

A1		
THE LEARNER CAN ...	COURSE	LESSON
LISTENING AND SPEAKING		
understand very simple spoken dialogues about familiar topics with the help of pictures	Joel Sartore	NEW LANGUAGE, Exercise 1
	Annie Griffiths	NEW LANGUAGE, Exercise 1
	Corey Jaskolski	NEW LANGUAGE, Exercise 1
	Ryan Carney	NEW LANGUAGE, Exercise 1
	Nora Shawki	NEW LANGUAGE, Exercise 1
understand very simple spoken descriptions about people and objects	Joel Sartore	VIDEO, Exercise 3
	Annie Griffiths	VIDEO, Exercise 3
	Corey Jaskolski	VIDEO, Exercise 3
	Ryan Carney	NEW LANGUAGE, Exercise 2 VIDEO, Exercise 3
	Nora Shawki	VIDEO, Exercise 3
express agreement or disagreement with someone using short, simple phrases	Joel Sartore	EXPLORE MORE, Exercise 5
	Annie Griffiths	EXPLORE MORE, Exercise 5
	Corey Jaskolski	NEW LANGUAGE, Exercise 2, 3 EXPLORE MORE, Exercise 5, 6
		Ryan Carney
	Nora Shawki	VIDEO, EXERCISE 5 EXPLORE MORE, Exercise 5
		Joel Sartore
respond to questions on familiar topics with simple phrases and sentences	Annie Griffiths	VOCABULARY, Exercise 2, 4 VIDEO, Exercise 1, 2, 6 READING, Exercise 6 EXPLORE MORE, Exercise 6
		Corey Jaskolski

		READING, Exercise 6 EXPLORE MORE, Exercise 3, 5, 6
	Ryan Carney	VOCABULARY, Exercise 2, 4 VIDEO, Exercise 1, 2, 5, 6 READING, Exercise 6 EXPLORE MORE, Exercise 3, 6
	Nora Shawki	VOCABULARY, Exercise 2, 4 VIDEO, Exercise 1, 2, 5, 6 READING, Exercise 6 EXPLORE MORE, Exercise 3, 6
give simple descriptions of objects, pictures and actions	Joel Sartore	NEW LANGUAGE, Exercise 5 GAME TIME
	Annie Griffiths	NEW LANGUAGE, Exercise 5 GAME TIME
	Corey Jaskolski	NEW LANGUAGE, Exercise 5 GAME TIME
	Ryan Carney	NEW LANGUAGE, Exercise 5 GAME TIME
	Nora Shawki	GAME TIME NEW LANGUAGE, Exercise 5
ask someone how they are and ask simple questions about habits and preferences	Joel Sartore	NEW LANGUAGE, Exercise 4 TAKE ACTION, Exercise B
	Annie Griffiths	NEW LANGUAGE, Exercise 2, 3, 4 VIDEO, Exercise 6
	Corey Jaskolski	NEW LANGUAGE, Exercise 2, 3, 5
	Ryan Carney	NEW LANGUAGE, Exercise 3, 4, 5

READING AND WRITING		
read and understand some short factual texts with the help of pictures	Joel Sartore	VOCABULARY, Exercise 3
	Annie Griffiths	VOCABULARY, Exercise, 3
	Nora Shawki	VOCABULARY, Exercise 3
	Ryan Carney	VOCABULARY, Exercise 3
	Nora Shawki	VOCABULARY, Exercise 3
write short, simple phrases and sentences about pictures and familiar topics	Joel Sartore	NEW LANGUAGE, Exercise 2, 3 VIDEO, Exercise 4 READING, Exercise 4 EXPLORE MORE, Exercise 4 TAKE ACTION, Exercise A, B, C PROJECT
	Annie Griffiths	NEW LANGUAGE, Exercise 2 EXPLORE MORE, Exercise 4 TAKE ACTION, Exercise C PROJECT
	Corey Jaskolski	READING, Exercise 4 EXPLORE MORE, Exercise 4 TAKE ACTION, Exercise B PROJECT
	Ryan Carney	READING, Exercise 4 EXPLORE MORE, Exercise 4 TAKE ACTION, Exercise A, C
	Nora Shawki	VIDEO, Exercise 4 READING, Exercise 4 EXPLORE MORE, Exercise 4 TAKE ACTION, Exercise A, C

		PROJECT
write simple sentences giving personal details	Joel Sartore	NEW LANGUAGE, Exercise 2 TAKE ACTION, Extra
	Annie Griffiths	NEW LANGUAGE, Exercise 4 TAKE ACTION, A, Extra PROJECT
	Corey Jaskolski	NEW LANGUAGE, Exercise 4. 5 TAKE ACTION, Extra PROJECT
	Ryan Carney	NEW LANGUAGE, Exercise 4, 5 TAKE ACTION, Extra PROJECT
	Nora Shawki	NEW LANGUAGE, Exercise 5 TAKE ACTION, Extra
	write short, simple sentences about likes and dislikes	Joel Sartore
Corey Jaskolski		NEW LANGUAGE, Exercise 4
Ryan Carney		NEW LANGUAGE, Exercise 4

A2		
THE LEARNER CAN ...	COURSE	LESSON
LISTENING AND SPEAKING		
understand simple spoken descriptions of objects, people and events	Joel Sartore	VOCABULARY, Exercise 1 VIDEO, Exercise 3 READING, Exercise 1 EXPLORE MORE, Exercise 1
	Annie Griffiths	VOCABULARY, Exercise 1 VIDEO, Exercise 3 READING, Exercise 1 EXPLORE MORE, Exercise 1
	Corey Jaskolski	VOCABULARY, Exercise 1 VIDEO, Exercise 3 READING, Exercise 1 EXPLORE MORE, Exercise 1
	Ryan Carney	VOCABULARY, Exercise 1 VIDEO, Exercise 3 READING, Exercise 1 EXPLORE MORE, Exercise 1
	Nora Shawki	VOCABULARY, Exercise 1 VIDEO, Exercise 3 READING, Exercise 1 EXPLORE MORE, Exercise 1
understand simple conversations on everyday topics	Joel Sartore	NEW LANGUAGE, Exercise 1
	Annie Griffiths	NEW LANGUAGE, Exercise 1
	Corey Jaskolski	NEW LANGUAGE, Exercise 1
	Ryan Carney	NEW LANGUAGE, Exercise 1
	Nora Shawki	NEW LANGUAGE, Exercise 1
ask basic questions about everyday topics	Joel Sartore	NEW LANGUAGE, Exercise 4 TAKE ACTION, Exercise B
	Annie Griffiths	NEW LANGUAGE, Exercise 2, 3 TAKE ACTION, Exercise B
	Corey Jaskolski	NEW LANGUAGE, Exercise 3, 5

	Ryan Carney	NEW LANGUAGE, Exercise 4 TAKE ACTION, Exercise B
	Nora Shawki	NEW LANGUAGE, Exercise 3 TAKE ACTION, Exercise B
give simple descriptions of objects, pictures and actions give simple descriptions of objects, pictures and actions	Joel Sartore	NEW LANGUAGE, Exercise 5 GAME TIME
	Annie Griffiths	NEW LANGUAGE, Exercise 5 GAME TIME
	Corey Jaskolski	NEW LANGUAGE, Exercise 5 GAME TIME
	Ryan Carney	NEW LANGUAGE, Exercise 5 GAME TIME
talk briefly about activities done in the past	Joel Sartore	VOCABULARY, Exercise 4
	Annie Griffiths	NEW LANGUAGE, Exercise 3, 4, 5 READING, Exercise 5
	Corey Jaskolski	VIDEO, Exercise 6
	Ryan Carney	VOCABULARY, Exercise 4 READING, Exercise 5, 6
	Nora Shawki	VOCABULARY, Exercise 4 NEW LANGUAGE, Exercise 3, 4, 5 READING, Exercise 5, 6 TAKE ACTION, Exercise C
READING AND WRITING		
understand simple written descriptions of objects, people and events	Joel Sartore	VOCABULARY, Exercise 1 READING, Exercise 1 EXPLORE MORE, Exercise 1
	Annie Griffiths	VOCABULARY, Exercise 1 VIDEO, Exercise 3 READING, Exercise 1 EXPLORE MORE, Exercise 1
	Corey Jaskolski	VOCABULARY, Exercise 1

		READING, Exercise 1 EXPLORE MORE, Exercise 1
	Ryan Carney	VOCABULARY, Exercise 1 VIDEO, Exercise 4 READING, Exercise 1 EXPLORE MORE, Exercise 1
	Nora Shawki	VOCABULARY, Exercise 1 READING, Exercise 1 EXPLORE MORE, Exercise 1
read and understand short texts, even if some words are unknown	Joel Sartore	READING, Exercise 3 EXPLORE MORE, Exercise 2
	Annie Griffiths	READING, Exercise 3 EXPLORE MORE, Exercise 2
	Corey Jaskolski	READING, Exercise 3 EXPLORE MORE, Exercise 2
	Ryan Carney	READING, Exercise 3 EXPLORE MORE, Exercise 2
	Nora Shawki	READING, Exercise 3 EXPLORE MORE, Exercise 2
link phrases or sentences with connectors like 'and', 'because' and 'then'	Joel Sartore	TAKE ACTION, Exercise A, C PROJECT
	Annie Griffiths	READING, Exercise 3 EXPLORE MORE, Exercise 2
	Corey Jaskolski	TAKE ACTION, Exercise B PROJECT
	Ryan Carney	READING, Exercise 3 EXPLORE MORE, Exercise 2
	Nora Shawki	READING, Exercise 3 EXPLORE MORE, Exercise 2
write simple descriptions of objects, pictures and actions	Joel Sartore	NEW LANGUAGE, Exercise 2, 4 EXPLORE MORE, Exercise 4

		TAKE ACTION, Exercise A, B, C PROJECT
	Annie Griffiths	NEW LANGUAGE, Exercise 4 READING, Exercise 4 TAKE ACTION, Exercise C PROJECT
	Corey Jaskolski	NEW LANGUAGE, Exercise 4, 5 TAKE ACTION, Exercise B PROJECT
	Ryan Carney	NEW LANGUAGE, Exercise 4, 5 TAKE ACTION, Exercise A, C PROJECT
	Nora Shawki	NEW LANGUAGE, Exercise 2, 5 EXPLORE MORE, Exercise 4 TAKE ACTION, Exercise A, C PROJECT
write a short, simple story using pictures or own ideas	Corey Jaskolski	TAKE ACTION, Exercise B

Below are examples of Grammar and Vocabulary correlations between *Bringing Dinosaurs to Life* and CEFR Level A1 and A2 benchmarks. Examples were correlated against the following:

English Grammar Profile: <http://www.englishprofile.org/english-grammar-profile/egp-online>

English Vocabulary profile: <http://vocabulary.englishprofile.org/staticfiles/about.html>

Grammar

A1

Verbs:

- Present simple, can use the affirmative form with a limited range of regular and irregular verbs. (NEW LANGUAGE, Exercise 1, 2, 3, 4)
"I **like** to draw dinosaurs."
- Present simple, can use the negative form with a limited range of regular and irregular verbs. (NEW LANGUAGE, Exercise 1, 2, 3, 4)
"I **don't want** to be a paleontologist."
- Present simple, can use the present simple to talk about repeated events or habits, and general facts. (NEW LANGUAGE, Exercise, 1, 2, 3, 4)
"I **like** video games."
- Verb patterns, can use 'like' followed either by a 'to' infinitive or an '-ing' form, with no change in meaning.
" I **like to draw** dinosaurs."
- Past simple, can use the affirmative form with a limited range of regular and irregular verbs. (NEW LANGUAGE, Exercise 1, 2, 5)
"I **had** pasta for dinner last night."

A2

Verbs

- Past simple, can use the negative form with a limited range of regular and irregular verbs. (NEW LANGUAGE, Exercise 1, 2, 5)
"I **didn't watch** TV last night."

Vocabulary

Target Vocabulary:

- C1: scan (p. 3), protein (p. 8)
- B2: fossil (p. 3), flexible (p. 8), steer, award (p. 10)
- B1: animation (p. 3), bone (p. 8), contest, talented (p. 10)
- A2: computer program (p. 3)

Below are examples of Grammar and Vocabulary correlations between *Digging into History* and CEFR Level A1 and A2 benchmarks. Examples were correlated against the following:

English Grammar Profile: <http://www.englishprofile.org/english-grammar-profile/egp-online>

English Vocabulary profile: <http://vocabulary.englishprofile.org/staticfiles/about.html>

Grammar

A1

Verbs:

- Past simple, can use the affirmative form with a limited range of regular and irregular verbs. (ex: NEW LANGUAGE, Exercise 1, 2, 3, 4, 5)
"I **stayed** home."

Conjunctions

- Coordinating conjunctions, can use single word conjunctions ('and') to connect phrases (ex: NEW LANGUAGE, Exercise 1)
- "I stayed home **and** watched TV"

Prepositions

- Simple prepositions, can use a limited range of simple (single-word) prepositions. (NEW LANGUAGE, Exercise 1, 2, 3, 5)
"I played soccer **in** the park."

A2

Verbs

- Past simple, can use the negative form with a limited range of regular and irregular verbs. (ex: NEW LANGUAGE, Exercise 4, 5)
"No, I **didn't play** video games."
- Past simple, can use 'wh-' words + auxiliary 'do' + subject + main verb to form 'wh-' questions (ex: NEW LANGUAGE, Exercise 1, 2, 3, 5)
"**Why** time **did** you go to the museum?"

Adverbs

- Adverbs as modifiers, can use a limited range of adverbs ('yesterday', 'just', 'now', 'already',) to refer to the timing of an event. (NEW LANGUAGE, 2, 3, 4, 5)
"We went to the museum on **Saturday morning**."

Vocabulary

Target Vocabulary:

- Off-list: artifacts, the Nile River Delta (p. 3), mummy (p. 8)
- C1: archaeologist (p. 3), staircase (p. 8)
- B2: tomb, treasure (p. 8), focus (p. 10)
- B1: ancient, dig (v.), site (p. 3), dig (n.), future, goal (p. 10)

Below are examples of Grammar and Vocabulary correlations between *Saving Endangered Animals* and CEFR Level A1 benchmarks. Examples were correlated against the following:

English Grammar Profile: <http://www.englishprofile.org/english-grammar-profile/egp-online>

English Vocabulary profile: <http://vocabulary.englishprofile.org/staticfiles/about.html>

Grammar

A1

Verbs:

- Can use verb + 'to'-infinitive (NEW LANGUAGE, Exercise 1, 2, 3, 4, and 5)
"I **like** / **don't like** to take photographs of animals."

Pronouns:

- Subject Questions, can use the pronouns 'I', 'you', 'we' and 'they' after an auxiliary or modal verb in question forms (NEW LANGUAGE, Exercise 1)
"**Do you like to** take photographs?"

Clauses

- Negative declarative, lexical verbs, can form simple negative declarative clauses (NEW LANGUAGE, Exercise 1, 2, 4)
"**I don't like to** take pictures"

Conjunctions

- Coordinating conjunctions, can use single word conjunctions ('and') to connect phrases (NEW LANGUAGE, Exercise 3)
"I like to take pictures **and** play basketball"
- Conjunctions, listing, can use 'and' before final item in a list (NEW LANGUAGE, Exercise 3)
"I like to take pictures, play basketball, **and** ride my bike."

Vocabulary

Target Vocabulary:

- C1: habitat (p.3)
- B2: endangered, species (p.3), portrait (p.10)
- B1: rain forest, disappear (p.8)
- A2: photograph, photographer (p.3), insects (p.8), unusual (p.10)
- A1: picture, take a picture/photograph (p.3), beautiful (p.10)

Below are examples of Grammar and Vocabulary correlations between *Solving Titanic Problems* and CEFR Level A1 and A2 benchmarks. Examples were correlated against the following:

English Grammar Profile: <http://www.englishprofile.org/english-grammar-profile/egp-online>

English Vocabulary profile: <http://vocabulary.englishprofile.org/staticfiles/about.html>

Grammar

A1

Modality:

- Would, can use the affirmative form with '*like*'. (NEW LANGUAGE, Exercises 1, 2, 3, 4, 5)
"I **would like** to be a vet."
- Would, can use '*would like*' to talk about wishes and preferences. (NEW LANGUAGE, Exercises 1, 2, 3, 4, 5)
"I'd **like** to help people."

Verbs

- Patterns with to, can use '*would like to*' + infinitive. (NEW LANGUAGE, Exercises 1, 2, 3, 4, 5)
"I **would like to teach** math."

A2

Modality

- Would, can use the negative forms. (NEW LANGUAGE, Exercises 1, 2, 3, 4)
"I **wouldn't like** to be a doctor."
- Would, can use the question form '*would you like*'. (NEW LANGUAGE, Exercises 1, 2, 3, 5)
"**Would you like** to be an explorer?"

Vocabulary

Target Vocabulary:

- Off-list: drone (p. 3), submarine (p. 8)
- C1: iceberg (p. 8), archaeologist (p. 10)
- B2: inventor, tool (p. 3), discovery, underwater (p. 10)
- B1: solve, technology (p. 3), protect (p. 8), clear (p. 10)
- A2: engineer (p. 3), battery (p. 8)

Below are examples of Grammar and Vocabulary correlations between *Taking Amazing Photographs* and CEFR Level A1 and A2 benchmarks.

Examples were correlated against the following:

English Grammar Profile: <http://www.englishprofile.org/english-grammar-profile/egp-online>

English Vocabulary profile: <http://vocabulary.englishprofile.org/staticfiles/about.html>

Grammar

A1

Verbs

- Past simple, can use the affirmative form with a limited range of regular and irregular verbs. (ex: NEW LANGUAGE, Exercise 1, 2, 3, 4, 5)
"I **got** up early."

Conjunctions

- Subordinating conjunctions, can use '*because*' as a subordinating conjunction to introduce a subordinate clause. (ex: NEW LANGUAGE, Exercise 1, 2, 3, 4)
"**Because** I practiced running there every day."
- Coordinating conjunctions, can use single word conjunctions ('*and*') to connect phrases (ex: NEW LANGUAGE, Exercise 1)
"I was in a big race at school, **and** I won!"

A2

Verbs

- Past simple, can use the negative form with a limited range of regular and irregular verbs. (ex: NEW LANGUAGE, Exercise 4)
"I didn't have a big breakfast."
- Past simple, can use '*wh*'-words + auxiliary '*do*' + subject + main verb to form '*wh*'-questions (ex: NEW LANGUAGE, Exercise 1, 2, 3)
"**Why did** you put on your jacket?"

Vocabulary

Target Vocabulary:

- Off-list: close-up (p. 3), selfie (p. 3)
- C2: subject (p. 3)
- B1: light (p. 3), indoors (p. 8), outdoors (p. 8), shadow (p. 8), education (p. 10), lives (p. 10)
- A2: center (p. 3), change (p. 10)