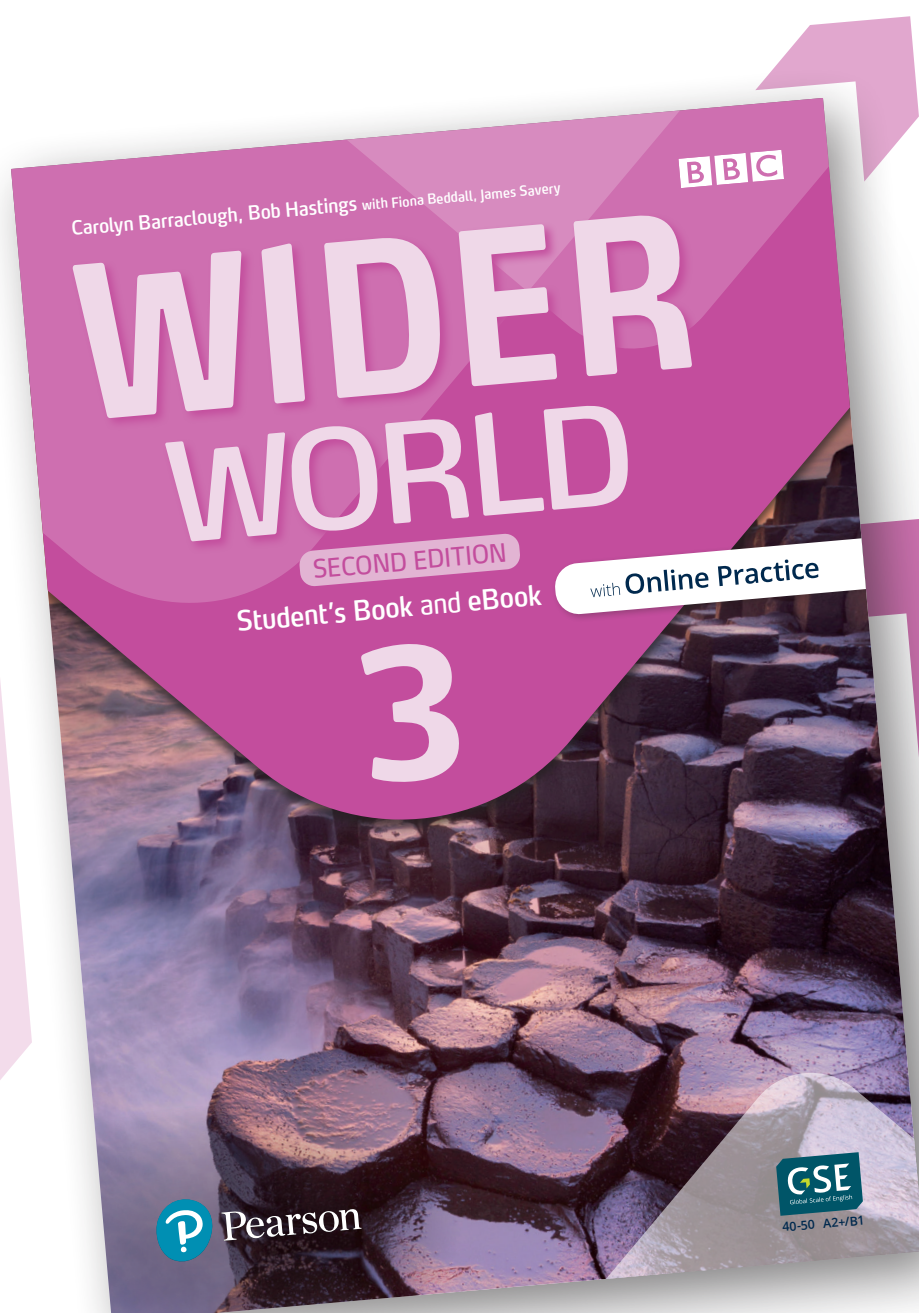




GSE TEACHER MAPPING BOOKLET

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



GSE, Wider World Second Edition Level 3 – Published 2023

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

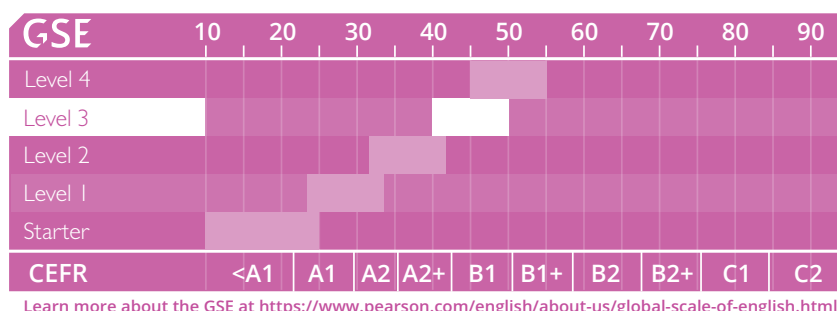
The GSE is a numerical scale which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The GSE enables teachers and learners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



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 4/5 or Benchmark Tests A/B1.

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 1/2.

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 3, 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
(EA)	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 New Park

VOCABULARY: Activities and interests • Home and furniture • Jobs • Everyday activities • Clothes and accessories • Countries and languages

GRAMMAR: *There is/are* with *some/any* • Possessive adjectives and possessive 's • Present Simple with adverbs of frequency • Present Continuous • *Was/were, there was/were* • Past Simple: regular verbs

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	6, 8, 9, 10
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	9
Speaking	Can exchange personal details (e.g. where they live, things they have). (CA)	28	A1 (22–29)	6
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	7
	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)	8
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	8
	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	8
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	9
	Can talk about their life (e.g. family, home, job), using simple language. (P)	33	A2 (30–35)	10
Reading	Can identify basic biographical information in short simple texts about other people. (P)	35	A2 (30–35)	6, 10
Writing	Can answer simple questions in writing about people or things using basic words or phrases. (P)	33	A2 (30–35)	6
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	7
	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)	6, 8
	Can write simple sentences about personal interests. (P)	27	A1 (22–29)	8

UNIT 1 Tech check

VOCABULARY: Technology • Collocations: using technology, social media • Time

GRAMMAR: Present Simple and Present Continuous • State verbs • Verb + *-ing*, verb + *to*-infinitive

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	12, 13
	Can identify the key information from video interviews about people's lives, if the speakers use clear standard language. (P)	48	B1 (43–50)	14
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	16
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (CA)	45	B1 (43–50)	17
	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA)	49	B1 (43–50)	17
Speaking	Can express opinions using simple language. (P)	45	B1 (43–50)	12
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	14
	Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)	49	B1 (43–50)	15
	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	15
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	17
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)	51	B1+ (51–58)	18
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	18
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	12
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	12
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	14
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	15, 19
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	15, 19

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	12, 13, 17
	Can complete a form requiring educational information (e.g. applying for a course of study). (P)	51	B1+ (51–58)	15
	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	16
	Can write about personal interests in some detail. (P)	47	B1 (43–50)	19
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	19
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	19
	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C _A)	47	B1 (43–50)	19

UNIT 2 Wild and beautiful

VOCABULARY: Weather and climate • Adverbs of degree • Verb + noun collocations • In the wild

GRAMMAR: Past Simple: regular and irregular verbs • Past Simple and Past Continuous

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand most of a weather forecast on the radio. (CSE _A)	51	B1+ (51–58)	25
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	29
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	30
Speaking	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	25
	Can describe weather conditions in their country using simple language. (P)	36	A2+ (36–42)	25
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	26
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	28
	Can express opinions using simple language. (P)	45	B1 (43–50)	30
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	30
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	24, 26, 27
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	27
	Can distinguish between fact and opinion in relation to common topics. (P)	51	B1+ (51–58)	27
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	29
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	31
	Can identify key subject vocabulary in written descriptions. (W _A)	45	B1 (43–50)	31

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can add one or two interesting details to a simple text. (P)	42	A2+ (36–42)	27
	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	28
	Can write short texts about their likes and dislikes, with explanations. (CSE _A)	38	A2+ (36–42)	29
	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C _A)	41	A2+ (36–42)	31
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	31
	Can check and correct spelling, punctuation and grammar in simple written texts. (P)	54	B1+ (51–58)	31
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	31
	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C _A)	47	B1 (43–50)	31

UNIT 3 Tasty treats

VOCABULARY: Food • Cooking • Flavours • Describing food • Adjective/ Verb + preposition collocations

GRAMMAR: Present Perfect with *ever*, *never*, *just*, *already* and *yet* • Present Perfect with *for* and *since* • Present Perfect and Past Simple

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	37, 38, 41, 42
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	41
Speaking	Can convey simple relevant information emphasising the most important point. (CA)	45	B1 (43–50)	39, 41
	Can express preferences about food and drink in detail. (P)	46	B1 (43–50)	37
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	38
	Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)	49	B1 (43–50)	42
	Can use simple phrases to order a meal. (CA)	31	A2 (30–35)	42
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	39, 42, 43
	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	B1 (43–50)	40
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	41
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	43
Writing	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	39
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	43
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	43
	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (CA)	47	B1 (43–50)	43
	Can write a description of a simple everyday process (e.g. a recipe). (P)	38	A2+ (36–42)	43

UNIT 4 Entertain us!

VOCABULARY: Types of film • Word building • Film and TV • Collocations: music • Compound nouns

GRAMMAR: Comparatives and superlatives, *too/(not) enough*, *(not) as ... as* • Quantifiers

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	51, 53, 54, 55, 56
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	52
Speaking	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	51, 53, 54, 55
	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	55
	Can give an opinion when asked directly, provided they can ask for repetition. (C _A)	45	B1 (43–50)	56
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	50, 53, 56, 57
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	52, 57
Writing	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. (P)	46	B1 (43–50)	52
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	57
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	57
	Can write a short review of a restaurant, movie, etc. using simple language. (P)	46	B1 (43–50)	57

UNIT 5 To the limit

VOCABULARY: Sports equipment • Sporting events • Sports collocations • Fitness and training • Word building: sport verbs and nouns

GRAMMAR: Future forms: *will*, *be going to*, Present Continuous and Present Simple • First Conditional

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	63, 65, 66, 67, 68
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	64
Speaking	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	63, 66
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	65, 67
	Can give an opinion when asked directly, provided they can ask for repetition. (C _A)	45	B1 (43–50)	65
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	68
	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	68
	Can report the opinions of others, using simple language. (P)	51	B1+ (51–58)	68
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	63, 65, 66, 67, 68, 69
Reading	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	65
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	68
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	69
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	69
Writing	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	69
	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	69

UNIT 6 Explore more

VOCABULARY: Types of holidays • Holiday equipment • Holiday accommodation • Traffic and transport • Travel: confusing words

GRAMMAR: Modal verbs: *must, have to, ought to, should* • Modal verbs: *must, could, may/might, can't*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C _A)	47	B1 (43–50)	75, 76
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	75, 79
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	B1 (43–50)	76
	Can follow detailed directions. (C)	53	B1+ (51–58)	80
Speaking	Can explain the meaning of a word or phrase using simple language. (P)	45	B1 (43–50)	75
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	75
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	76
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	77
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	77, 79, 80
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	80
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	78, 80
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	75, 77, 80, 81
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	77
	Can extract relevant details in everyday letters, brochures and short official documents. (C _A)	48	B1 (43–50)	78
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C _A)	47	B1 (43–50)	81
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	81
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	81
	Can write simple texts or emails making arrangements to meet, given a model. (P)	44	B1 (43–50)	81

UNIT 7 People power

VOCABULARY: Word building: family • Phrasal verbs • Collocations: relationships • Relations •

Collocations with *get*

GRAMMAR: Second Conditional • Relative clauses

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	89, 92, 93, 94
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	90, 93
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	90, 93
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	89, 90, 91, 94
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	90
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	92
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	93
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	94
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	94
Reading	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	A2+ (36–42)	88
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	91
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	91, 94, 95
	Can identify key subject vocabulary in written descriptions. (WA)	45	B1 (43–50)	93
Writing	Can write short texts describing favourite objects, possessions or household pets. (CSE _A)	36	A2+ (36–42)	92
	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (CA)	47	B1 (43–50)	95
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	95
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	95
	Can write a story with a simple linear sequence. (CA)	45	B1 (43–50)	95

UNIT 8 Just justice

VOCABULARY: Crimes and criminals • Solving crimes • The law • Word building: negative prefixes •

Collocations: investigating crimes

GRAMMAR: Present and Past Simple passive • *have/get something done*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	102
	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	105
	Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43–50)	105
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	101, 104, 105, 106
	Can recognise a speaker's feelings or attitudes. (P)	50	B1 (43–50)	106
	Can recognise examples and their relation to the idea they support. (P)	55	B1+ (51–58)	106
Speaking	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	100, 105
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	101, 103, 106
	Can narrate a story. (C)	45	B1 (43–50)	102
	Can express opinions using simple language. (P)	45	B1 (43–50)	106
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	100
	Can identify key subject vocabulary in written descriptions. (W _A)	45	B1 (43–50)	103, 106
	Can distinguish between fact and opinion in relation to common topics. (P)	51	B1+ (51–58)	107
Writing	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	107
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	107
	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model. (P)	52	B1+ (51–58)	107

UNIT 9 Lessons in life

VOCABULARY: School subjects • Describing students • Learning and assessment • Collocations with *make* and *take* • Phrasal verbs

GRAMMAR: Reported speech: statements • Word order in questions

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	114, 115, 117, 118
Speaking	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	113, 115
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	115
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	116
	Can express opinions using simple language. (P)	45	B1 (43–50)	118
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (C _A)	46	B1 (43–50)	118
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	118
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	118
Reading	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	A2+ (36–42)	113
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	114
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	115
	Can identify key subject vocabulary in written descriptions. (W _A)	45	B1 (43–50)	115, 118
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	119
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C _A)	55	B1+ (51–58)	117
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43–50)	119
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	119
	Can write a formal email/letter requesting information. (P)	54	B1+ (51–58)	119

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