



# Wider World

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

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**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](http://www.pearsonELT.com/widerworld)

# 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 Welcome to Harlow Mill

**Grammar:** Possessive adjectives, possessive 's, *have got*; *there is/are* with *some/any*; *articles*; *can/can't* for ability

**Vocabulary:** Spelling; family members; months and dates; free time activities; giving opinions; sports; possessions; school subjects; skills and abilities

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	6
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	4 -5
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	6
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	7
Speaking	Can answer simple questions about their family and friends, using basic phrases.	26	A1 (22-29)	4 -5
Speaking	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	6
Speaking	Can give dates using standard formats (day and month).	30	A2 (30-35)	6

# UNIT 1 Time for culture

**Grammar:** Use the Present Simple to talk about habits and routines

- Present Simple: affirmative and negative
- Adverbs of frequency

Ask and answer questions about habits and routines

- Present Simple: questions and answers

**Vocabulary:** Cultural activities; likes and dislikes; age groups; media habits

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	15
Reading	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures.	37	A2+ (36-42)	13
Reading	Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)	13
Speaking	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	11
Speaking	Can describe their daily routines in a simple way.	30	A2 (30-35)	13
Speaking	Can ask someone simple questions about their life and experiences.	36	A2+ (36-42)	14
Speaking	Can ask for basic information about an event (e.g. a concert or football match), using simple language.	38	A2+ (36-42)	16

## UNIT 2 Friends and family

- Grammar:** Talk about present activities
- Present Continuous
- Talk about what usually happens and is happening around now
- Present Simple and Present Continuous

**Vocabulary:** Clothes and appearance; feelings; personality

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	24
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	27
Listening	Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly.	36	A2+ (36-42)	27
Reading	Can get the gist of short, simple texts on familiar topics, if supported by pictures.	33	A2 (30-35)	25
Speaking	Can say what people are doing at the time of speaking, if supported by pictures or gestures.	30	A2 (30-35)	24
Speaking	Can express surprise or shock, using a simple fixed expression.	33	A2 (30-35)	28
Speaking	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30-35)	28

## UNIT 3 Animal magic

- Grammar:** Use *was* and *were* to talk about the past
- Past Simple: *was/were*
- Use the Past Simple of regular verbs to talk about the past
- Past Simple: regular verbs

**Vocabulary:** Animals; behaviour; pets

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	34-35
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	36
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)	39
Reading	Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)	37
Reading	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures.	37	A2+ (36-42)	37
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	39
Speaking	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)	34-35
Speaking	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)	39
Speaking	Can express regret using simple language.	42	A2+ (36-42)	40
Speaking	Can respond to a simple apology using a few basic informal fixed expressions (e.g. 'That's alright', 'No problem').	30	A2 (30-35)	40

## UNIT 4 New technology

- Grammar:** Use the Past Simple of irregular verbs to talk about the past
- Past Simple: irregular verbs
- Make sentences with verbs followed by the *to*-infinitive or the *-ing* form
- Verb patterns

**Vocabulary:** Technology; using technology; websites

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)	51
Listening				52
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	49
Reading	Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36-42)	49
Speaking	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)	49
Speaking	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)	50
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	34	A2 (30-35)	51
Speaking	Can describe very basic events in the past using simple linking words (e.g. 'then', 'next').	38	A2+ (36-42)	52



## UNIT 5 My home, my town

- Grammar:** Describe how people do things
- Adverbs of manner
- Talk about permission and obligation
- Modal verbs: *can*, *have to* and *must*

**Vocabulary:** In the house; describe places; my town

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)	63
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing.	34	A2 (30-35)	63
Reading	Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36-42)	61
Speaking	Can talk about furniture and rooms using simple language.	31	A2 (30-35)	61
Speaking	Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)	62
Speaking	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)	63
Speaking	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	64

## UNIT 6 Take care

- Grammar:** Talk about quantities of food
- Countable and uncountable nouns
  - Quantifiers
- Talk about an event in the past and what was happening around it
- Past Continuous and Past Simple

**Vocabulary:** Body, injuries and keeping fit; sleeping habits; illnesses

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing.	34	A2 (30-35)	73
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing.	34	A2 (30-35)	75
Reading	Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)	73
Speaking	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)	73
Speaking	Can talk about common past activities, using simple linking words.	41	A2+ (36-42)	74
Speaking	Can give basic advice using simple language.	39	A2+ (36-42)	76
Speaking	Can ask and talk about very basic symptoms and ailments (e.g. cold, flu).	36	A2+ (36-42)	76

## UNIT 7 Shopping around

- Grammar:** Compare things
- Comparatives and superlatives of adjectives
- Talk about intentions and arrangements
- *Going to* and the Present Continuous
  - Talking about the future

**Vocabulary:** Shops and what they sell; shopping centres; money

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing.	34	A2 (30-35)	87
Reading	Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36-42)	85
Reading	Can extract specific information in short texts on familiar topics.	39	A2+ (36-42)	85
Speaking	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	87
Speaking	Can make simple transactions in shops, post offices and banks.	33	A2 (30-35)	88

## UNIT 8 Learning to work

**Grammar:** Use *will* to talk about future predictions

- *Will* for future predictions

Use the First Conditional to talk about probability

- First Conditional

**Vocabulary:** People and their jobs; jobs; education

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)	99
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.	38	A2+ (36-42)	100
Reading	Can extract specific information in short texts on familiar topics.	39	A2+ (36-42)	98
Speaking	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	96
Speaking	Can make simple predictions about the future, given a model.	42	A2+ (36-42)	101

## UNIT 9 Close to nature

**Grammar:** Use the Present Perfect to talk about experience

- Present Perfect – all forms

Use the Present Perfect to talk about recent events

- Present Perfect with *already/just/yet*

**Vocabulary:** Landscapes, natural features and countries; personal adventures; outdoor activities

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)	111
Reading	Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36-42)	109
Reading	Can extract specific information in short texts on familiar topics.	39	A2+ (36-42)	109
Speaking	Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)	109
Speaking	Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)	111
Speaking	Can ask for and give or refuse permission.	40	A2+ (36-42)	112

# References

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