

GSE LEARNING OBJECTIVES

UNIT	READING	LISTENING	SPEAKING	WRITING	GRAMMAR	VOCABULARY
1 welcome!						
Lesson A		<p>22 Can understand the main information when people introduce themselves (e.g. name, age, where they are from).</p> <p>23 Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly.</p>	<p>13 Can ask someone what their nationality is.</p> <p>10–29 Can use language related to nation, nationality and language.</p>	<p>24 Can write a few basic sentences introducing themselves (e.g. name, age, where they are from), given prompts or a model.</p> <p>24 Can use capital letters appropriately.</p> <p>26 Can use basic punctuation (e.g. commas, full stops, question marks).</p>	<p>24 Can use subject pronouns with the correct form of the verb 'be' in the simple present.</p> <p>24 Can use subject personal pronouns.</p> <p>25 Can use the verb 'be' in the simple present with adjectives.</p>	<p>10–29 Can use language related to greeting and saying hello.</p> <p>10–29 Can use language related to introductions.</p> <p>10–29 Can use language related to point or period of time.</p> <p>10–29 Can use language related to leave-taking and saying goodbye.</p> <p>10–29 Can use language related to addressing someone.</p>
Lesson B	<p>28 Can extract personal details in a limited way.</p> <p>25 Can understand short, simple descriptions of objects, people and animals, given visual support.</p> <p>27 Can understand basic phrases in short, simple texts.</p>		<p>27 Can say what someone's job is, using familiar common job names.</p> <p>25 Can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>		<p>24 Can use subject personal pronouns.</p> <p>24 Can use subject pronouns with the correct form of the verb 'be' in the simple present.</p> <p>24 Can make simple statements with 'it's/it is'.</p>	<p>10–29 Can use language related to jobs.</p> <p>25 Can use 'a/an' with the names of jobs.</p> <p>26 Can use 'a/an' with jobs to talk about work and professions.</p>
Lesson C		<p>22 Can understand the main information when people introduce themselves (e.g. name, age, where they are from).</p> <p>23 Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly.</p> <p>23 Can understand questions addressed carefully and slowly.</p>	<p>25 Can ask and answer simple questions in areas of immediate need or on very familiar topics.</p> <p>12 Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').</p> <p>22 Can ask for the spelling of a word, or for a word to be written down.</p> <p>28 Can exchange personal details (e.g. where they live, things they have).</p> <p>24 Can ask basic questions using 'What's your ... ?'</p> <p>24 Can make simple statements with 'it's/it is'.</p>			<p>11 Can say the letters of the alphabet.</p> <p>10 Can write the letters of the alphabet in upper and lower case.</p>
Lesson D		<p>30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.</p> <p>22 Can understand the main information when people introduce themselves (e.g. name, age, where they are from).</p> <p>23 Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly.</p> <p>26 Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.</p>	<p>28 Can exchange personal details (e.g. where they live, things they have).</p> <p>25 Can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>25 Can write simple sentences about things that they and other people have.</p> <p>28 Can write short, simple notes, emails and postings to friends.</p>	<p>25 Can use common forms of 'have' in the present tense.</p> <p>24 Can use regular nouns in the plural form.</p> <p>26 Can use 'a/an' with single countable nouns.</p>	<p>10–29 Can use language related to household objects and possessions.</p>

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2 people						
Lesson A	27 Can understand simple descriptions of places.		22 Can say where they and other people are in a limited way. 22 Can ask and answer basic questions about family and friends in a limited way.		24 Can use the correct form of 'be' with singular and plural nouns. 24 Can use subject pronouns with the correct form of the verb 'be' in the simple present. 25 Can ask where other people are using 'Where is/are ...?'	10–29 Can use language related to numbers. 22 Can recognise cardinal numbers from 11–100.
Lesson B		23 Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly.	22 Can ask and answer basic questions about family and friends in a limited way. 28 Can ask and answer simple questions about people they know in a limited way. 29 Can talk about the family in a basic way, given prompts.	27 Can write simple sentences about their family and where they live. 25 Can use 'and' to link nouns and noun phrases.	25 Can use possessive adjectives such as 'my', 'your', etc.	10–29 Can use language related to family members and relationships. 10–29 Can use language related to have or not have. 25 Can use common irregular nouns in the plural form. 10–29 Can use language related to friends and friendships.
Lesson C		23 Can understand questions addressed carefully and slowly. 26 Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	24 Can greet people, ask how they are and react to news. 28 Can express how they are feeling using very basic fixed expressions.			10–29 Can use language related to asking about feelings. 25 Can use the verb 'be' in the simple present with adjectives.
Lesson D	27 Can understand basic phrases in short, simple texts.	30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	27 Can ask simple questions about other people (e.g. their name, age, where they live, things they have).	27 Can write simple sentences about their family and where they live. 25 Can use 'and' to link nouns and noun phrases.	25 Can form questions with 'what' and 'who' and answer them. 25 Can ask where other people are using 'Where is/are ... ?' 25 Can ask someone's age using 'How old ... ?' 24 Can ask basic questions using 'What's your ... ?'	
3 things						
Lesson A	29 Can understand basic factual statements relating to pictures or simple texts. 27 Can understand basic phrases in short, simple texts.		18 Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. 22 Can answer simple questions about objects (e.g. colour, size). 29 Can say who something belongs to. 10–29 Can use language related to differences and similarities.	26 Can write basic sentences describing everyday objects (e.g. colour, size), given a model. 28 Can use 'but' to link clauses and sentences. 25 Can write simple sentences about things that they and other people have.	28 Can use 's' to express possession with singular nouns.	10–29 Can use language related to household objects and possessions. 10–29 Can use language related to describing something's quality. 10–29 Can use language related to colour.
Lesson B		29 Can identify objects, places or people from short spoken descriptions. 24 Can understand basic questions about objects in pictures or in their immediate surroundings.	26 Can ask basic questions about objects (e.g. colour, size). 24 Can describe objects in a basic way (e.g. colour, size). 30 Can ask for repetition and clarification when they don't understand, using basic fixed expressions.		26 Can ask <i>yes/no</i> questions using the present simple. 28 Can construct short answers to questions in the present simple using the verb 'do'. 25 Can use common forms of 'have' in the present tense.	10–29 Can use language related to home office and stationery. 10–29 Can use language related to household objects and possessions.
Lesson C		26 Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly. 29 Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly.	23 Can give basic information about the price of something. 28 Can ask people for things and give people things. 26 Can say how much something costs using basic language. 29 Can ask for attention. 27 Can ask about the price of something using 'How much is/are ... ?' 24 Can make simple statements with 'it's/it is'.			10–29 Can use language related to shops and buying clothes. 10–29 Can use language related to describing clothes. 10–29 Can use language related to shops and shopping experience.

UNIT	READING	LISTENING	SPEAKING	WRITING	GRAMMAR	VOCABULARY
3 things (continued)						
Lesson D		25 Can understand basic information about someone's likes and dislikes. 24 Can understand basic questions about people's likes and dislikes.	28 Can describe a person's likes and dislikes using simple language. 10–29 Can use language related to shops and shopping experience.	30 Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model. 27 Can write simple sentences about personal interests.	27 Can use the present simple to refer to likes, dislikes and opinions. 26 Can make affirmative statements using the present simple without time reference. 26 Can make negative statements using the present simple.	
4 every day						
Lesson A		26 Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. 25 Can understand basic information about someone's likes and dislikes. 24 Can understand basic questions about people's likes and dislikes.	28 Can express preferences about food and drink using basic fixed expressions. 28 Can describe a person's likes and dislikes using simple language.	28 Can write short, simple notes, emails and postings to friends.	33 Can use a range of common adverbs of frequency. 26 Can use the present simple to refer to daily routines.	10–29 Can use language related to food and drink.
Lesson B	25 Can understand short, simple descriptions of objects, people and animals, given visual support. 27 Can understand basic phrases in short, simple texts. 28 Can understand a few simple phrases related to familiar, everyday activities. 29 Can understand basic factual statements relating to pictures or simple texts.		28 Can answer simple questions about their daily activities or routines, given a model. 29 Can answer simple questions about habits and routines.		26 Can use the present simple to refer to daily routines. 26 Can make affirmative statements using the present simple without time reference. 26 Can make negative statements using the present simple.	10–29 Can use language related to everyday activities. 10–29 Can use language related to frequency or repetition. 10–29 Can use language related to point or period of time. 24 Can tell the time of day to the quarter hour. 29 Can write times using both digits and words.
Lesson C	29 Can understand simple phrases related to familiar, everyday activities.	29 Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. 27 Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly.	24 Can ask for a drink or food in a limited way. 28 Can express preferences about food and drink using basic fixed expressions. 24 Can agree to simple requests using a few basic fixed expressions.			10–29 Can use language related to food and drink. 10–29 Can use language related to utensils, appliances and tableware. 10–29 Can use language related to restaurant experience. 31 Can find specific, predictable information in everyday materials (e.g. menus, timetables).
Lesson D	29 Can understand basic factual statements relating to pictures or simple texts.	30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	27 Can ask simple questions about other people (e.g. their name, age, where they live, things they have). 29 Can answer simple questions about habits and routines. 25 Can ask and answer simple questions in areas of immediate need or on very familiar topics. 24 Can tell the time of day to the quarter hour. 28 Can ask and answer simple questions about people they know in a limited way.	34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	26 Can ask <i>yes/no</i> questions using the present simple. 26 Can use the present simple to refer to daily routines. 28 Can construct short answers to questions in the present simple using the verb 'do'.	

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5 action						
Lesson A	29 Can understand basic factual statements relating to pictures or simple texts. 29 Can understand simple phrases related to familiar, everyday activities.		28 Can ask and answer simple questions about people they know in a limited way.	30 Can write simple sentences about what they and other people do.	27 Can use personal pronouns as objects and complements.	10–29 Can use language related to work activities.
Lesson B		24 Can distinguish between 'can' and 'can't'. 29 Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.	27 Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'.		29 Can use 'can' to refer to ability in the present.	10–29 Can use language related to aptitude, ability, knowledge, and skills.
Lesson C		29 Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. 26 Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	32 Can make offers using basic fixed expressions. 27 Can accept offers using basic fixed expressions. 27 Can ask for help using basic fixed expressions. 28 Can ask people for things and give people things.			10–29 Can use language related to describing something's quality.
Lesson D		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	24 Can give dates using standard formats (day and month). 29 Can answer simple questions about habits and routines.	28 Can write dates using both digits and words. 28 Can write simple sentences about their life and routines.	28 Can give dates (e.g. their date of birth) using ordinal numbers in the form day-month-year or month-day-year.	10–29 Can use language related to point or period of time.
6 where?						
Lesson A	27 Can understand simple descriptions of places.		23 Can describe the position of something in a very basic way. 28 Can answer simple questions about the location of people or things in a limited way. 25 Can ask for and give very basic information about the home.		26 Can use basic prepositions of place with nouns and noun phrases.	10–29 Can use language related to furniture and decoration. 10–29 Can use language related to rooms and parts of a building.
Lesson B		27 Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. 26 Can understand basic factual statements.	26 Can describe where they live. 25 Can ask and answer simple questions in areas of immediate need or on very familiar topics.	27 Can write simple sentences about their family and where they live. 26 Can use basic punctuation (e.g. commas, full stops, question marks). 28 Can write short, simple notes, emails and postings to friends.	27 Can use 'there' + 'be' to express presence/absence.	10–29 Can use language related to public buildings and places. 10–29 Can use language related to areas, districts and neighbourhoods.
Lesson C		24 Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures.	26 Can understand simple directions from X to Y on foot or public transport. 25 Can accurately repeat clearly spoken words, phrases, and short sentences. 28 Can answer simple questions about the location of people or things in a limited way. 29 Can ask for simple directions, referring to a map or plan. 26 Can use basic prepositions of place with nouns and noun phrases.			10–29 Can use language related to public buildings and places. 10–29 Can use language related to location and position. 27 Can understand short written notices, signs and instructions with visual support. 10–29 Can use language related to parts of a building. 10–29 Can use language related to direction.
Lesson D		30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 27 Can understand simple descriptions of places. 29 Can understand basic factual statements relating to pictures or simple texts.	28 Can answer simple questions about the location of people or things in a limited way.	35 Can write a simple text containing key information, given a model. 28 Can write short, simple notes, emails and postings to friends.	32 Can use the definite article to refer to a specific person, thing, or situation.	

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7 healthy lives						
Lesson A		27 Can understand basic information about free-time activities. 29 Can identify objects, places or people from short spoken descriptions.	29 Can answer simple questions about habits and routines.	28 Can write simple sentences about someone's life and routines. 26 Can use basic punctuation (e.g. commas, full stops, question marks).	27 Can ask a range of <i>wh-</i> questions. 26 Can ask <i>wh-</i> questions using the present simple. 26 Can ask <i>yes/no</i> questions using the present simple.	10–29 Can use language related to everyday activities.
Lesson B	25 Can understand short, simple descriptions of objects, people and animals, given visual support. 29 Can understand basic factual statements relating to pictures or simple texts.		31 Can ask simple questions to find out about a subject. 33 Can make simple references to the past using 'was/were'.		32 Can use 'was' and 'were' with a range of complement phrases.	10–29 Can use language related to describing something's quality.
Lesson C		30 Can understand excuses if expressed in simple language.	28 Can use common forms of 'have got' (BrE) in the present tense. 26 Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. 28 Can express how they are feeling using very basic fixed expressions. 10–29 Can use language related to wellness and illness.			10–29 Can use language related to parts of the body and mind.
Lesson D		30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	34 Can ask simple questions in a face-to-face survey. 34 Can answer simple questions in a face-to-face survey. 33 Can describe skills and abilities using simple language. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	33 Can write simple sentences about personal skills.	27 Can use verbs in the imperative.	
8 time out						
Lesson A	27 Can understand basic phrases in short, simple texts. 27 Can understand simple descriptions of places. 29 Can understand familiar phrases in a simple text.	32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 29 Can identify objects, places or people from short spoken descriptions.	30 Can talk about familiar topics using a few basic words and phrases. 31 Can talk about everyday things (e.g. people, places, job, study) in a basic way.		30 Can make affirmative statements using common regular past simple forms. 29 Can use negative forms of the simple past.	10–29 Can use language related to holidays. 10–29 Can use language related to moving in a direction.
Lesson B	27 Can understand basic phrases in short, simple texts.		25 Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'. 29 Can answer simple questions about habits and routines.	28 Can write simple sentences about their life and routines. 31 Can use very basic connectors like 'and', 'but', 'so' and 'then'. 28 Can write short, simple notes, emails and postings to friends. 29 Can write times using both digits and words.	30 Can make affirmative statements using common irregular past simple forms.	10–29 Can use language related to hobbies and interests. 10–29 Can use language related to everyday activities.
Lesson C		27 Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. 29 Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly.	24 Can buy tickets on public transport using basic fixed expressions. 28 Can ask people for things and give people things. 10–29 Can use language related to when something happens. 10–29 Can use language related to point or period of time.			10–29 Can use language related to public transport. 10–29 Can use language related to trains, train travel, and stations. 10–29 Can use language related to when something happens. 10–29 Can use language related to point or period of time.

UNIT	READING	LISTENING	SPEAKING	WRITING	GRAMMAR	VOCABULARY
8 time out (continued)						
Lesson D	29 Can understand basic factual statements relating to pictures or simple texts.	30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	34 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. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	27 Can write simple sentences about personal interests. 34 Can write short texts about their likes and dislikes using basic fixed expressions.	29 Can use 'I'd like ... / I want ...' to express wants and wishes. 31 Can use 'want to' + infinitive to express intentions.	

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