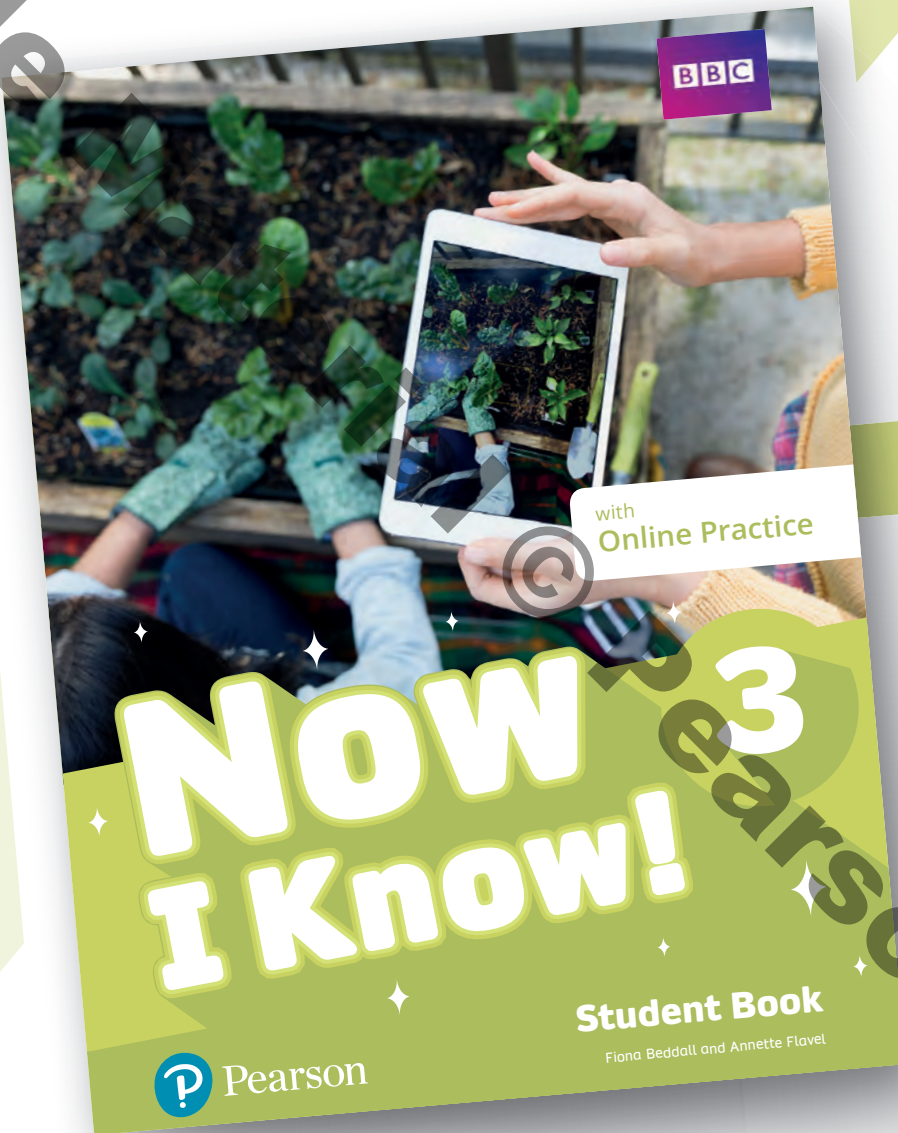




GSE MAPPING BOOKLET

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

Sample



Pearson 2023



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.

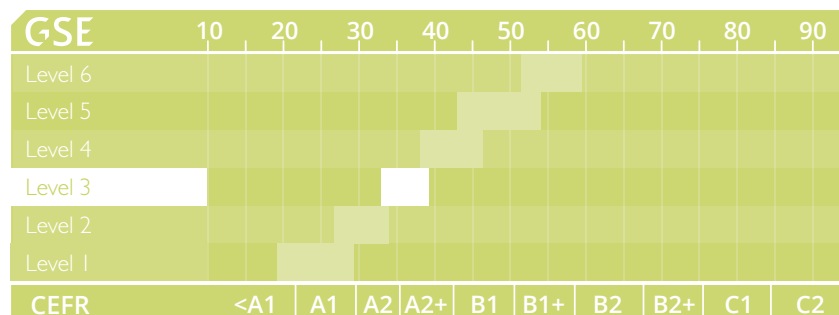
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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



Learn more about the Global Scale of English at [english.com/gse](https://www.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 video. 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 How Do We Find Our Way?

READING – Factual text: My Weekend in Sydney, Australia • Fiction: Benny and Jenny Go to School

VOCABULARY – below, above, beside, close to, square, downtown, building, map, sign, cross • recreation center, art gallery, bridge, harbour, museum, theatre, up, down, along, around

GRAMMAR – impertive verbs and *don't* + imperative verbs • *Do / Does ... ? / Are / Is ... -ing ... ?* with time expressions

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30–35)	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, 13, 14
	Can follow simple stories with basic dialogue and simple narrative. (P)	35	A2 (30–35)	8
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	9, 10
	Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36–42)	15, 16, 18
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 _A)	34	A2 (30–35)	18
Listening	Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)	34	A2 (30–35)	5, 11
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	6, 12
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018 _A)	31	A2 (30–35)	10, 16, 17

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	5, 9
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	5, 17
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	6, 12
	Can give simple directions using a map. (P)	37	A2+ (36–42)	11
	Can ask for directions on how to get somewhere on foot or by public transport using simple language. (P)	35	A2 (30–35)	11
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	13
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	15
	Can describe basic differences between two pictures showing familiar activities, using simple language. (P)	39	A2+ (36–42)	17
	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	19
Writing	Can write a few simple sentences about someone's routines or habits, given prompts or a model. (P)	38	A2+ (36–42)	17
	Can describe their home town or city using simple language. (P)	38	A2+ (36–42)	18
	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36–42)	18, 19

UNIT 2 How Do We Know About The Past?

READING – Factual text: Tutankhamun’s Treasure • Fiction: Dinosaur World

VOCABULARY – herbivore, carnivore, dinosaur, horn, tail, extinct, quick, careful, loud, dead • pharaoh, bury, archaeologist, treasure, thieves, dig, exhibit, gold, steps, tomb

GRAMMAR – adverbs • *has / have to, don't / doesn't have to, Do / Does ... have to?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	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)	23, 34
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	24, 25, 31, 34
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	26, 32
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	34
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	29, 30
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)	21, 26, 32
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	22, 33
	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)	27, 28

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)	21
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	21
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	22
	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)	25, 31
	Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36–42)	27
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	29
	Can talk about common jobs using simple language. (P)	36	A2+ (36–42)	33
	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	35
Writing	Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model. (P)	38	A2+ (36–42)	34
	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36–42)	35

UNIT 3 Why Do We Go On Vacation?

READING – Factual text: Summer Camp Reviews • Fiction: A Relaxing Vacation

VOCABULARY – campsite, blanket, sleeping bag, camping stove, flashlight, compass, set up a tent, make a fire, clean up, get lost • meet new people, go zip lining, go rock climbing, beautiful, go kayaking, heavy, light, unsafe, waterfall, coast

GRAMMAR – verb + *-ed*, *didn't* + verb • *Did ...?*, *What / Where / Why / Who / How / When did ... ?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify key parts of simple stories (e.g. beginning, middle, end). (P)	38	A2+ (36–42)	39
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	40
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	41, 47
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	41, 43
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	45, 46, 47, 49, 50
	Can understand some simple details about a holiday from a postcard, if supported by pictures. (P)	32	A2 (30–35)	50
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
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	38, 44
	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	43
	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)	49
Speaking	Can ask someone simple questions about their life and experiences. (P)	36	A2+ (36–42)	37, 41, 43, 47
	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	37
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	38, 44
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	49
Writing	Can write about past activities using simple language, given a model. (P)	40	A2+ (36–42)	50
	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	51

UNIT 4 Why Do We Tell Stories?

READING – Factual text: What are Myths and Legends? • Fiction: Jane and the Sunflower

VOCABULARY – giant, castle, bowl, coin, silver, enormous, furious, prince, princess, fairy tale, king, queen, fierce, wife, hero, husband, myth, legend, search, hide

GRAMMAR – Past Simple verbs • *Who / What / Where / Why / When ... ?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	55, 57
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	55, 56, 62, 65
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	58, 63, 64
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	66
	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)	61
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	61
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails). (P)	37	A2+ (36–42)	66
	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)
Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)		36	A2+ (36–42)	59
Can recognise simple phrases related to familiar topics in slow, clear speech. (P)		33	A2 (30–35)	54, 60, 65

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	53
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	53, 55, 59
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	54, 60
	Can re-tell a familiar story, given prompts or a model. (P)	39	A2+ (36–42)	57, 59
	Can ask for basic information about an event (e.g. a concert or football match), using simple language. (P)	38	A2+ (36–42)	65
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	63
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	67
Writing	Can write short texts about their likes and dislikes, with explanations. (CSE _A)	38	A2+ (36–42)	66
	Can write a very simple story, given prompts or a model. (P)	38	A2+ (36–42)	67

UNIT 5 Why Take Care Of The Environment?

READING – Factual text: Air Pollution. What Can You Do? • Fiction: Meadow Rescue

VOCABULARY – country, fresh air, plant (n), insect, habitat, wildlife, pretty, full, rescue, throw away • breathe lungs, burn, coal, oil, fossil fuel, electricity, power plant, protect, gadgets

GRAMMAR – comparative adjectives • superlative adjectives

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	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)	71
	Can read a short text and predict what they think will happen next. (P)	42	A2+ (36–42)	71, 72
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	73, 74
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	80, 82
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	77, 78, 79
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	82
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 simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	70, 76
	Can identify the context in which an everyday conversation is taking place. (P)	35	A2 (30–35)	75

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	69, 71, 77, 79, 81
	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	69, 73, 83
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	70, 76
	Can describe basic differences between two pictures showing familiar activities, using simple language. (P)	39	A2+ (36–42)	75
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	75
	Can respond to suggestions to do something using a fixed expression. (P)	35	A2 (30–35)	75
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	81
Writing	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36–42)	82, 83

UNIT 6 Why Do We Use Numbers Every Day?

READING – Factual text: The Tick Tock of Time • Fiction: A Gift for Grace

VOCABULARY – go shopping, gift, stall, money, expensive, cheap, useful, colourful, choose, pay • quarter, half, hour, minute, second, century, decade, shadow, invent, tell the time

GRAMMAR – quantity nouns • *What's the time? It's ...*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	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)	87, 93
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	87, 93
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	88, 98
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	88, 90,
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	95, 98
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	94
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 recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	86, 92
	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	35	A2 (30–35)	91, 97
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36–42)	97

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	85, 97, 99
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	86, 92
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	87, 89, 93, 95
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	87
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	91
Writing	Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model. (P)	43	B1 (43–50)	98
	Can write short, basic descriptions of everyday activities, given prompts or a model. (P)	35	A2 (30–35)	98

UNIT 7 What Do We Do For Entertainment?

READING – Factual text: Youth Music News • Fiction: An Entertaining Afternoon

VOCABULARY – chess, band, musician, magazine, headphones, hang out, afraid, famous, traditional, modern • orchestra, cello, drum, clarinet, saxophone, trombone, trumpet, string, dream, exciting

GRAMMAR – adjectives with prepositions • *more / the most* + adjective

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation. (P)	38	A2+ (36–42)	103, 105
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	104, 106
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	112, 114
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	103, 109, 110, 111
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	37	A2+ (36–42)	113
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	114
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 recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	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, 113

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	101, 102, 104
	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	101
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	102, 108
	Can say how they or someone else feels, giving a brief reason. (P)	40	A2+ (36–42)	107
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	107, 109, 110
	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	113
	Can ask for basic information about an event (e.g. a concert or football match), using simple language. (P)	38	A2+ (36–42)	115
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	115
	Can give basic biographical information in a short talk about another person. (P)	42	A2+ (36–42)	115
Writing	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	115
	Can make simple comparisons between people, places or things. (P)	40	A2+ (36–42)	114

UNIT 8 Why Is Space Interesting?

READING – Factual text: Life on the International Space Station • Fiction: Blue Jay and the Moon

VOCABULARY – Moon, bright, worried, cry, stick, owl, (be) in a hurry, frightened, bump, rude • space station, rocket, scientist, float, laboratory, launch, orbit, telescope, planet, spacesuit

GRAMMAR – *-ing* and *-ed* adjectives • *How often do/does ...?* and time expressions

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	119, 121
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	119, 121, 130
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	122
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	127, 128, 130
	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	125, 126
	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)	125
Listening	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	117, 123
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	118, 124
	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, 128
	Can recognise simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases. (P)	39	A2+ (36–42)	123
	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	35	A2 (30–35)	129

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	117
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	117, 119, 121
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	118, 124
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	123
	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)	129
	Can give basic biographical information in a short talk about another person. (P)	42	A2+ (36–42)	131
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	131
Writing	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)	130

UNIT 9 How Are Our Homes Different?

READING – Factual text: Where We Live: Amsterdam • Fiction: The Perfect Home

VOCABULARY – roof, balcony, attic, view, wood, stone, sweep, build, steep, flat (adj) • narrow, wide, concrete, bricks, metal, plastic, move, stairs, elevator, basement

GRAMMAR – *Would ... like to ... ? Would / wouldn't like to ...* • ordinal numbers 1–30

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand the main ideas in short, simple stories on familiar topics. (P)	38	A2+ (36–42)	135, 137
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	136
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	137
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	138
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	146
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	142, 144
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	37	A2+ (36–42)	141, 142
	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)	146
	Listening	Can understand the main idea of a simple news story, with visual support. (P)	39	A2+ (36–42)
Can recognise simple phrases related to familiar topics in slow, clear speech. (P)		33	A2 (30–35)	134, 140, 145
Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)		36	A2+ (36–42)	145
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)	138, 144

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	133
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	133, 139, 141
	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)	134
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	134, 140
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	137, 140, 142
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	147
	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	147
Writing	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36–42)	146
	Can write short texts about their likes and dislikes, with explanations. (CSE _A)	38	A2+ (36–42)	147
	Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P)	37	A2+ (36–42)	147

UNIT 10 How Do We Take Care Of Our Body?

READING – Factual text: Say NO to Germs • Fiction: Doctor Martina

VOCABULARY – stomach, back, neck, shoulder, fever, bandage, take medicine, rest, pale, sick • muscle, skin, brain, heart, cold, cough, sneeze, vaccination, spread, save your life

GRAMMAR – *What's the matter? What's wrong? I'm ... / I have ... / My ... hurts • should / shouldn't / Should ...?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	151, 157, 162
	Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)	23	A1 (22–29)	151
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	157, 158, 162
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	160
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	152, 153, 154
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	153, 162
	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures. (P)	37	A2+ (36–42)	158
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)	149, 154, 160, 161
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	150, 156, 161
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36–42)	155

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	149, 151, 153, 159
	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	149
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	150, 156
	Can describe physical symptoms to a doctor in a simple way. (P)	42	A2+ (36–42)	154, 155
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	161, 155
	Can give simple advice, using fixed expressions. (P)	43	B1 (43–50)	163
	Can give simple examples to support their point in a short talk on a familiar topic. (P)	44	B1 (43–50)	163
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	162

UNIT 11 Why Is Antarctica Special?

READING – Factual text: Adapting to Antarctica • Fiction: An Extraordinary Expedition

VOCABULARY – South Pole, penguin, expedition, temperature, degrees, ice, continent, freezing, crack, deep • fur, octopus, hunt, krill, feather, layer, migrate, poisonous, wing, waterproof

GRAMMAR – *Are / Is there ... ? / There is / There are ...* . with countable and uncountable nouns • order of adjectives

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	167, 168, 175
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	168
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	170
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	173, 175, 177, 178
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	174
	Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures. (P)	38	A2+ (36–42)	178
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	178
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)	165, 170, 176
	Can recognise simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	166, 172
	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)	171
	Can identify numbers relating to height, weight, length etc. in simple descriptions of objects, animals or buildings, if guided by questions. (P)	35	A2 (30–35)	177

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	165, 167, 169
	Can talk about activities that are happening at the time of speaking. (P)	35	A2 (30–35)	165
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	166, 172
	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	171
	Can describe where an animal lives in a simple way. (P)	34	A2 (30–35)	177
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	179
Writing	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36–42)	173, 175
	Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model. (P)	38	A2+ (36–42)	177, 178, 179

UNIT 12 Why Do We Have Festivals?

READING – Factual text: Spring Festivals Round the World • Fiction: The Lantern Festival

VOCABULARY – lantern, parade, emperor, stilt walker, annoying, hang, crowded, costume, furry, fireworks • eel, cathedral, bell, get married, water fight, spray, have a day off, grown-up, sticky, coconut

GRAMMAR – *will / won't • who / What / Where / When / How will ... ?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	183, 184, 189, 190, 194
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	184, 186, 190, 194
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	190
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	192
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	184
	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)	194
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 simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	182, 188, 193
	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	35	A2 (30–35)	187
Speaking	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	181, 188, 195
	Can reproduce words from taught vocabulary lists. (P)	23	A1 (22–29)	182, 188
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	183
	Can re-tell a familiar story, given prompts or a model. (P)	39	A2+ (36–42)	183, 184
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	187, 189, 191
	Can make simple predictions about the future. (P)	42	A2+ (36–42)	193
	Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model. (P)	34	A2 (30–35)	195

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Writing	Can write simple sentences about future plans using fixed expressions. (P)	40	A2+ (36–42)	187
	Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model. (P)	43	B1 (43–50)	194
	Can write simple sentences about a future trip or event. (P)	41	A2+ (36–42)	194
	Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)	38	A2+ (36–42)	195
	Can write simple sentences about what they would like to do or be in the future. (P)	39	A2+ (36–42)	195

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