



GSE TEACHER MAPPING BOOKLET

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



GSE, Rise and Shine Level 2 – Published 2021



Build, Grow and Shine

Rise and Shine empowers every child to reach their potential and shine.

Built-in GSE Learning Objectives allow teachers to track, plan and measure each learner's progress. Child-friendly charts show their personal learning journey, promoting autonomy and responsibility. With a rigorous approach to formative assessment, every lesson is designed to help each child achieve their learning goals.

Appealing stories and real-life content create a world that young learners can relate to in their own lives. Well-structured activities develop future skills, such as collaboration and teamwork, communication, critical and creative thinking, and self-management.

Rise and Shine's unique mix of printed and digital components is designed for use in inclusive classrooms. Support for individual learning needs ensures learners grow in confidence and achieve their best, preparing them to become global citizens of tomorrow.

What's great about *Rise and Shine*?

- Clear progress and accessible learning outcomes
- Measurable progress that learners can see. Syllabus built off the GSE YL, which helps learners to understand exactly what they are learning and why.
- *I can shine* activity encourages learners to think about their progress against the key learning outcome for the unit stage.
- A step-by-step approach **builds confidence** in using English through a learning cycle of exposure, recognition, controlled practice and freer practice.
- **Supporting every learner to achieve and shine** through carefully planned lessons and character helpers.
- **Targeted support for teachers** to help all learners achieve their learning goals, while recognising that this will look different for different learners.

Plus

- 360° online games
- Assignable digital activities and tests
- Our World videos and story animations
- Themes from the Sustainable Development Goals

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

The Global Scale of English is a standardised scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR¹). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the topic area in which a language skill may surface but bearing in mind the context of the learner themselves. For example, the GSE Learning Objectives for Young Learners have been rated by Young Learner experts to demonstrate what can be expected of a Young Learner at that level, recognising that in most cases they will have had less exposure to authentic language and less opportunity to practise it in authentic contexts to the same depth/breadth as many adult learners. Also recognising that some topics will have more or less relevance for them compared to adult learners according to their daily routines and experience. All GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the same single scale.

This document provides an overview of the learning objectives that are covered in *Rise and Shine*. As the learning objectives focus specifically on language skills, some learning objectives will be used and practised multiple times, a reflection of the fact that in order for a learner to successfully learn and internalise a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter that skill in a variety of contexts. The content of *Rise and Shine* is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill but each skill is only listed once.

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

- (C2018A) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (CSE_A) Eiken descriptor from the CSE, adapted or edited
- (P) New Pearson English descriptor

Rise and Shine is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR <A1 to A2+ (10-42 on the Global Scale of English). Each lesson guides learners to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.

GSE	10	20	30	40	50	60	70	80	90	
Level 6										
Level 5										
Level 4										
Level 3										
Level 2										
Level 1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

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

1 Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

The GSE in *Rise and Shine*

The four skills - listening, reading, speaking, and writing - are systematically developed within each level and across the course. *Rise and Shine* focuses on communication with simultaneous development of reading and writing skills. Special emphasis is placed on joining communicative competences to process and produce oral and written texts.

Key progress indicator chart

GSE range for Level 2: 15–26 (stretch 29)	Development indicator:
Speaking	Talk about myself and my world
<i>Working towards: taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences.</i>	
Learners can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (19)	Use a few single words to name or describe familiar people or objects, or express basic opinions.
Learners can answer simple questions about things they have in a basic way. (24)	Participate in common informational, academic or transactional exchanges using simple language and expressions.
Learners can describe someone's physical appearance using one or two words. (24)	Use simple language to describe familiar objects and situations in short stretches of speech.
Learners can talk about familiar people and places using single words. (26)	Use a few words to name or talk about or describe familiar feelings, people and objects.

To bridge any potential gaps and to facilitate learners' learning path, speaking skills have been broken down into **development indicators**. They capture discrete learning objectives that learners are aiming to acquire (e.g., *Recognize familiar words in phrases, sentences and texts.*). In *Rise and Shine* Teacher's Book, the development indicators have been listed alongside more granular learning objectives for every unit in the **key progress indicator chart**.

Breaking the skills down supports the development of related skills that build on one another and are at the right level, giving learners the best chance to learn and achieve.

Skills development

In *Rise and Shine*, the skills syllabus has been developed using the Global Scale of English (GSE) Learning Objectives and the GSE Skill Development Framework for Young Learners, which provide structured scaffolding to support teachers and learners.

At Level 2, the GSE range covered is 15–26 as **core** but includes learning objectives as high as 29 as a **stretch**.

Lesson 1 - Vocabulary

Objectives

- **Lesson aim:** to recognise and name personal objects
- **Target language:** *backpack, belt, cap, coat, glasses, scarf, trainers, watch*
- **Recycled language:** *I can see...; book, pen, pencil*

GSE

- **Receptive: Listening:** Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly.
- **Productive: Speaking:** Can name everyday objects from spoken descriptions, if supported by pictures.

Across the course, skills have been categorised into **receptive** and **productive**. In the Teacher's Book, each lesson starts with an **objectives box** where specific GSE learning objectives for that lesson are listed.

Having the Can-Do statements easily accessible helps teachers monitor their learners' progress and inform planning and teaching. In close connection to that, the Can-Do statements support assessment offering tools to effectively diagnose and apply remediation and/or stretch.

Remediation and stretch

Each stage of the unit has a clear and measurable outcome that learners can demonstrate in the *I can shine* task. These activities are specifically designed to consolidate learning from the stage. The *I can shine* tasks demonstrate to learners what they have learnt and how what they are learning contributes to the unit project. Using the **Achieve, Adjust, Exceed** guidelines, teachers can support every learner to shine:

- assess learners' performance in the *I can shine* task;

I can shine! **Assess**

ACHIEVE The pupil can ask and answer questions about personal belongings and give an appropriate answer.

ADJUST The pupil can understand questions about personal belongings and give an appropriate answer, but with errors.

EXCEED The pupil can ask and answer questions about personal belongings without prompting.

- if the learners need more support and practice, check the appropriate **GSE Learning Objectives list** on page 9 of this booklet.
- Refer to the lower spectrum of the GSE range (e.g. 15-20 in *Rise and Shine* Level 2) to offer **remediation** and to review any problematic learning points;
- if the learners can complete the task successfully and if they demonstrate skills outside of the core GSE range, it is worth referring to the higher spectrum (e.g., 26-29 in *Rise and Shine* Level 2) to provide **stretch** and to ensure individual continuous progress over time.

The example below demonstrates how learners build towards the communicative goal of the *I can shine* task, i.e., asking and answering questions about what others can do. This goal is in line with the overall goal of Level 2 Speaking, i.e., *Working towards taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences.* (see Teacher’s Book 2 Key progress indicator chart). Through carefully scaffolded activities, learners also develop their reading and writing skills along with speaking.

Lesson 4

1 Listen and find. 2 Listen and number. Say.

3 Listen, read and say.

Chant

Can she play tennis? Yes, she can!
 Can he play football? No, he can't!
 But he can play the guitar. Yes, he can!

4 Ask and answer. Complete. Then say.

My friend

Can he / she play football? _____.

Can he / she play a board game? _____.

46 Vocabulary and structures Activities with play. Can (he) play (tennis)? Yes, (he) can. / No, (he) can't.

Lesson 5

1 Listen and tick (✓) or cross (✗). Say.

2 Look and play. Add one more.

Can he play tennis?
 No, he can't but he can skate!

3 Listen, write and say.

My sounds

She can't ride a bike but she can play a game!

I can shine!

4 Cut out, write and play.

Can you skip?
 No, he can't but he can climb!
 Yes, I can!
 Can he skip?

I can ask and answer about what others can do.

CommunicatIon Talking about what people can do; sounds a and k. 47

Example from PB2, page 46-47: Working towards communication goal with simultaneous development of reading and writing skills.

- In Lesson 4 Activity 1 and 2, learners are presented with vocabulary in the context of a dialogue. Listening skills are supported by pictures, in line with the GSE Listening LO: *Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.* (19)
- In Activity 3, reading, listening and speaking are brought together for a fun practice task: learners can practise the target language in the safe environment of a chant.
- Activity 4 provides writing and speaking practice. Learners attempt to answer the questions in writing with a view to master the GSE Writing LO: *Can copy short sentences containing only familiar words, if presented in standard printed form* (13).
- In Lesson 5 Activity 1, further listening skills are developed with the support of pictures: *Can understand what people say they can or can't do from simple sentences spoken slowly and clearly* (28).

- Activity 2 and 3 provide further speaking and pronunciation practice in line with the GSE Listening LOs: *Can hear the individual vowel and consonant sounds in simple words, if supported by pictures (16)*.
- The final Activity 4 provides opportunity to work towards the GSE Speaking LOs: *Can talk about things they can or can't do using a simple fixed expression (28)*.

Assessment

The *Rise and Shine* in-course assessment measures learners' ability to demonstrate mastery of the language and skills taught in the Pupil's / Student's Books in relation to specific GSE learning objectives. To ensure that learners are making progress through *Rise and Shine*, teachers can make use of regular formative testing to check learners have mastered learning outcomes and modify plans accordingly. The assessment tasks are rooted in learning outcomes from the corresponding units and can be used in tandem with the core course components to measure the extent to which learners have achieved these. The course offers an online assessment pack that enables teachers to check pre-requisite learning at the start of the course, provide feedback on the learner's level of achievement against learning outcomes, and identify misconceptions or areas where further remediation is needed. Based on learners' performance on the in-course tests, the remediation and stretch method can also be applied using the GSE Learning Objectives defined for *Rise and Shine* Level 2 on page 9 of this booklet.

English Benchmark

Young Learners

English Benchmark Young Learners is a motivating English test for young learners aged 6–14, which can be used to understand pupils' English abilities, identify their learning needs to ensure teaching targets the right skills, monitor and demonstrate progress to parents. English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills. As pupils learn with *Rise and Shine*, English Benchmark tests can be used to measure their progress. After pupils have taken their test, recommendations are available on areas to focus on to support improvement.

In *Rise and Shine*, the Level 1 End of Level test includes key skills and activity types covered in English Benchmark in order to prepare pupils to take the test the following year, at the end of Level 2. From Level 2 onwards, it is advised that pupils take English Benchmark Young Learners test once per academic year, at the end of each completed level of the course. For more information, visit pearsonenglish.com/benchmark.

Tips for using the GSE with *Rise and Shine*

Please see some ideas on how to use the GSE when teaching with *Rise and Shine*:

- It is advisable to do the *Rise and Shine* diagnostic test at the start of the course. The test result provides a point of reference and helps to identify individual strengths and needs for support.
- The GSE Teacher Toolkit is an immensely helpful tool if more support is needed in any given skill at any stage of the course. The filtering and searching functions of the toolkit help to find which learning objectives to focus on and how to scaffold them for young learners within specific skill. For instance, if support is needed around writing and tracing letters in *Rise and Shine Level 2*, select the lower spectrum of the GSE range (e.g., 10–20). You will be presented with discrete learning objectives arranged according to the level of difficulty on the GSE scale. Take a moment to locate your target learning objective, e.g. *Can label simple pictures related to familiar topics by copying single words (16)*. Look at the learning objectives that are available as support, e.g. *Can use appropriate spacing within and between words (13)*. And then: *Can join letters together when writing simple words (14)*. With the GSE Teacher Toolkit, there is a number of support and remediation steps available that help achieve the chosen goal.

The screenshot shows the 'Choose category' interface of the GSE Teacher Toolkit. It features four tabs: 'Learning Objectives' (selected), 'Grammar', 'Vocabulary', and 'Text Analyzer'. Below the tabs, there are filters for 'Who are you teaching?' (Young Learners (6-14)), 'Choose Skill' (Writing), and 'Choose a range on the GSE / CEFR' (10-20). A search bar is also present. The 'Search results' section shows 14 results for the 'Writing' skill, with a table listing learning objectives, skills, GSE levels, and CEFR levels.

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can copy some short familiar words presented in standard printed form. ⓘ	Writing	10	<A1 (10-21)
<input type="checkbox"/> Can write their own name with the correct use of capital letters. ⓘ	Writing	10	<A1 (10-21)
<input type="checkbox"/> Can write the letters of the alphabet in upper case. ⓘ	Writing	10	<A1 (10-21)
<input type="checkbox"/> Can copy individual letters. ⓘ	Writing	10	<A1 (10-21)
<input type="checkbox"/> Can trace individual letters. ⓘ	Writing	10	<A1 (10-21)
<input type="checkbox"/> Can write the letters of the alphabet in lower case. ⓘ	Writing	10	<A1 (10-21)
<input type="checkbox"/> Can use appropriate spacing within and between words. ⓘ	Writing	13	<A1 (10-21)
<input type="checkbox"/> Can copy short sentences containing only familiar words, if presented in standard printed form. ⓘ	Writing	13	<A1 (10-21)
<input type="checkbox"/> Can join letters together when writing simple words. ⓘ	Writing	14	<A1 (10-21)
<input type="checkbox"/> Can label simple pictures related to familiar topics by copying single words. ⓘ	Writing	16	<A1 (10-21)

Similarly, if an extra challenge is needed for a fast finisher or a learner exceeding expectations, select the higher spectrum of the GSE range (e.g., 26–29). Take a moment to locate a starting point, i.e., a learning objective already mastered by your learner, e.g. *Can use an apostrophe when writing contractions (26)*. Look for learning objectives with a higher value in order to provide stretch / extra challenge, e.g. *Can use capital letters and end punctuation correctly in simple sentences (27)*.

Choose category

Learning Objectives Grammar Vocabulary Text Analyzer

Who are you teaching?

Choose a range on the GSE / CEFR

< A1 A1 A2 A2+ B1 B1+ B2 B2+ C1 C2

10 22 26-29 36 43 51 59 67 76 85 90

Choose Skill

Hide filters (3) Clear all filters Show results

Learner GSE

Young Learners (6-14) 26-29

Skills

Writing

Search results 15

Download Find coursebook

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. ©	Writing	26	A1 (22-29)
<input type="checkbox"/> Can use an apostrophe when writing contractions (e.g. 'I'm', 'We're'). ©	Writing	26	A1 (22-29)
<input type="checkbox"/> Can write basic sentences identifying immediate family members, given prompts or a model. ©	Writing	27	A1 (22-29)
<input type="checkbox"/> Can use capital letters and end punctuation correctly in simple sentences. ©	Writing	27	A1 (22-29)
<input type="checkbox"/> Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. ©	Writing	27	A1 (22-29)
<input type="checkbox"/> Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. ©	Writing	28	A1 (22-29)
<input type="checkbox"/> Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. ©	Writing	28	A1 (22-29)
<input type="checkbox"/> Can write a standard greeting in a card (e.g. a birthday card), given a model. ©	Writing	28	A1 (22-29)
<input type="checkbox"/> Can write a single basic sentence about daily routines and activities. ©	Writing	28	A1 (22-29)
<input type="checkbox"/> Can spell words in which letters of the alphabet combine to produce single sounds, e.g. sh, igh. ©	Writing	28	A1 (22-29)

GSE Learning objectives

On this and the following pages of this book all of the key GSE Learning Outcomes for *Rise and Shine* have been grouped together and mapped against each lesson in the level. This is for ease of reference to see what areas you might want to focus on most for your teaching and your learners' learning and development. These tables are followed by a Progress Indicator reference table highlighting a particular skill.

Pupil's / Student's Book tables

Welcome to the *Rise and Shine* Explorers Club

GRAMMAR: It's... • What's this / that? • This is my ... / That's your ... • How many

VOCABULARY: numbers 11–20 • days of the week • school items

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10–21)	4
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	7
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	5
	Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)	22	A1 (22–29)	5
	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22–29)	6
Reading	Can understand basic time words e.g. days of the week, months of the year. (P)	19	<A1 (10–21)	9
	Can understand simple sentences about the weather, if supported by pictures. (P)	25	A1 (22–29)	6
Speaking	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10–21)	9
	Can say what day of the week it is using a basic phrase. (P)	15	<A1 (10–21)	5
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	7
	Can use cardinal numbers up to twenty. (P)	18	<A1 (10–21)	5, 8
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	7
	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	7

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can sing a basic song from memory. (P)	22	A1 (22–29)	5
	Can ask simple questions about numbers of objects using a basic phrase (e.g. 'how many?'). (P)	26	A1 (22–29)	8
	Can say what the weather is like using basic phrases. (P)	27	A1 (22–29)	6
Writing	Can use capital letters for names and titles (e.g. of people, places). (P)	20	<A1 (10–21)	4
	Can write simple facts about themselves (e.g. name, age), given prompts or a model. (P)	22	A1 (22–29)	9
	Can write cardinal numbers up to twenty as words. (CSE _A)	25	A1 (22–29)	8

Unit 1 Let's explore together

GRAMMAR: Have you got...? (BrE) / Do you have...? (AmE) • Yes, I have. / No, I haven't. (BrE); No, I don't have. (AmE) • He's / She's got (BrE); He / She has (AmE)

VOCABULARY: my things (*glasses, cap* etc) • adjectives

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	15
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	11
	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)	14, 15
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	12
	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22–29)	11
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	10, 16
	Can understand simple language related to naming and describing people's clothes. (P)	26	A1 (22–29)	10
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	16
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	<A1 (10–21)	17
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	17
	Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures. (P)	26	A1 (22–29)	14
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	13
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	15
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	14
	Can say how many things there are, up to twenty. (P)	17	<A1 (10–21)	12
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	16
	Can read aloud familiar single words. (P)	20	<A1 (10–21)	14
	Can sing a basic song from memory. (P)	22	A1 (22–29)	11
	Can name items of clothing if supported by pictures. (P)	22	A1 (22–29)	10
	Can answer simple questions about things they have, in a basic way. (P)	24	A1 (22–29)	11, 15, 18

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Speaking <i>Continued</i>	Can describe someone's physical appearance using one or two words. (P)	24	A1 (22–29)	14, 18, 19
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	15
	Can show interest in an idea using simple language and gestures. (C2018 _A)	26	A1 (22–29)	17
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	16
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	11, 15, 18
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	13
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	10
	Can write some familiar words. (P)	20	<A1 (10–21)	17, 18
	Can write simple phrases with appropriate spacing between words. (P)	22	A1 (22–29)	17

Unit 2 Let's be happy at home - Review 1

GRAMMAR: Where's...? • He's in the... • It's + preposition

VOCABULARY: rooms in the house • furniture

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	25
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	20
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	26
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	21
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	22
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)	24	A1 (22–29)	21, 24, 25, 27, 30
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	20, 26, 27
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	26
Reading	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	28
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	31
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	23
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	25
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	24
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	20, 24
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	26
	Can sing a basic song from memory. (P)	22	A1 (22–29)	21, 31
	Can answer simple questions about where people or things are, using basic phrases. (P)	24	A1 (22–29)	21, 25
	Can answer simple questions about things they have, in a basic way. (P)	24	A1 (22–29)	30

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Speaking <i>Continued</i>	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	26
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	24, 25, 28, 29
	Can ask about the location of an object using a basic phrase. (P)	27	A1 (22–29)	21, 25
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	30
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.')	29	A1 (22–29)	27
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	23
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	20
	Can write some familiar words. (P)	20	<A1 (10–21)	26, 28, 30
	Can write simple phrases with appropriate spacing between words. (P)	22	A1 (22–29)	27
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	27
	Can write short answers to questions about what or where people or things are, using simple language. (P)	30	A2 (30–35)	24

Unit 3 Let's explore nature

GRAMMAR: There's / There isn't • Where's...? • It's + preposition

VOCABULARY: farm animals • outdoors

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	37
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	32, 36, 38
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	33, 36
	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)	33
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	34
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)	24	A1 (22–29)	37
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	32
	Can understand simple directions, if spoken slowly and clearly. (C2018 _A)	25	A1 (22–29)	39
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	38
Reading	Can recognise familiar names, words and very basic phrases on simple notices and signs. (P)	19	<A1 (10–21)	39
	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	<A1 (10–21)	41
	Can understand basic sentences about where things, animals or people are. (P)	27	A1 (22–29)	39
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	35
Speaking	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	36
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	38
	Can say how many things there are, up to twenty. (P)	17	<A1 (10–21)	34
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	32, 36
	Can sing a basic song from memory. (P)	22	A1 (22–29)	33
	Can answer simple questions about where people or things are, using basic phrases. (P)	24	A1 (22–29)	36, 39, 41

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Speaking <i>Continued</i>	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	33, 37, 40, 41
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	37
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	38
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	35
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	32
	Can write some familiar words. (P)	20	<A1 (10–21)	36, 39, 40
	Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. (P)	27	A1 (22–29)	40

Unit 4 Let's try new activities - Review 2

GRAMMAR: Can you...? • Yes, I can. / No, I can't. But I can ... • Can (he/she)...? • Yes, (he/she) can. / No, (he/she) can't.

VOCABULARY: actions (*catch, kick* etc) • activities with *play*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	42
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	47
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	46, 48
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	43, 46
	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)	49
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	48
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	42, 43, 44, 47
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	<A1 (10–21)	48, 50
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	45, 49
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	53
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22–29)	44
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	47
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	46
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	42, 46
	Can sing a basic song from memory. (P)	22	A1 (22–29)	43, 53
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	52
	Can accept a simple invitation, using fixed expressions. (P)	27	A1 (22–29)	49, 51
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	43, 46, 47, 50, 51, 52
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	45

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can copy short sentences containing only familiar words, if presented in standard printed form. (P)	13	<A1 (10–21)	46
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	42
	Can write some familiar words. (P)	20	<A1 (10–21)	50, 53

Unit 5 Let's share our food

GRAMMAR: What are you doing? • I'm + verb • Are you + verb? • Yes, I am. / No, I'm not.

VOCABULARY: food • verbs

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	59
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	54, 59, 61
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	55, 59
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	55, 58
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	56
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	54, 60
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	60
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	<A1 (10–21)	61, 62
	Can recognise simple words and phrases related to familiar topics if supported by pictures. (P)	23	A1 (22–29)	60
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	56
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	57
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	59
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	58
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	54, 59, 60
	Can sing a basic song from memory. (P)	22	A1 (22–29)	55
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	55, 59
	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)	26	A1 (22–29)	60, 61, 63
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	63
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	57

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	54
	Can write some familiar words. (P)	20	<A1 (10–21)	58, 62
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures. (P)	28	A1 (22–29)	61, 63

Unit 6 Let's have holiday fun (BrE) / Let's have vacation fun (AmE) - Review 3

GRAMMAR: I want to... • Do you want to...? • Yes, I do. / No, I don't.

VOCABULARY: holiday activities • time of day

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	69
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	64
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	65, 74
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	65, 68
	Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)	22	A1 (22–29)	68, 69
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	67
	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22–29)	70
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	64
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	70
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)	21	<A1 (10–21)	72
	Can understand short, simple descriptions of familiar places, if supported by pictures. (P)	23	A1 (22–29)	71
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	75
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	66
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	67
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	69
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	68
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	64, 68
	Can sing a basic song from memory. (P)	22	A1 (22–29)	65, 75

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Speaking <i>Continued</i>	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	69
	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)	26	A1 (22–29)	65, 68, 69
	Can talk about familiar people and places using single words. (C2018 _A)	26	A1 (22–29)	73
	Can say what the weather is like using basic phrases. (P)	27	A1 (22–29)	70, 72
	Can respond to simple statements or questions related to immediate personal needs. (C2018 _A)	28	A1 (22–29)	69
	Can ask someone about their likes and dislikes in a basic way. (P)	29	A1 (22–29)	71
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	67
Writing	Can copy short sentences containing only familiar words, if presented in standard printed form. (P)	13	<A1 (10–21)	64
	Can write some familiar words. (P)	20	<A1 (10–21)	72, 74
	Can write simple phrases with appropriate spacing between words. (P)	22	A1 (22–29)	73, 75
	Can write a standard greeting in a card (e.g. a birthday card), given a model. (P)	28	A1 (22–29)	71

Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Listening	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	76
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	77
	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
Speaking	Can sing a basic song from memory. (P)	22	A1 (22–29)	77
	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)	26	A1 (22–29)	77

Celebrations

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE (S)
Listening	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	78, 79, 80, 81
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	78, 79, 80, 81
Speaking	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	79, 81
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	78, 80
	Can sing a basic song from memory. (P)	22	A1 (22–29)	78, 79, 80, 81
	Can answer simple questions about objects (e.g. colour, size). (P)	22	A1 (22–29)	78, 80

Progress Indicator table

Pupil's / Student's Book

PROGRESS INDICATOR	UNITS	PAGE (S)
Listening Accuracy - Early Listening, Decoding, Phonics	Unit 1, 2, 3, 4, 5, 6	15, 25, 37, 47, 59, 69
Listening Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	4, 5, 6, 7, 10, 11, 12, 14, 15, 16, 20, 21, 22, 24, 25, 26, 27, 30, 32, 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 48, 49, 54, 55, 56, 58, 59, 60, 61, 64, 65, 67, 68, 69, 70, 74, 76, 77, 78, 79, 80, 81
Listening Development - Genre and Style	Unit 3	39
Reading Accuracy - Early Reading, Decoding, Phonics	Unit 1, 3, 4, 5, 6	17, 39, 41, 48, 50, 60, 61, 62, 72
Reading Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6	6, 9, 13, 14, 17, 23, 28, 31, 35, 39, 44, 45, 49, 53, 57, 67, 71, 75
Reading Development - Genre and Style	Unit 5, 6	56, 66
Spoken Acts - Functional Language	Welcome, Unit 1, 2, 4	9, 11, 15, 18, 27, 30, 49, 51
Spoken Acts - Responding and Evaluating	Unit 6	69
Spoken Acts - Transactional Language	Welcome, Unit 2, 3, 6, Celebrations	8, 21, 25, 31, 36, 39, 41, 71, 78, 80
Spoken Processes and Strategies - Participatory	Unit 5, 6	55, 59, 69
Spoken Processes and Strategies - Performing	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	5, 7, 11, 13, 14, 23, 24, 33, 35, 36, 37, 43, 45, 46, 55, 57, 58, 56, 67, 68, 75, 77, 78, 79, 80, 81
Spoken Production - Complexity of Speech	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Celebrations	5, 6, 7, 8, 10, 12, 14, 15, 16, 18, 19, 20, 24, 25, 26, 28, 29, 32, 33, 34, 36, 37, 38, 40, 41, 42, 43, 46, 47, 50, 51, 52, 54, 59, 60, 61, 63, 64, 65, 68, 69, 70, 72, 73, 77, 79, 81
Spoken Production - Organisational Structure	Unit 1	17
Written Accuracy and Appropriacy - Handwriting and Presentation	Welcome, Unit 1, 2, 4, 5, 6	10, 17, 20, 27, 42, 54, 73, 75
Written Accuracy and Appropriacy - Spelling and Punctuation	Welcome	4
Written Product - Genre, Style and Text Type	Unit 2, 3, 5, 6	27, 32, 61, 63, 71
Written Product - Text Complexity	Welcome, Unit 1, 2, 3, 4, 5, 6	8, 9, 17, 18, 24, 26, 28, 30, 36, 39, 40, 46, 50, 53, 58, 62, 64, 72, 74

Activity Book / Workbook tables

Welcome to the *Rise and Shine Explorers Club*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Reading	Can understand basic time words e.g. days of the week, months of the year. (P)	19	<A1 (10–21)	2
Speaking	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10–21)	3
	Can use ordinal numbers up to fifty. (P)	27	A1 (22–29)	3

Unit 1 Let's explore together

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	8
	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22–29)	5, 8
Reading	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10–21)	4
	Can distinguish between a negative statement and a positive statement. (P)	25	A1 (22–29)	11
	Can understand basic sentences about things people have, if supported by pictures. (P)	26	A1 (22–29)	5, 6, 10
Speaking	Can say how many things there are, up to twenty. (P)	17	<A1 (10–21)	6
	Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018 _A)	21	<A1 (10–21)	9
	Can describe someone's physical appearance using one or two words. (P)	24	A1 (22–29)	7, 8
	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	26	A1 (22–29)	5, 6, 10
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018 _A)	27	A1 (22–29)	10
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	9
	Can say what someone's job is, using familiar common job names. (P)	29	A1 (22–29)	9
Writing	Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model. (P)	28	A1 (22–29)	10
	Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model. (P)	29	A1 (22–29)	7, 11

Unit 2 Let's be happy at home - Review 1

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22–29)	20
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)	24	A1 (22–29)	13, 16
Reading	Can understand basic sentences about things people have, if supported by pictures. (P)	26	A1 (22–29)	20
	Can understand basic sentences about where things, animals or people are. (P)	27	A1 (22–29)	14, 15, 20
Speaking	Can read aloud familiar single words. (P)	20	<A1 (10–21)	12
	Can answer simple questions about where people or things are, using basic phrases. (P)	24	A1 (22–29)	13, 16, 18
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	21
Writing	Can write short answers to questions about what or where people or things are, using simple language. (P)	30	A2 (30–35)	14, 16

Unit 3 Let's explore nature

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	26
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	23, 26
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)	24	A1 (22–29)	28
Reading	Can understand simple sentences, given prompts. (P)	24	A1 (22–29)	28
	Can understand basic sentences about where things, animals or people are. (P)	27	A1 (22–29)	24
Speaking	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	23
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	27, 28
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	27
Writing	Can write some familiar words. (P)	20	<A1 (10–21)	28
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	27
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	24
	Can write short answers to questions about what or where people or things are, using simple language. (P)	30	A2 (30–35)	25

Unit 4 Let's try new activities - Review 2

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	34
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)	24	A1 (22–29)	38
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	31, 34
Reading	Can distinguish between a negative statement and a positive statement. (P)	25	A1 (22–29)	31, 32
Speaking	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	38
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018 _A)	27	A1 (22–29)	36
	Can accept a simple invitation, using fixed expressions. (P)	27	A1 (22–29)	35, 39
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	31, 33, 34, 35, 36
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	36
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	30, 32, 36
	Can write some familiar words. (P)	20	<A1 (10–21)	37, 38, 39
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	35
	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	31, 33

Unit 5 Let's share our food

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	44
	Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing. (P)	30	A2 (30–35)	41, 44
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018A)	21	<A1 (10–21)	46
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22–29)	42
	Can distinguish between a negative statement and a positive statement. (P)	25	A1 (22–29)	43
Speaking	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	44, 46
	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)	26	A1 (22–29)	45
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	42
Writing	Can write some familiar words. (P)	20	<A1 (10–21)	40, 41, 42, 43, 45, 47

Unit 6 Let's have holiday fun (BrE) / Let's have vacation fun (AmE) - Review 3

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	52
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	56
	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22–29)	49
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22–29)	52
Reading	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22–29)	49
Speaking	Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018 _A)	21	<A1 (10–21)	53
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	52, 54
	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)	26	A1 (22–29)	50
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)	29	A1 (22–29)	52, 54
Writing	Can write some familiar words. (P)	20	<A1 (10–21)	48, 50, 51, 53, 54, 55, 56, 57
	Can write a standard greeting in a card (e.g. a birthday card), given a model. (P)	28	A1 (22–29)	53
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)	49, 50

Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	58
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	59
Reading	Can understand simple sentences, given prompts. (P)	24	A1 (22–29)	59
Speaking	Can sing a basic song from memory. (P)	22	A1 (22–29)	59
Writing	Can write some familiar words. (P)	20	<A1 (10–21)	58

Celebrations

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	60

Progress Indicator table

Activity Book / Workbook

PROGRESS INDICATOR	UNITS	PAGE(S)
Listening Accuracy - Early Listening, Decoding, Phonics	Unit 1, 3, 4, 5, 6	8, 26, 34, 44, 52
Listening Comprehension - Literal Comprehension	Unit 1, 2, 3, 4, 5, 6, Let Them Shine!	5, 8, 13, 16, 20, 23, 26, 28, 31, 34, 38, 41, 44, 49, 52, 56, 58, 59, 60
Reading Accuracy - Early Reading, Decoding, Phonics	Unit 1, 5	4, 42, 46
Reading Comprehension - Inferential Comprehension	Unit 1, 4, 5	11, 31, 32, 43
Reading Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 6	2, 5, 6, 10, 14, 15, 20, 24, 28, 49, 59
Spoken Accuracy and Appropriacy - Pronunciation and Tone, Register and Format	Unit 2	12
Spoken Acts - Transactional Language	Welcome, Unit 1, 2, 4	3, 10, 13, 16, 18, 36
Spoken Acts - Functional Language	Unit 4	35, 39
Spoken Processes and Strategies - Participatory	Unit 4, 5, 6	36, 44, 46, 52, 54
Spoken Processes and Strategies - Performing	Unit 6	59
Spoken Production - Complexity of Speech	Unit 1, 2, 3, 4, 5, 6	5, 6, 7, 8, 9, 10, 21, 23, 27, 28, 31, 33, 34, 35, 36, 38, 42, 45, 50, 53
Spoken Production - Complexity of Speech	Unit 3	23
Written Accuracy and Appropriacy - Handwriting and Presentation	Unit 1	7, 10
Written Product - Genre, Style and Text Type	Unit 6	53
Written Product - Structure, including Coherence and Cohesion	Unit 3	24
Written Product - Text Complexity	Unit 1, 2, 3, 4, 5, 6	7, 10, 11, 14, 16, 25, 27, 28, 31, 33, 35, 37, 38, 39, 40, 41, 42, 43, 45, 47, 49, 50, 51, 53, 54, 55, 56, 57, 58

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