | headache |
| Fred | water |
| better | |

bed other

I can shine!

5 Talk with a partner. Say in different words.

I have a cough.

Oh dear. You should take this medicine three times a day with food.

In other words, I have to take this medicine after meals.

I can repeat what someone says using different words.

Example from PB6, page 14–15: 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 and text. Listening and reading skills are developed in line with the GSE Listening LO: *Can understand a limited range of basic language related to common symptoms and illnesses* (39).
- In Activity 2, reading and speaking are brought together in a structured presentation activity in line with the GSE Speaking LO: *Can describe basic symptoms to a doctor, using gestures to support the meaning* (37).
- In Activity 3, learners can practise the target language in the safe environment of a song.
- Activity 4 builds on the GSE Speaking LO: *Can describe physical symptoms to a doctor in a simple way* (42).

- In Lesson 5 Activity 1 and 2, speaking is further developed with support of listening. 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 understand some details in extended dialogues on familiar everyday topics (46)*. Activity 3 and 4 provide further speaking and pronunciation practice so that learners feel more confident when they attempt to complete the final communicative task: paraphrasing. The final *I can shine* task in Activity 5 provides opportunity to work towards the GSE Speaking LO: *Can say how they or someone else feels, giving a brief reason (40)*.

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 6 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 a specific skill. For instance, if support is needed around writing in *Rise and Shine Level 6*, select the lower spectrum of the GSE range (e.g., 35–39). 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 simple text (e.g. an invitation to a party) containing key information, given a model (36)*. Look at the learning objectives that are available as support, e.g. *Can write very short, simple notes to family or friends relating to matters of immediate need, given prompts or a model (35)*. 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 35 6 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 (5-14) 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) |

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., 40–46). Take a moment to locate a starting point, i.e., a learning objective already mastered by your learner, e.g. *Can write short, simple texts on familiar topics in linked sentences (40)*. Look for learning objectives with a higher value in order to provide stretch / extra challenge, e.g. *Can write a short text of 3–4 compound sentences (41)*.

Choose category

Learning Objectives Grammar Vocabulary Text Analyzer

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

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

10 22 30 36 40 43 46 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: GSE
Young Learners (5-14) 40-46

Skills: Writing

Search results 54

Download Find coursebook

| LEARNING OBJECTIVES | SKILL | GSE | CEFR |
|--|---------|-----|-------------|
| <input type="checkbox"/> Can write about past activities using simple language, given a model. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can write simple sentences about future plans using fixed expressions. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can write short, simple texts on familiar topics in linked sentences. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can write short, simple personal emails/letters about familiar topics, given prompts or a model. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can write a short description of a person they know well. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can describe someone's personality or emotions using simple language. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can link two simple sentences using 'or' to indicate a choice between two alternatives, given prompts or a model. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can make simple comparisons between people, places or things. ⓘ | Writing | 40 | A2+ (36-42) |
| <input type="checkbox"/> Can write a short text of 3-4 compound sentences. ⓘ | Writing | 41 | A2+ (36-42) |
| <input type="checkbox"/> Can begin and end a simple story using an appropriate fixed expression. ⓘ | Writing | 41 | A2+ (36-42) |

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

GRAMMAR: What are you going to do? I'm going to... / I'm not going to... • Is he going to...? Yes, he is. / No, he isn't.

VOCABULARY: at the camp • putting on a show

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|------------|
| Listening | Can identify key information about future plans in short, simple dialogues. (P) | 35 | A2 (30–35) | 5, 6 |
| | 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) | 6, 7 |
| | 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) | 4 |
| Reading | Can understand a simple written dialogue on a familiar topic. (P) | 32 | A2 (30–35) | 6 |
| | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 6 |
| | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 8 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 7, 8 |
| | Can recognise who a piece of writing was written for, if guided by questions. (P) | 44 | B1 (43–50) | 8 |
| Speaking | Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P) | 34 | A2 (30–35) | 9 |
| | Can talk about a familiar place in a basic way. (P) | 35 | A2 (30–35) | 4 |
| | Can talk about activities that are happening at the time of speaking. (P) | 35 | A2 (30–35) | 6 |
| | Can give simple reasons to explain preferences, given a model. (P) | 35 | A2 (30–35) | 8 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 5, 6, 7, 9 |
| | Can suggest taking turns to a classmate. (P) | 41 | A2+ (36–42) | 7 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|---------|---|-----|------------|---------|
| Writing | 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 |

Unit 1 Let's stay healthy

GRAMMAR: I found / didn't find • What was the matter? • Did he/she go to the doctor? Yes, she did. / No, she didn't. • What did you do? • Where did they go?

VOCABULARY: food • illnesses

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P) | 35 | A2 (30–35) | 10 |
| | Can understand people's likes in informal conversations, if the speakers talk slowly and clearly. (P) | 36 | A2+ (36–42) | 17 |
| | 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) | 10, 16 |
| | 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) | 11, 18 |
| | Can understand a limited range of basic language related to common symptoms and illnesses. (P) | 39 | A2+ (36–42) | 14, 15 |
| | Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P) | 42 | A2+ (36–42) | 12 |
| Reading | Can identify key information in short, simple factual texts from the headings and illustrations. (P) | 33 | A2 (30–35) | 16 |
| | Can identify specific information in a simple story, if guided by questions. (P) | 35 | A2 (30–35) | 12 |
| | Can understand the correct sequence of events in a simple story or dialogue. (P) | 37 | A2+ (36–42) | 12 |
| | Can identify which people or objects are being referred to in a text. (P) | 38 | A2+ (36–42) | 12 |
| | Can identify the main topic of a simple structured text. (P) | 38 | A2+ (36–42) | 14 |
| | Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P) | 39 | A2+ (36–42) | 12, 17 |
| | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 16 |
| | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 14 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 17 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|----------|---|-----|-------------|------------|
| Speaking | Can sing a simple song, if supported by pictures. (P) | 22 | A1 (22–29) | 14 |
| | Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P) | 34 | A2 (30–35) | 10 |
| | Can talk about a familiar place in a basic way. (P) | 35 | A2 (30–35) | 10 |
| | Can give simple reasons to explain preferences, given a model. (P) | 35 | A2 (30–35) | 18, 19 |
| | Can describe basic symptoms to a doctor, using gestures to support the meaning. (C2018A) | 37 | A2+ (36–42) | 14, 15, 18 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 19 |
| | Can talk about an event in the past using fixed expressions, given a model. (P) | 39 | A2+ (36–42) | 18 |
| | Can say how they or someone else feels, giving a brief reason. (P) | 40 | A2+ (36–42) | 15 |
| | Can ask basic questions about things that happened in the past. (P) | 40 | A2+ (36–42) | 18 |
| | Can talk about past events or experiences, using simple language. (P) | 41 | A2+ (36–42) | 11, 19 |
| | Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?'). (P) | 42 | A2+ (36–42) | 12, 15, 18 |
| Writing | Can write simple sentences about someone's likes or dislikes. (P) | 33 | A2 (30–35) | 17 |
| | Can write words correctly using a range of letter-sound patterns. (P) | 35 | A2 (30–35) | 15 |
| | 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, 19 |
| | Can write short, simple personal messages giving information of immediate relevance, given prompts or a model. (P) | 38 | A2+ (36–42) | 17 |

Unit 2 Let's be green – Review 1

GRAMMAR: Comparatives

VOCABULARY: short adjectives • long adjectives and places

| 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) | 20, 21 |
| | Can understand simple comparisons between two places, if spoken slowly and clearly. (P) | 35 | A2 (30–35) | 25, 28 |
| | Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P) | 36 | A2+ (36–42) | 22 |
| | Can identify activities occurring in the past in short, simple dialogues. (P) | 36 | A2+ (36–42) | 30 |
| | 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) | 20 |
| | 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 |
| | Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P) | 42 | A2+ (36–42) | 24 |
| Reading | Can understand the main ideas in simple informational texts, if supported by pictures. (P) | 35 | A2 (30–35) | 21 |
| | Can identify specific information in a simple story, if guided by questions. (P) | 35 | A2 (30–35) | 22, 24 |
| | Can understand the correct sequence of events in a simple story or dialogue. (P) | 37 | A2+ (36–42) | 22 |
| | Can identify which people or objects are being referred to in a text. (P) | 38 | A2+ (36–42) | 22, 27 |
| | Can identify the main topic of a simple structured text. (P) | 38 | A2+ (36–42) | 24, 26 |
| | Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P) | 39 | A2+ (36–42) | 22, 27 |
| | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 24 |
| | Can extract factual details from a simple text. (P) | 40 | A2+ (36–42) | 26 |
| | Can extract key information from advertisements for familiar products, if guided by questions or prompts. (P) | 40 | A2+ (36–42) | 30 |
| | Can understand the order in which events happen (e.g. in diary entries or a story). (P) | 41 | A2+ (36–42) | 22 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 26, 27 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|----------|---|-----|-------------|------------------------|
| Speaking | Can sing a simple song, if supported by pictures. (P) | 22 | A1 (22–29) | 24 |
| | Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model. (P) | 34 | A2 (30–35) | 21, 28, 29 |
| | Can talk about a familiar place in a basic way. (P) | 35 | A2 (30–35) | 20, 26, 29 |
| | Can give simple reasons to explain preferences, given a model. (P) | 35 | A2 (30–35) | 28, 30 |
| | Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P) | 38 | A2+ (36–42) | 20, 21, 22, 24, 28, 30 |
| | Can describe how common everyday objects feel using a range of basic adjectives. (P) | 39 | A2+ (36–42) | 25 |
| | Can talk about something they like or dislike and give reasons, if guided by questions. (P) | 39 | A2+ (36–42) | 25 |
| | Can give a short, simple prepared talk on a topic of personal interest. (P) | 44 | B1 (43–50) | 29 |
| Writing | Can write words correctly using a range of letter-sound patterns. (P) | 35 | A2 (30–35) | 25 |
| | 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) | 27 |
| | Can describe the position of things in a picture using simple fixed expressions, e.g. 'in the front', 'at the back', given a model. (P) | 35 | A2 (30–35) | 27 |
| | Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P) | 37 | A2+ (36–42) | 27 |
| | Can write simple captions for pictures. (P) | 38 | A2+ (36–42) | 29 |
| | Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P) | 39 | A2+ (36–42) | 31 |
| | Can create a poster to advertise an event or product, given a model. (P) | 45 | B1 (43–50) | 31 |

Unit 3 Natural world

GRAMMAR: was / wasn't • Yes, they were / No, they weren't • Were you ... when ...? • What were you doing when ...?

VOCABULARY: nature • extreme weather

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|------------|
| Listening | Can understand some unfamiliar words in a short description, if supported by pictures. (P) | 31 | A2 (30–35) | 34 |
| | Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018A) | 31 | A2 (30–35) | 38 |
| | 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) | 40 |
| | Can identify the context of short, simple dialogues related to familiar everyday situations. (P) | 32 | A2 (30–35) | 37 |
| | Can identify activities occurring in the past in short, simple dialogues. (P) | 36 | A2+ (36–42) | 32, 36 |
| | Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P) | 36 | A2+ (36–42) | 33 |
| | Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P) | 36 | A2+ (36–42) | 41 |
| | 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) | 32, 38, 40 |
| Reading | Can identify key information in short, simple factual texts from the headings and illustrations. (P) | 33 | A2 (30–35) | 34 |
| | Can identify specific information in a simple story, if guided by questions. (P) | 35 | A2 (30–35) | 34 |
| | Can use key words or captions to find information in a simple text. (P) | 35 | A2 (30–35) | 38 |
| | Can follow a simple series of written instructions to carry out a task. (P) | 36 | A2+ (36–42) | 39 |
| | Can understand a simple text about a past event. (P) | 38 | A2+ (36–42) | 33 |
| | Can identify which people or objects are being referred to in a text. (P) | 38 | A2+ (36–42) | 34, 39 |
| | Can identify the main topic of a simple structured text. (P) | 38 | A2+ (36–42) | 36, 38 |
| | Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P) | 39 | A2+ (36–42) | 34 |
| | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 38 |
| | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 36 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------------------------|---|-----|-------------|------------|
| Reading <i>Continued</i> | Can understand the order in which events happen (e.g. in diary entries or a story). (P) | 41 | A2+ (36–42) | 34, 39 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 39 |
| Speaking | Can sing a simple song, if supported by pictures. (P) | 22 | A1 (22–29) | 36 |
| | Can talk about a familiar place in a basic way. (P) | 35 | A2 (30–35) | 32 |
| | Can describe weather conditions in their country using simple language. (P) | 36 | A2+ (36–42) | 37, 38, 40 |
| | Can ask where others were in the past, using was/were, given a model. (P) | 37 | A2+ (36–42) | 36, 40 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 38 |
| | Can make suggestions about doing common everyday activities, using a basic fixed expression. (P) | 38 | A2+ (36–42) | 41 |
| | Can talk about an event in the past using fixed expressions, given a model. (P) | 39 | A2+ (36–42) | 33, 36, 40 |
| | Can make simple arrangements to meet or do something. (P) | 39 | A2+ (36–42) | 37 |
| | Can ask basic questions about things that happened in the past. (P) | 40 | A2+ (36–42) | 33 |
| | Can say where they and others were in the past, if supported by questions or prompts. (P) | 40 | A2+ (36–42) | 36, 40 |
| | Can make simple predictions about the future, given a model. (P) | 42 | A2+ (36–42) | 37, 41 |
| | Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back'). (P) | 43 | B1 (43–50) | 32 |
| | Can give simple instructions on how to use a device or product. (P) | 43 | B1 (43–50) | 34 |
| Writing | Can write words correctly using a range of letter-sound patterns. (P) | 35 | A2 (30–35) | 37 |
| | 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 emails/letters describing future plans, given prompts or a model. (P) | 46 | B1 (43–50) | 39 |

Unit 4 All about water – Review 2

GRAMMAR: must, mustn't (BrE) / must, must not, can't (AmE) • In the past / These days / In the future

VOCABULARY: in the bathroom • saving water

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|----------------|
| Listening | Can understand some unfamiliar words in a short description, if supported by pictures. (P) | 31 | A2 (30–35) | 42 |
| | 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) | 42 |
| | 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) | 42, 47, 50, 52 |
| | Can guess the meaning of new words from a familiar vocabulary set by relating them to known words in the same set. (P) | 42 | A2+ (36–42) | 42 |
| | Can understand simple conversations about things that have happened in the past. (P) | 42 | A2+ (36–42) | 46 |
| | Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P) | 42 | A2+ (36–42) | 48 |
| | Can understand the humour in a simple story. (P) | 43 | B1 (43–50) | 42 |
| | Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (P) | 44 | B1 (43–50) | 44, 46 |
| | Can understand the reasons for someone's actions or choices. (P) | 44 | B1 (43–50) | 52 |
| | | | | |
| 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) | 49 |
| | Can identify specific information in a simple story, if guided by questions. (P) | 35 | A2 (30–35) | 44 |
| | Can understand the main ideas in simple informational texts, if supported by pictures. (P) | 35 | A2 (30–35) | 48 |
| | Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures. (P) | 37 | A2+ (36–42) | 44 |
| | Can identify which people or objects are being referred to in a text. (P) | 38 | A2+ (36–42) | 44, 49 |
| | Can identify the main topic of a simple structured text. (P) | 38 | A2+ (36–42) | 46 |
| | Can understand a simple text about a past event. (P) | 38 | A2+ (36–42) | 50 |
| | Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P) | 39 | A2+ (36–42) | 43, 44, 48 |
| | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 46, 48, 52 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------------------------|--|-----|-------------|----------------|
| Reading <i>Continued</i> | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 46 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 44, 48, 49 |
| | Can understand the order in which events happen (e.g. in diary entries or a story). (P) | 41 | A2+ (36–42) | 50 |
| Speaking | Can make simple requests to have or do something in relation to common everyday activities. (P) | 30 | A2 (30–35) | 47, 50 |
| | Can answer simple questions about habits and daily routines. (P) | 31 | A2 (30–35) | 42, 43 |
| | Can talk about a familiar place in a basic way. (P) | 35 | A2 (30–35) | 42 |
| | Can ask simple questions about people or things in their immediate surroundings or in pictures. (P) | 35 | A2 (30–35) | 47 |
| | Can give simple feedback to a classmate. (P) | 36 | A2+ (36–42) | 51 |
| | Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P) | 37 | A2+ (36–42) | 42 |
| | Can answer simple questions about their life and experiences. (P) | 37 | A2+ (36–42) | 43 |
| | Can ask where others were in the past, using was/were, given a model. (P) | 37 | A2+ (36–42) | 46 |
| | Can describe basic similarities between common objects, given a model. (P) | 38 | A2+ (36–42) | 42 |
| | Can make suggestions about doing common everyday activities, using a basic fixed expression. (P) | 38 | A2+ (36–42) | 43, 50, 51, 52 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 44, 46 |
| | Can re-tell a familiar story, given prompts or a model. (P) | 39 | A2+ (36–42) | 44 |
| | Can talk about an event in the past using fixed expressions, given a model. (P) | 39 | A2+ (36–42) | 46 |
| | Can say where they and others were in the past, if supported by questions or prompts. (P) | 40 | A2+ (36–42) | 46 |
| | Can say how they or someone else feels, giving a brief reason. (P) | 40 | A2+ (36–42) | 47 |
| | Can express their opinions on familiar topics, using simple language. (P) | 41 | A2+ (36–42) | 52 |
| | Can briefly say why something is a problem. (P) | 43 | B1 (43–50) | 52 |
| | Can ask questions during structured classroom discussions. (P) | 46 | B1 (43–50) | 51 |
| | Can invite others to give their opinions in a classroom discussion. (P) | 46 | B1 (43–50) | 51 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|---------|---|-----|-------------|------------|
| Writing | Can write words correctly using a range of letter-sound patterns. (P) | 35 | A2 (30–35) | 47 |
| | 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) | 49, 51, 53 |
| | Can write simple facts about a topic on a planning sheet. (P) | 42 | A2+ (36–42) | 49 |
| | Can write a short text to explain something. (P) | 44 | B1 (43–50) | 49 |
| | Can create a poster to advertise an event or product, given a model. (P) | 45 | B1 (43–50) | 49, 53 |

Unit 5 Fair future

GRAMMAR: I'll become / I won't be a ... • Will you get a job? Yes, I will. / No, I won't. • What will you do when you grow up? I'll become a ...

VOCABULARY: jobs • life events

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|------------|
| Listening | Can identify key information about future plans in short, simple dialogues. (P) | 35 | A2 (30–35) | 55, 58, 61 |
| | 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) | 54 |
| | Can understand people's likes in informal conversations, if the speakers talk slowly and clearly. (P) | 36 | A2+ (36–42) | 55 |
| | Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P) | 36 | A2+ (36–42) | 56 |
| | 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, 62 |
| | Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P) | 42 | A2+ (36–42) | 59 |
| | Can understand simple conversations about things that have happened in the past. (P) | 42 | A2+ (36–42) | 60 |
| | Can understand the reasons for someone's actions or choices. (P) | 44 | B1 (43–50) | 62 |
| | Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P) | 45 | B1 (43–50) | 60 |
| Reading | Can identify specific information in a simple story, if guided by questions. (P) | 35 | A2 (30–35) | 57 |
| | Can identify which people or objects are being referred to in a text. (P) | 38 | A2+ (36–42) | 56, 61 |
| | Can identify the main topic of a simple structured text. (P) | 38 | A2+ (36–42) | 58, 60 |
| | Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P) | 39 | A2+ (36–42) | 55, 56 |
| | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 60 |
| | Can extract factual details from a simple text. (P) | 40 | A2+ (36–42) | 56 |
| | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 58 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 61 |
| | Can skim a short text to get a general idea of the content. (P) | 43 | B1 (43–50) | 60 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------------------------|--|-----|-------------|----------------|
| Reading <i>Continued</i> | Can make basic predictions about factual text content from headings, titles or headlines. (P) | 44 | B1 (43–50) | 60 |
| | Can understand basic problem solution relationships in a simple structured text. (P) | 46 | B1 (43–50) | 56 |
| | Can guess the meaning of unknown words in simple texts from the context. (P) | 46 | B1 (43–50) | 60 |
| Speaking | Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P) | 34 | A2 (30–35) | 54 |
| | Can talk about activities that are happening at the time of speaking. (P) | 35 | A2 (30–35) | 54 |
| | Can talk about common jobs using simple language. (P) | 36 | A2+ (36–42) | 55 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 55, 58 |
| | Can act out a short dialogue or role play, given prompts. (P) | 38 | A2+ (36–42) | 57 |
| | Can make suggestions about doing common everyday activities, using a basic fixed expression. (P) | 38 | A2+ (36–42) | 62 |
| | Can contribute to simple discussions when asked a question by the teacher. (P) | 39 | A2+ (36–42) | 63 |
| | Can talk about an event in the past using fixed expressions, given a model. (P) | 39 | A2+ (36–42) | 63 |
| | Can make simple predictions about the future, given a model. (P) | 42 | A2+ (36–42) | 55, 58, 59, 62 |
| | Can give simple examples to support their point in a short talk on a familiar topic. (P) | 44 | B1 (43–50) | 62 |
| | Can give an opinion in a structured discussion, if guided by questions. (P) | 46 | B1 (43–50) | 63 |
| | Can briefly say which of a selection of simple text types they prefer and why. (P) | 48 | B1 (43–50) | 63 |
| Writing | Can write words correctly using a range of letter-sound patterns. (P) | 35 | A2 (30–35) | 59, 62 |
| | Can write a very simple story, given prompts or a model. (P) | 38 | A2+ (36–42) | 63 |
| | Can write simple sentences about what they would like to do or be in the future. (P) | 39 | A2+ (36–42) | 61, 62 |
| | Can write a story, linking simple sentences together in a sequence. (P) | 41 | A2+ (36–42) | 63 |

Unit 6 Sharing the message – Review 3

GRAMMAR: We've already... / We haven't... yet. • Have you ever...? Yes, I have. / No, I haven't. • Has he ever...? Yes, he has. / No, he hasn't.

VOCABULARY: film • sharing a message

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|------------|
| Listening | 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) | 64 |
| | 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, 68 |
| | Can understand simple conversations about things that have happened in the past. (P) | 42 | A2+ (36–42) | 65, 72 |
| | Can identify basic biographical information in short simple talks about famous people from the past, if delivered slowly and clearly. (P) | 42 | A2+ (36–42) | 66 |
| | Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P) | 42 | A2+ (36–42) | 69 |
| | Can guess the meaning of simple, unknown words in short dialogues on familiar topics. (P) | 42 | A2+ (36–42) | 70 |
| | Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P) | 43 | B1 (43–50) | 64 |
| | Can understand the main points of a short, informal interview on a familiar topic. (P) | 43 | B1 (43–50) | 68 |
| | Can recognise the use of common linking words/phrases (e.g. 'firstly', 'also') to list similar ideas in simple talks on familiar topics. (P) | 44 | B1 (43–50) | 69 |
| | Can understand some details in extended dialogues on familiar everyday topics. (P) | 46 | B1 (43–50) | 70, 74 |
| Reading | Can identify the main topic of a simple structured text. (P) | 38 | A2+ (36–42) | 66, 68, 70 |
| | Can identify which people or objects are being referred to in a text. (P) | 38 | A2+ (36–42) | 71 |
| | Can identify words and phrases from different places in a simple text to support their answers. (P) | 38 | A2+ (36–42) | 74 |
| | Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P) | 39 | A2+ (36–42) | 65 |
| | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 66 |
| | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 68 |
| | Can extract factual details from a simple text. (P) | 40 | A2+ (36–42) | 70 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 74 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------------------------|---|-----|-------------|------------|
| Reading <i>Continued</i> | Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P) | 43 | B1 (43–50) | 71 |
| | Can make basic predictions about factual text content from headings, titles or headlines. (P) | 44 | B1 (43–50) | 66, 70, 71 |
| | Can guess the meaning of unknown words in simple texts from the context. (P) | 46 | B1 (43–50) | 66 |
| Speaking | Can talk about activities that are happening at the time of speaking. (P) | 35 | A2 (30–35) | 64 |
| | Can talk about basic personal experiences, using simple linking words. (P) | 37 | A2+ (36–42) | 66, 68 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 66, 74, 75 |
| | Can talk about an event in the past using fixed expressions, given a model. (P) | 39 | A2+ (36–42) | 64, 65, 72 |
| | Can describe someone's personality in a basic way, if guided by prompts. (P) | 39 | A2+ (36–42) | 66 |
| | Can talk about past events or experiences, using simple language. (P) | 41 | A2+ (36–42) | 68 |
| | Can express their opinions on familiar topics, using simple language. (P) | 41 | A2+ (36–42) | 73 |
| | Can give basic biographical information in a short talk about another person. (P) | 42 | A2+ (36–42) | 69, 72 |
| | Can give a brief commentary on something that is happening at the time of speaking (e.g. a sporting event). (P) | 44 | B1 (43–50) | 64 |
| | Can re-tell a simple or familiar story using their own words. (P) | 44 | B1 (43–50) | 69, 72 |
| | Can introduce a new topic into a simple conversation or discussion. (P) | 44 | B1 (43–50) | 73, 75 |
| | Can give a short, simple prepared talk on a topic of personal interest. (P) | 44 | B1 (43–50) | 73 |
| | Can give an opinion in a structured discussion, if guided by questions. (P) | 46 | B1 (43–50) | 73 |
| | Can invite others to give their opinions in a discussion, using a range of fixed expressions. (P) | 49 | B1 (43–50) | 75 |

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|---------|---|-----|-------------|---------|
| Writing | Can write words correctly using a range of letter-sound patterns. (P) | 35 | A2 (30–35) | 69 |
| | 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) | 73 |
| | Can write about past activities using simple language, given a model. (P) | 40 | A2+ (36–42) | 72 |
| | Can write short, simple texts on familiar topics in linked sentences. (P) | 40 | A2+ (36–42) | 75 |
| | Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model. (P) | 45 | B1 (43–50) | 71 |
| | Can describe the plot of a film or book very briefly, using simple language. (P) | 46 | B1 (43–50) | 69, 73 |

Goodbye

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can understand some details in extended dialogues on familiar everyday topics. (P) | 46 | B1 (43–50) | 76 |
| Reading | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 76 |
| | Can make basic inferences from simple information in a short text. (P) | 40 | A2+ (36–42) | 76 |
| | Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P) | 43 | B1 (43–50) | 77 |
| Speaking | Can give a short, basic description of a special event if guided by questions or prompts. (P) | 39 | A2+ (36–42) | 76 |
| | 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) | 77 |
| Writing | Can write short, simple personal emails/letters describing future plans, given prompts or a model. (P) | 46 | B1 (43–50) | 77 |

Celebrations

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|------------|
| Listening | Can understand how people are feeling if they use simple language and speak slowly and clearly. (P) | 31 | A2 (30–35) | 78 |
| | Can guess the meaning of simple, unknown words in short dialogues on familiar topics. (P) | 42 | A2+ (36–42) | 79, 80, 81 |
| | Can understand some details in extended dialogues on familiar everyday topics. (P) | 46 | B1 (43–50) | 79, 80, 81 |
| Reading | Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A) | 34 | A2 (30–35) | 80, 81 |
| | Can extract specific information in short texts on familiar topics. (P) | 39 | A2+ (36–42) | 78, 79 |
| | Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P) | 41 | A2+ (36–42) | 80, 81 |
| Speaking | Can say how someone is feeling using single words, if guided by questions or prompts. (P) | 27 | A1 (22–29) | 78 |
| | Can ask someone simple questions about how they are feeling. (P) | 29 | A1 (22–29) | 78 |
| | Can make simple requests to have or do something in relation to common everyday activities. (P) | 30 | A2 (30–35) | 81 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 80 |
| | Can express their opinions on familiar topics, using simple language. (P) | 41 | A2+ (36–42) | 79 |
| | Can introduce a new topic into a simple conversation or discussion. (P) | 44 | B1 (43–50) | 80 |
| | Can give a short, simple prepared talk on a topic of personal interest. (P) | 44 | B1 (43–50) | 80 |
| Writing | 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) | 81 |
| | Can write short, simple texts on familiar topics in linked sentences. (P) | 40 | A2+ (36–42) | 79 |
| | Can create a poster to advertise an event or product, given a model. (P) | 45 | B1 (43–50) | 81 |

Future skills and Grammar

| SKILL | GSE DESCRIPTOR | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|------------------------|
| Listening | Can follow a simple conversation between two people or characters, if supported by pictures. (P) | 31 | A2 (30–35) | 82, 83, 84, 85, 86, 87 |
| Reading | Can identify specific information in a simple story, if guided by questions. (P) | 35 | A2 (30–35) | 82, 83, 84, 87 |
| Speaking | Can make suggestions about doing common everyday activities, using a basic fixed expression. (P) | 38 | A2+ (36–42) | 82 |
| | Can talk about plans for the near future in a simple way. (P) | 38 | A2+ (36–42) | 83, 84, 87 |
| | Can say how they or someone else feels, giving a brief reason. (P) | 40 | A2+ (36–42) | 85, 86 |
| | Can act out a simple role-play or dialogue with correct intonation. (P) | 41 | A2+ (36–42) | 85 |
| | Can give an opinion in a structured discussion, if guided by questions. (P) | 46 | B1 (43–50) | 86 |
| Writing | 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) | 84 |
| | Can write short, simple texts on familiar topics in linked sentences. (P) | 40 | A2+ (36–42) | 85, 86, 87 |

Progress Indicator table

Pupil's / Student's Book

| PROGRESS INDICATOR | UNITS | PAGE(S) |
|---|--|---|
| Listening Comprehension - Inferential Comprehension | Unit 1, 3, 4, 5, Celebrations | 17, 37, 42, 55, 62, 78 |
| Listening Comprehension - Literal Comprehension | Welcome, Unit 1, 2, 3, 4, 5, 6, Celebrations, Future Skills | 4, 10, 12, 14, 15, 16, 20, 22, 24, 25, 28, 32, 33, 38, 40, 41, 42, 46, 47, 48, 50, 52, 54, 56, 59, 60, 62, 64, 65, 68, 69, 70, 72, 74, 79, 80, 81, 82, 83, 84, 85, 86, 87 |
| Listening Comprehension - Organisational Structure | Unit 4, 6 | 44, 46, 69 |
| Response to Text - Information Retrieval (Listening) | Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations | 5, 6, 7, 11, 18, 20, 21, 26, 30, 32, 36, 38, 42, 54, 55, 58, 61, 64, 76, 79, 80, 81 |
| Reading Comprehension - Inferential Comprehension | Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye | 8, 14, 24, 36, 46, 56, 58, 68, 76 |
| Reading Comprehension - Literal Comprehension | Unit 1, 2, 3, 4, 5, 6, Celebrations | 12, 14, 21, 22, 24, 26, 33, 34, 36, 38, 39, 46, 48, 50, 58, 60, 66, 68, 70, 80, 81 |
| Response to text - Information Retrieval (Reading) | Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations, Future Skills | 6, 7, 8, 12, 16, 17, 22, 24, 26, 27, 34, 38, 39, 44, 46, 48, 49, 52, 56, 57, 60, 61, 66, 70, 71, 74, 76, 77, 78, 79, 82, 83, 84, 87 |
| Response to Text - Personal Response and Evaluation (Reading) | Welcome | 8 |
| Response to Text - Prediction (Reading) | Unit 1, 2, 3, 4, 5, 6 | 12, 17, 22, 27, 34, 43, 44, 48, 55, 56, 60, 65, 66, 70, 71 |
| Spoken Acts - Functional Language | Unit 1, 3, 4, 5, Celebrations, Future Skills | 12, 15, 18, 41, 43, 47, 50, 51, 52, 62, 81, 82 |
| Spoken Acts - Responding and Evaluating | Unit 1, 3, 4, 5, 6, Goodbye, Celebrations, Future Skills | 15, 37, 41, 47, 51, 52, 55, 58, 59, 62, 63, 69, 72, 73, 77, 79, 85, 86 |
| Spoken Acts - Transactional Language | Welcome, Unit 1, 3, 4, Celebrations | 7, 14, 15, 18, 37, 43, 78 |
| Spoken Production - Genre and Conversation Style | Unit 3, 6 | 34, 64, 69, 72 |
| Spoken Production - Complexity of Speech | Welcome, Unit 1, 2, 3, 4, 6 | 4, 10, 11, 19, 20, 26, 29, 32, 42, 64, 65, 72 |

| PROGRESS INDICATOR | UNITS | PAGE(S) |
|---|--|---|
| Spoken Production - Organisational Structure | Welcome, Unit 1, 2, 4, 5 | 8, 18, 19, 20, 21, 22, 24, 28, 29, 30, 42, 62 |
| Written Accuracy and Appropriacy - Register | Unit 3 | 39 |
| Written Product - Genre, Style and Text Type | Unit 1, 2, 4, 6, Celebrations | 17, 29, 31, 49, 53, 69, 71, 73, 81 |
| Written Product - Structure, including Coherence and Cohesion | Unit 5 | 63 |
| Written Product - Text Complexity | Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations, Future Skills | 9, 17, 19, 27, 31, 39, 49, 51, 53, 61, 62, 63, 72, 73, 75, 77, 79, 81, 84, 85, 86, 87 |

Activity Book / Workbook tables

Welcome

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|---------|--|-----|------------|---------|
| Reading | Can understand information about someone's personal details in a simple paragraph or short text. (P) | 35 | A2 (30–35) | 2 |
| Writing | Can write simple sentences using familiar words, given prompts. (P) | 30 | A2 (30–35) | 2 |
| | Can write a short description of a trip or event. (P) | 43 | B1 (43–50) | 3 |

Unit 1 Let's stay healthy

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can understand people's likes in informal conversations, if the speakers talk slowly and clearly. (P) | 36 | A2+ (36–42) | 8 |
| | 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) | 5 |
| | Can understand a limited range of basic language related to common symptoms and illnesses. (P) | 39 | A2+ (36–42) | 10 |
| Reading | Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P) | 27 | A1 (22–29) | 8 |
| | Can follow simple stories with basic dialogue and simple narrative. (P) | 35 | A2 (30–35) | 7 |
| | Can understand the correct sequence of events in a simple story or dialogue. (P) | 37 | A2+ (36–42) | 6 |
| | Can understand the main points in simple descriptive texts on familiar topics. (P) | 39 | A2+ (36–42) | 9 |
| Speaking | Can say what their favourite part of a story is and explain why in a simple way. (P) | 40 | A2+ (36–42) | 6 |
| | Can give simple advice, using fixed expressions. (P) | 43 | B1 (43–50) | 7, 10 |
| Writing | Can write basic, single-clause sentences, given a model. (P) | 29 | A1 (22–29) | 6, 10 |
| | Can write short, simple texts about topics of personal relevance, given prompts or a model. (P) | 38 | A2+ (36–42) | 11 |
| | Can write about past activities using simple language, given a model. (P) | 40 | A2+ (36–42) | 5 |
| | Can write simple facts about a topic on a planning sheet. (P) | 42 | A2+ (36–42) | 9 |
| | Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P) | 43 | B1 (43–50) | 9, 11 |

Unit 2 Let's be green – Review 1

| SKILL | GSE DESCRIPTORS | 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) | 13 |
| | Can understand simple comparisons between two places, if spoken slowly and clearly. (P) | 35 | A2 (30–35) | 13 |
| | 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) | 16, 20 |
| Reading | Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P) | 27 | A1 (22–29) | 16 |
| | Can follow simple stories with basic dialogue and simple narrative. (P) | 35 | A2 (30–35) | 14 |
| | Can understand the correct sequence of events in a simple story or dialogue. (P) | 37 | A2+ (36–42) | 14 |
| | Can understand the main ideas in short, simple stories on familiar topics. (P) | 38 | A2+ (36–42) | 21 |
| | Can understand the main points in simple descriptive texts on familiar topics. (P) | 39 | A2+ (36–42) | 17 |
| | Can understand basic opinions related to familiar topics, expressed in simple language. (P) | 41 | A2+ (36–42) | 15 |
| Speaking | Can talk about a familiar place in a basic way. (P) | 35 | A2 (30–35) | 12 |
| | Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P) | 38 | A2+ (36–42) | 18 |
| | Can say what their favourite part of a story is and explain why in a simple way. (P) | 40 | A2+ (36–42) | 14 |
| | Can talk about past events or experiences, using simple language. (P) | 41 | A2+ (36–42) | 20 |
| Writing | Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. (P) | 28 | A1 (22–29) | 12 |
| | Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P) | 37 | A2+ (36–42) | 13 |
| | Can write a very simple story, given prompts or a model. (P) | 38 | A2+ (36–42) | 14 |
| | Can make simple comparisons between people, places or things. (P) | 40 | A2+ (36–42) | 13, 18 |
| | 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) | 21 |
| | Can write simple facts about a topic on a planning sheet. (P) | 42 | A2+ (36–42) | 17 |
| | Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P) | 43 | B1 (43–50) | 17, 19 |

Unit 3 Natural world

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P) | 35 | A2 (30–35) | 23 |
| | 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) | 26 |
| Reading | Can understand the correct sequence of events in a simple story or dialogue. (P) | 37 | A2+ (36–42) | 24 |
| | Can understand a simple text about a past event. (P) | 38 | A2+ (36–42) | 27 |
| Speaking | Can describe weather conditions in their country using simple language. (P) | 36 | A2+ (36–42) | 25 |
| | Can say what their favourite part of a story is and explain why in a simple way. (P) | 40 | A2+ (36–42) | 24 |
| Writing | Can write basic, single-clause sentences, given a model. (P) | 29 | A1 (22–29) | 24, 28 |
| | Can write correctly structured questions with question marks. (P) | 35 | A2 (30–35) | 23, 28 |
| | Can write a very simple story, given prompts or a model. (P) | 38 | A2+ (36–42) | 22 |
| | Can write simple sentences about what they would like to do or be in the future. (P) | 39 | A2+ (36–42) | 29 |
| | Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P) | 40 | A2+ (36–42) | 27 |
| | Can write simple sentences about future plans using fixed expressions. (P) | 40 | A2+ (36–42) | 29 |
| | 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) | 23 |
| | Can write simple facts about a topic on a planning sheet. (P) | 42 | A2+ (36–42) | 27 |

Unit 4 All about water – Review 2

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|---------|
| Listening | Can identify key information about future plans in short, simple dialogues. (P) | 35 | A2 (30–35) | 34 |
| | Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P) | 35 | A2 (30–35) | 38 |
| | Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P) | 36 | A2+ (36–42) | 31 |
| Reading | Can follow a simple dialogue about familiar, everyday activities. (P) | 31 | A2 (30–35) | 38 |
| | Can identify specific information in a simple story, if guided by questions. (P) | 35 | A2 (30–35) | 32 |
| | Can understand the main ideas in short, simple stories on familiar topics. (P) | 38 | A2+ (36–42) | 35 |
| | Can understand a simple text about a past event. (P) | 38 | A2+ (36–42) | 36 |
| Speaking | Can describe their daily routines in a simple way. (P) | 30 | A2 (30–35) | 30 |
| | Can make simple requests to have or do something in relation to common everyday activities. (P) | 30 | A2 (30–35) | 33, 36 |
| | Can talk about an event in the past using fixed expressions, given a model. (P) | 39 | A2+ (36–42) | 33, 38 |
| | Can say what their favourite part of a story is and explain why in a simple way. (P) | 40 | A2+ (36–42) | 32 |
| | Can ask basic questions about things that happened in the past. (P) | 40 | A2+ (36–42) | 38 |
| Writing | Can write simple sentences about what they or other people can or can't do. (P) | 29 | A1 (22–29) | 31 |
| | Can write simple sentences about what they would like to do or be in the future. (P) | 39 | A2+ (36–42) | 37 |
| | Can write simple facts about a topic on a planning sheet. (P) | 42 | A2+ (36–42) | 35 |
| | Can write a short list of instructions for using or doing something (e.g. playing a game), given a model. (P) | 42 | A2+ (36–42) | 35, 37 |
| | Can write a simple story in the form of a dialogue between characters. (P) | 43 | B1 (43–50) | 32 |

Unit 5 Fair future

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|-----------|---|-----|-------------|----------------|
| Listening | Can identify key information about future plans in short, simple dialogues. (P) | 35 | A2 (30–35) | 41 |
| | Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P) | 42 | A2+ (36–42) | 44 |
| Reading | Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P) | 27 | A1 (22–29) | 40, 44 |
| | Can understand the correct sequence of events in a simple story or dialogue. (P) | 37 | A2+ (36–42) | 42 |
| | Can understand the main ideas in short, simple stories on familiar topics. (P) | 38 | A2+ (36–42) | 42, 45 |
| Speaking | Can talk about common jobs using simple language. (P) | 36 | A2+ (36–42) | 40 |
| | Can say what their favourite part of a story is and explain why in a simple way. (P) | 40 | A2+ (36–42) | 42 |
| | Can make simple predictions about the future, given a model. (P) | 42 | A2+ (36–42) | 43, 46, 47 |
| Writing | Can write simple sentences about what they would like to do or be in the future. (P) | 39 | A2+ (36–42) | 41, 43, 45, 47 |
| | Can write simple sentences about future plans using fixed expressions. (P) | 40 | A2+ (36–42) | 42 |
| | Can write simple facts about a topic on a planning sheet. (P) | 42 | A2+ (36–42) | 45 |

Unit 6 Sharing the message – Review 3

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|-----------|--|-----|-------------|---------|
| Listening | Can understand simple conversations about things that have happened in the past. (P) | 42 | A2+ (36–42) | 49 |
| | Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P) | 42 | A2+ (36–42) | 52, 56 |
| Reading | Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P) | 27 | A1 (22–29) | 52 |
| | Can identify basic biographical information in short simple texts about other people. (P) | 37 | A2+ (36–42) | 53 |
| | Can understand the main ideas in short, simple stories on familiar topics. (P) | 38 | A2+ (36–42) | 50 |
| | Can scan a simple text to find specific information. (P) | 41 | A2+ (36–42) | 57 |
| Speaking | Can talk about an event in the past using fixed expressions, given a model. (P) | 39 | A2+ (36–42) | 54 |
| | Can say what their favourite part of a story is and explain why in a simple way. (P) | 40 | A2+ (36–42) | 50 |
| | Can express their opinions on familiar topics, using simple language. (P) | 41 | A2+ (36–42) | 48, 50 |
| | Can make simple predictions about the future, given a model. (P) | 42 | A2+ (36–42) | 50, 56 |
| | Can re-tell a simple or familiar story using their own words. (P) | 44 | B1 (43–50) | 51 |
| Writing | Can write correctly structured questions with question marks. (P) | 35 | A2 (30–35) | 51, 54 |
| | Can write simple sentences about what they would like to do or be in the future. (P) | 39 | A2+ (36–42) | 57 |
| | Can write about past activities using simple language, given a model. (P) | 40 | A2+ (36–42) | 49, 55 |
| | Can write simple facts about a topic on a planning sheet. (P) | 42 | A2+ (36–42) | 53 |
| | Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model. (P) | 45 | B1 (43–50) | 53 |
| | Can describe the plot of a film or book very briefly, using simple language. (P) | 46 | B1 (43–50) | 54 |

Goodbye

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|----------|---|-----|-------------|---------|
| Reading | Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P) | 43 | B1 (43–50) | 59 |
| Speaking | Can give basic information about an event (e.g. party or school event) using simple language. (P) | 36 | A2+ (36–42) | 59 |
| | Can ask for basic information about an event (e.g. a concert or football match), using simple language. (P) | 38 | A2+ (36–42) | 59 |
| Writing | Can write correctly structured questions with question marks. (P) | 35 | A2 (30–35) | 58 |

Celebrations

| SKILL | GSE DESCRIPTORS | GSE | CEFR | PAGE(S) |
|---------|--|-----|-------------|---------|
| Reading | Can follow a simple dialogue about familiar, everyday activities. (P) | 31 | 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) |
|--|---|---|
| Listening Comprehension - Literal Comprehension | Unit 1, 2, 3, 4, 5, 6 | 10, 13, 23, 31, 38, 44, 49, 52, 56 |
| Listening Comprehension - Inferential Comprehension | Unit 1 | 8 |
| Response to Text - Information Retrieval (Listening) | Unit 1, 2, 3, 4 | 5, 13, 16, 20, 26, 34 |
| Response to Text - Information Retrieval (Reading) | Unit 4, 6, Goodbye | 32, 53, 57 |
| Reading Comprehension - Literal Comprehension | Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations | 2, 6, 7, 8, 9, 14, 15, 16, 17, 21, 24, 27, 35, 36, 38, 40, 42, 44, 45, 50, 52, 60, 61 |
| Spoken Acts - Functional Language | Unit 1 | 7, 10 |
| Spoken Acts - Responding and Evaluating | Unit 1, 2, 3, 4, 5, 6 | 6, 14, 24, 32, 42, 43, 46, 47, 48, 50, 51, 56 |
| Spoken Acts - Transactional Language | Goodbye | 57 |
| Spoken Acts - Functional Language | Unit 4 | 33, 36 |
| Spoken Processes and Strategies - Participatory | Unit 4 | 38 |
| Spoken Production - Complexity of Speech | Unit 2, 3, 4, 5, 6, Goodbye | 12, 20, 25, 30, 33, 38, 40, 54, 57 |
| Spoken Production - Organisational Structure | Unit 2 | 18 |
| Writing Accuracy and Appropriacy - Spelling and Punctuation | Celebrations | 60, 61 |
| Written Product - Genre, Style and Text type | Unit 3, 4, 6 | 27, 32, 35, 37, 53, 54 |
| Written Product - Structure, including Coherence and Cohesion | Unit 3, 6, Goodbye | 23, 28, 51, 54, 56 |
| Written Product - Text Complexity | Welcome, Unit 1, 2, 3, 4, 5, 6 | 2, 3, 5, 6, 9, 10, 11, 13, 14, 17, 19, 21, 22, 23, 24, 28, 29, 31, 37, 41, 42, 43, 45, 47, 49, 55, 57 |
| Text Development and Writing Process - Text Development Strategies | Unit 2 | 13, 18 |

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