



Wider World

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

**Koppeling met de onderwijsdoelen 1e graad A-stroom >
competenties in andere talen**

Wider World

Wider World is the portal to a fascinating world of English language knowledge and skills for the 21st century learner. The combination of authentic and engaging videos from the BBC with Pearson's ELT expertise gives teenage learners everything they need to achieve their goals in the wider world.

AUTHENTIC

Humorous drama, intriguing *BBC Culture* and *Vox Pop* videos provide inspiring content and motivate students to use English as it is really spoken.

INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats, allow students to develop their language skills at a deeper cognitive level.

RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.

COURSE COMPONENTS

- Students' Book
- Students' Book with MyEnglishLab and Extra Online Homework
- Students' eText
- Workbook with Extra Online Homework
- Teacher's Book with DVD-ROM
- Teacher's Resource Book
- ActiveTeach
- Class Audio CDs
- Exam Practice Books
- Wider World website: www.pearsonELT.com/widerworld

Overzicht van de eindtermen 1e graad A-stroom in Wider World 1

De methode Wider World is gelinkt aan het Europees Referentie Kader (ERK, CEFR in het Engels) en de Global Scale of English (GSE). Over deze correlatie kunt u meer lezen op de pagina 'The Global Scale of English and the Common European Framework of Reference' verder in dit document.

Door het koppelen van de methode aan het ERK en de GSE hebben we per unit een overzicht van de 'Can Do Statements' die worden behandeld. Hierdoor kunnen we een link leggen met de eindtermen.

Eindtermen 3.2 t/m 3.8

In dit document hebben we elke 'Can do Statement' van unit 1 t/m 9 (Wider World Level 1) gekoppeld aan de eindtermen 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 en 3.8. In de tabel ziet u waaraan elk 'Can Do Statement' gekoppeld is binnen de GSE, het ERK/CEFR en de eindtermen. Bovendien kunt u bekijken op welke pagina er aan deze 'Can Do Statement' gewerkt wordt.

In de tabellen zijn de volgende eindtermen (ET) verwerkt:

3.2 De leerlingen bepalen het onderwerp en de globale inhoud van geschreven en gesproken teksten in functie van doelgerichte communicatie.

3.3 De leerlingen bepalen wat de hoofdgedachte en de hoofdpunten zijn in geschreven en gesproken teksten in functie van doelgerichte communicatie.

3.4 De leerlingen selecteren relevante informatie in geschreven en gesproken teksten in functie van doelgerichte communicatie.

3.5 De leerlingen produceren schriftelijke en mondelinge teksten in functie van doelgerichte communicatie.

3.6 De leerlingen nemen deel aan schriftelijke en mondelinge interactie in functie van doelgerichte communicatie.

3.7 De leerlingen gebruiken het inzicht in de belangrijkste regels en kenmerken van vreemde talen als taalsystemen ter ondersteuning van hun communicatieve handelingen.

3.8 De leerlingen gebruiken kenmerken, mogelijkheden en principes van vreemde talen als communicatiemiddelen in functie van doelgerichte communicatie.

Eindtermen 3.1, 3.9 & 3.10

3.1 °De leerlingen zijn gemotiveerd voor taal, m.i.v. cultuur, lezen, spreken, schrijven, luisteren en krijgen inzicht in het taalsysteem. ° (attitudinaal)

Wider World motiveert leerlingen op uiteenlopende manieren en met name doordat de methode *Authentic*, *Interactive* en *Reliable* is. Dit houdt in dat Wider World veel inspirerende en motiverende content heeft, zoals de Vox Pops video's met authentieke interviews van mensen van over de hele wereld. Bovendien heeft Wider World videomateriaal van uitzendingen van de BBC zelf. De methode biedt de mogelijkheid om er interactief mee te werken. Zo kunnen leerlingen oefenen op het online platform MyEnglishLab, waarin elke gemaakte opdracht voorzien wordt van feedback. Leerlingen kunnen door middel van evaluatie hun eigen fouten herstellen. De methode heeft ook interactieve

digibordsoftware, wat het voor de leerkracht makkelijker maakt om de lessen communicatief te maken. De methode maakt daarnaast gebruik van 'Assessment for Learning', waardoor leerlingen uitgedaagd worden om zichzelf te blijven ontwikkelen in het Engels en op het gebied van de 21st century skills.

De BBC-lessen waarbij leerlingen actief aan de slag gaan met een taak en een project zorgen voor extra verdieping. Hiermee sluit u samen met uw leerlingen elke unit af en krijgen zij de kans in de praktijk te brengen wat zij tijdens de unit hebben geleerd. Er is ook nog de mogelijkheid om gebruik te maken van de CLIL-lessen en Culture-lessen om hen zo nog meer uit te dagen om Engels te gebruiken.

Naast de reguliere editie van Wider World hebben we een editie genaamd Wider World NL, specifiek voor Nederlandstalige leerlingen. Deze methode biedt Step it Up en Extra Practice, waardoor leerlingen nog meer op hun eigen niveau de nieuwe taal kunnen oefenen.

3.9 °De leerlingen tonen interesse in culturele contexten waarin vreemde talen worden gebruikt.° (attitudinaal)

In Wider World is de inhoud vaak gericht op het verkennen van de wijde wereld. Op deze manier leren leerlingen meer over de wereld en over andere culturen. Tijdens de BBC-lessen en de extra Culture Lessons wordt dit voor de leerlingen heel tastbaar.

3.10 De leerlingen verwoorden hun gedachten en gevoelens bij het lezen en beluisteren van fictionele teksten met een literaire inslag.

In Wider World zit veel authentiek videomateriaal, zoals de Vox Pops en het BBC-beeldmateriaal waar de leerlingen zelf actief mee aan de slag moeten. Daarnaast is er een soapserie die het leven van een groep jongeren in Engeland volgt. In Wider World Level 1 is er een specifieke CLIL-les gewijd aan Literature.

In de editie Wider World NL wordt meer literatuur aangeboden door middel van de Exam Time-lessen. Hierin zijn teksten van Pearson English Readers in verwerkt die komen uit:

- Dracula
- Jane Eyre
- Stories of Survival.

Taxonomie van Bloom & Wider World

De nieuwe eindtermen gaan in vanaf het schooljaar 2019/2020 en zijn uitgeschreven op basis van de herziene taxonomie van Bloom. Dit model geeft u als leerkracht inzicht in hoe u de lessen kunt samenstellen en op welke wijze de verschillende lesonderdelen bijdragen aan het bereiken van de eindtermen. In de methode Wider World zitten veel verschillende soorten opdrachten, elk op een ander niveau van de taxonomie van Bloom, zodat uw leerlingen de taal goed en actief leren gebruiken.

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90, which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of “Can-do statements”, or “GSE learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The GSE learning objectives are written to reflect what a student can do with language without regard to the context in which a language skill may surface. The GSE learning objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale. This document provides an overview of the GSE learning objectives that are covered in each unit of the course. As the GSE learning objectives focus specifically on language skills, some GSE learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of the *Wider World* course is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill. From conversations in the home to communication in a store, learners will have a variety of opportunities to improve their agility and fluency with the various skills.

For each GSE 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

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe

(N2000) North (2000) descriptor, verbatim

(N2000a) North (2000) descriptor, adapted or edited

(P) New Pearson English descriptor

[Note: If a value is in parentheses, it indicates the GSE learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

Wider World is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF <A1 to B1+ (10-55 on the Global Scale of English). Each lesson guides students to a Can-do goal in line with the Global Scale of English and the Common European Framework Can-do statements.

COURSE LEVEL	CEFR	GSE	PTE GENERAL	CAMBRIDGE
Wider World 0	<A1/A1	10-25	Level A1	
Wider World 1	A1/A2	22-34		
Wider World 2	A2/A2+	32-42	Level 1	Key for Schools
Wider World 3	A2+/B1	40-50	Level 2	Preliminary for Schools
Wider World 4	B1/B1+	45-55		

STARTER UNIT My world

Wider World 1

Grammar: *to be*; subject pronouns; possessive adjectives; plural nouns; demonstrative pronouns; imperatives; object pronouns; *wh*- questions

Vocabulary: Alphabet; spelling; possessions; colours; classroom language; days of the week; months; seasons; cardinal and ordinal numbers; dates; telling the time; saying phone numbers

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the letters of the alphabet. (P)	10	<A1 (10-21)	4-5
Listening	Can understand cardinal numbers from 101 to 1000. (P)	25	A1 (22-29)	8
Listening	Can understand ordinal numbers from 1 to 100. (P)	20	<A1 (10-21)	8
Reading	Can recognise cardinal numbers from 11-100. (P)	22	A1 (22-29)	8
Speaking	Can say the letters of the alphabet. (P)	11	<A1 (10-21)	4-5
Speaking	Can ask for the spelling of a word, or for a word to be written down. (P)	22	A1 (22-29)	4-5
Speaking	Can ask for the spelling of a word, using a basic phrase. (P)	24	A1 (22-29)	7
Speaking	Can give dates using standard formats (day and month). (P)	30	A2 (30-35)	8
Speaking	Can say when their birthday is (day, month). (P)	23	A1 (22-29)	8
Speaking	Can tell the time of day in full hours. (P)	16	<A1 (10-21)	9
Speaking	Can tell the time of day to within five minutes. (P)	22	A1 (22-29)	9
Speaking	Can tell the time of day to the quarter hour. (P)	24	A1 (22-29)	9
Speaking	Can give a phone number using standard conventions. (P)	25	A1 (22-29)	9
Writing	Can write dates using both digits and words. (P)	28	A1 (22-29)	8

UNIT 1 People are people

Wider World 1

Grammar: Use *can* to talk about abilities
Use *have got* to talk about possessions

Vocabulary: Family and nationalities; general appearance and personality; clothes

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can understand simple language related to naming and describing people's clothes. (P)	26	A1 (22-29)	15	3.3/ 3.7
Reading	Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures. (P)	26	A1 (22-29)	13	3.2/3.3/ 3.7
Reading	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36-42)	13	3.4/3.7
Speaking	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22-29)	10 -11	3.6/3.8
Speaking	Can answer simple questions about their family and friends, using basic phrases. (P)	26	A1 (22-29)	10 -11	3.6/3.8
Speaking	Can say what nationality they are using a basic phrase. (P)	13	<A1 (10-21)	10 -11	3.5/3.8
Speaking	Can say what country they are from using a basic phrase. (P)	16	<A1 (10-21)	10 -11	3.5/3.8
Speaking	Can say other people's nationalities. (P)	15	<A1 (10-21)	10 -11	3.5/3.8
Speaking	Can describe skills and abilities using simple language. (P)	33	A2 (30-35)	12	3.5/3.8
Speaking	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30-35)	12	3.5/3.8
Speaking	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22-29)	14	3.6/3.8
Speaking	Can give basic compliments, using simple fixed expressions. (P)	30	A2 (30-35)	14	3.5/3.8
Speaking	Can use basic expressions to greet people politely (e.g. good morning/evening). (P)	10	<A1 (10-21)	15	3.6/3.8
Speaking	Can respond politely when introduced to someone, using simple fixed expressions. (P)	29	A1 (22-29)	15	3.6/3.8
Speaking	Can introduce people using simple language. (P)	30	A2 (30-35)	15	3.5/3.8
Writing	Can link two simple sentences using and, given prompts or a model. (P)	29	A1 (22-29)	17	3.5/3.8
Writing	Can link two simple sentences using 'but' to express basic contrast, given prompts or a model. (P)	34	A2 (30-35)	17	3.5/3.8
Writing	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)	37	A2+ (36-42)	17	3.5/3.8

UNIT 2 It's delicious!

Wider World 1

Grammar: Use *there is/there are* to talk about places to eat in town
Use countable and uncountable nouns and talk about quantities of food

- Quantifiers

Vocabulary: Food and drink; preparing food; shopping for food

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	35	A2 (30-35)	27	3.4/3.7
Listening	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (CJA)	29	A1 (22-29)	27	3.2/3.3/ 3.7
Reading	Can identify very common food and drink on a menu. (P)	14	<A1 (10-21)	22-23	3.4/3.7
Reading	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36-42)	25	3.4/3.7
Speaking	Can express preferences about food and drink using basic fixed expressions. (P)	28	A1 (22-29)	22-23	3.5/3.8
Speaking	Can say a range of basic numbers, quantities and prices. (CA)	20	<A1 (10-21)	27	3.5/3.8
Speaking	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30-35)	28	3.6/3.8

UNIT 3 Every day

Wider World 1

Grammar: Use the Present Simple to talk about pets and their habits

- Present Simple (affirmative and negative)
Use the Present Simple to ask about routines
- Present Simple (questions and short answers)

Vocabulary: Daily routines; free time activities; feelings

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36-42)	39	3.3/3.4/3.7
Listening	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30-35)	40	3.2/3.3/3.7
Reading	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30-35)	37	3.2/3.3/3.4/3.7
Speaking	Can describe their daily routines in a simple way. (P)	30	A2 (30-35)	34-35	3.5/3.8
Speaking	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)	37	3.5/3.8
Speaking	Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). (P)	22	A1 (22-29)	39	3.5/3.8
Speaking	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22-29)	40	3.5/3.8
Writing	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22-29)	34-35	3.5/3.8
Writing	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (CA)	31	A2 (30-35)	41	3.5/3.8
Writing	Can write short, basic descriptions of everyday activities, given prompts or a model. (P)	35	A2 (30-35)	41	3.5/3.8

UNIT 4 Love to learn

Wider World 1

Grammar: Use the Present Continuous to talk about things happening now
Talk about what usually happens and what is happening now

- Present Simple and Present Continuous

Vocabulary: Classroom objects and school subjects; making friends; boarding schools

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30-35)	46- 47	3.2/3.3/ 3.7
Listening	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	35	A2 (30-35)	51	3.4/3.7
Reading	Can understand the information in a simple school timetable giving days and times of classes. (P)	27	A1 (22-29)	46-47	3.2/3.3/ 3.7
Reading	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30-35)	49	3.2/3.7
Reading	Can follow simple stories with basic dialogue and simple narrative. (P)	35	A2 (30-35)	49	3.2/3.3/ 3.7
Speaking	Can make a few basic requests related to immediate personal needs (e.g. 'Can I go to the toilet?', 'Can I have a pen, please?'). (P)	29	A1 (22-29)	52	3.5/3.8
Speaking	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22-29)	53	3.5/3.8

UNIT 5 The music of life

Wider World 1

Grammar: Make comparisons

- Comparative adjectives

Use superlatives to compare more than two people or things

Vocabulary: Music and musical instruments; musicals; live music

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36-42)	63	3.4/3.7
Reading	Can understand basic opinions related to familiar topics, expressed in simple language. (P)	41	A2+ (36-42)	61	3.2/3.3/3.7
Speaking	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36-42)	60	3.5/3.8
Speaking	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)	64	3.6/3.8
Writing	Can write short, simple personal messages giving information of immediate relevance, given prompts or a model. (P)	38	A2+ (36-42)	65	3.6/3.8

UNIT 6 A question of sport

Wider World 1

Grammar: Use *was/were* to talk about events in the past
Use the Past Simple to talk about events in the past

- Past Simple affirmative (regular and irregular verbs)

Vocabulary: Sports and sports people; places to play sport; sports match

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	75	3.2/3.3/ 3.7
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30-35)	73	3.4/3.7
Speaking	Can make simple references to the past using 'was/were'. (P)	33	A2 (30-35)	72	3.5/3.8
Speaking	Can talk about past events or experiences, using simple language. (P)	38	A2+ (36-42)	74	3.5/3.8
Speaking	Can talk about their hobbies and interests, using simple language. (P)	34	A2 (30-35)	76	3.5/3.8
Speaking	Can talk about past events or experiences, using simple language. (P)	38	A2+ (36-42)	77	3.5/3.8

UNIT 7 The time machine

Wider World 1

Grammar: Use the Past Simple negative to talk about events in the past
Use the Past Simple to ask and answer questions about the past

- Past Simple (questions and short answers)

Vocabulary: Technology; important moments in the past; everyday technology; childhood

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36-42)	86	3.4/3.7
Listening	Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly. (P)	37	A2+ (36-42)	88	3.2/3.3/ 3.7
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	85	3.2/3.3/ 3.4/3.7
Speaking	Can talk about past events or experiences, using simple language. (P)	38	A2+ (36-42)	86	3.5/3.8
Writing	Can write about past activities using simple language, given a model. (P)	40	A2+ (36-42)	89	3.5/3.8
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36-42)	89	3.6/3.8
Writing	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36-42)	89	3.6/3.8

UNIT 8 Talking to the world

Wider World 1

Grammar: Use *have to/don't have to* and *mustn't* to talk about cultural rules

- Modal verbs: *have to/don't have to, mustn't*
Use *a/an* and *the* to talk about places in town

- Articles: first and second mention

Vocabulary: Different countries; learning languages; communication

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36-42)	99	3.2/3.3/ 3.7
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	97	3.2/3.3/ 3.4/3.7
Speaking	Can ask someone simple questions about their life and experiences. (P)	36	A2+ (36-42)	97	3.6/3.8
Speaking	Can ask for repetition and clarification when they don't understand, using simple fixed expressions. (P)	29	A1 (22-29)	100	3.6/3.8
Speaking	Can check that a classmate has understood information, using simple language. (P)	37	A2+ (36-42)	100	3.6/3.8
Speaking	Can ask someone simple questions about their life and experiences. (P)	36	A2+ (36-42)	100	3.6/3.8

UNIT 9 Getting around

Wider World 1

Grammar: Use the Present Continuous to talk about future arrangements
Use *going to* to talk about future plans

Vocabulary: Means of transport and travel; holidays; weather

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Speaking	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36-42)	110	3.5/3.8
Listening	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36-42)	111	3.4/3.7
Reading	Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36-42)	109	3.4/3.7
Speaking	Can say how they and others get to school every day in a simple way. (P)	30	A2 (30-35)	106-107	3.5/3.8
Speaking	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36-42)	108	3.6/3.8
Listening	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22-29)	111	3.2/3.3/3.7
Speaking	Can describe weather conditions in their country using simple language. (P)	36	A2+ (36-42)	111	3.5/3.8
Speaking	Can say what the weather is like using basic phrases. (P)	27	A1 (22-29)	111	3.5/3.8
Speaking	Can describe weather conditions in their country using simple language. (P)	36	A2+ (36-42)	111	3.5/3.8
Speaking	Can give simple directions using a map. (P)	37	A2+ (36-42)	111	3.6/3.8
Speaking	Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions. (P)	40	A2+ (36-42)	112	3.6/3.8
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36-42)	113	3.5/3.6/3.8
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36-42)	113	3.6/3.8
Writing	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36-42)	113	3.6/3.8

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