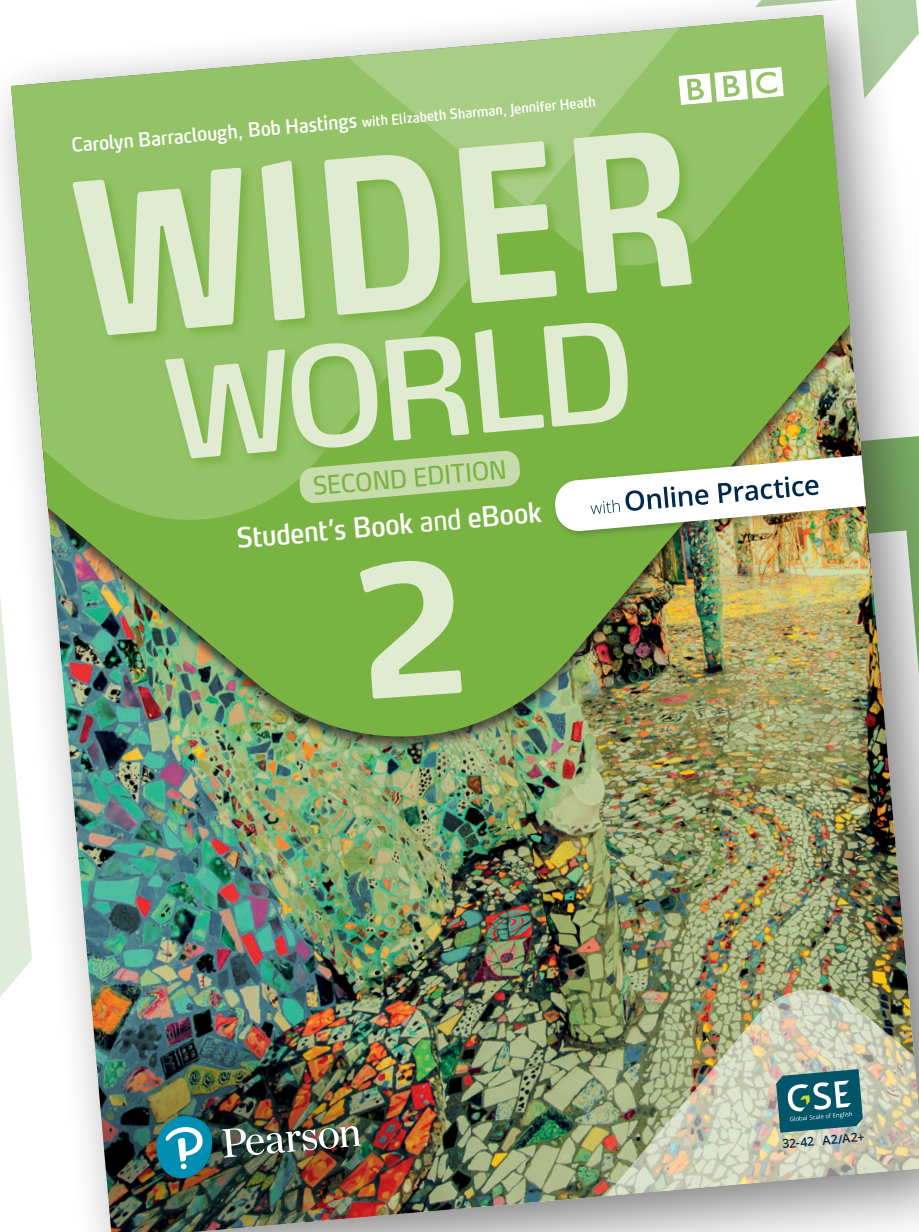




GSE TEACHER MAPPING BOOKLET

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



WIDER WORLD

SECOND EDITION

Wider World Second Edition is a new edition of Pearson's most popular mid-secondary course. It prepares teenagers for their life ahead by giving them the skills they need to enjoy their social lives, pursue their studies and succeed in their career.

Highlights

- **Authentic English** – humorous situations, interviews with real people, and clips taken from BBC programmes, show language used in real-life situations.
- **Global topics** – each unit explores the wide diversity of life and culture, exposing students to topics from around the world, including global citizenship or sustainability goals.
- **Future skills** – Set for Life is a new development programme mapped to Pearson's Personal and Social Capabilities Framework, which helps learners develop the skills they need.
- **New BBC videos** – clips from BBC programmes remain at the core of the course, with new videos reflecting important themes, such as culture, global citizenship and topics promoting diversity and inclusion.
- **Mixed ability classes and neurodivergent students** – an expanded range of support materials enable teachers to respond to the needs of all students.
- **Extended reading and writing programme** – extra focus on the gradual development of reading and writing skills, providing greater opportunities to learn, practise and recycle the language and use it in more authentic contexts.

Student components

- Student's Book with eBook
- Student's Book with Online Practice & eBook
- Student's eBook Access Code
- Workbook
- Workbook with Online Practice
- Online Practice Access Code

Teacher components

- Teacher's Book with Teacher's Portal Access Code
- Teacher's Portal Access Code

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.

Wider World Second Edition has been created using the GSE Learning Objectives for both Young Learners and Adult Learners, because the age range using this course includes learners from both Groups. 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.

GSE	10	20	30	40	50	60	70	80	90	
Level 4										
Level 3										
Level 2										
Level 1										
Starter										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Learn more about the GSE at <https://www.pearson.com/english/about-us/global-scale-of-english.html>

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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 *Wider World Second 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 *Wider World Second Edition*. For this level of *Wider World Second Edition*, we recommend Benchmark Young Learners Test Level 3 /4 or Benchmark Test A.

Your students may also want to take a test that gives them a proficiency certificate. For this level of *Wider World Second Edition* we recommend Pearson English International Certificate Level 1.

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 *Wider World Second Edition* Level 2, 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

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C _J _A)	CEFR-J descriptor, adapted or edited
(CSE _A)	Eiken 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

Wider World Second Edition and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit.

UNIT 0 Welcome to West Green

VOCABULARY: Family members • Possessions • Months and dates • Free time activities • Sports • School subjects • Skills and abilities

GRAMMAR: Possessive adjectives • Possessive 's • *Have got* • *There is/are* with *some* and *any* • Articles • *Can/Can't* for ability • Question words

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	9
	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. (P)	25	A1 (22–29)	10
Speaking	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. (C2018A)	32	A2 (30–35)	7, 10
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	9
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	9
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30–35)	10
Reading	Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)	30	A2 (30–35)	6
	Can identify key information in a text to answer simple yes/no questions. (P)	31	A2 (30–35)	6
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22–29)	8
Writing	Can write dates using numbers and words. (P)	25	A1 (22–29)	9

UNIT 1 Creating culture

VOCABULARY: People in the arts • Cultural activities • Creative hobbies • News and entertainment

GRAMMAR: Present Simple: affirmative and negative • Adverbs of frequency • Present Simple: questions and answers

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	13
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	14, 16, 17, 18
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	17
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	12, 18
	Can talk about something they like or dislike and give reasons, if guided by questions. (P)	39	A2+ (36–42)	13
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	14
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	15
	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	37	A2+ (36–42)	15
	Can answer simple questions about habits and daily routines. (P)	31	A2 (30–35)	16
	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30–35)	17
	Can answer simple personal questions in an interview, if delivered slowly and clearly. (C2018A)	35	A2 (30–35)	17
	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	19
Reading	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	14
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	15
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	15
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	15, 19
Writing	Can describe similarities between two people (e.g. appearance, personality, interests) in simple connected text, given a model. (P)	42	A2+ (36–42)	19
	Can write a few basic sentences to introduce someone and give basic personal information about them. (P)	34	A2 (30–35)	19

UNIT 2 People and personality

VOCABULARY: Clothes and accessories • Adjectives with *-ing* and *-ed* • Personality adjectives

GRAMMAR: Present Continuous • Present Simple and Continuous • Prepositions of time

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	24, 25
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	26, 30
	Can recognise phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)	29
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	29
Speaking	Can describe someone's clothes using simple language. (P)	33	A2 (30–35)	25
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	26
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	26, 28
	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	27, 31
	Can ask simple questions about habits and routines. (P)	33	A2 (30–35)	28
	Can describe someone's personality in a basic way, if guided by prompts. (P)	39	A2+ (36–42)	29
	Can react appropriately to good and bad news using fixed expressions. (P)	44	B1 (43–50)	30
Reading	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	27, 28
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	27
	Can understand short school-related messages in emails, text messages and social media postings. (P)	39	A2+ (36–42)	31
Writing	Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)	31
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	31
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	31

UNIT 3 Animal life

VOCABULARY: Animals and animal body parts • Personality • Looking after pets

GRAMMAR: Past Simple: *was/were* • Past Simple: regular and irregular verbs

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	37, 41
	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	37
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	38, 40, 42
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	41
Speaking	Can make and accept a simple apology. (P)	31	A2 (30–35)	42
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	37, 41
	Can ask where others were in the past, using <i>was/were</i> , given a model. (P)	37	A2+ (36–42)	38
	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	40, 42
Reading	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	39, 41, 43
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	39
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	43
Writing	Can link two simple sentences using 'or' to indicate a choice between two alternatives, given prompts or a model. (P)	40	A2+ (36–42)	43
	Can add one or two interesting details to a simple text. (P)	42	B1 (43–50)	43

UNIT 4 Cool tech!

VOCABULARY: Digital devices • Using technology • Computer equipment

GRAMMAR: *Used to* • Verb patterns

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	52, 55, 56
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	55
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	55
Speaking	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22–29)	50, 51
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	50
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	52
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	53
	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	54
	Can talk about their favourite book or possession in a simple way. (P)	36	A2+ (36–42)	55
	Can talk about their everyday life using basic words and phrases. (C2018 _A)	34	A2 (30–35)	56
	Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?'). (P)	42	A2+ (36–42)	56
	Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?'). (P)	42	A2+ (36–42)	56
Reading	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	53
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	53
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	53, 57
	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures. (P)	37	A2+ (36–42)	53
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	54
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	57
Writing	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)	57
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	57
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	57

UNIT 5 My place, my space

VOCABULARY: Things in the home • Prepositions of place • Housework • Adverbs of manner •

Places in town

GRAMMAR: Defining relative clauses • Modal verbs: *can*, *have to* and *must*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	66, 67, 68
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	66, 67
Speaking	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	64
	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	65
	Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)	32	A2 (30–35)	67
	Can talk about their everyday life using basic words and phrases. (C2018A)	34	A2 (30–35)	68
	Can ask for basic advice using simple language. (P)	34	A2 (30–35)	68
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	68
Reading	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	64
	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30–35)	65
	Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36–42)	65
	Can read a short text and predict what they think will happen next. (P)	42	A2+ (36–42)	65
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	67
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	70
Writing	Can write about past activities using simple language, given a model. (P)	40	A2+ (36–42)	65
	Can write a few simple sentences about someone's routines or habits, given prompts or a model. (P)	38	A2+ (36–42)	66
	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	70
	Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P)	37	A2+ (36–42)	70
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	70
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	70

UNIT 6 Look after yourself

VOCABULARY: Parts of the body • Sports and fitness collocations • Accidents and injuries collocations • Sleep phrases • Symptoms, illnesses and allergies

GRAMMAR: Countable and uncountable nouns • Quantifiers • Past Continuous and Past Simple

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	76, 77, 78, 80
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	79
Speaking	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	74, 76
	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	77
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	77
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	78, 79
	Can describe physical symptoms to a doctor in a simple way. (P)	42	A2+ (36–42)	80
	Can give simple advice, using fixed expressions. (P)	43	B1 (43–50)	80
Reading	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	74, 78
	Can understand short, simple personal emails and letters. (CA)	37	A2+ (36–42)	77
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	77
	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	81
Writing	Can write a simple story describing the main events, if supported by pictures. (P)	43	B1 (43–50)	81
	Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model. (P)	43	B1 (43–50)	81
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	81
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	81

UNIT 7 Spending and saving

VOCABULARY: Types of shops • Shopping centres • Money

GRAMMAR: Comparatives and superlatives of adjectives • *Going to* and Present Continuous for the future

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	90, 92, 93, 94
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	93
Speaking	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	90, 91, 92, 93
	Can talk about something they like or dislike and give reasons, if guided by questions. (P)	39	A2+ (36–42)	90
	Can ask basic questions about colour, size, price etc. when shopping. (CSE _A)	30	A2 (30–35)	94
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	94
Reading	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	90, 91
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	91
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	93
	Can understand key information about time and place in short, simple messages from family or friends. (P)	33	A2 (30–35)	95
Writing	Can write simple sentences about future plans using fixed expressions. (P)	40	A2+ (36–42)	92, 95
	Can write simple texts or emails making arrangements to meet, given a model. (P)	44	B1 (43–50)	95
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	95
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	95

UNIT 8 Learning for the future

VOCABULARY: Jobs • Work collocations • School and education • World of work

GRAMMAR: *Will* for future predictions • First Conditional

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify objects, places or people from short descriptions. (P)	31	A2 (30–35)	101
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	104, 105, 106
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	104
Speaking	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	101, 102, 103, 105, 106
	Can talk about common jobs using simple language. (P)	36	A2+ (36–42)	101, 103
	Can make simple predictions about the future, given a model. (P)	42	A2+ (36–42)	102, 106
	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. (C2018A)	32	A2 (30–35)	105
Reading	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	102
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	103
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	103
Writing	Can write simple sentences about personal skills. (P)	33	A2 (30–35)	107
	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	107

UNIT 9 It's only natural

VOCABULARY: Geographical features • Prepositions • Talking about countries • Phrasal verbs • Outdoor activities • Sporting equipment

GRAMMAR: Present Perfect • Present Perfect with *just*, *already* and *yet*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	113, 115, 116, 117, 118
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	117
Speaking	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	113
	Can talk about their country in a simple way. (P)	39	A2+ (36–42)	113
	Can contribute to simple discussions when asked a question by the teacher. (P)	39	A2+ (36–42)	114, 117, 118, 119
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	114, 115, 117, 119
	Can ask someone for their news, using a range of fixed expressions. (P)	41	A2+ (36–42)	116
	Can ask for and give or refuse permission. (N2000)	40	A2+ (36–42)	118
Reading	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	112, 114, 119
	Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P)	39	A2+ (36–42)	115
	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36–42)	115
Writing	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36–42)	119
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	119
	Can write simple facts about a topic on a planning sheet. (P)	42	A2+ (36–42)	119

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