



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

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 Woodley Bridge

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

Vocabulary: Activities and interests; likes and dislikes; home and furniture; jobs; clothes and accessories; feelings; countries and languages

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)	41	A2+ (36-42)	9
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	7
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	*4-5
Speaking	Can describe habits and routines. (P)	38	A2+ (36-42)	6
Speaking	Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). (P)	38	A2+ (36-42)	8
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	9
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	*4-5

UNIT 1 That's my world

- Grammar:** Use different tenses to talk about the present
- Present Simple
 - Present Continuous
 - State verbs
- Use verb constructions with *to*-infinitives and *-ing* forms
- Verb + *-ing*
 - Verb + *to*-infinitive

Vocabulary: Everyday technology; gadgets; using technology

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	15
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	16
Reading	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43-50)	13
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	13
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	15
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	12
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (P)	47	B1 (43-50)	13
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	13
Speaking	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36-42)	16
Writing	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36-42)	12
Writing	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36-42)	14
Writing	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36-42)	17

UNIT 2 Wild nature

- Grammar:** Use regular and irregular verbs to talk about the past
- Past Simple
- Talk about an event in the past and what was happening around it
- Past Simple and Past Continuous

Vocabulary: Weather and natural disasters; culture; being in the wild

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	23
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	27
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43-50)	27
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	24
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	25
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	25
Speaking	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43-50)	23
Speaking	Can describe past events or experiences using simple descriptive language to add interest. (P)	47	B1 (43-50)	26
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	28
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43-50)	28
Speaking	Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36-42)	29
Writing	Can write about past activities using simple language, given a model. (P)	40	A2+ (36-42)	25
Writing	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. (P)	46	B1 (43-50)	27

UNIT 3 The taste test

Grammar: Use the Present Perfect with *ever*, *never*, *just*, *already* and *yet*
Talk about duration of time, and be general and specific about experiences

- Present Perfect with *for* and *since*
- Present Perfect and Past Simple

Vocabulary: Food and drink; use *make* and *do* accurately; describe food

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	36
Listening	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43-50)	39
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	37
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	37
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	38
Speaking	Can describe past events or experiences using simple descriptive language to add interest. (P)	47	B1 (43-50)	39
Speaking	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30-35)	40
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36-42)	36
Writing	Can write a simple email/letter asking for everyday factual information, given a model. (P)	51	B1+ (51-58)	38
Writing	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36-42)	41

UNIT 4 Curtain up!

- Grammar:** Compare different things
- Comparatives and superlatives
- Talk about quantities of countable and uncountable nouns
- Quantifiers

Vocabulary: Films and television; entertainment; festivals

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	46-47
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	50
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	51
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43-50)	51
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	49
Reading	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43-50)	49
Speaking	Can discuss films, books or plays in simple terms, using fixed expressions. (P)	50	B1 (43-50)	46-47
Speaking	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43-50)	46-47
Speaking	Can ask and answer simple questions about things they have in a limited way. (P)	21	Below A1 (10-21)	50
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (P)	46	B1 (43-50)	51
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43-50)	52
Writing	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. (P)	46	B1 (43-50)	48

UNIT 5 The big match!

Grammar: Talk about plans, predictions, arrangements and timetables

- The future: *will / going to / Present Continuous*

Talk about possible future situations

- First Conditional + *if/unless*

Vocabulary: Sports and sports events; volunteering at a sports event; sports training

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	58-59
Listening	Can identify key information in a short commentary on a sporting event. (P)	43	B1 (43-50)	63
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43-50)	63
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	64
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	61
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	62
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	58-59
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	61
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	63
Speaking	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36-42)	64
Writing	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36-42)	65

UNIT 6 See the world!

Grammar: Talk about obligation, prohibition and advice

- Modal verbs: *must, have to, ought to, should*

Speculate about the present

- Modal verbs: *must, could, might, may, can't*

Vocabulary: Types of holidays; at the hotel; equipment; travel: confusing words

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	71
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43-50)	75
Listening	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43-50)	75
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	73
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	73
Speaking	Can express opinions and react to practical suggestions of where to go, what to do, etc. (CA)	51	B1+ (51-58)	71
Speaking	Can make and respond to suggestions. (C)	41	A2+ (36-42)	72
Speaking	Can discuss every day, practical issues when the conversation is conducted slowly and clearly. (CA)	49	B1 (43-50)	73
Speaking	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43-50)	74
Speaking	Can express opinions and react to practical suggestions of where to go, what to do, etc. (CA)	51	B1+ (51-58)	75
Speaking	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43-50)	76
Speaking	Can use simple appropriate language to check that information has been understood on the phone. (P)	45	B1 (43-50)	76

UNIT 7 Getting to know you

- Grammar:** Talk about imaginary situations
- Second Conditional
- Be specific about people, things and places
- Defining and non-defining relative clauses

Vocabulary: Relationships with family and friends; friends; pets

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51-58)	87
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	85
Speaking	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43-50)	82-83
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)	51	B1+ (51-58)	84
Speaking	Can express opinions and react to practical suggestions of where to go, what to do, etc. (CA)	51	B1+ (51-58)	85
Speaking	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43-50)	87
Speaking	Can use simple language to describe people's appearance. (N2000)	34	A2 (30-35)	87
Writing	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model. (P)	46	B1 (43-50)	88

UNIT 8 No time for crime

Grammar: Use verbs in the Passive

- Present Simple Passive and Past Simple Passive

Use the construction *have/get something done*

Vocabulary: Crime and criminals; solving crimes; discovering a crime

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	99
Listening	Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)	52	B1+ (51-58)	99
Reading	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43-50)	97
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	97
Speaking	Can re-tell a familiar story using their own words. (P)	53	B1+ (51-58)	96
Speaking	Can briefly say what they think will happen next in a simple story or play. (P)	42	A2+ (36-42)	99
Speaking	Can respond to ideas and suggestions in informal discussions. (CA)	55	B1+ (51-58)	100
Writing	Can create a new version of a familiar story by changing some details, if supported by prompts. (P)	49	B1 (43-50)	94-95

UNIT 9 Think outside the box

Grammar: Make questions with the correct word order
Use a variety of tenses

Vocabulary: School life; intelligence; awkward moments

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	107
Listening	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	111
Listening	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43-50)	112
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43-50)	113
Reading	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)	43	B1 (43-50)	109
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36-42)	109
Speaking	Can ask and answer questions about habits and routines. (C)	38	A2+ (36-42)	108
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	109
Speaking	Can describe past events or experiences using simple descriptive language to add interest. (P)	47	B1 (43-50)	110
Speaking	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (CA)	46	B1 (43-50)	113
Writing	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model. (P)	46	B1 (43-50)	112
Writing	Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36-42)	114

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