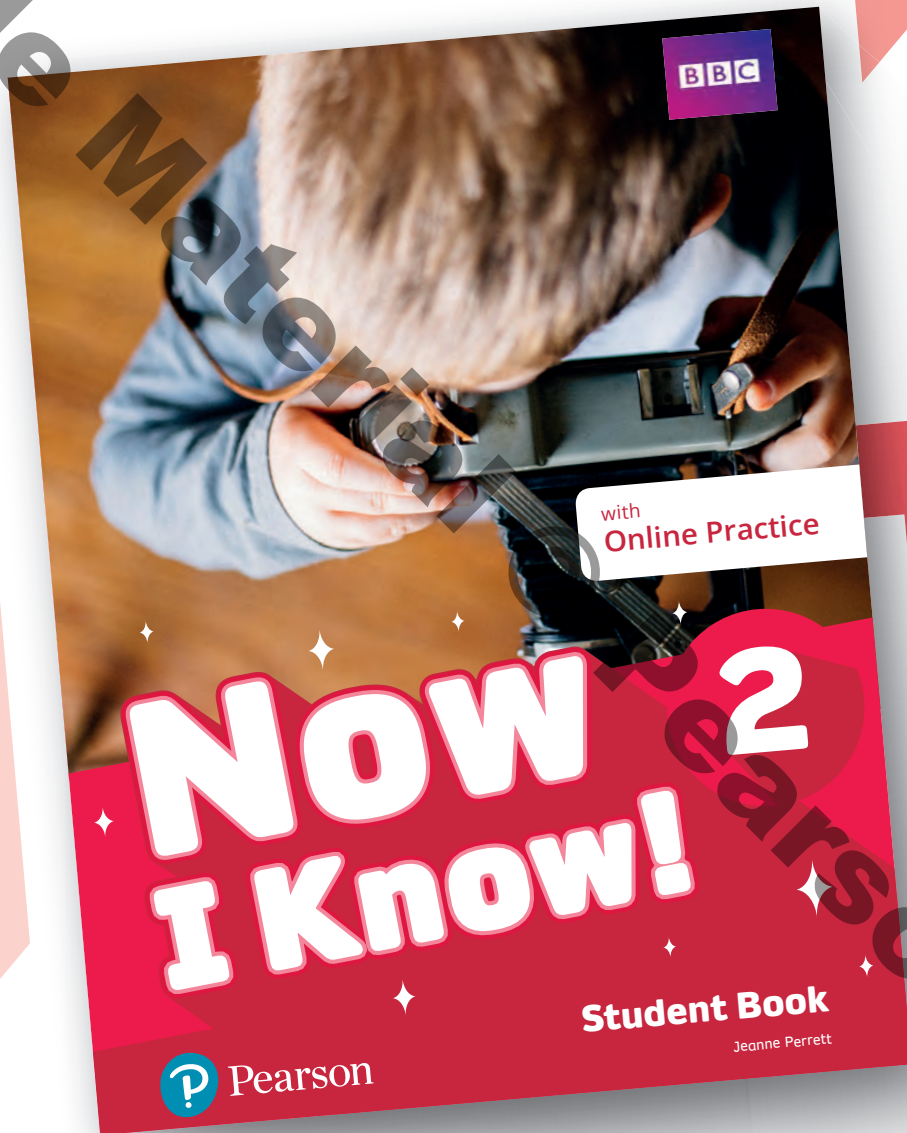




GSE MAPPING BOOKLET

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



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

The Global Scale of English is a standardised, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). 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 context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

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

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C _J)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Now I Know is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from 19 to 58 on the Global Scale of English (CEFR A1 to B1+). Each lesson guides students 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

Learn more about the Global Scale of English at english.com/gse

Now I Know!

In every unit of *Now I Know*, there's a challenge. Each unit takes learners through a staged process of inquiry supported by exciting and varied content, including BBC videos. All the goals are clear and based on the GSE. New language, new knowledge and new skills, with exciting real-world tasks, help children and their parents see and celebrate achievement.

- Authentic BBC video (using CBBC clips) in openers and throughout every unit.
- Inquiry based methodology. Unit titles formulated as Big Questions give meaningful context for conversation and language tasks.
- Fostering student autonomy. Selected GSE descriptors are used as unit objectives and for self-assessment. These can be seen in the Student Books (simplified so students can understand the language) and Teacher's Books (in full).
- Literacy skills. Two reading texts per unit: One fictional (presenting values) and one factual (helping students learn about the world). The development of those skills can be seen in the reading strand of the scope and sequence.
- Speaking strategies help students develop all aspects of communication from the earliest stages of learning English.
- Integrated 21st Century Skills embedded throughout the course.
- Preparation for external exams. Targeted exam practice based on skills and activities relevant for PTE YL, CYL, Key and Preliminary exams. Can also be used with Benchmark English.

Components for Students

- Student Book (with or without online practice).
- Workbook with App.
- Speaking and Vocabulary Book
- Grammar Book
- Online Practice: homework assigned by the teacher, additional fun practice for students to do in their own time, access to WB audio and video.

Components for Teachers

- Teacher's Book with Online Practice and Resources: teacher's notes with an access code to all of the online resource materials. Teacher's Books contain full details of GSE skills covered in every unit and in every lesson.
- Pearson English Portal – Presentation Tool, audio, video, tests, audioscripts, answer keys and other resources.
- Class Audio CD
- Picture Cards: Key vocabulary for every unit at Levels 1, 2 and 3.
- Level 1 has two versions: *I Can Read* and *Learning to Read*

UNIT 1 What Do We Do On School Days?

READING – Factual text: After School • Fiction: Billy the Dragon

VOCABULARY – math, art, science, P.E., computer science, music, violin practice, piano practice • tired, bored, worried, difficult, easy, interesting, busy, important

GRAMMAR – *likes / doesn't like, do / does, don't / do you?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand the information in a simple school timetable giving days and times of classes. (P)	27	A1 (22–29)	7
	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)	7
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	8
	Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures. (P)	30	A2 (30–35)	9, 12, 15
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	10
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	16, 18
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	13, 18
	Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)	31	A2 (30–35)	14, 18
Listening	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)	5, 10, 16
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)	6, 17
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	12
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	12
	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	17

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	5
	Can answer simple questions about habits and daily routines. (P)	31	A2 (30–35)	5
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	6, 12
	Can exchange personal details (e.g. where they live, things they have). (C _A)	28	A1 (22–29)	7, 11
	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	26	A1 (22–29)	7
	Can describe people's everyday lives using a short series of simple phrases and sentences. (C _A)	34	A2 (30–35)	11
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	13
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	15
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	17, 19
Writing	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	16
	Can write short, basic descriptions of everyday activities, given prompts or a model. (P)	35	A2 (30–35)	18, 19

UNIT 2 Where Do Wild Animals Live?

READING – Factual text: In the Wild • Fiction: Max and Mandy's Adventure!

VOCABULARY – crocodile, kangaroo, panda, snake, cheetah, seal, camel, whale • angry, smart, fat, thin, funny, lazy, dangerous, strong

GRAMMAR – *Its, Their, Your* and *Our* • *How* + adjective/quantifier, *It's / It doesn't have*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	23, 29
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	31
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	34
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	24, 25
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	32
	Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures. (P)	26	A1 (22–29)	26, 28, 32
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	30, 34
Listening	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	21
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	22
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	26, 27, 28
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018A)	31	A2 (30–35)	32, 33

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can describe where an animal lives in a simple way. (P)	34	A2 (30–35)	21, 23, 35
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	22, 28
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	22, 29
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	25
	Can ask basic questions about objects (e.g. colour, size). (P)	27	A1 (22–29)	27
	Can answer simple questions about things people have. (P)	28	A1 (22–29)	27
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	31
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	33
Writing	Can write simple sentences to describe an animal's appearance. (P)	32	A2 (30–35)	32, 34, 35
	Can use common adjectives to add detail to simple phrases or sentences. (P)	37	A2+ (36–42)	33

UNIT 3 How Does The Weather Change?

READING – Factual text: The Water Cycle • Fiction Our Favourite Weather

VOCABULARY – windy, foggy, thunder, lightning, storm, hail, sleet, tornado • scarf, cap, sunglasses, sweat suit, sneakers, flip flops, robe, slippers

GRAMMAR – *It's* + weather, *Too* + adjective • *-ing* words, *love / hate*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	< A1 (10–21)	37
	Can follow the sequence of events in short, simple cartoon stories that use familiar key words. (P)	32	A2 (30–35)	40
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	41, 50
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	42
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	50
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	47
	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30–35)	46
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	51
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	37, 42, 48, 49
	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22–29)	38, 49
	Can understand simple language related to naming and describing people's clothes. (P)	26	A1 (22–29)	44
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	49

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	37
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	38, 44
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	39, 45
	Can say what the weather is like using basic phrases. (P)	27	A1 (22–29)	39, 42, 43, 51
	Can talk about common everyday objects using single words, if supported by pictures. (P)	24	A1 (22–29)	41
	Can describe someone's clothes using simple language. (P)	33	A2 (30–35)	44, 49, 51
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	47
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	49
Writing	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36–42)	38, 42
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	45
	Can write simple sentences about what they and others are wearing, given prompts or a model. (P)	31	A2 (30–35)	50
	Can spell a range of common words (e.g. names, greetings, colours). (P)	24	A1 (22–29)	51

UNIT 4 What Can You Find In Big Cities?

READING – Factual text: Where I Live • Fiction: Open and Closed

VOCABULARY – bookstore, library, playground, toy store, bank, computer store, movie theatre, restaurant • factory, train station, gas station, street, traffic, small town, fields, market

GRAMMAR – *not / aren't / isn't + -ing • behind / in front of / between / across from*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	55, 61
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	56, 57
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	58, 64, 66
	Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures. (P)	30	A2 (30–35)	62
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	66
Listening	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)	53, 58, 64, 65
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	54, 60
	Can understand short, simple instructions addressed slowly and clearly. (P)	20	< A1 (10–21)	59
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	31	A2 (30–35)	63
Speaking	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	53, 63
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	54, 60
	Can describe their daily routines in a simple way. (P)	30	A2 (30–35)	57
	Can give a classmate instructions to complete a task using simple language. (P)	32	A2 (30–35)	59
	Can talk about familiar people and places using single words. (C2018A)	26	A1 (22–29)	61
	Can give the location of an object in a basic way. (P)	29	A1 (22–29)	65
	Can ask about the location of an object using a basic phrase. (P)	27	A1 (22–29)	65
	Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)	32	A2 (30–35)	67

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Writing	Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P)	37	A2+ (36–42)	53
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	55
	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)	66

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UNIT 5 How Do We Celebrate?

READING – Factual text: Amazing Parties • Fiction: Surprise!

VOCABULARY – balloon, card, candle, burger, cupcake, milkshake, popcorn, fruit salad • ice rink, bowling alley, aquarium, theme park, adventure playground, arts center, swimming pool, nature center

GRAMMAR – *some / any / have / don't have* • *Would you like some ...? / Can I have some ... please?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	71, 77, 82
	Can follow a short, familiar, traditional story, if supported by pictures. (P)	31	A2 (30–35)	72
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	73
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	74, 81
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	76
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	78, 82
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	82
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	79
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	69, 74, 80
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	70
	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22–29)	75
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	76
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	76

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	69
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	70
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	70, 76
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	73, 79
	Can talk about things they have using a basic phrase. (P)	28	A1 (22–29)	75
	Can make a few basic requests related to immediate personal needs (e.g. 'Can I go to the toilet?', 'Can I have a pen, please?'). (P)	29	A1 (22–29)	80
	Can respond to offers or suggestions, using fixed expressions. (P)	33	A2 (30–35)	81
	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	83
Writing	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	75
	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)	82
	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	83

UNIT 6 What Jobs Can I Do?

READING – Factual text: How Can I Be an Astronaut? • Fiction: Sam’s Job

VOCABULARY – police officer, chef, dentist, vet, astronaut, doctor, hairdresser, photographer • check, help, fix, cook, whistle, perform, clean, study

GRAMMAR – *want / don't want to be • like / love / don't like / hate*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	87, 93, 98
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	88
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	89, 95, 98
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	90, 98
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	95
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	85, 90, 96
	Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)	86
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	92
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	97

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	85
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	86, 92
	Can talk about common jobs using simple language. (P)	36	A2+ (36–42)	87, 99
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	89
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	91
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	95
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	97
Writing	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	87, 92
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30–35)	98
	Can write simple sentences about common jobs. (P)	36	A2+ (36–42)	99

UNIT 7 Why Do We Play Sports?

READING – Factual text: Sports Rules • Fiction: Thank You, Ella!

VOCABULARY – badminton, baseball, field hockey, horseback riding, ping-pong, water polo, skiing, paddleboarding

GRAMMAR – *good at / not good at • can / can't*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	103, 109, 114
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	104
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	105, 110, 114
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	106, 112, 114
	Can understand everyday written signs and notices found in public places (e.g. rules, directions), if supported by the context. (P)	32	A2 (30–35)	111
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	101, 106, 112
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	102, 108
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	107
	Can understand straightforward instructions, if spoken slowly and clearly. (P)	27	A1 (22–29)	108

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can describe someone's clothes using simple language. (P)	33	A2 (30–35)	101
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	101, 105
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	101, 111, 115
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	102, 108
	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018 _A)	32	A2 (30–35)	103
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30–35)	107, 109
	Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36–42)	113
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	114

UNIT 8 What Makes Us Feel Good?

READING – Factual text: Lots of Teeth! • Fiction: What’s That Noise?

VOCABULARY – toothpaste, toothbrush, mouthwash, rinse, chew, toothache, dirty, braces • hear, smell, taste, touch, hurt, feel, relax, breathe

GRAMMAR – *should / shouldn’t* • *smells nice / bad, tastes good / bad*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand and make connections between words in the same area of meaning, e.g. ‘head’ and ‘hat’ (P)	31	A2 (30–35)	119, 125
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	121
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	121, 127, 130
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	122, 128, 130
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	126
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	130
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	117, 122, 129
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	118, 124
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	128
	Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)	31	A2 (30–35)	129

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	117
	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	117
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	118, 124
	Can answer simple questions about habits and daily routines. (P)	31	A2 (30–35)	119, 121
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	123
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30–35)	125
	Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). (P)	22	A1 (22–29)	125
	Can say how someone is feeling using single words, if guided by questions or prompts. (P)	27	A1 (22–29)	127, 129
	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018A)	32	A2 (30–35)	131
Writing	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	118
	Can label simple pictures related to familiar topics by copying single words. (P)	16	< A1 (10–21)	124
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	131

UNIT 9 How Are The Seasons Different?

READING – Factual text: North and South • Fiction: Larry the Lemur

VOCABULARY – January, February, March, April, May, June, July, August, September, October, November, December • spring, summer, fall, winter, seasons, world, North, South

GRAMMAR – *always / often / sometimes / never*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	135, 141, 146
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	136
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	137, 146
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	142, 143
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	146
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	133, 138, 144, 145
	Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)	22	A1 (22–29)	134
	Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (C2018 _A)	29	A1 (22–29)	139
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	140

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can describe weather conditions in their country using simple language. (P)	36	A2+ (36–42)	133
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	134, 140
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	135
	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018A)	32	A2 (30–35)	137
	Can answer simple questions about habits and daily routines. (P)	31	A2 (30–35)	139, 141
	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	143, 145
	Can say what the weather is like using basic phrases. (P)	27	A1 (22–29)	147
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	139, 145, 146
	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)	147

UNIT 10 How Are We All Different?

READING – Factual text: How to Make a Family Album • Fiction: Mr. Blake and the Ball

VOCABULARY – hardworking, shy, kind, helpful, creative, chatty, active, grumpy

GRAMMAR – *younger / older • was / were*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	151, 157, 162
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	152
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	153
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	162
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30–35)	158, 162
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	160, 162
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	149, 154, 160, 161
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	150, 156
	Can understand simple comparisons between objects or people, if spoken slowly and clearly. (P)	31	A2 (30–35)	155
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	156
Speaking	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	149
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	150, 156
	Can say how they or someone else feels, giving a brief reason. (P)	40	A2+ (36–42)	153
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	155
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	157, 159, 161, 163

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Writing	Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model. (P)	32	A2 (30–35)	156, 161
	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)	37	A2+ (36–42)	157, 162
	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)	162

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UNIT 11 How Do We Solve Problems?

READING – Factual text: Math Problems! • Fiction: Escape The Classroom!

VOCABULARY – add, subtract, sum, plus, minus, equals, measure, problem • hide, lost, solve, clue, treasure hunt, maze, entrance, exit

GRAMMAR – *us / them • can / can't*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	167
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	168, 169, 174, 175, 178
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	170
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	176, 178
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	165, 170, 176, 177
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	166, 172
	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	171
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	165
	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018 _A)	32	A2 (30–35)	165, 169, 175, 178
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	166, 172
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	171
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	179
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	177
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	178

UNIT 12 Why Is It Good To Be Outdoors?

READING – Factual text: Great Outings • Fiction: Samira’s Sea Glass Collection

VOCABULARY – grass, lake, hills, pond, wildlife, meadow, rocks, sand • fins, snorkel, water wings, air mattress, hotel, shell, seaweed, sandcastle

GRAMMAR – *-ed* words • *did / didn’t*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	183, 189
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	184, 185, 194
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	186, 192, 194
	Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures. (C2018 _A)	34	A2 (30–35)	190, 191
Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	181, 186, 192
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	182
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	182, 188
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	187

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	181
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	182, 188
	Can answer simple questions about habits and daily routines. (P)	31	A2 (30–35)	183
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	185
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	187, 193
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	195
Writing	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018A)	32	A2 (30–35)	189, 191
	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)	193
	Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P)	37	A2+ (36–42)	194, 195
	Can write a single basic sentence about daily routines and activities.	28	A1 (22–29)	187

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