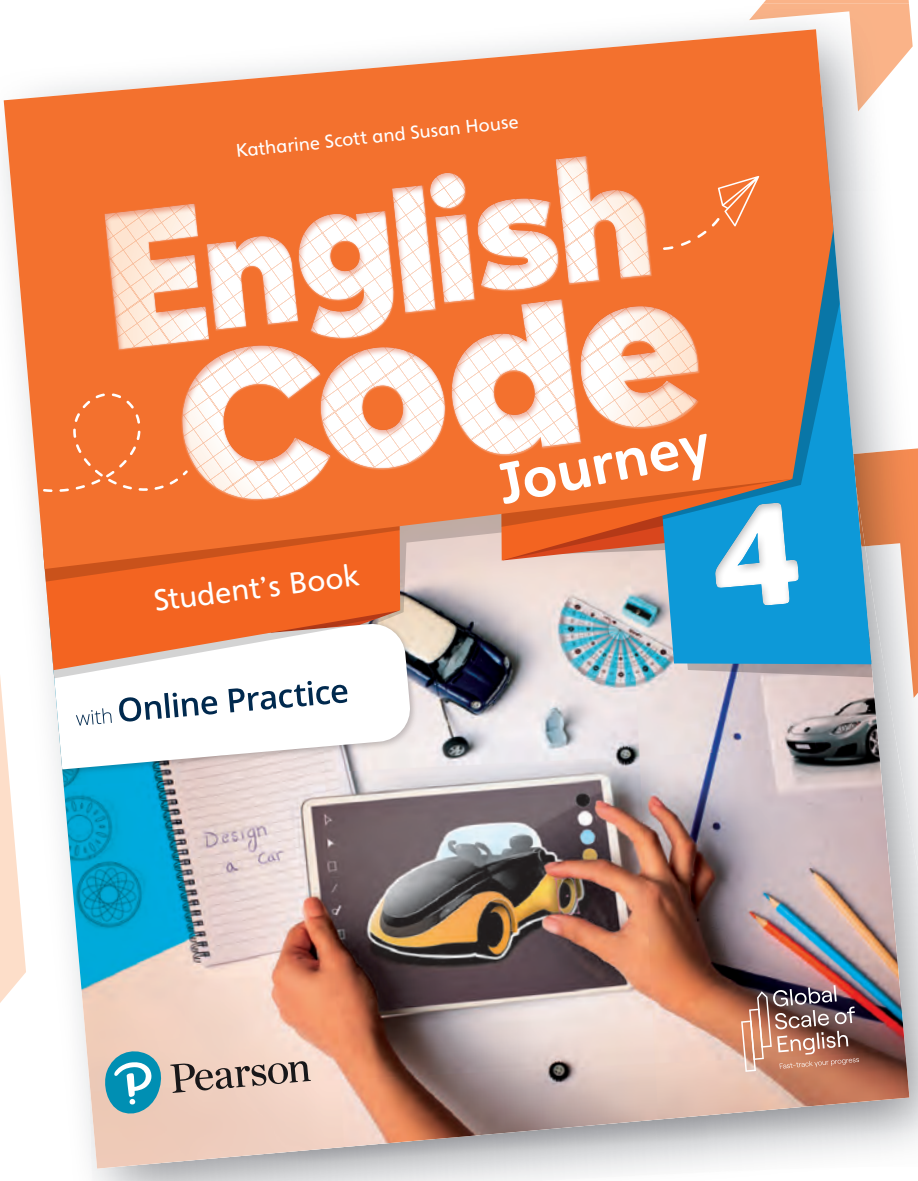
Global Scale of English

Fast-track your progress

GSE MAPPING BOOKLET

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



Pearson

GSE, English Code 4 Journey © Published 2023



Pearson's Global Scale of English (GSE)

Pearson English

At Pearson, we have a clear mission: to help people make progress in their lives through learning. Our vision is to have a direct relationship with millions of lifelong learners and link education to the way people aspire to live and work every day. To do that, we collaborate with a wide group of partners to help shape the future of learning. We believe we all need to embrace lifelong learning, continuously acquiring new knowledge and skills to thrive in an ever-changing and increasingly connected world.

Global Scale of English

The GSE is a standardized, granular scale from 10 to 90 which measures English language proficiency. Unlike other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across the four skills. The scale is designed to motivate learners by giving a more granular insight into learning progress.

The GSE is aligned to the Common European Framework of reference (CEFR). The CEFR and GSE 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.

Skill development with the GSE

English Code has been built on the GSE. The badging on the back of this book indicates the GSE proficiency range from which the learning objectives for that course level have been selected.

Within the four language skills (Speaking, Listening, Reading, and Writing), GSE sets of learning objectives are grouped into sub-skills relating to accuracy, actions and interactions, complexity and organization, and strategies. Within these sub-skills, the objectives are further grouped into specific areas of competency and then aligned to key development indicators. This supports more focused development and assessment of specific sub-skills. The development indicators capture each discrete skill that learners are aiming to acquire at that level. Learners are taught and may be assessed on individual learning objectives, but their progress is measured in terms of their performance on key indicators across a course.

For example, let's look at Speaking. Within the skill of Speaking, there is a sub-skill: Actions and Interactions – Communicative exchanges:

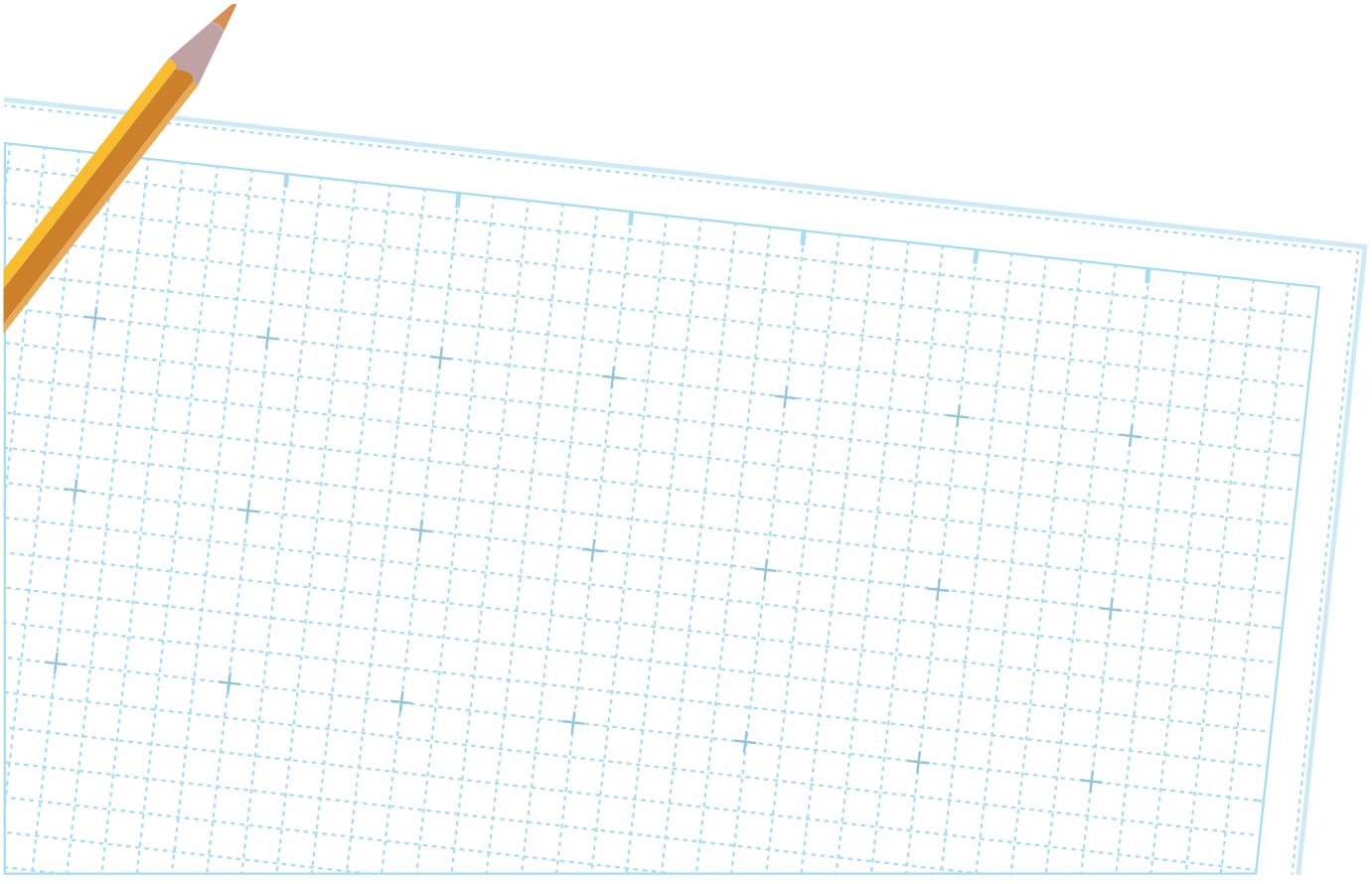
LEARNING OBJECTIVE	DEVELOPMENT INDICATOR
Can answer simple questions about objects (e.g., color, size). (22)	Participate in common informational, academic, or transactional exchanges using simple language and expressions.
Can answer simple questions about their family and friends, using basic phrases. (26)	
Can answer simple questions about their daily routines using gestures and short fixed expressions (29)	

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The GSE provides teachers with a view of students' progress against key learning objectives that have been covered in the course. Some of these learning objectives will be at the same proficiency level but for different skills (breadth of proficiency) and some will target the same sub-skill at increasingly higher levels of ability (depth of proficiency).

HOW	WHAT	WHERE									
Strand	Development indicator	Course strand	W	1	2	3	4	5	6	7	8
Accuracy	Pronounce letters and individual sounds correctly, as well as repeat simple words or phrases.	Phonics									
	Blend sounds to pronounce combinations of letters correctly, as well as clearly and intelligibly read aloud words, sentences or texts.	Phonics									

For more information about how the GSE can support your planning, teaching, and assessment of learners, along with selecting or creating additional materials to supplement your core program, please go to **www.english.com/gse**.



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Welcome to English Code

English Code is a new course that uncovers the power of language to convince, startle, and amaze. Throughout the course students will develop a coding mindset to support creative language learning and engage with content which encourages creativity, problem solving, collaboration, and real-world communication. This course will motivate students for success in exams and help them face the challenges of a fast-evolving future.

WHY ENGLISH CODE?

Learning is changing – The Coding Mindset

We never stop learning, and understanding how to learn ensures we have the building blocks we need for the rest of our lives. This course develops a coding mindset so that students will have the ability to change as they learn. A coding mindset is a willingness to experiment, an acceptance that you will make mistakes, an understanding that your improvement will not be linear, and knowing that perseverance will succeed.

Creative thinkers and better problem solvers

We know that in today's rapidly changing world, critical thinking and problem solving are essential skills for tomorrow's success and that young learners need to be introduced to these higher order thinking skills. English Code supports students' development of these future skills through a focus on creativity and creative thinking. Creative thinking is present in all aspects of life and being able to apply creative thinking, students are more able to approach problems with resilience and apply innovative solutions, which is key to learning a language. In English Code, every lesson provides a range of engaging contexts and activities that progress from memorization, understanding, and application to analysis, evaluation, and finally, creation. It is through undertaking this journey that students will be equipped with skills critical for their future.

Working together to inspire confidence

When students work together, they can learn from each other and share ideas in a safe and supportive environment. Every student thinks and learns differently, so by working together they can challenge each other to develop their ideas further. This course provides collaborative learning opportunities for students to improve on social interactions, develop oracy, learn self-management and leadership skills, and enhance problem-solving and critical thinking skills.

Encouraging total student engagement

Every student has their own personality and their own eyes on the world, which impacts on their learning path. This course uses a variety of creative and real-world activities to spark interest in learning English and to ensure students feel challenged without struggling to understand. Creative activities give students the opportunity to use their imaginations and share ideas to make things, create pictures, present their work, and role-play stories and plays. Real-world activities ensure students can relate to what they are learning and understand why and how it is useful in their everyday lives.

Cross-curricular

Educating children means preparing them for their future studies and working lives in an increasingly global world. This course teaches English through other subject areas, for example, science, technology, engineering, art and design, and math (STEAM). These lessons provide students with opportunities to do experiments, draw conclusions, collaborate with others, question their findings, and understand theories, all in a foreign language.

Global Citizenship and culture

In English Code, students are invited to explore fascinating cultures around the world and compare aspects with their own culture. Students are also encouraged to think about their place in the world and their influence on others and the natural environment helping to nurture global citizens.

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What makes English Code unique?

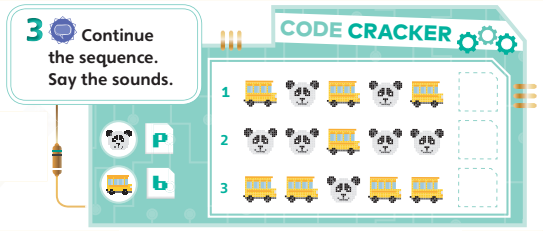
THE CODING MINDSET

English Code encourages students to build a coding mindset to prepare them for future studies and their working lives. A coding mindset is a willingness to experiment, an acceptance that you will make mistakes, an understanding that your improvement will not be linear, and knowing that perseverance will succeed. English Code develops students' coding mindset by teaching life skills from the domain of computational thinking and coding, for example, resilience, collaboration, and problem solving. These skills are deeply integrated in the language learning activities in the Student's Books and Workbooks and don't rely on technology.

The examples below show how English Code enables students to build a coding mindset whilst studying English.

Algorithms/sequencing

Students will learn how a sequence works here by identifying the pattern of pictures and the sounds they represent. Then they will choose the correct picture and sound to continue the sequence.



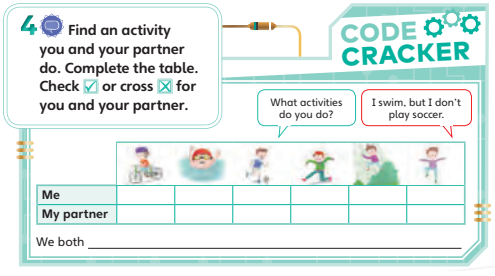
Troubleshooting

Students will learn how to troubleshoot by finding the animal in the picture that is different by looking for the similarities first, and then the differences.



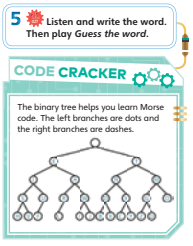
Events

Students will learn how events work by completing the table using checks and crosses to show what activities they and their partner do.



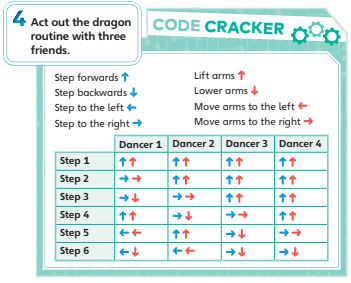
Boolean Operators AND, OR, NOT

Students will learn how the Boolean operator OR works by learning how to use a binary tree to spell out words in Morse code.



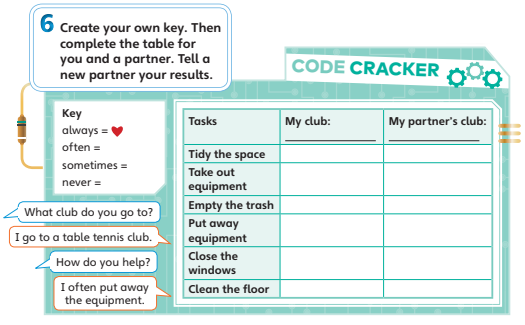
Functions

Students will learn how functions work by using a picture code to make movements with their bodies and role-play a dragon routine.



Variables

Students will learn how variables work by substituting *always*, *often*, *sometimes*, and *never* into a real-life conversation.



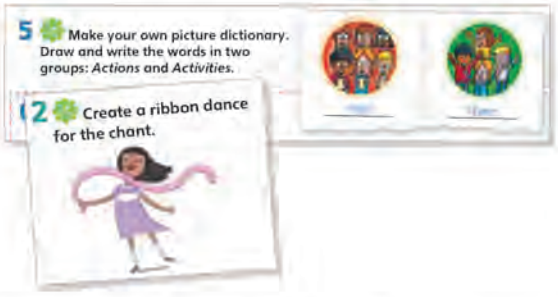
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EMPHASIS ON FUTURE SKILLS

We recognize that soft skills are becoming increasingly important in a rapidly changing and uncertain future. That is why English Code has been designed to place an emphasis on the 4 Cs.

CREATIVITY

Creativity is the ability to use one's imagination and produce novel and useful ideas. Creativity is essential for the future workplace and therefore it is vital that this is introduced at the earliest stage possible. In the classroom, it enables students and provides a level platform through which they can use prior knowledge to engage in new learning. Cognitive strategies that support creative learning processes include brainstorming, problem-finding, reversing assumptions, and expanding on ideas to create new ones. English Code helps students to develop their creative potential in a variety of ways, for example, through hands-on making activities, exposing students to a variety of arts, and encouraging students to think and work creatively.



- Stories, plays, songs, and chants provide students with opportunities to develop their creativity skills by being exposed to the arts. The corresponding activities encourage students to collaborate in practicing and producing their own performances of those arts.
- Creativity activities encourage students to use their imagination by making things using art and crafts, and by writing. These activities are designed to engage students of all ages and include drawing a picture dictionary, writing a story, and creating a model city from recycled materials.
- Coding activities encourage students to think creatively by finding and solving problems, and then creating a solution. These activities become progressively more difficult as students develop their coding mindset, from being able to identify event actions to creating event plans.
- Project lessons provide opportunities for students to use their creativity skills through brainstorming ideas with other students, expanding on those ideas, and thinking creatively about how to plan, design, and make their projects.

COMMUNICATION

Communication is a social process by which information is exchanged in order to convey meaning and achieve desired outcomes. This means that it takes many forms, for example, engaging in a conversation or debate, delivering a presentation, writing a letter, and reading a book. The approach in English Code reflects this understanding and provides students with a variety of opportunities to engage in real-world communicative activities and build real-world communication skills. These skills will ensure that students build confidence in communication and knowledge of techniques and language which are important qualities for their future studies.

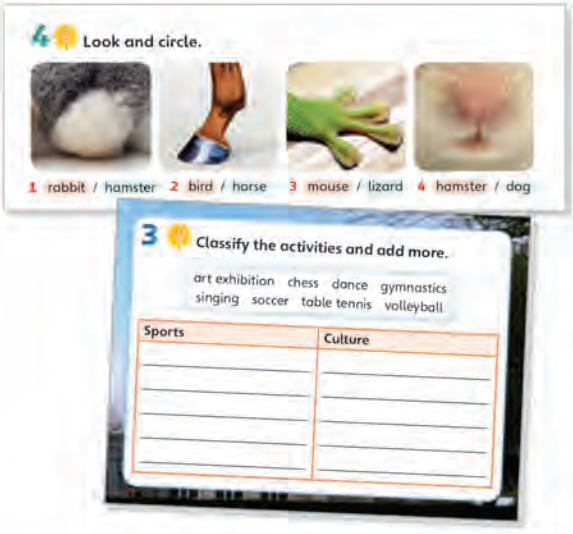


- Stories, plays, songs, and chants provide students with opportunities to practice and improve on their communication skills. They give students the opportunity to listen, read, sing along, dance, and act out, using their listening, reading, speaking, and body language skills.
- Communication and writing lab lessons present and practice functional language relating to the topic using a variety of communicative methods, for example, conversations, presentations, videos, games, emails, letters, articles, reports, and advertisements.
- Project lessons provide opportunities for students to use their communication skills through researching, planning, creating, and presenting their projects. They also encourage students to take their learning home by asking them to communicate with their families about their projects.

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CRITICAL THINKING

Critical thinking is the use of evidence, for example, a set of observations or information, to create an argument or method, or to solve a problem. We can break this down into four sub-skills: accumulate, create, critique, and improve. English Code helps students to develop their critical thinking skills by providing opportunities for students to collect or identify evidence, create arguments or methods, identify strengths and weaknesses, and suggest opportunities for improvement.



- Every unit starts with a question that introduces the unit topic and the final project. This gives students an opportunity to use their critical thinking skills to think about and discuss what they will learn during the unit to enable them to complete their final project successfully.
- Every lesson starts with activities that use lower order thinking skills and progress to activities that use higher order thinking skills. This ensures that every lesson provides students with support to develop their critical thinking skills through a variety of contexts.
- Coding activities encourage students to think critically by analyzing problems, so that they can find the best possible solution. Students will develop their critical thinking skills from being able to identify missing steps to using logical reasoning to put steps in order and predict the next one.
- Experiment lab lessons finish with an experiment where students have to answer a question related to the topic of the lesson. This gives students an opportunity to apply their critical thinking skills to another subject area in science, technology, engineering, art and design, or math.

COLLABORATION

Collaboration is the process of working together to achieve shared goals through coordination and interdependence. We can break this down into three sub-skills: interpersonal communication through exchanging information, feelings, and meaning in positive and prosocial ways; task management through organizing the work of individuals and the team as a whole to support the achievement of group goals; and conflict resolution through effectively reconciling different perspectives, values, opinions, or priorities within the group. English Code provides students with a variety of opportunities to engage in collaborative activities so that they can develop skills in these areas.



- Speaking activities encourage students to work with partners to practice and produce new and previously learned language. Students will improve their collaboration skills by working with different partners and learning to offer and ask for help, and to give and receive feedback.
- Stories and plays provide students with opportunities to develop their collaboration skills by working together to produce a performance. As a group, students will need to decide who plays which part, help each other to prepare for the performance, and resolve any conflicts that arise.
- Experiment lab lessons finish with an experiment where students often have to use their collaborative skills to work in pairs or groups to answer a question. Students will need to work together to discuss the question, set up and complete the experiment, and draw conclusions.
- Project lessons provide opportunities for students to use their collaborative skills through working together to produce a complex project. As a group, students will need to brainstorm ideas together, divide the tasks between them, and help each other to complete the project.

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STEAM FOR FUTURE SUCCESS

English Code includes a lesson in each unit using a Content Language Integrated Learning (CLIL) approach where students learn English through a subject: science, technology, engineering, art and design, or math (STEAM). This helps students to develop a deeper understanding, through the medium of English, of the curriculum material which is mapped against the U.S. and U.K. common core curricula, plus other local curricula.

Learning English through STEAM subjects is motivating for students because it gives them a reason to learn, to understand, and to discuss the subject matter. Students also benefit from their prior knowledge of the subject, to keep them engaged, and to enable them to develop their knowledge of the English language. Language learning through STEAM subjects will ensure students develop important skills for their future studies.



STEAM lessons start with a presentation of the subject and any new language that students will need to complete the lesson. This is followed by practice activities for students to check their understanding of the new language and concepts. Then, through productive activities, students can apply their learning in different contexts, including personalized and creative activities. The lesson ends with an experiment where students will answer a question by applying their learning in an active experiment and drawing conclusions. There are videos on each subject to extend the lessons, some of which come with extra materials.

DIGITAL LITERACY

Digital Literacy is the ability to use technology and digital platforms to find, evaluate, create, and communicate information. This means searching for information from credible sources, making media such as blogs and advertisements, and deciding how and when to share media and information with others. Digital Literacy skills are essential future skills, so English Code incorporates them throughout each unit and level in various lessons and activities. Students will learn through exercises such as looking for weather forecasts, creating podcasts with friends, and presenting their research to classmates.



This will mean using language, critical thinking, creativity, and communication skills to successfully consume, create, and share digital media. English Code also encourages students to extend their learning by practicing digital literacy skills at home and beyond the classroom.

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English Code progress and the GSE

English Code has been built upon the GSE and has many ways for teachers to monitor and measure progress throughout the course. Below you can see how our course aligns with the GSE, Common European Framework of Reference (CEFR) and Cambridge Young Learners Exams (CYLE).

***English Code* level**	**CEFR level**	**GSE range**	**CYLE**
Starter	<A1	10–17	–
1	<A1 – A1	14–24	Pre A1 Starters
2	A1 – A1	20–30	Pre A1 Starters
3	A1 – A2	25–36	A1 Movers
4	A2 – A2+	31–40	A2 Flyers

Student Books and Workbooks

Each Student Book has a table on the back indicating the GSE proficiency range. The GSE learning objectives for each level have been selected based on this range. English Code has been built upon the GSE.

For teacher in-course monitoring and student self-assessment, we also introduced key English Code learning objectives and outcomes per lesson. You can find the objectives at the top of each Student Book lesson and the outcomes at the bottom of each Workbook lesson.

In addition, we have an English Code Progress Chart which allows students to acknowledge and take pride in their progress in Future skills: Creativity, Collaboration, Critical Thinking, Coding and Communication.

Teacher's Edition and Assessment Books

At the start of each unit in the Teacher's Book we have a section called "Unit Objectives". We have added key GSE Learning Outcomes on these pages for each skill, allowing the teacher to see explicitly how we have aligned English Code to the GSE and how students will make progress through the course. We have also included further information on GSE and Measuring Progress in our Teacher's Books prelims for ease of access.

Each Assessment Book has been mapped to our English Code key GSE Development Indicators and Learning Outcomes.

Teacher GSE Mapping Booklet

Finally, on the following pages of this booklet you will see that we have grouped together all of the key GSE Learning Outcomes for English Code and mapped them against each lesson in this level. This is for you to use as you see most useful for your teaching and your students' learning and development. Indicators in *italics* are also shown on each Unit overview page in the English Code Teacher's Book.

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

This document provides an overview of the learning objectives that are covered in each unit of *English Code 5*. 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
(CSE_A)	Eiken descriptor from the CSE, adapted or edited
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

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

Visit **english.com/gse** to learn more about the Global Scale of English.

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UNIT 1 All about me!

GRAMMAR – *Where are you from? I'm from Ecuador. Where is your aunt from? She's from Ecuador.* • *When's your birthday? It's on October 3rd. When is your uncle's birthday?*

VOCABULARY – Family • Ordinal numbers 1st – 31st

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	*Can extract specific information in short texts on familiar topics. (P)*	39	A2+ (36–42)	5
	Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel) if written using simple language and supported by pictures. ($C2018_A$)	34	A2 (30–35)	6
	Can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures. (P)	30	A2 (30–35)	8
	Can understand the correct sequence of events in a simple story or dialog. (P)	37	A2+ (36–42)	9
Listening	Can identify specific information in short, simple dialogs, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	7
	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)	7
	Can understand basic personal information in short, simple dialogs, if spoken slowly and clearly and guided by written prompts. (P)	31	A2 (30–35)	8
Speaking	*Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)*	34	A2 (30–35)	5
	Can talk about a past event or activity in a very basic way (e.g., I went…). (P)	35	A2 (30–35)	5
	Can ask simple questions about other people (e.g., their name, age, where they live, things they have). ($C2018_A$)	27	A1 (22–29)	7
	Can take part in a very simple conversation on a familiar topic (e.g., their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. ($C2018_A$)	32	A2 (30–35)	7
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	9

(*Continued*)

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SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	*Can write simple sentences about what they/ other people are doing. (P)*	33	A2 (30–35)	5
	Can write simple facts about themselves (e.g., name, age), given prompts or a model. (P)	22	A1 (22–29)	7
	Can write a simple text (e.g., an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	9

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UNIT 2 Into the past

GRAMMAR – *The players kick the ball. The players kicked the ball. The players wore protection.*

VOCABULARY – Verbs • Foods • Objects

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel) if written using simple language and supported by pictures. ($C2018_A$)	34	A2 (30–35)	14, 24
	Can follow a short, familiar, traditional story, if supported by pictures. (P)	31	A2 (30–35)	16
	Can follow the sequence of events in a short text on a familiar, everyday topic (P)	33	A2 (30–35)	17
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	18
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	18
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	21
Listening	Can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures. (P)	30	A2 (30–35)	12
	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	13
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. ($C2018_A$)	31	A2 (30–35)	14
	Can understand the main information in short, simple dialogs about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	20
	Can identify key information (e.g., places, times) from short audio recordings, if spoken slowly and clearly. ($C2018_A$)	31	A2 (30–35)	24

(*Continued*)

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SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	*Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)*	34	A2 (30–35)	10
	Can talk about a past event or activity in a very basic way (e.g., I went…). (P)	35	A2 (30–35)	12, 13, 15
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	13
	Can answer questions about a simple text or story, using evidence from the text to support their answer. (P)	38	A2+ (36–42)	16
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	17
	Can ask basic questions about everyday activities (e.g., when they occur). (P)	33	A2 (30–35)	20, 21
	Can take part in a very simple conversation on a familiar topic (e.g., their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018$_A$)	32	A2 (30–35)	23, 24
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	23
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	24
Writing	*Can write simple sentences to describe what's happening in a sequence of pictures. (P)*	34	A2 (30–35)	17
	Can write about a past event or activity in a very basic way (e.g., I went…). (P)	35	A2 (30–35)	21
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	22
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	22

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UNIT 3 Dragons

GRAMMAR – *The dragon was flying. They weren't eating. Was the dragon swimming? Yes, it was. / No, it wasn't.*

VOCABULARY – Story-telling words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	*Can understand the main themes of a simplified story. (P)*	36	A2+ (36–42)	28
	Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel) if written using simple language and supported by pictures. ($C2018_A$)	34	A2 (30–35)	30
	Can follow a short, familiar, traditional story, if supported by pictures. (P)	31	A2 (30–35)	32
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	33
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	34
	Can understand the main information in basic diagrams related to familiar topics. (P)	37	A2+ (36–42)	34
	Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)	31	A2 (30–35)	36
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	37
Listening	*Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)*	36	A2+ (36–42)	29
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. ($C2018_A$)	31	A2 (30–35)	30
	Can identify specific information in short, simple dialogs, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	37

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SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	*Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)*	34	A2 (30–35)	26, 29
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	27, 33
	Can respond to simple statements or questions related to immediate personal needs. (C2018$_A$)	28	A1 (22–29)	27
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	29
	Can ask where others were in the past, using was/were, given a model. (P)	37	A2+ (36–42)	31
	Can take part in a very simple conversation on a familiar topic (e.g., their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018$_A$)	32	A2 (30–35)	31
	Can talk about a past event or activity in a very basic way (e.g., I went…). (P)	35	A2 (30–35)	31, 36
	Can read aloud a short, simple story in a way that can be understood. (P)	35	A2 (30–35)	39
Writing	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	36
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g., family, animals, possessions) given a model. (P)	35	A2 (30–35)	37
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	38
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	38
	Can write a story, linking simple sentences together in a sequence. (P)	41	A2+ (36–42)	39

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UNIT 4 Join in!

GRAMMAR – *You should tidy the space. You shouldn't push your friends.*

VOCABULARY – Hobbies

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	42
	Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel) if written using simple language and supported by pictures. ($C2018_A$)	34	A2 (30–35)	44, 50, 54
	Can follow simple stories with basic dialog and simple narrative. (P)	35	A2 (30–35)	46
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	47
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	48
	Can understand the main information in basic diagrams related to familiar topics. (P)	37	A2+ (36–42)	48, 55
	Can understand basic details in simple informational texts (e.g., brochures, leaflets). ($C2018_A$)	34	A2 (30–35)	51
Listening	*Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)*	36	A2+ (36–42)	43
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. ($C2018_A$)	31	A2 (30–35)	44

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SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	40
	Can take part in a very simple conversation on a familiar topic (e.g., their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018$_A$)	32	A2 (30–35)	41, 43, 45, 50
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	43
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	44
	Can answer questions about a simple text or story, using evidence from the text to support their answer. (P)	38	A2+ (36–42)	46
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	47
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	50
	Can act out a simple role-play or dialog with correct intonation. (P)	41	A2+ (36–42)	53
Writing	*Can write a simple text (e.g., an invitation to a party) containing key information, given a model. (P)*	36	A2+ (36–42)	44, 51, 53
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	50
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	52
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	52

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UNIT 5 Marvelous medicines

GRAMMAR – *Doctors use medicine to make us better. Dentists use X-rays to see our teeth. Nurses use a thermometer to take our temperature.*

VOCABULARY – Medical words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	*Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel) if written using simple language and supported by pictures. (C2018$_A$)*	34	A2 (30–35)	58
	Can follow simple stories with basic dialog and simple narrative. (P)	35	A2 (30–35)	62
	Can understand the correct sequence of events in a simple story or dialog. (P)	37	A2+ (36–42)	62
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	63
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	63
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	64
	Can understand the main information in basic diagrams related to familiar topics. (P)	37	A2+ (36–42)	64
	Can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures. (P)	30	A2 (30–35)	66
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	67
Listening	Can identify specific information in short, simple dialogs, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	56
	Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	57
	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	59
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018$_A$)	31	A2 (30–35)	60
	Can identify specific information in short, simple dialogs, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	61

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SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	56
	Can take part in a very simple conversation on a familiar topic (e.g., their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018$_A$)	32	A2 (30–35)	57, 61
	Can ask and talk about very basic symptoms and ailments (e.g., cold, flu). (P)	36	A2+ (36–42)	58
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	59
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	63
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	66
	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	67
	Can check that a classmate has understood information, using simple language. (P)	37	A2+ (36–42)	69
Writing	*Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)*	40	A2+ (36–42)	61
	Can write a simple text (e.g., an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	67, 69
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	68
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	68

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UNIT 6 Theme parks

GRAMMAR – *She went to the dinosaur race. She is looking at the fossil exhibition. She will go on the roller coaster.*

VOCABULARY – Theme park • Food • Feelings

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel) if written using simple language and supported by pictures. ($C2018_A$)	34	A2 (30–35)	71, 84
	Can understand basic details in simple informational texts (e.g., brochures, leaflets). ($C2018_A$)	34	A2 (30–35)	74
	Can follow simple stories with basic dialog and simple narrative. (P)	35	A2 (30–35)	76
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	76
	Can understand the main themes of a simplified story. (P)	36	A2+ (36–42)	76
	Can follow a simple series of written instructions to carry out a task. (P)	36	A2+ (36–42)	79
	Can understand the main information in basic diagrams related to familiar topics. (P)	37	A2+ (36–42)	79
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	81
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	81
Listening	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)	73
	Can identify key information in short conversations on school-related topics e.g., subjects, timetables, homework. (P)	34	A2 (30–35)	74
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. ($C2018_A$)	31	A2 (30–35)	74
	Can identify specific information in short, simple dialogs, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	80, 84
	Can understand the main information in short, simple dialogs about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	84

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SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	*Can talk about something they like or dislike and give reasons, if guided by questions. (P)*	39	A2+ (36–42)	70, 71
	Can take part in a very simple conversation on a familiar topic (e.g., their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018$_A$)	32	A2 (30–35)	71, 84
	Can act out a short dialog or role play, given prompts. (P)	38	A2+ (36–42)	72
	Can say simple tongue-twisters and other types of playful language. (P)	27	A1 (22–29)	73
	Can answer simple questions about times and events (e.g., in a schedule, timetable or calendar). (P)	33	A2 (30–35)	75
	Can act out parts of a picture story using simple actions and words. (P)	31	A2 (30–35)	77
	Can say how they or someone else feels, giving a brief reason. (P)	40	A2+ (36–42)	80
	Can talk about a past event or activity in a very basic way (e.g., I went…). (P)	35	A2 (30–35)	81
	Can introduce new information in a simple conversation. (P)	40	A2+ (36–42)	83
Writing	*Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)*	37	A2+ (36–42)	71
	Can write a simple text (e.g., an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	81, 83
	Can write a simple plan for an activity. (P)	43	B1 (43–50)	82
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	82

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English Code and Future Skills

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