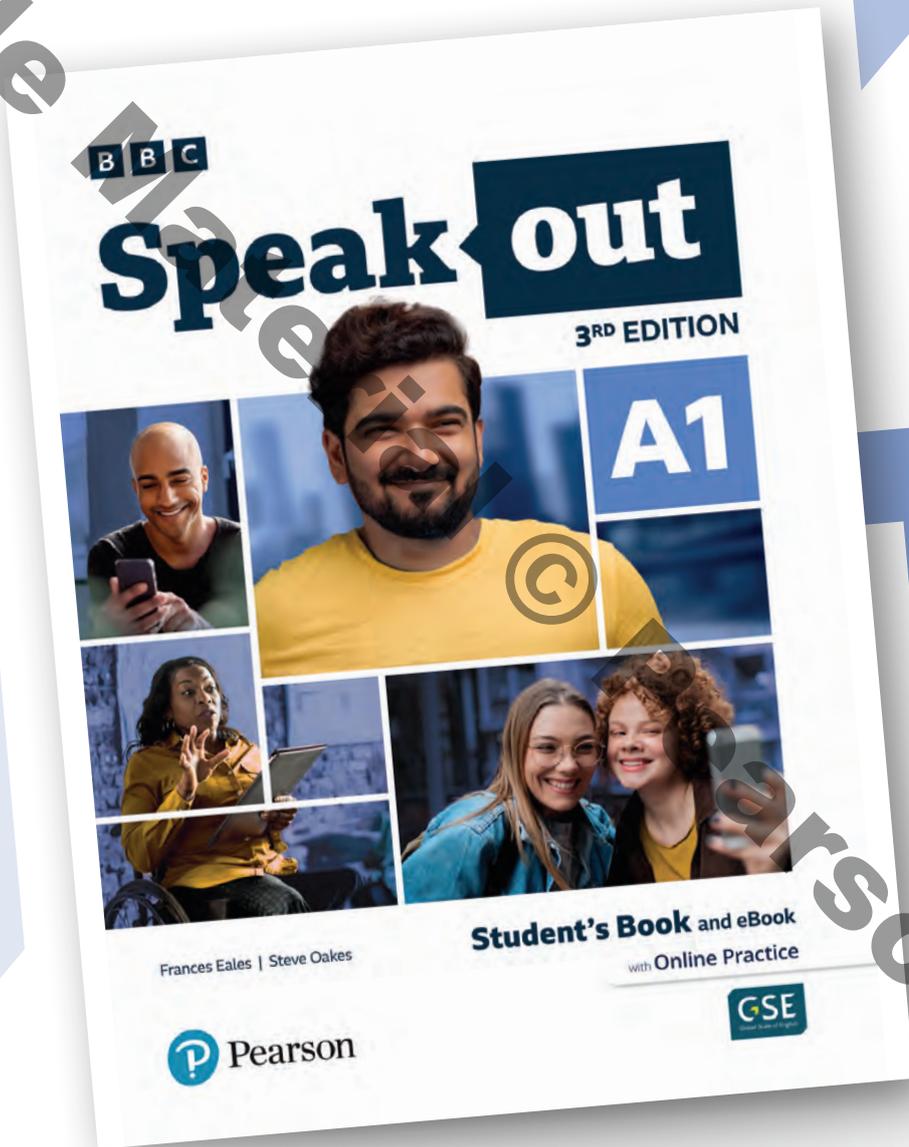




# GSE MAPPING BOOKLET

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



GSE, *Speakout 3rd Edition A1* – Published 2022

# Speakout

Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, *Speakout 3rd Edition* is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular emphasis on developing learners' confidence in speaking.

*Speakout 3rd Edition* is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh new look and feel. With a clearer layout and lesson flow, and an enhanced digital environment offering even more flexibility, the new edition Presentation Tool and Student's eBook can be used on any device – computer, tablet and mobile phone – and all activities from the eBook and the Online Practice report to the gradebook.

We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation syllabus, and interactive speaking practice activities which provide students with out-of-class, on-the-go speaking practice.

*Speakout 3rd Edition* features all-new BBC programme clips, street interviews, and vlogs filmed by people from around the world, all of which bring authenticity to the course and encourage students to be more motivated and confident in learning English. The Global Scale of English is embedded in the course, making it clear for learners and teachers why they are doing every task as well as providing a tangible framework for assessment and measurement of progress. 'How to ...' lessons and Future Skills boxes bring real-world strategies into the course, meaning that employability and personal growth are embedded within the lesson content. There are also independent Mediation lessons at the back of every Student's Book from A2 to C1–C2 to further develop learners' soft and employability skills. At A1 there is a Sounds and Spelling section with information on the key recurrent elements of English pronunciation and writing. The course is also mapped to the Adult Benchmark Tests, which provide clear, at-a-glance reporting, helping learners become more purposeful about their learning, and to Pearson English International Certificate, which is for learners wishing to take a test that gives them a proficiency certificate.

Accessibility is of paramount importance for *Speakout 3rd edition*, as we are committed as a company to providing education which is available to all. We offer extensive support for learners with many different accessibility needs, such as:

- All our digital content has an accessibility layer powered by a built-in screenreader, that allows the learners to fully engage with the exercises and complete them successfully. We also offer a 'keyboard navigation only' mode.
- All informative images are equipped with Alternative text suitable for the learners' level.
- Media players are equipped with speed changing capability, as well as dynamic transcripts for audios, and subtitles and transcripts for videos.
- Content can be resized up to 400% without the disruption in user experience and a high contrast theme can be applied.
- Accessibility support for print components including audio support on reading texts for the visually impaired and guidance for teachers on how to help students with Dyslexia.

### Course components

- Student's Book and eBook with Online Practice
- Student's eBook with Online Practice Access Code
- Workbook with key
- Teacher's Book with Teacher's Portal Access Code
- Teacher's Portal Access Code

Sample Material © Pearson 2023

## The Global Scale of English

The GSE is a numerical scale which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The GSE enables teachers and learners to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

It is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

GSE helps teachers to find the right course materials for the exact level and learning goals of their students. The chart below shows the range of objectives that are covered within the content. Knowing this helps you select course materials with the right level of support and challenge for your learners to help them make progress.

*Speakout 3<sup>rd</sup> edition* has been created using the GSE Learning Objectives for Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

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 <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 <sub>A</sub> )	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C <sub>J</sub> )	CEFR-J descriptor, adapted or edited
(CSE <sub>A</sub> )	Eiken descriptor, adapted or edited
(E <sub>A</sub> )	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

*Speakout 3<sup>rd</sup> edition* is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR A1 to C1-C2 (22–90 on the Global Scale of English).

Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22–32	Benchmark Test A	A1
A2	30–38	Benchmark Test A	Level 1 (A2)
A2+	36–44	Benchmark Test A	Level 1 (A2)
B1	42–52	Benchmark Test B1	Level 2 (B1)
B1+	50–60	Benchmark Test B1	Level 2 (B1)
B2	58–67	Benchmark Test B2	Level 3 (B2)
B2+	64–76	Benchmark Test B2	Level 3 (B2)
C1-C2	73–90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

Visit <https://www.pearson.com/english/about-us/global-scale-of-english.html> to learn more about the Global Scale of English.

### Measuring proficiency using the Global Scale of English

The GSE underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark assessments alongside *Speakout 3<sup>rd</sup> edition*, you will be able to see the progress being made by students during their course of study. You will also receive rich score reports which identify strengths and areas for improvement along with recommendations on how to address these areas using *Speakout 3<sup>rd</sup> edition*. For this level of *Speakout 3<sup>rd</sup> edition*, we recommend English Benchmark Test A.

Your students may also want to take a test that gives them a proficiency certificate. For this level of *Speakout 3<sup>rd</sup> edition*, we recommend Pearson English International Certificate (PTE General) Level A1.

Find out more about our assessments at <https://www.pearson.com/english/assessment.html>

### Using the information in this teacher booklet

The GSE teacher booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Speakout 3<sup>rd</sup> edition*, unit by unit. There are several ways in which this information can be used:

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher booklet list gives you a more complete picture of what is being studied
- The list can be used to support any reporting that you have to do (e.g., for students or for admin purposes)
- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The learning objectives enable you to see quickly the language functions that are most relevant to your students

### The GSE Teacher Toolkit

This is a free online database that gives you easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text).

Access the database at <https://www.english.com/gse/teacher-toolkit/user/lo>

The GSE Teacher Toolkit is a searchable database that will save you time when planning lessons:

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency
- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice
- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases
- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students.

## Speakout and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. The primary learning objectives are highlighted in **bold**. Where GSE values are shown in *italics* it indicates the GSE values are currently in draft form.

### UNIT 1 welcome

**GRAMMAR/FUNCTION:** present simple *be: I, you* • present simple *be: he, she, it* • How to ask and answer simple questions • singular and plural nouns; *a, an; have, has*

**VOCABULARY:** hello and goodbye • countries and nationalities • jobs • the alphabet • common objects

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<b>Can ask someone what their nationality is. (P)</b>	13	A1 (10–21)	1A	9
	<b>Can say what someone's job is, using familiar common job names. (P)</b>	27	A1 (22–29)	1B	11
	<b>Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)</b>	25	A1 (22–29)	1B, 1C, 1D	11, 13, 15
	<b>Can say the letters of the alphabet. (P)</b>	11	A1 (10–21)	1C	12
	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)	12	A1 (10–21)	1C	13
	Can ask for the spelling of a word, or for a word to be written down. (P)	22	A1 (22–29)	1C	13
	<b>Can exchange personal details (e.g. where they live, things they have). (CA)</b>	28	A1 (22–29)	1C, 1D	13
Listening	<b>Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)</b>	22	A1 (22–29)	1A, 1C, 1D	8, 13, 14
	Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly. (P)	23	A1 (22–29)	1A, 1C, 1D	8, 13, 14
	Can understand questions addressed carefully and slowly. (CA)	23	A1 (22–29)	1C	13
	<b>Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)</b>	30	A2 (30–35)	1D	14
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	26	A1 (22–29)	1D	14

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	<b>Can extract personal details in a limited way. (P)</b>	28	A1 (22-29)	1B	11
	Can understand short, simple descriptions of objects, people and animals, given visual support. (P)	25	A1 (22-29)	1B	11
	Can understand basic phrases in short, simple texts. (P)	27	A1 (22-29)	1B	11
Writing	<b>Can write a few basic sentences introducing themselves (e.g. name, age, where they are from), given prompts or a model. (P)</b>	24	A1 (22-29)	1A	9
	Can use capital letters appropriately. (P)	24	A1 (22-29)	1A	9
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22-29)	1A	9
	Can write the letters of the alphabet in upper and lower case. (P)	10	A1 (10-21)	1C	12
	Can complete simple forms with basic personal details. (CA)	23	A1 (22-29)	1C	13
	<b>Can write simple sentences about things that they and other people have. (P)</b>	25	A1 (22-29)	1D	15
	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22-29)	1D	15

## UNIT 2 people

**GRAMMAR/FUNCTION:** present simple: *we, you, they + be* • possessive adjectives • How to have short conversations • *wh-* questions + *be* • *and* to link nouns and noun phrases

**VOCABULARY:** numbers 11–100 • common adjectives (1) • family • feelings

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<b>Can say where they and other people are in a limited way. (P)</b>	22	A1 (22–29)	2A	19
	<b>Can ask and answer basic questions about family and friends in a limited way. (P)</b>	22	A1 (22–29)	2A, 2B	19, 21
	Can talk about the family in a basic way, given prompts. (P)	29	A1 (22–29)	2B	21
	<b>Can ask and answer simple questions about people they know in a limited way. (CA)</b>	28	A1 (22–29)	2B	21
	<b>Can greet people, ask how they are and react to news. (CA)</b>	24	A1 (22–29)	2C	22, 23
	<b>Can express how they are feeling using very basic fixed expressions. (P)</b>	28	A1 (22–29)	2C	22, 23
	<b>Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (P)</b>	27	A1 (22–29)	2D	25
Listening	<b>Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly. (P)</b>	23	A1 (22–29)	2B	20
	<b>Can understand questions addressed carefully and slowly. (CA)</b>	23	A1 (22–29)	2C	22
	<b>Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)</b>	26	A1 (22–29)	2C	22
	<b>Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)</b>	30	A2 (30–35)	2D	24
Reading	Can recognise cardinal numbers from 11–100. (P)	22	A1 (22–29)	2A	18, 19
	<b>Can understand simple descriptions of places. (P)</b>	27	A1 (22–29)	2A	19
	Can understand basic phrases in short, simple texts. (P)	27	A1 (22–29)	2D	24
Writing	<b>Can write simple sentences about their family and where they live. (CA)</b>	27	A1 (22–29)	2B, 2D	21, 25

## UNIT 3 things

**GRAMMAR/FUNCTION:** possessive 's • present simple *have*; + *yes/no* questions (*I, you, we, they*) • How to shop for clothes • likes, dislikes and opinions • *How much is/are...?* • *but* to link clauses and sentences

**VOCABULARY:** things • colours • desk objects • clothes • shops

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)	
Speaking	<b>Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)</b>	18	A1 (10–21)	3A	29	
	Can answer simple questions about objects (e.g. colour, size). (P)	22	A1 (22–29)	3A	29	
	Can say who something belongs to. (P)	29	A1 (22–29)	3A	29	
	<b>Can ask basic questions about objects (e.g. colour, size). (P)</b>	26	A1 (22–29)	3B	31	
	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	3B	31	
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	18	A1 (10–21)	3B	31	
	Can describe objects in a basic way (e.g. colour, size). (P)	24	A1 (22–29)	3B	31	
	Can ask about the price of something. (P)	19	A1 (10–21)	3C	33	
	<b>Can give basic information about the price of something. (P)</b>	23	A1 (22–29)	3C	33	
	Can say how much something costs using basic language. (P)	26	A1 (22–29)	3C	33	
	Can ask for attention. (C)	29	A1 (22–29)	3C	33	
	<b>Can ask people for things and give people things. (C)</b>	28	A1 (22–29)	3C	33	
	<b>Can describe a person's likes and dislikes using simple language. (P)</b>	28	A1 (22–29)	3D	35	
	Listening	<b>Can identify objects, places or people from short spoken descriptions. (W<sub>A</sub>)</b>	29	A1 (22–29)	3B	30
		Can understand basic questions about objects in pictures or in their immediate surroundings. (P)	24	A1 (22–29)	3B	30
<b>Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly. (P)</b>		26	A1 (22–29)	3C	33	
Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C <sub>J</sub> )		29	A1 (22–29)	3C	33	
<b>Can understand basic questions about people's likes and dislikes. (P)</b>		24	A1 (22–29)	3D	34	

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	<b>Can understand basic factual statements relating to pictures or simple texts. (P)</b>	29	A1 (22–29)	3A	28
	<b>Can understand basic phrases in short, simple texts. (P)</b>	27	A1 (22–29)	3A	28
Writing	<b>Can write basic sentences describing everyday objects (e.g. colour, size), given a model. (P)</b>	26	A1 (22–29)	3A	29
	Can write simple sentences about things that they and other people have. (P)	25	A1 (22–29)	3A	29
	Can write simple sentences about personal interests. (P)	27	A1 (22–29)	3D	35
	<b>Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model. (P)</b>	30	A2 (30–35)	3D	35

## UNIT 4 every day

**GRAMMAR/FUNCTION:** adverbs of frequency • present simple: regular verbs, *he, she, it* • How to order in a café • present simple: *yes/no* questions with *he, she, it*

**VOCABULARY:** food and drink • everyday activities (1) • telling the time • café words

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)	4A	39
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C <sub>A</sub> )	25	A1 (22–29)	4A, 4B, 4D	39, 41, 45
	<b>Can express preferences about food and drink using basic fixed expressions. (P)</b>	28	A1 (22–29)	4A, 4C	39, 43
	Can tell the time of day to the quarter hour. (P)	24	A1 (22–29)	4B, 4D	40, 45
	<b>Can answer simple questions about their daily activities or routines, given a model. (P)</b>	28	A1 (22–29)	4B, 4D	41, 45
	Can answer simple questions about habits and routines. (P)	29	A1 (22–29)	4B, 4D	41, 45
	<b>Can ask for a drink or food in a limited way. (P)</b>	24	A1 (22–29)	4C	43
	Can agree to simple requests using a few basic fixed expressions. (P)	24	A1 (22–29)	4C	43
	<b>Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (P)</b>	27	A1 (22–29)	4D	45
	Can ask and answer simple questions about people they know in a limited way. (C <sub>A</sub> )	28	A1 (22–29)	4D	45
Listening	<b>Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)</b>	26	A1 (22–29)	4A	38
	Can understand basic questions about people's likes and dislikes. (P)	24	A1 (22–29)	4A	38
	Can understand basic information about someone's likes and dislikes. (P)	25	A1 (22–29)	4A	38
	<b>Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C<sub>J</sub>A)</b>	29	A1 (22–29)	4C	43
	Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (P)	27	A1 (22–29)	4C	43
	<b>Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)</b>	30	A2 (30–35)	4D	44

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	<b>Can understand short, simple descriptions of objects, people and animals, given visual support. (P)</b>	25	A1 (22–29)	4B	40
	Can understand simple phrases related to familiar, everyday activities. (P)	29	A1 (22–29)	4B, 4C	40, 43
	Can understand basic phrases in short, simple texts. (P)	27	A1 (22–29)	4B	40
	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	4B, 4D	40
Writing	<b>Can write short, simple notes, emails and postings to friends. (N2000A)</b>	28	A1 (22–29)	4A, 4D	39, 45
	<b>Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)</b>	34	A2 (30–35)	4D	45

## UNIT 5 action

**GRAMMAR/FUNCTION:** object pronouns • *can* for ability • How to make requests and offers • ordinal numbers; dates

**VOCABULARY:** common verbs (1) • verbs of ability • common adjectives (2) • months

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can ask and answer simple questions about people they know in a limited way. (C <sub>A</sub> )	28	A1 (22–29)	5A	49
	Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)	27	A1 (22–29)	5B	51
	Can make offers using basic fixed expressions. (P)	32	A2 (30–35)	5C	53
	Can accept offers using basic fixed expressions. (P)	27	A1 (22–29)	5C	53
	Can ask for help using basic fixed expressions. (P)	27	A1 (22–29)	5C	53
	Can ask people for things and give people things. (C)	28	A1 (22–29)	5C	53
	Can give dates using standard formats (day and month). (P)	24	A1 (22–29)	5D	55
	Can answer simple questions about habits and routines. (P)	29	A1 (22–29)	5D	55
Listening	Can distinguish between 'can' and 'can't'. (P)	24	A1 (22–29)	5B	50
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	29	A1 (22–29)	5B	50
	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C <sub>A</sub> )	29	A1 (22–29)	5C	53
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	26	A1 (22–29)	5C	53
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	5D	54
Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	5A	49
	Can understand simple phrases related to familiar, everyday activities. (P)	29	A1 (22–29)	5A	49
Writing	Can write simple sentences about what they and other people do. (C <sub>A</sub> )	30	A2 (30–35)	5A	49
	Can write dates using both digits and words. (P)	28	A1 (22–29)	5D	55
	Can write simple sentences about their life and routines. (P)	28	A1 (22–29)	5D	55

## UNIT 6 where?

**GRAMMAR/FUNCTION:** prepositions of place • *there is, there are* • How to ask where a place is • *the*

**VOCABULARY:** rooms and furniture • places in town (1) • places in town (2) • signs in buildings

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<b>Can describe the position of something in a very basic way. (P)</b>	23	A1 (22–29)	6A	59
	Can ask for and give very basic information about the home. (P)	25	A1 (22–29)	6A	59
	<b>Can answer simple questions about the location of people or things in a limited way. (P)</b>	28	A1 (22–29)	6A, 6C, 6D	59
	<b>Can describe where they live. (CA)</b>	26	A1 (22–29)	6B	61
	<b>Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)</b>	25	A1 (22–29)	6B	61
	<b>Can ask for simple directions, referring to a map or plan. (P)</b>	29	A1 (22–29)	6C	62, 63
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	6C	63
Listening	<b>Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P)</b>	27	A1 (22–29)	6B	61
	Can understand basic factual statements. (P)	26	A1 (22–29)	6B	61
	<b>Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures. (P)</b>	24	A1 (22–29)	6C	62
	Can understand simple directions from X to Y on foot or public transport. (CA)	26	A1 (22–29)	6C	63
	<b>Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)</b>	30	A2 (30–35)	6D	64
	Reading	<b>Can understand simple descriptions of places. (P)</b>	27	A1 (22–29)	6A, 6D
Can understand basic factual statements relating to pictures or simple texts. (P)		29	A1 (22–29)	6D	64

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	<b>Can write simple sentences about their family and where they live. (CA)</b>	27	A1 (22–29)	6B	61
	<b>Can use basic punctuation (e.g. commas, full stops, question marks). (P)</b>	26	A1 (22–29)	6B	61
	Can write short, simple notes, emails and postings to friends. (N2000 <sub>A</sub> )	28	A1 (22–29)	6B, 6D	61, 65
	<b>Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)</b>	35	A2 (30–35)	6D	65

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## UNIT 7 healthy lives

**GRAMMAR/FUNCTION:** present simple: *wh-* questions • *was, were* • How to say you're not well • imperatives • present tense: *have got*

**VOCABULARY:** everyday activities (2) • common adjectives (3) • parts of the body • sports and exercise

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can answer simple questions about habits and routines. (P)	29	A1 (22–29)	7A	69
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	7B	71
	Can make simple references to the past using 'was/were'. (P)	33	A2 (30–35)	7B	71
	Can express how they are feeling using very basic fixed expressions. (P)	28	A1 (22–29)	7C	73
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	7D	75
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	7D	75
	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	7D	75
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	7D	75
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	7D	75
Listening	Can understand basic information about free time activities. (P)	27	A1 (22–29)	7A	69
	Can understand basic questions about free time activities. (P)	27	A1 (22–29)	7A	69
	Can identify objects, places or people from short spoken descriptions. (WA)	29	A1 (22–29)	7A	69
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	26	A1 (22–29)	7C	73
	Can understand excuses if expressed in simple language. (P)	30	A2 (30–35)	7C	73
	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	7D	74
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	7D	74

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	<b>Can understand short, simple descriptions of objects, people and animals, given visual support. (P)</b>	25	A1 (22-29)	7B	70
	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22-29)	7B	70
Writing	<b>Can write simple sentences about someone's life and routines. (P)</b>	28	A1 (22-29)	7A	69
	<b>Can use basic punctuation (e.g. commas, full stops, question marks). (P)</b>	26	A1 (22-29)	7A	69
	<b>Can write simple sentences about personal skills. (P)</b>	33		7D	75

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## UNIT 8 time out

**GRAMMAR/FUNCTION:** past simple: regular verbs • past simple: irregular verbs • How to buy a travel ticket • *want, would like*

**VOCABULARY:** common verbs (2) • free-time activities • time phrases • transport and tickets

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<b>Can talk about familiar topics using a few basic words and phrases. (P)</b>	30	A2 (30–35)	8A	79
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C <sub>A</sub> )	31	A2 (30–35)	8A	79
	Can answer simple questions about habits and routines. (P)	29	A1 (22–29)	8B	81
	<b>Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'. (C)</b>	25	A1 (22–29)	8B	81
	<b>Can buy tickets on public transport using basic fixed expressions. (N2000<sub>A</sub>)</b>	24	A1 (22–29)	8C	83
	<b>Can ask people for things and give people things. (C)</b>	28	A1 (22–29)	8C	83
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> )	34	A2 (30–35)	8D	85
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	8D	85
Listening	<b>Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)</b>	32	A2 (30–35)	8A	79
	Can identify objects, places or people from short spoken descriptions. (W <sub>A</sub> )	29	A1 (22–29)	8A	79
	<b>Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (P)</b>	27	A1 (22–29)	8C	83
	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C <sub>J</sub> <sub>A</sub> )	29	A1 (22–29)	8C	83
	<b>Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)</b>	30	A2 (30–35)	8D	84

SKILL	GSE DESCRIPTOR	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	Can understand basic phrases in short, simple texts. (P)	27	A1 (22-29)	8A, 8B	78, 80
	Can understand simple descriptions of places. (P)	27	A1 (22-29)	8A	78
	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	8A	78
	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22-29)	8D	84
Writing	Can write simple sentences about their life and routines. (P)	28	A1 (22-29)	8B	81
	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (CA)	31	A2 (30-35)	8B	81
	Can write short, simple notes, emails and postings to friends. (N2000 <sub>A</sub> )	28	A1 (22-29)	8B	81
	Can write times using both digits and words. (P)	29	A1 (22-29)	8B	81
	Can write simple sentences about personal interests. (P)	27	A1 (22-29)	8D	85
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	8D	85

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