GSE
Global Scale of English

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Rise and Shine

Pupil's Book and eBook with Digital Activities

S Starter

GSE Global Scale of English 10-17 <A1

Pearson

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 standardized scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR[1]). 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 they will have had less exposure to authentic language and less opportunity to practice it in authentic contexts to the same depth/breadth as many adult learners. Also recognising that some 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 practiced multiple times, a reflection of the fact that in order for a learner to successfully learn and internalize 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.

	CEFR	GSE	Benchmark	Cambridge English
Starter	<A1/A1	10-17	-	-
Level 1	<A1	10-22	-	Pre A1 Starters
Level 2	<A1/A1	15-26	Level 1	Pre A1 Starters
Level 3	A1	22-30	Level 2	A1 Movers
Level 4	A1/A2	26-35	Level 3	A1 Movers
Level 5	A2	31-39	Level 3/4	A2 Flyers
Level 6	A2+	35-42	Level 4	A2 Flyers

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

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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 Starter Level: 10–17 (stretch 19)	Development indicator:
Speaking	**Talking about myself and my world**
Working towards: taking part in a short dialogue of 1–2 exchanges or giving a short monologue of 2–3 sentences.	
Learners can use basic informal expressions for greeting and leave-taking. (10)	Use simple words and phrases in basic, brief social and interpersonal exchanges.
Learners can repeat single words if spoken slowly and clearly. (10)	Pronounce letters and individual sounds correctly.
Learners can name a few everyday objects. (10)	Use a few words to name, talk about or describe familiar situations.
Learners can introduce themselves using a basic phrase. (11)	Use simple words and phrases in basic, brief social and interpersonal exchanges.

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. *Use a few words to name, talk about or describe familiar situations.)*. 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 say hello; to ask and answer about your name
- **Target language:** *Hello! / Hi! I'm… . Goodbye!*
- **Receptive language:** *What's your name?*

GSE
- **Productive: Speaking:** Can use basic informal expressions for greetings and introduce themselves using a basic phrase.
- **Receptive: Listening:** Can understand basic, formulaic greeting and leave-taking expressions.

Wonder: sparking curiosity
- Ask pupils to think about the different characters and the school setting in the Big Picture. Ask them which characters they would like to meet.
- Tell pupils the lesson objective: *We're learning to introduce ourselves.*

Materials
- Flashcards (Rise and Shine characters)

At Starter level, the GSE range covered is 10–17 as **core** but includes learning objectives as high as 19 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 uses the target language to describe at least 2 animals.

ADJUST The pupil uses single words to describe several animals and their colours.
→ Support learners with additional practice to produce phrases using flashcards and modelling.

EXCEED The pupil uses the target language to describe at least 4 animals.
→ Practise rapid recall. Set a timer. Point and ask *What's this?* for each animal in the picture. Repeat for all 6. Stop the timer. Then challenge pupils to improve their time.

- Refer to the lower spectrum of the GSE range (e.g. 10–14 in *Rise and Shine* Starter) 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. 15–19 in *Rise and Shine* Starter) 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. taking their partner on a tour of the animal park and describing the animals. This goal is in line with the overall goal of Starter level Speaking i.e. Working towards communication goal with gentle development of speaking and listening skills.

- In Lesson 4 Activity 1, learners are presented with key vocabulary in the context of a listen and find activity. GSE Listening LO: *Learners can understand single words if spoken clearly and slowly (10).*
- In Activity 2, learners are introduced to the grammar for the lesson, it's a…. white bird
- In Activity 3, learners listen to a chant GSE LO: *Learners can recognise a few familiar everyday nouns and adjectives (10).*
- In Activity 4, learners listen again and build on the previous activity.
- In Lesson 5 Activity 1, learners are presented with new words in the context of a listening activity with supporting artwork and text. Listening skills are developed in line with the GSE Listening LO: *Learners can name a few everyday animals. (10)*
- In Activity 2, learners play a guessing game and describe a photo using colour (It's green) for their partner to guess (It's a duck). GSE speaking LO: *Learners can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (19)*
- In Activity 3, learners can practise the target sound by listening to pronunciation.
- Activity 4 builds on the GSE Speaking LO: *Learners can repeat phrases and short sentences, if spoken slowly and clearly. (16).*

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 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* Starter on page 9 of this booklet.

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 Starter level,* select the lower spectrum of the GSE range (e.g. 10–17). 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 repeat single words if spoken slowly and clearly (10).* Look at the learning objectives that are available as support, e.g. *Can hear the initial sound in simple words (10).* With the GSE Teacher Toolkit, there is a number of support and remediation steps available that help achieve the chosen goal.

Similarly, if an extra challenge is needed for a fast finisher or a learner exceeding expectations, select the higher spectrum of the GSE range (e.g. 17–19). Take a moment to locate a starting point, i.e., a learning objective already mastered by your learner, e.g. *Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures (19).* Look for learning objectives with a higher value in order to provide stretch / extra challenge, e.g. *).*

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. *Note: some GSE/CEFR values are in italics to identify those that are currently in draft form.*

Pupil's / Student's Book tables

Welcome

GRAMMAR: Hello, I'm (Dexter). • Look, a (book).

VOCABULARY: Greetings: hello, hi, goodbye • Classroom language: listen, look, point, say • Classroom objects: bag, book, crayon, pencil • Numbers: 1–6

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	6, 7
	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	7
	Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. (P)	10	<A1 (10–21)	8
	Can understand basic expressions for greeting and leave-taking, if supported by gestures. (P)	13	<A1 (10–21)	4, 9
	Can follow short, basic classroom instructions, if supported by pictures or gestures. (P)	13	<A1 (10–21)	5, 7, 8
Speaking	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)	10	<A1 (10–21)	4, 9
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	5, 7
	Can name a few everyday objects. (P)	10	<A1 (10–21)	6, 9
	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	8, 9

Unit 1 Let's explore and learn

GRAMMAR: A (chair). • A (red chair).

VOCABULARY: Classroom objects: board, chair, door, table, teacher, window • Colours: blue, brown, red, yellow

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	10, 11, 13, 14, 15, 17, 18
	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	15
	Can understand a simple evaluation (e.g. 'yes/no', 'good/bad'). (P)	12	<A1 (10–21)	16, 17
	Can follow short, basic classroom instructions, if supported by pictures or gestures. (P)	13	<A1 (10–21)	11, 17, 19
	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	10
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	12
	Can understand a few basic words and phrases in a story that is read aloud to them. (P)	18	<A1 (10–21)	12
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	10, 11, 14, 15, 18, 19
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	12, 14
	Can respond to a simple question with a gesture (e.g. a shake of the head) or yes/no answer. (P)	11	<A1 (10–21)	16, 17, 18
	Can ask and answer simple questions on familiar topics using simple language. (P)	*15*	*<A1 (10–21)*	16
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	11, 14

Unit 2 Our amazing families – Review 1

GRAMMAR: My (mum). • This is my (sister).

VOCABULARY: Family 1: boy, brother, dad, girl, mum, sister • Family 2: family, friend, grandad, granny

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	21, 30
	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	25
	Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018A)	11	<A1 (10–21)	26, 27, 28
	Can recognise a few basic words naming family members. (P)	*13*	*<A1 (10–21)*	20, 21, 22, 24, 25, 28, 29, 30
	Can follow short, basic classroom instructions, if supported by pictures or gestures. (P)	13	<A1 (10–21)	23, 24
	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	20, 24
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	22
	Can understand a few basic words and phrases in a story that is read aloud to them. (P)	18	<A1 (10–21)	22
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	20, 21, 22, 24, 28
	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)	10	<A1 (10–21)	28
	Can respond to a simple question with a gesture (e.g. a shake of the head) or yes/no answer. (P)	11	<A1 (10–21)	23
	Can use a few basic words to name family members. (P)	*12*	*<A1 (10–21)*	20, 27, 28, 29, 30
	Can ask and answer simple questions on familiar topics using simple language. (P)	*15*	*<A1 (10–21)*	21
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	21, 22
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	21, 24, 28
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	24, 31
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	23, 25
	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)	19	<A1 (10–21)	26, 27, 28

Unit 3 Our special animals

GRAMMAR: It's a (cat). • It's (white).

VOCABULARY: Animals: bird, cat, chicken, duck, goat, rabbit • Colours: green, grey, orange, white

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	32, 33, 37, 38
	Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018A)	11	<A1 (10–21)	32
	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	32, 36
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	34, 36, 39
	Can understand a few basic words and phrases in a story that is read aloud to them. (P)	18	<A1 (10–21)	34
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	32, 38, 39, 40
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	32, 38
	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	34
	Can respond to a simple question with a gesture (e.g. a shake of the head) or yes/no answer. (P)	11	<A1 (10–21)	33
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	37
	Can pronounce simple one or two syllable words correctly, with support and some repetition. (P)	*14*	*<A1 (10–21)*	37
	Can ask and answer simple questions on familiar topics using simple language. (P)	*15*	*<A1 (10–21)*	33
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	33, 34, 38, 39, 40
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	33, 36, 40
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	35
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	32, 33, 35, 36, 37, 39, 41
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	40
	Can describe the size of everyday objects using a basic phrase (e.g. 'It's big.'). (P)	23	A1 (22–29)	39

Unit 4 Look at me – Review 2

GRAMMAR: I've got (hands). I've got (a mouth). • Clap your hands. / Move your body. / Stamp your feet. / Sing.

VOCABULARY: Body parts: body, eyes, feet, hands, head, mouth • Actions: clap, move, sing, stamp

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	42
	Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. (P)	10	<A1 (10–21)	48, 49
	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	42, 45, 46
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	43, 44, 46, 47, 48, 50, 52
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	43
	Can understand a few basic words and phrases in a story that is read aloud to them. (P)	18	<A1 (10–21)	44
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	47, 50
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10–21)	49, 51
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	42
	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	48, 49, 50
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	47
	Can use a few basic words to name parts of the body, if supported by pictures. (P)	*14*	*<A1 (10–21)*	42, 45, 47, 52
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10–21)	49, 51
	Can ask and answer simple questions on familiar topics using simple language. (P)	*15*	*<A1 (10–21)*	52
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	43, 45, 47, 50
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	43, 50
	Can pronounce some simple combinations of letters accurately. (P)	*17*	*<A1 (10–21)*	46
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	52
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	50, 51
	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	46, 47, 51

Unit 5 Let's imagine and play

GRAMMAR: It's a (red) (slide). • I've got a (green) (yo-yo).

VOCABULARY: Toys 1: ball, flower, kite, plane, scooter, slide • Toys 2: blocks, boat, teddy bear, yo-yo

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. (P)	10	<A1 (10–21)	54
	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	54, 55
	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	58
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	56, 58, 59, 60, 61, 62
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	55, 58
	Can understand a few basic words and phrases in a story that is read aloud to them. (P)	18	<A1 (10–21)	56
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	61
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	62
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	54
	Can name a few everyday objects. (P)	10	<A1 (10–21)	54, 57, 58, 59
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	59
	Can ask and answer simple questions on familiar topics using simple language. (P)	*15*	*<A1 (10–21)*	59, 62, 63
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	55, 56, 59, 60, 61, 62
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	55, 58, 62
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	54, 57
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	60, 61
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	63

Unit 6 Let's eat together – Review 3

GRAMMAR: I like (bread). • I don't like (apples).

VOCABULARY: Food 1: apples, bread, cakes, cheese, milk, water • Food 2: bananas, juice, oranges, pears

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	64, 65, 68
	Can understand a simple evaluation (e.g. 'yes/no', 'good/bad'). (P)	12	<A1 (10–21)	70
	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	64, 68
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	69, 70, 71, 72, 74
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	65, 68, 72
	Can understand a few basic words and phrases in a story that is read aloud to them. (P)	18	<A1 (10–21)	66
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	66, 67, 68
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	64
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	64, 68
	Can introduce themselves using a basic phrase (e.g. 'My name's …'). (P)	11	<A1 (10–21)	66
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	69
	Can say how many things there are, up to ten. (P)	13	<A1 (10–21)	75
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	65, 68, 72
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	65, 69, 70, 72
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	70, 74
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	69, 74
	Can say what food or drink they would like using single words and gestures. (P)	19	<A1 (10–21)	66, 67, 68, 69, 70, 71, 72, 73, 74
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	72, 74, 75

Goodbye

VOCABULARY: Bye! See you soon! • It's cloudy / rainy / sunny.

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic expressions for greeting and leave-taking, if supported by gestures. (P)	13	<A1 (10–21)	77
	Can recognise basic words or fixed expressions about the weather, if supported by pictures. (P)	*15*	*<A1 (10–21)*	76
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	77
Speaking	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	77
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	77
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	76

Progress Indicator table

Pupil's / Student's Book tables

PROGRESS INDICATOR	UNITS	PAGE(S)
Listening Accuracy - Early Listening, Decoding and Phonics	Welcome, Units 1, 2	7, 15, 25
Listening Comprehension - Literal Comprehension	Welcome, Units 1, 2, 3, 4, 5, 6	6, 7, 8, 10, 11, 12, 13, 15, 15, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 36, 37, 38, 42, 43, 44, 45, 46, 48, 49, 51, 52, 54, 55, 56, 58, 64, 65, 66, 67, 68, 72, 74, 76, 77
Listening Development - Genre and Style	Units 1, 4, 5, 6	16, 17, 47, 50, 61, 70
Listening Development - Vocab and Language Development	Welcome, Units 1, 2, 3, 4, 5, 6, Goodbye	4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 19, 22, 23, 24, 32, 34, 36, 38, 39, 40, 43, 44, 46, 47, 48, 50, 52, 54, 56, 57, 58, 59, 60, 61, 62, 64, 69, 70, 71, 72, 74, 77
Spoken Acts - Functional Language	Welcome, Units 2, 4, 6	4, 9, 28, 49, 51, 66
Spoken Processes and Strategies - Participatory	Units 1, 2, 3, 4, 5, 6	16, 17, 18, 21, 23, 33, 35, 52, 54, 57, 59, 62, 63, 70, 74
Spoken Processes and Strategies - Compensatory	Units 2, 3, 4, 5, 6, Goodbye	20, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 39, 40, 41, 42, 45, 47, 50, 51, 52, 60, 61, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76
Spoken Processes and Strategies - Performing	Units 1, 2, 3, 4, 5, 6, Goodbye	11, 14, 21, 24, 28, 33, 36, 40, 43, 50, 55, 58, 62, 65, 68, 72, 77
Spoken Production - Complexity of Speech	Welcome, Units 1, 2, 3, 4, 5, 6, Goodbye	5, 7, 6, 8, 9, 12, 14, 20, 21, 22, 24, 28, 32, 33, 34, 37, 38, 39, 40, 42, 43, 45, 46, 47, 48, 49, 50, 51, 54, 55, 56, 59, 60, 61, 62, 64, 65, 68, 69, 70, 72, 75, 77
Spoken Accuracy and Appropriacy - Pronunciation and Tone, Register and Format	Units 2, 3, 4	26, 27, 28, 37, 46

Activity Book / Workbook tables

Welcome

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. (P)	10	<A1 (10–21)	3
	Can understand basic expressions for greeting and leave-taking, if supported by gestures. (P)	13	<A1 (10–21)	2
Speaking	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)	10	<A1 (10–21)	2, 3
	Can name a few everyday objects. (P)	10	<A1 (10–21)	3
	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	3
	Can introduce themselves using a basic phrase (e.g. 'My name's …'). (P)	11	<A1 (10–21)	3

Unit 1 Let's explore and learn

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	4, 5, 7
	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	8
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	11
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	8
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	4, 5, 6, 9, 10
	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)	10	<A1 (10–21)	10
	Can respond to a simple question with a gesture (e.g. a shake of the head) or yes/no answer. (P)	11	<A1 (10–21)	9
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	8
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	7, 10

Unit 2 Our amazing families – Review 1

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	16
	Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. (P)	10	<A1 (10–21)	21
	Can recognise a few basic words naming family members.(P)	*13*	*<A1 (10–21)*	12, 13, 16, 18
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	19
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	17, 20
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	12
	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)	10	<A1 (10–21)	13
	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	14, 21
	Can use a few basic words to name family members. (P)	*12*	*<A1 (10–21)*	12, 13, 14, 15, 16, 18
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	16
	Can ask and answer simple questions on familiar topics using simple language. (P)	*15*	*<A1 (10–21)*	20
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	15, 16
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	19, 20

Unit 3 Our special animals

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	25
	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	26
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	29
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	23, 26, 27, 28
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	22, 23, 24, 26, 28
	Can use a few basic words to name family members. (P)	*12*	*<A1 (10–21)*	22
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	26
	Can ask and answer simple questions on familiar topics using simple language. (P)	*15*	*<A1 (10–21)*	29
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	23, 24
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	27

Unit 4 Look at me – Review 2

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	34
	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	33, 35
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	31, 33, 34, 36, 37
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	37
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	38
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	30
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	30, 33
	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	35, 39
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	34
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	31, 32, 36
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	32
	Can use a few basic words and phrases to talk about a familiar topic. (P)	*16*	*<A1 (10–21)*	37, 38, 39
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	36
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	30, 31, 32, 34
	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	33

Unit 5 Let's imagine and play

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	41, 42, 44, 46
	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	44
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	40, 43, 45
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	47
Speaking	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	40
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	40, 45
	Can name a few everyday objects. (P)	10	<A1 (10–21)	42, 43, 44
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	44
	Can use a few basic words and phrases to talk about a familiar topic. (P)	*16*	*<A1 (10–21)*	40, 41, 42, 43, 45, 46
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	40, 46
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	41

Unit 6 Let's eat together – Review 3

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	48, 56
	Can recognise the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	52
	Can understand a simple evaluation (e.g. 'yes/no', 'good/bad'). (P)	12	<A1 (10–21)	52, 54
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	55
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	49, 52, 54
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	48
	Can name a few everyday objects. (P)	10	<A1 (10–21)	49, 50, 51, 52, 53, 56
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	52
	Can use a few basic words and phrases to talk about a familiar topic. (P)	*16*	*<A1 (10–21)*	53, 56
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	52
	Can say what food or drink they would like using single words and gestures. (P)	19	<A1 (10–21)	49, 50, 51, 54, 55, 56

Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic expressions for greeting and leave-taking, if supported by gestures. (P)	13	<A1 (10–21)	59
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly, and supported by pictures or gestures. (P)	16	<A1 (10–21)	58
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	58
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	59
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	59
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	58

Progress Indicator table

Activity Book / Workbook tables

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

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