



GSE MAPPING BOOKLET

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



Now I Know 5 – 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.

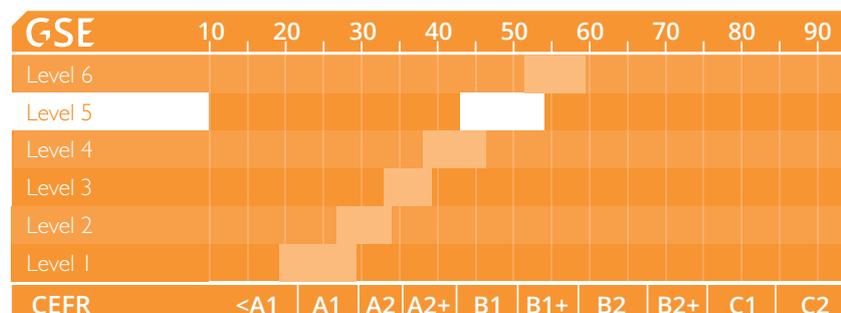
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

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



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

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 Why Do We Invent?

READING – Factual text: Accidental Inventions • Fiction: Here We Come!

VOCABULARY – auto part, blade, button, electronic, explode, heat, kitchenware, melt, microwave oven, radar, soggy, wiring • Artificial Intelligence, basic, complicated, courageous, develop, hologram, human, mechanical, risky, rotate, screen, wheel

GRAMMAR – Past Simple regular verbs, irregular verbs, and *to be* • obligations and ability in the past

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	7, 8, 13, 14
	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)	9, 15
	Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)	44	B1 (43–50)	12, 13
	Can skim a short text to get a general idea of the content. (P)	43	B1 (43–50)	12, 18
	Can read a short text and predict what they think will happen next. (P)	42	A2+ (36–42)	14
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	6, 10, 16, 18
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	18
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	19
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	5, 10, 11, 16
	Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (p)	44	B1 (43–50)	8
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	9, 14, 15
	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51–58)	10

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	5, 6
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	5, 6, 8, 9, 11, 14
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	7
	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	8
	Can ask basic questions about things that happened in the past. (P)	40	A2+ (36–42)	11
	Can talk about common past activities, using simple linking words. (P)	41	A2+ (36–42)	11, 17
	Can re-tell a simple or familiar story using their own words. (P)	44	B1 (43–50)	12, 13
	Can role-play a character from a short story they have read in class. (P)	47	B1 (43–50)	15
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	19
	Can describe how something is used (e.g. 'it's a machine for...'). (P)	46	B1 (43–50)	9
Writing	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model. (P)	46	B1 (43–50)	18
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	19
	Can write a short text to explain something. (P)	44	B1 (43–50)	19

UNIT 2 How Can We Learn About History?

READING – Factual text: New Technologies in Archeology • Fiction: The House of the Jaguar

VOCABULARY – ancestor, bone, chamber, clay, entrance, exit, frieze, labor, looter, noble, occupy, previous stones • adventure, analyse, ancient, artefact, buried, civilization, excavate, fossil, remains, settlement, site, spot

GRAMMAR – Past simple *to be* + adjectives and Past Progressive • Past Progressive and Past Simple with *when/while*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can compare different points of view in a narrative, if guided by questions.	53	B1+ (51–58)	22
	Can skim a short text to get a general idea of the content. (P)	43	B1 (43–50)	22, 24, 34
	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	24
	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)	25
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	28, 30
	Can understand basic problem solution relationships in a simple structured text. (P)	46	B1 (43–50)	28
	Can follow the sequence of events in simple narrative texts by recognising common linking words/phrases. (p)	42	A2+ (36–42)	30
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	31
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	32
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	34
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	35
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	21, 26, 32
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	24, 30
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	26, 32

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	21, 25
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	22, 24
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	23, 27, 28
	Can describe the differences between the customs of two cultures, using simple language. (P)	50	B1 (43–50)	24, 31
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	29
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	29, 30
	Can talk about common past activities, using simple linking words. (P)	41	A2+ (36–42)	33
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	35
Writing	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	34
	Can briefly narrate a familiar historical event, given prompts or a model. (P)	48	B1 (43–50)	34

UNIT 3 Why Do We Move To New Places?

READING – Factual text: Moving on • Fiction: Big Apple, Small World

VOCABULARY – border, citizen, economic, environmental, immigrant, join, move abroad, natural disaster, political, ranch, refugee, settle • baggage, belongings, benefit, employment, essential, fall apart, increase, integrate, reunite, society, stranger, wake

GRAMMAR – articles: *a/an*, *the*, and zero article • sentences containing question words: *who*, *which*, *when*, *what*, *why*, *how much*, *how many*, *how old*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43–50)	38, 40
	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	40, 50
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	41, 47
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	42, 48
	Can skim a short text to get a general idea of the content. (P)	43	B1 (43–50)	44
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	38, 44, 46
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	50
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	51
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	37, 49
	Can recognise the relationship between a main point and supporting examples in extended informational talks on familiar topics, if signalled by common linking words. (P)	54	B1+ (51–58)	40
	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)	41, 47
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	42, 48
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	46

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	37, 39, 40, 49
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	38, 43, 46
	Can explain the meaning of a word or phrase. (P)	50	B1 (43–50)	41, 47
	Can ask simple questions about opinions or beliefs. (P)	44	B1 (43–50)	43
	Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	44
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	45
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	46
	Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36–42)	49
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	51
	Can summarise the key information in basic diagrams, e.g. bar charts, timelines. (P)	54	B1+ (51–58)	51
Writing	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model. (P)	46	B1 (43–50)	50
	Can write a simple story in the form of a dialogue between characters. (P)	43	B1 (43–50)	50

UNIT 4 How Do We Stay Safe?

READING – Factual text: Saving and Delivering Lives • Fiction: The Boy Who Cried “Fire”

VOCABULARY – ambulance, ankle, burn, elbow, fall over, first-aid kit, follow, happen, injury, lie down, paramedic, severe • advice, complain, emergency, fire alarm, fire truck, grow, heroic, hurry, lie, police car, prank, suddenly

GRAMMAR – reflexive pronouns • *before/after* + verb + *-ing*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand basic problem solution relationships in a simple structured text. (P)	46	B1 (43–50)	54, 56
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	54, 66
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	56, 60
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	57, 63
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	58, 64
	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43–50)	60, 62
	Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36–42)	62
	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	66
	Can identify the parts of some short, non-fictional text types (e.g. notes, captions, blogs, instructions). (P)	42	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 get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	53, 57, 58, 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)	56
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	58
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	62
	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)	63

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	53, 60, 62
	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	54, 56
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	55
	Can give a brief commentary on something that is happening at the time of speaking (e.g. a sporting event). (P)	44	B1 (43–50)	56
	Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	57, 61, 62
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	59, 65
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	60
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	67
Writing	Can write about past activities using simple language, given a model. (P)	40	A2+ (36–42)	65
	Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model. (P)	43	B1 (43–50)	66, 67

UNIT 5 Why Do We Protect Animals?

READING – Factual text: Endangered Animals • Fiction: Pollinators and Pandora’s Box

VOCABULARY – African wild dog, Amur leopard, captivity, environment, mammal, missing, pangolin, release, sanctuary, Sumatran rhino, threat, tropical • balance, biodiversity, bumblebee, chemical, ecosystem, entire, flavorless, nature, pollen, rare, seed, source

GRAMMAR – Present Perfect with *for* and *since* • *so/such*

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 guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	73, 76, 79
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	70, 74, 80
	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43–50)	78
	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	72, 78
	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions). (P)	50	B1 (43–50)	82
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	82
Listening	Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech. (P)	51	B1+ (51–58)	69
	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	69, 74, 80
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	78
	Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (P)	44	B1 (43–50)	78
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	72, 80

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	69
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	70, 72, 73, 76, 77, 78, 79
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	71
	Can explain the meaning of a word or phrase. (P)	50	B1 (43–50)	73, 79
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	75
	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	81
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	83
Writing	Can write simple letters with appropriate paragraph breaks, given a model. (P)	45	B1 (43–50)	82
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	83

UNIT 6 What's Literature?

READING – Factual text: What Do You Feel Like Reading? • Fiction: Eyes in the Dark

VOCABULARY – author, character, content, fiction, innovative, metaphor, newspaper, novel, plot, poetry, popular, publish • article, award, blog, blogger, concentrate, critic, entertaining, hilarious, inspire, magazine, post, writer

GRAMMAR – *feel like + verb + -ing • a few/a little/a bit of*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can compare information or viewpoints in different texts on the same topic, if guided by questions. (P)	52	B1+ (51–58)	86, 88
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	89
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	90, 95, 96
	Can make simple inferences about characters' motives and feelings in straightforward narrative texts. (P)	52	B1+ (51–58)	92, 94
	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions). (P)	50	B1 (43–50)	98
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	98
	Can find relevant Internet texts on specific topics and extract the most important information, e.g. for school projects. (P)	55	B1+ (51–58)	99
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	99
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	85, 89, 90
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	88
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	90, 96
	Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech. (P)	55	B1+ (51–58)	94
	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)	95

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	85
	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	85, 86, 88, 92, 94, 95, 97
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	87, 88, 89, 91, 94
	Can explain the meaning of a word or phrase. (P)	50	B1 (43–50)	89
	Can express disagreement using basic fixed expressions. (P)	37	A2+ (36–42)	91
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	93
	Can give basic biographical information in a short talk about another person. (P)	42	A2+ (36–42)	99
Writing	Can write a simple review of a film or book with appropriate paragraph breaks, given a model. (P)	55	B1+ (51–58)	98
	Can write simple texts with appropriate paragraph breaks, given prompts or a model. (P)	49	B1 (43–50)	99

UNIT 7 How Do We Communicate?

READING – Factual text: Digital Detox • Fiction: Head Boy Hearing

VOCABULARY – communicate, convince, express, face-to-face, gesture, imitate, message, misunderstand, non-verbal, persuade, sign language, written • argument, awkward, behaviour, collaborate, conversation, dishonest, emotional, hearing, represent, request, speechless, unfriendly

GRAMMAR – Future using *may/might* • Present Perfect with *already* and *yet*

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)	102, 104, 115
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	105, 111
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	102, 106, 112
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	108, 110, 114
	Can follow the sequence of messages on a social media website. (P)	52	B1+ (51–58)	108
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	110
	Can understand key details in fiction and non-fiction texts. (P)	53	B1+ (51–58)	114
	Can identify the writer's purpose in writing a short text e.g. to arrange a specific time to meet, to give specific information etc. (P)	47	B1 (43–50)	114
	Can find relevant Internet texts on specific topics and extract the most important information, e.g. for school projects. (P)	55	B1+ (51–58)	115
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	101, 106
	Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (P)	44	B1 (43–50)	104
	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)	105, 111
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	106, 112
	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51–58)	104, 110

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	101
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	101, 103, 107, 110
	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	104, 105, 110
	Can make simple predictions about the future, given a model. (P)	42	A2+ (36–42)	107
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	109
	Can explain the meaning of a word or phrase. (P)	50	B1 (43–50)	111
	Can answer questions about what they have done recently in some detail. (P)	49	B1 (43–50)	104, 108, 113
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	115
Writing	Can write short, simple personal messages giving information of immediate relevance, given prompts or a model. (P)	38	A2+ (36–42)	111
	Can write a simple story with a clear sequence of events. (C _A)	47	B1 (43–50)	114
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	115
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	115

UNIT 8 How Are Things Made By Hand?

READING – Factual text: Claudia's Bird Board • Fiction: The Blue Ribbon

VOCABULARY – bead, breeze, carpentry, chisel, embroidery, expertly, garment, needle, sequin, sculpture, skilfully, stitch • attempt, craft, drill, edge, file, flatten, fold, hammer, homemade, saw, screw, upside-down

GRAMMAR – *made of, made by, made from* • Present Simple for future

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	118, 120, 126, 130
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	118, 119
	Can compare information or viewpoints in different texts on the same topic, if guided by questions. (P)	52	B1+ (51–58)	120
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	121
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	122
	Can understand the main information in a description of a simple process (e.g. 'making paper'), with the support of a flow chart or diagram. (P)	45	B1 (43–50)	124, 126
	Can understand key details in fiction and non-fiction texts. (P)	53	B1+ (51–58)	130
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	131
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	117, 128
	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51–58)	120
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	122
	Can recognise the use of common linking words/phrases (e.g. 'firstly', 'also') to list similar ideas in simple talks on familiar topics. (P)	44	B1 (43–50)	126

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	117, 120, 124
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	120, 125, 126
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	117
	Can re-tell a simple or familiar story using their own words. (P)	44	B1 (43–50)	118
	Can make simple predictions about the future, given a model. (P)	42	A2+ (36–42)	119
	Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51–58)	123
	Can give simple instructions on how to use a device or product. (P)	43	B1 (43–50)	127
	Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	33	A2 (30–35)	129
	Can ask simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	35	A2 (30–35)	129
	Can answer simple questions appropriately in a short interview. (P)	42	A2+ (36–42)	131
Writing	Can describe the steps in a simple technical process, clearly signalling the sequence of actions. (P)	54	B1+ (51–58)	126, 131
	Can introduce additional information in simple connected text, using basic linking words/phrases (e.g. 'also', 'as well as', 'too'), given a model. (P)	45	B1 (43–50)	130
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	130

UNIT 9 Why Do We Play Sports?

READING – Factual text: Extreme Limits • Fiction: Come On, Grandpa!

VOCABULARY – ascend, climbing, descend, energizing, glide, mountain biking, paragliding, plummet, scuba diving, spiral, skydiving, triathlon • addict, category, cholesterol, member, partner, player, prize, program, race reduce, relaxing, yoga

GRAMMAR – Present Perfect with *never* and *ever* • Present Perfect and Past Simple

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can distinguish between fact and opinion in a simple text. (P)	49	B1 (43–50)	134, 136
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	137, 138, 144, 146
	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions). (P)	50	B1 (43–50)	140, 142
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	143
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	142
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	134, 136
	Can find relevant Internet texts on specific topics and extract the most important information, e.g. for school projects. (P)	55	B1+ (51–58)	147
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	147
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	133, 137, 138, 144
	Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech. (P)	53	B1+ (51–58)	136
	Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech. (P)	55	B1+ (51–58)	136
	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)	137, 143
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	138
	Can understand the main information from dialogues on unfamiliar topics. (P)	53	B1+ (51–58)	142
	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	142

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	133, 134, 139, 140, 141, 142
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	133, 134, 135, 136
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	135
	Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51–58)	136, 147
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	137
	Can explain the meaning of a word or phrase. (P)	50	B1 (43–50)	143
	Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	145
Writing	Can write a basic summary of a simple text, following the structure of the original. (P)	49	B1 (43–50)	142
	Can write a short persuasive text (e.g. a leaflet), given a model. (P)	55	B1+ (51–58)	146
	Can use stylistic techniques such as alliteration to make a heading or headline more memorable, given a model. (P)	59	B2 (59–66)	146
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	147

UNIT 10 What's Causing Extreme Weather?

READING – Factual text: Ask a Scientist! • Fiction: Trapped!

VOCABULARY – blizzard, climate change, devastate, drought, evaporate, flood, global warming, heat wave, hurricane, intense, period, typhoon, chairlift, gifted, path, power lines, resort, skiing, ski slope, sled, snowball, snowboard, stranded, stumble

GRAMMAR – question tags • zero conditional

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can recognise cause and effect relationships between ideas in simple connected text. (P)	49	B1 (43–50)	150, 152
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	154, 160
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	153, 156, 158, 159
	Can understand key details in fiction and non-fiction texts. (P)	53	B1+ (51–58)	158
	Can skim straightforward extended texts with a clear structure to get a general idea of the content. (P)	55	B1+ (51–58)	162
	Can link the main ideas in a text to similar ideas in other texts. (C2018 _A)	54	B1+ (51–58)	162
	Can scan several short informational texts on the same theme to find relevant information. (P)	57	B1+ (51–58)	163
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	149, 154, 160
	Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (p)	44	B1 (43–50)	152
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	154, 160
	Can recognise emphasis through intonation and stress, if guided by questions. (P)	50	B1 (43–50)	155
	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	152, 158

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	149, 150, 152, 156, 161
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	149, 151, 153, 158
	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	163, 152
	Can explain the meaning of a word or phrase. (P)	50	B1 (43–50)	153
	Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51–58)	155
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	157, 158
	Can re-tell the main points of an extended story in their own words. (P)	54	B1+ (51–58)	159
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	163
Writing	Can create a new version of a familiar story by changing some details, if supported by prompts. (P)	49	B1 (43–50)	162
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	163
	Can describe visible changes over time (e.g. in nature), given a model. (P)	50	B1 (43–50)	163

UNIT 11 Why Do We Cook?

READING – Factual text: What's Cooking? • Fiction: Stone Soup (from China), Axe Soup (from Russia)

VOCABULARY – bake, chop, chopping board, dice, digest, edible, fry, frying pan, grill, saucepan, snack, steam • bunch, condiment, feast, ingredient, meal, mix, organic, raw, require, rotten, serving, texture

GRAMMAR – verb + *to* + infinitive • *tell* and *ask* in reported speech

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand key details in fiction and non-fiction texts. (P)	53	B1+ (51–58)	166, 168, 174, 178
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	169, 175
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	170, 176, 178
	Can compare information or viewpoints in different texts on the same topic, if guided by questions. (P)	52	B1+ (51–58)	172, 174
	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51–58)	172
	Can scan several short informational texts on the same theme to find relevant information. (P)	57	B1+ (51–58)	179
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	165, 170, 176
	Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech. (P)	56	B1+ (51–58)	168
	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)	169
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	170, 176
	Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech. (P)	53	B1+ (51–58)	174

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	165, 166, 168, 173, 174, 175
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	165, 166, 167, 168, 174
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	169
	Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51–58)	171
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	172
	Can re-tell the main points of an extended story in their own words. (P)	54	B1+ (51–58)	174
	Can invite others to give their opinions in a discussion, using a range of fixed expressions. (P)	49	B1 (43–50)	177
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	179
	Can summarise the key information in basic diagrams, e.g. bar charts, timelines. (P)	54	B1+ (51–58)	179
Writing	Can choose appropriate words to convey specific meaning or effect. (P)	61	B2 (59–66)	178
	Can describe the steps in a simple technical process, clearly signalling the sequence of actions. (P)	54	B1+ (51–58)	178, 179
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	179

UNIT 12 How Do We Learn?

READING – Factual text: Memory Tips from the Masters • Fiction: A Surprising Test, The Day of the Exam

VOCABULARY – by heart, calculus, estimate, prepare, repetition, research, revise, rote, set goals, study, symmetrical, take notes • abstract, annual, challenge, manual, memorize, mental, mind, random, recall, stimulus, system, technique

GRAMMAR – first conditional • *know (that)*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Reading	Can understand a character's ideas, thoughts and feelings in extended texts in some detail. (P)	59	B2 (59–66)	182, 183, 184, 190
	Can compare information or viewpoints in different texts on the same topic, if guided by questions. (P)	52	B1+ (51–58)	182, 183, 184
	Can identify the writer's overall purpose in straightforward texts on familiar topics. (P)	51	B1+ (51–58)	182, 183, 184, 194
	Can guess the meaning of unknown words in simple texts from the context. (P)	46	B1 (43–50)	184, 185, 191
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	186, 192
	Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. (P)	57	B1+ (51–58)	188
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	190
	Can skim straightforward extended texts with a clear structure to get a general idea of the content. (P)	55	B1+ (51–58)	194
	Can scan several short informational texts on the same theme to find relevant information. (P)	57	B1+ (51–58)	195
Listening	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	181, 186, 192
	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	184
	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51–58)	190
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	186, 192

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Speaking	Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51–58)	181, 182, 184, 188, 190, 191, 193, 195
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	181, 183, 187, 189, 190
	Can summarise the key information in basic diagrams, e.g. bar charts, timelines. (P)	54	B1+ (51–58)	195
Writing	Can write a short persuasive text (e.g. a leaflet), given a model. (P)	55	B1+ (51–58)	194
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	195
	Can take notes on the information contained in fiction and non-fiction texts. (P)	56	B1+ (51–58)	195

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