



GSE MAPPING BOOKLET

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



Now I Know 4 – Published 2019

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_A) 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.]

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

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](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 Can We Eat Well?

READING – Factual text: The Sweet Tooth Truth! • Fiction: When in Rome

VOCABULARY – butter, calcium, carbohydrates, dairy, fat, fiber, iron, minerals, oil, protein, vegetables, vitamins • beef, boiled, bread roll, broccoli, fried, grilled, jelly, miso soup, noodles, omelette, pancakes, salmon

GRAMMAR – *smell / look / taste (like) ...* • *will / won't* for quick decisions

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)	6
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	8
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	8, 18
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	10, 15, 16
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	12
	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43–50)	13
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	14
Listening	Can understand the main idea of a simple news story, with visual support. (P)	39	A2+ (36–42)	5
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36–42)	16
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	8
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	8, 10, 14, 16

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	5
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	5, 6, 7, 8, 11, 14, 15
	Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36–42)	11
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	12, 17
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	19
	Can give simple examples to support their point in a short talk on a familiar topic. (P)	44	B1 (43–50)	13, 19
Writing	Can write a few simple sentences about someone's routines or habits, given prompts or a model. (P)	38	A2+ (36–42)	9
	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)	14
	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36–42)	18, 19
	Can write short, simple explanations, given a model. (P)	43	B1 (43–50)	18, 19

UNIT 2 Why Are Some Buildings Famous?

READING – Factual text: As High as the Sky • Fiction: From Paris to Peru

VOCABULARY – architect, attract, bridge, concrete, construction, massive, meters, modern, monument, statue, structure, tower • arches, belfry, brochures, camp, carved, landmark, medieval, monasteries, mural, package, staircase, typical

GRAMMAR – *How tall / long / deep / far ...? It's ... tall / long / deep / away • be + going to + verb*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	22, 24, 25
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	24
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	28, 30
	Can make simple inferences about characters' motives and feelings in straightforward narrative texts. (P)	52	B1+ (51–58)	30
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	32, 34
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	34
Listening	Can understand the main idea of a simple news story, with visual support. (P)	39	A2+ (36–42)	21
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36–42)	26
	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)	24, 30
	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)	30
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	32

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	21, 24, 25, 29, 30
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	22
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	23, 31
	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	27
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	28, 33
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	35
Writing	Can write simple sentences about what they would like to do or be in the future. (P)	39	A2+ (36–42)	32
	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36–42)	34
	Can write short, simple descriptive texts about familiar places using basic connectors, given a model. (P)	41	A2+ (36–42)	34, 35
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	35

UNIT 3 How Can We Protect Wild Animals?

READING – Factual text: Once They're Gone, We Can't Bring Them Back • Fiction: Where There's No Return

VOCABULARY – bluefin tuna, endangered, destroy, disappear, gorilla, leatherback turtle, national park, poacher, prevent, rainforest, snow leopard, species • bamboo, coat, coral, glide, hectare, polar bear, predator, roam, shell, survive, tusks, whisper

GRAMMAR – *How much ... ?*, *How many ... ?* • *could / couldn't*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand basic opinions related to familiar topics, expressed in simple language. (P)	41	A2+ (36–42)	38, 40
	Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures. (P)	38	A2+ (36–42)	40
	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	40
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	42, 48, 50
	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	44, 46
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	46
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	50
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	51
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	37, 42, 48
	Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)	41	A2+ (36–42)	40
	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)	40, 46
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	46
	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)	48

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	37, 38, 39, 40, 41, 44, 45, 46, 47
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	43
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	49
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	51
Writing	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36–42)	50
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	51
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	51

UNIT 4 What Can We Do With Our Trash?

READING – Factual text: Waste Not, Want Not! • Fiction: Rubbish Revival

VOCABULARY – cans, fleece, fumes, glass jars, landfill, metal, natural resources, packaging, plastic, process, soil, toxic • cardboard, create, cup, decorations, picture frames, recycling plant, stuff, throw out, tire, toilet paper rolls, upcycle, wood

GRAMMAR – *need to* • *too much / too many / enough*

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)	54, 56, 62
	Can identify key vocabulary and expressions in unfamiliar texts related to school subjects. (P)	42	A2+ (36–42)	56
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	56
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	57
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	57, 58, 64, 66
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	60
	Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P)	39	A2+ (36–42)	60
	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	62, 66
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	66
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	67
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	53, 58, 64
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	56
	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	58, 62, 64
	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43–50)	62

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	53, 54, 55, 56, 60, 61
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	57, 65
	Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?'). (P)	42	A2+ (36–42)	59, 63
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	62
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	67
Writing	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	56, 65, 67
	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36–42)	66, 67

UNIT 5 How Can We Choose Our Jobs?

READING – Factual text: Biographies • Fiction: Ahoy There!

VOCABULARY – athlete, brushes, compete, compose, discover, discuss, lab, musician, painter, self-portraits, studio, train • barber, comfortable, crew, delicious, explorer, fast, hard, journey, late, sailor, surgeon, terrifying

GRAMMAR – comparative and superlative adverbs • adjectives vs. adverbs (comparative and superlative)

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	70, 72, 83
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	70, 82
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	73, 74, 76, 78, 79, 80
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	73
	Can make simple inferences about characters' motives and feelings in straightforward narrative texts. (P)	52	B1+ (51–58)	76, 78
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	82
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	69, 74, 78, 80
	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)	72
	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)	74, 80
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	72, 78

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	69, 71, 72, 73, 77, 78
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	70
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	72
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	75, 81
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	76, 79
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	83
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	83
	Can give simple advice, using fixed expressions. (P)	43	B1 (43–50)	83
	Can give basic biographical information in a short talk about another person. (P)	42	A2+ (36–42)	83
	Writing	Can make simple comparisons between people, places or things. (P)	40	A2+ (36–42)
Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model. (P)		52	B1+ (51–58)	82
Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model. (P)		45	B1 (43–50)	83

UNIT 6 What Happens In Extreme Conditions?

READING – Factual text: Extreme Climates! • Fiction: The Medallion Movers

VOCABULARY – adapt to beat, dehydrated, extreme, heart rate, heatstroke, hypothermia, mild, numb, perspire, shiver, sweat • ash, collapse, crater, eruption, explosion, in danger, lava, medallion, safe, shake, tremor, volcano

GRAMMAR – *must* and *have to* • *mustn't* and *don't / doesn't have to*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions). (P)	50	B1 (43–50)	86, 88
	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43–50)	88
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	89, 90, 95, 96
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	92, 94
	Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36–42)	94
	Can read a short text and predict what they think will happen next. (P)	42	A2+ (36–42)	94
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	95
	Can identify key vocabulary and expressions in unfamiliar texts related to school subjects. (P)	42	A2+ (36–42)	98
	Can identify the purpose of a range of common text types, e.g. to instruct, entertain or persuade. (P)	52	B1+ (51–58)	98
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	99
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	85, 90, 96
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	88
	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)	90, 94, 96

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	85, 86, 87, 91, 92, 93, 89, 97
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	88
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	89
	Can briefly say what they think will happen next in a simple story or play. (P)	42	A2+ (36–42)	94
	Can tell a simple story. (CA)	41	A2+ (36–42)	95
	Can describe weather conditions in their country using simple language. (P)	36	A2+ (36–42)	99
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	99
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)	89
	Can describe the plot of a film or book very briefly, using simple language. (P)	46	B1 (43–50)	98
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	99

UNIT 7 How And Why Do Fashions Change?

READING – Factual text: The Fashion Museum • Fiction: The Treasure in the Attic

VOCABULARY – artificial fibers, cardigan, collar, cotton, denim, leather, pattern, silk, suit, tights, vest, wool • belt, borrow, bracelet, delicate, design, dress up, earrings, jewelry, necklace, ribbon watch

GRAMMAR – *before / after / when* • *Let's ... ! Should / Shall ... ?, Why don't ... ?, ... should / could ...*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	102, 104
	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions).	50	B1 (43–50)	114
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	104, 105, 106, 111, 112
	Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36–42)	104
	Can read a short text and predict what they think will happen next. (P)	42	A2+ (36–42)	108
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	108, 110
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	110
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	115
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	101, 104, 106, 112
	Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (P)	44	B1 (43–50)	106
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	110
	Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly. (P)	38	A2+ (36–42)	110
	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)	112

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	101, 103, 104, 105
	Can describe differences between people's appearance in some detail. (P)	44	B1 (43–50)	102
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	107
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	108, 109, 111
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	110, 113, 115
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	115
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	115
Writing	Can answer simple questions in writing about people or things using basic words or phrases. (P)	33	A2 (30–35)	105
	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)	107
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	114
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	115

UNIT 8 How Has Entertainment Developed?

READING – Factual text: Winning Combinations! • Fiction: Movie Stars in the Making

VOCABULARY – audience, ballet, ballroom dancing, hop-hop, hiplet-, jive, performance, rhythm, rock, samba, tango, waltz • action, animation, applause, comedy, director, drama, edit, horror, lines, make-up, play, reality TV

GRAMMAR – *What about / How about + ing?* • *be + verb + -ing* for arrangements *will* for spontaneous decisions

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36–42)	118, 120
	Can scan a simple text to find specific information. (P)			118, 120, 121, 122, 127, 128, 130
		41	A2+ (36–42)	
	Can identify the writer's overall purpose in straightforward texts on familiar topics. (P)	51	B1+ (51–58)	124, 126, 130
	Can make simple inferences about characters' motives and feelings in straightforward narrative texts. (P)	52	B1+ (51–58)	126
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	131
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	117, 122, 126, 128
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	120
	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)	122
	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)	126
	Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)	41	A2+ (36–42)	127

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	117, 118, 119, 121, 124, 125, 126
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	120
	Can make suggestions about what to do using a range of expressions (e.g. 'How about...?'). (P)	47	B1 (43–50)	123
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	126
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	127
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	129
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	131
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	131
Writing	Can make simple notes about the key points of a familiar topic.	43	B1 (43–50)	129
	Can describe the plot of a film or book very briefly, using simple language. (P)	46	B1 (43–50)	130
	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. (P)	46	B1 (43–50)	130
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	131

UNIT 9 Why Are Adventure Stories Popular?

READING – Factual text: Sailing Around the World – Solo! • Fiction: Pete and the Pirates

VOCABULARY – battle, challenge, endurance, exhaustion, loneliness, moonlit, navigate, nonstop, sink, solo, treacherous, yachtsman • eye patch, history, huge, island, metal detector, mystery, nervously, pointing, rope, scar, sword

GRAMMAR – *was / were + verb + -ing* • *Was / Were ... verb + -ing?*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	134
	Can extract information from newspaper headlines, if guided by questions. (P)	48	B1 (43–50)	136
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	136, 147
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	137, 139, 142, 143, 144
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	140, 142
	Can read a short text and predict what they think will happen next. (P)	42	A2+ (36–42)	140, 146
	Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36–42)	142
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	143
Listening	Can guess the meaning of simple, unknown words in short dialogues on familiar topics. (P)	42	A2+ (36–42)	133, 143
	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43–50)	136
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	136
	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)	138, 144
	Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)	41	A2+ (36–42)	142
	Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech. (P)	51	B1+ (51–58)	142

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	133, 134, 135, 136, 137, 140, 143
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	139, 143, 145
	Can re-tell a simple or familiar story using their own words. (P)	44	B1 (43–50)	141
	Can briefly say what they think will happen next in a simple story or play. (P)	42	A2+ (36–42)	142
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	147
Writing	Can write a simple story with a clear sequence of events. (CA)	47	B1 (43–50)	146
	Can write a simple review of a film or book with appropriate paragraph breaks, given a model. (P)	55	B1+ (51–58)	147
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	147

UNIT 10 Why Do We Raise Money For Charity?

READING – Factual text: What is Biblioburro? • Fiction: Miremba’s Dream Comes True

VOCABULARY – charity, donate, email, raise money, regularly, sponsor, support, text message, volunteer, website • care for, collect, constant, frequently, generous, helpful, improve, jerry can, organization, well

GRAMMAR – *know / understand how to* • *was / were* + verb + *-ing* and verb + *-ed*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	150, 152, 153, 154, 159, 160, 162
	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	156, 158
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	159
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	152, 162
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	163
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	149, 154, 160
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	152
	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)	154, 160
	Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech. (P)	51	B1+ (51–58)	158
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	149, 151, 152, 157, 158, 159
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	150, 161
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	152, 153, 155, 156, 159
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	163

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Writing	Can write about past activities using simple language, given a model. (P)	40	A2+ (36–42)	161
	Can write short, simple notices giving information about events or activities (e.g. place, time, day) using appropriate layout, given a model. (P)	44	B1 (43–50)	162
	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. (P)	46	B1 (43–50)	163
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	163
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	163

UNIT 11 How Are We Similar But Different?

READING – Factual text: Nature or Nurture? • Fiction: Anne of Green Gables

VOCABULARY – arrogant, feeling, funny, have something in common, honest, imaginative, mean, open, rude, stubborn, talkative, think, thoughtful, vow • active, behave, character, determine, disagree, forgetful, positive, practical, respond, similar, unique

GRAMMAR – *some- / every- / no- / any-* • *look / look like* and *be / be like*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	166, 168, 172, 174
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	169, 170, 175, 176
	Can identify key vocabulary and expressions in unfamiliar texts related to school subjects. (P)	42	A2+ (36–42)	174
	Can identify the purpose of a range of common text types, e.g. to instruct, entertain or persuade. (P)	52	B1+ (51–58)	174
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	178
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	179
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	165, 168, 170
	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)	170, 176
	Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)	41	A2+ (36–42)	174
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	174

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	165, 168, 175
	Can re-tell a simple or familiar story using their own words. (P)	44	B1 (43–50)	166
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	167
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	168, 169
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	171
	Can describe similarities between people's appearance in some detail. (P)	44	B1 (43–50)	172, 173, 174, 177, 179
	Can carry out a simple informal interview. (P)	50	B1 (43–50)	179
Writing	Can describe similarities between two people (e.g. appearance, personality, interests) in simple connected text, given a model. (P)	42	A2+ (36–42)	178
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	179

UNIT 12 How Did People Live In The Past?

READING – Factual text: Railway Revolution! • Fiction: William’s Lucky Day

VOCABULARY – baker, butcher, commute, cotton mill, horse and cart, locomotive, marvel, railway, suburb, subway • chimney sweep, coal mine, flower girl, housemaid, pickpocket, ratcatcher, run errands, soot, street sweeper, workhouse

GRAMMAR – *used to* • *that / who / where*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	182
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	182
	Can understand basic opinions related to familiar topics, expressed in simple language. (P)	41	A2+ (36–42)	184
	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43–50)	184
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	184
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	185
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	185, 186, 191, 192, 194
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	188, 190
	Can make simple inferences about characters’ motives and feelings in straightforward narrative texts. (P)	52	B1+ (51–58)	188, 190
	Can extract key information from advertisements for familiar products, if guided by questions or prompts. (P)	40	A2+ (36–42)	191
	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	194
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	195

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	181, 186, 192
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	184, 190
	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)	186
	Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)	41	A2+ (36–42)	190
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	181, 182, 183, 189, 191
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	184, 185, 188, 190, 195
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	184
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	187
	Can talk about basic personal experiences, using simple linking words. (P)	37	A2+ (36–42)	191
	Can explain the meaning of a word or phrase. (P)	50	B1 (43–50)	193
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	195
	Can write a simple description of their personal history with appropriate paragraph breaks, given a model. (P)	49	B1 (43–50)	194
Writing	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	195
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	195

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