



Wider World

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

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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

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
- (C2018A) 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 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

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
Listening	Can understand simple language related to naming and describing family members. (P)	21	<A1 (10-21)	11, 17
	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
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10-21)	13, 16
	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
	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
	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
	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
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
	Can recognise familiar names, words and very basic phrases on simple notices and signs. (P)	19	<A1 (10-21)	11
	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
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	14
	Can understand short, simple descriptions of familiar places, if supported by pictures. (P)	23	A1 (22-29)	22
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	11
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	12
	Can respond politely when introduced to someone, using simple fixed expressions. (P)	29	A1 (22-29)	16
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10-21)	16
Writing	Can write basic sentences identifying immediate family members, given prompts or a model. (P)	27	A1 (22-29)	11
	Can write basic personal information (e.g. name, age) with support. (P)	17	<A1 (10-21)	13, 18
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	17, 22

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
Listening	Can understand simple language related to naming and describing people's clothes. (P)	26	A1 (22-29)	25
	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
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10-21)	29
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10-21)	30
	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
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
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	28
	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
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	24, 31, 33
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	26
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22-29)	27
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10-21)	30
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018A)	27	A1 (22-29)	30
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22-29)	31
	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	27	A1 (22-29)	32
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	25
	Can write some familiar words. (P)	20	<A1 (10-21)	25
	Can use capital letters and end punctuation correctly in simple sentences. (P)	28	A1 (22-29)	32

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
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
	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
	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
	Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018A)	11	<A1 (10-21)	44
	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
	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
Reading	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	42
	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
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10-21)	47
Speaking	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10-21)	25
	Can give the location of an object in a basic way. (P)	29	A1 (22-29)	39
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	39, 45, 47
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	40
	Can ask about the location of an object using a basic phrase. (P)	27	A1 (22-29)	43
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22-29)	43
	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
	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)	19	<A1 (10-21)	44
	Can talk about furniture and rooms using simple language. (P)	32	A2 (30-35)	46
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	38, 45, 46
	Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model. (P)	27	A1 (22-29)	45-47
	Can use an apostrophe when writing contractions (e.g. 'I'm', 'We're'). (P)	26	A1 (22-29)	46

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
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
	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
	Can understand basic phrases or sentences about things people have if supported by pictures. (P)	24	A1 (22-29)	56
	Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018A)	11	<A1 (10-21)	58
	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)	27	A1 (22-29)	60
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
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	56
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22-29)	58
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
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10-21)	52
	Can describe someone's physical appearance using one or two words. (P)	24	A1 (22-29)	53
	Can name common parts of the body. (P)	23	A1 (22-29)	53
	Can ask basic questions to find out what possessions others have got. (P)	28	A1 (22-29)	57
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22-29)	57
	Can make an apology using basic polite fixed expressions. (P)	28	A1 (22-29)	58
	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
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	59, 61
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	53
	Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model. (P)	32	A1 (22-29)	60
	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

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
Listening	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10-21)	67
	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
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10-21)	71
	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	27	A1 (22-29)	74
	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
	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
	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
Reading	Can recognise basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	21	<A1 (10-21)	66
	Can recognise single, familiar everyday words if supported by pictures. (C2018A)	21	<A1 (10-21)	67
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22-29)	68
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	70
	Can distinguish between a negative statement and a positive statement. (P)	25	A1 (22-29)	73
	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
	Can understand short, simple descriptions of familiar places, if supported by pictures. (P)	23	A1 (22-29)	78
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	68
	Can express ability or lack of ability in relation to basic everyday actions. (P)	31	A2 (30-35)	69
	Can ask others if they can do everyday activities using basic language and supported by pictures or prompts. (P)	30	A2 (30-35)	71
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10-21)	71
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36-42)	72
	Can respond to suggestions to do something using a fixed expression. (P)	35	A2 (30-35)	72
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	73, 75
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	67, 73, 75, 78
	Can use <i>and</i> to join two simple phrases or sentences. (P)	33	A2 (30-35)	74
	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22-29)	74, 75

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
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
	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
	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
	Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)	22	A1 (22-29)	85
	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018A)	27	A1 (22-29)	86-87
Reading	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22-29)	80, 82
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	84
	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). (P)	17	<A1 (10-21)	84
	Can read the time when written as words. (P)	28	A1 (22-29)	86
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30-35)	87
	Can identify familiar words in short, simple texts. (P)	23	A1 (22-29)	89
Speaking	Can describe their daily routines in a simple way. (P)	30	A2 (30-35)	81, 83, 88-89
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	81, 86
	Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018A)	29	A1 (22-29)	85
	Can ask someone the time. (P)	23	A1 (22-29)	86
	Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)	33	A2 (30-35)	86
	Can give dates using standard formats (day and month). (P)	30	A2 (30-35)	87
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	87, 89
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	81, 89
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22-29)	83, 85, 88

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
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
	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
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10-21)	99
	Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (C2018A)	29	A1 (22-29)	100
	Can understand basic expressions or questions related to immediate personal needs, if delivered slowly and clearly. (C2018A)	25	A1 (22-29)	100
	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
	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
Reading	Can get the gist of a very simple illustrated story. (P)	28	A1 (22-29)	78, 101
	Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)	27	A1 (22-29)	95
	Can understand a few simple phrases related to familiar, everyday activities. (P)	25	A1 (22-29)	96, 100
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22-29)	98
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30-35)	101, 103
	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
Speaking	Can talk about personal possessions (e.g. toys, pets), using simple language. (P)	27	A1 (22-29)	78, 97, 102
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10-21)	95
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	95
	Can describe their daily routines in a simple way. (P)	30	A2 (30-35)	97
	Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018A)	29	A1 (22-29)	99
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22-29)	99
	Can respond to simple statements or questions related to immediate personal needs. (C2018A)	28	A1 (22-29)	100
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	101, 103
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018A)	29	A1 (22-29)	103
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	95, 103
	Can write simple sentences to describe an animal's appearance. (P)	32	A2 (30-35)	101
	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36-42)	102

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
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
	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22-29)	110-111
	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
	Can understand basic questions about personal details if spoken slowly and clearly and supported by pictures. (C2018A)	25	A1 (22-29)	113
	Can understand basic phrases about the weather, if spoken slowly and clearly. (P)	24	A1 (22-29)	114
	Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018A)	27	A1 (22-29)	116
	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
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
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22-29)	110-111
	Can understand basic factual statements relating to pictures or simple texts. (P)	30	A2 (30-35)	112, 115-117
	Can understand simple sentences about the weather, if supported by pictures. (P)	25	A1 (22-29)	114
	Can identify familiar words in short, simple texts. (P)	23	A1 (22-29)	117
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10-21)	101, 109
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018A)	27	A1 (22-29)	113
	Can ask someone about their likes and dislikes in a basic way. (P)	29	A1 (22-29)	113
	Can say what the weather is like using basic phrases. (P)	27	A1 (22-29)	114
	Can talk about everyday activities using simple language. (P)	34	A2 (30-35)	115
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10-21)	117
Writing	Can copy short sentences containing only familiar words, if presented in standard printed form. (P)	13	<A1 (10-21)	95
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10-21)	109, 117
	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
	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30-35)	111
	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22-29)	116
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30-35)	117

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