



# Wider World

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

**Koppeling met de onderwijsdoelen 1e graad B-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

Real-life dialogues with The Newmans family drama, fascinating cultural insights with *BBC Culture* videos and entertaining grammar animations 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
- Tests Pack
- ActiveTeach
- Class Audio CDs
- Exam Practice Books
- Wider World website: [www.pearsonELT.com/widerworld](http://www.pearsonELT.com/widerworld)

## Overzicht van de eindtermen 1e graad B-stroom in Wider World Starter

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 op 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 8 (Wider World Starter) 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 is 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 met behulp van sleutelwoorden, bouwstenen of een voorbeeld.*

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

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

### Eindtermen 3.1 & 3.8

*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 even unit af en krijgen zij de kans in de praktijk te brengen wat zij tijdens de unit hebben geleerd.

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. Het Starter level is hiervan beschikbaar vanaf schooljaar 2020-2021.

*3.8 °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 wordt dit voor de leerlingen heel tastbaar.

### 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 “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The 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 learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some 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 Business Partner is designed to provide multiple touchpoints from which a learner can explore the possibilities of use of any given language skill. From conversations in the workplace, to negotiation and presentation skills, learners are given a variety of opportunities to improve their agility and fluency with the various skills.

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
- (C2018<sub>a</sub>) Common European Framework descriptor, adapted or edited, © Council of Europe
- (N2000) North (2000) descriptor, verbatim
- (N2000<sub>a</sub>) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor

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

**Wider World** is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF A1 to C1 (20-85 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		

# UNIT 1 Family and friends

Wider World Starter

**Grammar:** Use *am/is/are* and *my/your* to talk about family and friends  
Use *am/is/are* and *not* to talk about countries and nationalities

**Vocabulary:** Talk about family

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can understand simple language related to naming and describing family members. (P)	21	<A1 (10-21)	11, 17	3.2
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10-21)	12, 14	3.2
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10-21)	13, 16	3.2/3.3
	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)	18	3.2
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10-21)	18	3.4
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10-21)	22	3.2
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22-29)	23	3.2
Reading	Can recognise some familiar words related to themselves and their family (e.g. 'girl', 'brother'). (P)	22	A1 (22-29)	10-11, 17, 19	3.2/ 3.3
	Can recognise familiar names, words and very basic phrases on simple notices and signs. (P)	19	<A1 (10-21)	11	3.2
	Can guess the meaning of a word from an accompanying picture. (C2018a)	23	A1 (22-29)	12	
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22-29)	12, 14, 17	3.2
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	14	3.2
	Can understand short, simple descriptions of familiar places, if supported by pictures. (P)	23	A1 (22-29)	22	3.2
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	11	3.5/3.7
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	12	3.5/3.7
	Can respond politely when introduced to someone, using simple fixed expressions. (P)	29	A1 (22-29)	16	3.6/3.7
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10-21)	16	3.5/3.7
Writing	Can write basic sentences identifying immediate family members, given prompts or a model. (P)	27	A1 (22-29)	11	3.5/3.7
	Can write basic personal information (e.g. name, age) with support. (P)	17	<A1 (10-21)	13, 18	3.5/3.7
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	17, 22	3.5/3.7

# UNIT 2 My things

**Grammar:** Use *this, these, that, those* and adjectives to talk about possessions  
Use *am/is/are* to ask and answer questions

**Vocabulary:** Talk about 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)	25	3.2/3.3
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10-21)	26,28	3.4
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10-21)	29	3.2
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10-21)	30	3.2/3.3
	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)	31-32	3.2
Reading	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10-21)	26, 31, 33	3.2
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	28	3.2
	Can recognise the use of a question mark to signal a question. (P)	10	<A1 (10-21)	31	
Speaking	Can name items of clothing if supported by pictures. (P)	22	A1 (22-29)	24-25, 27, 32	3.5/3.7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	24, 31, 33	3.5/3.7
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	26	3.5/3.7
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22-29)	27	3.6/3.7
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10-21)	30	3.5/3.7
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018a)	27	A1 (22-29)	30	3.6/3.7
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22-29)	31	3.5/3.7
	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	27	A1 (22-29)	32	3.5/3.7
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	25	3.5/3.7
	Can write some familiar words. (P)	20	<A1 (10-21)	25	3.5/3.7
	Can use capital letters and end punctuation correctly in simple sentences. (P)	28	A1 (22-29)	32	3.5/3.7

# UNIT 3 In the house

**Grammar:** Use *there is/there are* and prepositions of place to talk about things in a room  
 Use *there is/there are* to ask and answer questions about a house or things in a room

**Vocabulary:** Talk about rooms and things in the house

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10-21)	38, 40, 45	3.2
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)	24	A1 (22-29)	40	3.4
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10-21)	42	3.4
	Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018a)	11	<A1 (10-21)	44	3.2
	Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures. (P)	30	A2 (30-35)	46, 50	3.2/3.3
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22-29)	51	3.2
Reading	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	42	3.2
	Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures. (P)	30	A2 (30-35)	45	3.2/3.3
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10-21)	47	3.2
Speaking	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10-21)	25	3.5/3.7
	Can give the location of an object in a basic way. (P)	29	A1 (22-29)	39	3.5/3.7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	39, 45, 47	3.5/3.7
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	40	3.5/3.7
	Can ask about the location of an object using a basic phrase. (P)	27	A1 (22-29)	43	3.6/3.7
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22-29)	43	3.5/3.7
	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)	44	3.6/3.7
	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)	19	<A1 (10-21)	44	3.6/3.7
	Can talk about furniture and rooms using simple language. (P)	32	A2 (30-35)	46	3.5/3.7
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	38, 45, 46	3.5/3.7
	Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. (P)	27	A1 (22-29)	45-47	3.5/3.7
	Can use an apostrophe when writing contractions (e.g. 'I'm', 'We're'). (P)	26	A1 (22-29)	46	3.5/3.7



# UNIT 4 About me

**Grammar:** Use *have got* and *haven't got* to talk about parts of the body  
Use *have got* and *his, her, its, our, your, their* to ask and answer questions about superheroes

**Vocabulary:** Talk about someone's face and hair

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)	27	A1 (22-29)	52	3.4
	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10-21)	53, 59-60	3.2
	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22-29)	56	3.2/3.3
	Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018a)	11	<A1 (10-21)	58	3.2
	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)	27	A1 (22-29)	60	3.4
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)	52, 61	3.2/3.3
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	56	3.2
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22-29)	58	3.2/3.3
Speaking	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22-29)	41, 53, 61	3.5/3.7
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10-21)	52	3.5/3.7
	Can describe someone's physical appearance using one or two words. (P)	24	A1 (22-29)	53	3.5/3.7
	Can name common parts of the body. (P)	23	A1 (22-29)	53	3.5/3.7
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22-29)	57	3.6/3.7
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22-29)	57	3.5/3.7
	Can make an apology using basic polite fixed expressions. (P)	28	A1 (22-29)	58	3.6/3.7
	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22-29)	59	3.5/3.7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	59, 61	3.5/3.7
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	53	3.5/3.7
	Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model. (P)	32	A1 (22-29)	60	3.5/3.7
	Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	33	A2 (30-35)	64	3.5/3.7

# UNIT 5 Things I can do

**Grammar:** Use *can* and *can't* to talk about abilities  
Use *can/can't* to ask and answer questions about abilities

**Vocabulary:** Talk about actions

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10-21)	67	3.2
	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)	68, 70	3.2
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10-21)	71	3.2
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22-29)	74	3.2/3.3
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22-29)	74	3.2/3.3
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10-21)	78	3.2
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22-29)	79	3.2
Reading	Can recognise basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	21	<A1 (10-21)	66	3.2
	Can recognise single, familiar everyday words if supported by pictures. (C2018a)	21	<A1 (10-21)	67	3.2
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22-29)	68	3.2
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	70	3.2
	Can distinguish between a negative statement and a positive statement. (P)	25	A1 (22-29)	73	3.2/3.3
	Can point to the title of a book on a cover. (P)	21	<A1 (10-21)	73	
	Can identify familiar words in short, simple texts. (P)	23	A1 (22-29)	73, 75	3.2
	Can understand short, simple descriptions of familiar places, if supported by pictures. (P)	23	A1 (22-29)	78	3.2/3.3
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	68	3.5/3.7
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30-35)	69	3.5/3.7
	Can ask others if they can do everyday activities using basic language and supported by pictures or prompts. (P)	30	A2 (30-35)	71	3.6/3.7
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10-21)	71	3.5/3.7
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36-42)	72	3.6/3.7
	Can respond to suggestions to do something using a fixed expression. (P)	35	A2 (30-35)	72	3.6/3.7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	73, 75	3.5/3.7
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	67, 73, 75, 78	3.5/3.7
	Can use <i>and</i> to join two simple phrases or sentences. (P)	33	A2 (30-35)	74	3.5/3.7
	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22-29)	74, 75	3.5/3.7

# UNIT 6 My day

**Grammar:** Use the Present Simple to talk about habits  
Use adverbs of frequency to talk about routines and activities on different days of the week

**Vocabulary:** Talk about daily activities

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22-29)	81	3.2
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22-29)	81-82, 88	3.2/3.3
	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)	84	3.2
	Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)	22	A1 (22-29)	85	3.2
	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018a)	27	A1 (22-29)	86-87	3.2
Reading	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22-29)	80, 82	3.2/3.3
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	84	3.2
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10-21)	84	3.2
	Can read the time when written as words. (P)	28	A1 (22-29)	86	3.2
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30-35)	87	3.2/3.3
	Can identify familiar words in short, simple texts. (P)	23	A1 (22-29)	89	3.4
Speaking	Can describe their daily routines in a simple way. (P)	30	A2 (30-35)	81, 83, 88-89	3.5/3.7
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	81, 86	3.5/3.7
	Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018a)	29	A1 (22-29)	85	3.6/3.7
	Can ask someone the time. (P)	23	A1 (22-29)	86	3.6/3.7
	Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	33	A2 (30-35)	86	3.6/3.7
	Can give dates using standard formats (day and month). (P)	30	A2 (30-35)	87	3.5/3.7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	87, 89	3.5/3.7
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	81, 89	3.5/3.7
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22-29)	83, 85, 88	3.5/3.7

# UNIT 7 Animals

**Grammar:** Use the Present Simple negative to talk about pets  
Use Present Simple to ask questions and give short answers

**Vocabulary:** Talk about wild animals

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10-21)	78, 102	3.4
	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)	79, 96, 98, 101, 102	3.2
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10-21)	99	3.2
	Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (C2018a)	29	A1 (22-29)	100	3.2/3.3
	Can understand basic expressions or questions related to immediate personal needs, if delivered slowly and clearly. (C2018a)	25	A1 (22-29)	100	3.2/3.3
	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. (P)	25	A1 (22-29)	101	3.3
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22-29)	95, 100	3.2
	Can get the gist of a very simple illustrated story. (P)	28	A1 (22-29)	78, 101	3.3
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22-29)	95	3.2/3.3
Reading	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22-29)	96, 100	3.2/3.3
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	98	3.2
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30-35)	101, 103	3.2/3.3
	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects). (P)	23	A1 (22-29)	102-103	
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30-35)	103	3.3
	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	27	A1 (22-29)	78, 97, 102	3.5/3.7
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10-21)	95	3.5/3.7
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	95	3.5/3.7
	Can describe their daily routines in a simple way. (P)	30	A2 (30-35)	97	3.5/3.7
	Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018a)	29	A1 (22-29)	99	3.6/3.7
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22-29)	99	3.5/3.7
	Can respond to simple statements or questions related to immediate personal needs. (C2018a)	28	A1 (22-29)	100	3.6/3.7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	101, 103	3.5/3.7
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018a)	29	A1 (22-29)	103	3.6/3.7
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	95, 103	3.5/3.7
	Can write simple sentences to describe an animal's appearance. (P)	32	A2 (30-35)	101	3.5/3.7
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36-42)	102	3.6/3.7

# UNIT 8 I like that!

**Grammar:** Use *love/like/don't like/hate* to talk about preferences  
Ask and answer detailed questions using question words

**Vocabulary:** Talk about sports

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE	ET
Listening	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22-29)	95, 109, 115	3.2
	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22-29)	110-111	3.2/3.3
	Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing. (P)	30	A2 (30-35)	112	3.4
	Can understand basic questions about personal details if spoken slowly and clearly and supported by pictures. (C2018a)	25	A1 (22-29)	113	3.2/3.3
	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22-29)	114	3.2/3.3
	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018a)	27	A1 (22-29)	116	3.2
	Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)	29	A1 (22-29)	116	3.2/3.3
Reading	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects). (P)	23	A1 (22-29)	109, 115, 117	3.2/3.3
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22-29)	110-111	3.2/3.3
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30-35)	112, 115-117	3.2/3.3
	Can understand simple sentences about the weather, if supported by pictures. (P)	25	A1 (22-29)	114	3.2/3.3
	Can identify familiar words in short, simple texts. (P)	23	A1 (22-29)	117	3.2
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	101, 109	3.5/3.7
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018a)	27	A1 (22-29)	113	3.6/3.7
	Can ask someone about their likes and dislikes in a basic way. (P)	29	A1 (22-29)	113	3.6/3.7
	Can say what the weather is like using basic phrases. (P)	27	A1 (22-29)	114	3.5/3.7
	Can talk about everyday activities using simple language. (P)	34	A2 (30-35)	115	3.5/3.7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	117	3.5/3.7
Writing	Can copy short sentences containing only familiar words, if presented in standard printed form. (P)	13	<A1 (10-21)	95	3.5/3.7
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	109, 117	3.5/3.7
	Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (P)	30	A2 (30-35)	111, 116	3.5/3.7
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30-35)	111	3.5/3.7
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22-29)	116	3.5/3.7
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30-35)	117	3.5/3.7

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