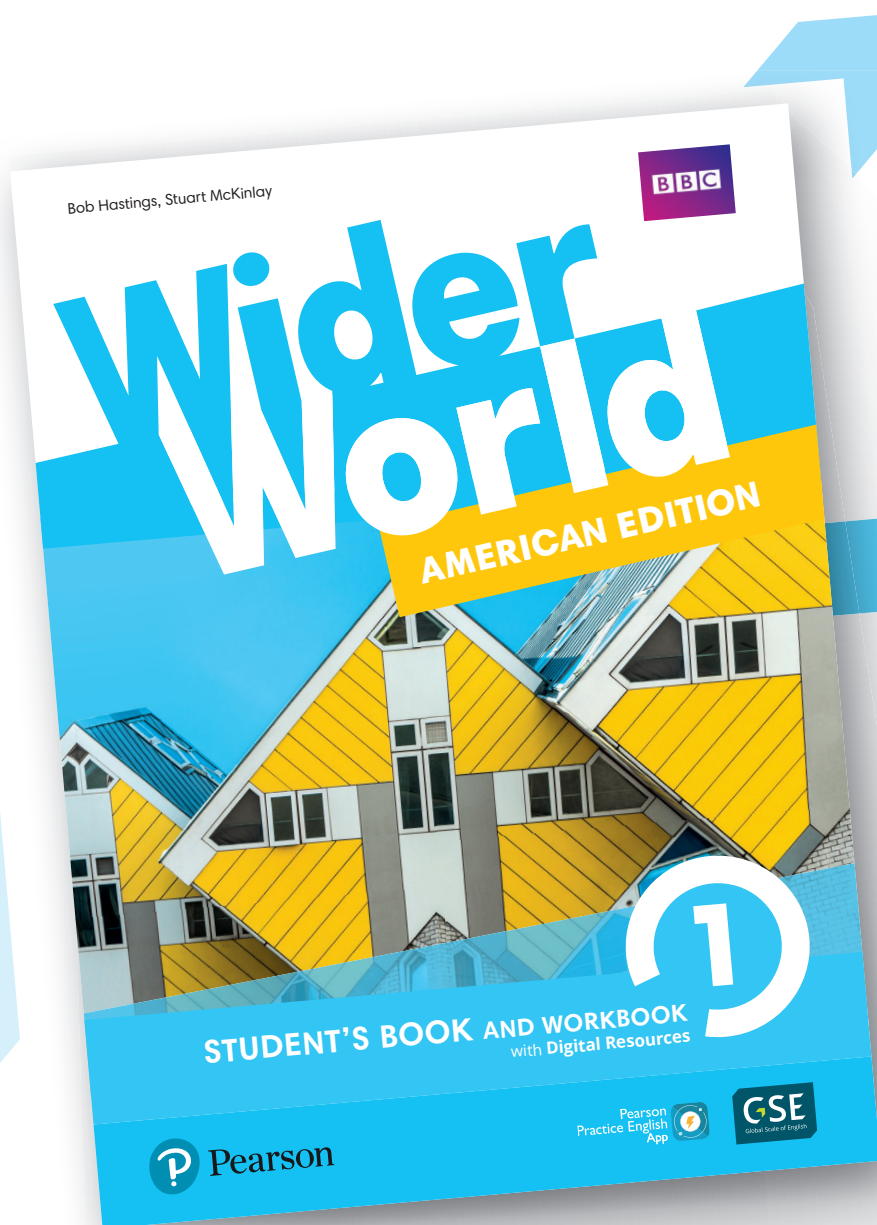




GSE MAPPING BOOKLET

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





Wider World American Edition 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

BBC Culture videos and Grammar Vox Pop videos provide real-life 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

FOR STUDENTS

Student's Book with integrated Workbook

Pearson Practice English App

Pearson English Portal

- BBC videos
- Class audio

FOR TEACHERS

Teacher's Book

- Student's Book and Workbook with overprinted answers
- Detailed lesson notes

Pearson English Portal

- Front-of-class presentation tool
- Teacher's printable resources
- Complete assessment package
- BBC videos
- Class audio

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 *Wider World American Edition*. 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 *Wider World* is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill.

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
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C _J _A)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(CSE _A)	Eiken descriptor from the CSE, adapted or edited
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

Wider World American Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR 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 of Reference 'Can Do' statements.

COURSE LEVEL	CEFR	GSE	PTE GENERAL	CAMBRIDGE
Wider World Starter	<A1/A2	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		
Wider World 4	B1/B1+	45–55	Level 2	Preliminary for Schools

Visit english.com/gse to learn more about the Global Scale of English.

WELCOME UNIT – My world

GRAMMAR – *to be* • Subject pronouns • Possessive adjectives • Demonstrative pronouns • Plural nouns • Imperatives • *Wh-* questions

VOCABULARY – Possessions • Cardinal and ordinal numbers • Days of the week • Months • Dates • Telling the time

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize ordinal numbers up to 50, if spoken slowly and clearly. (P)	24	A1 (22–29)	9
Reading	Can recognize simple words and phrases related to familiar topics, if supported by pictures. (P)	23	A1 (22–29)	7
Speaking	Can ask simple questions relating to someone's personal information, given prompts or a model. (P)	32	A2 (30–35)	9
	Can give dates using standard formats (day and month). (P)	30	A2 (30–35)	9

UNIT 1 People are people

GRAMMAR – Use *can* to talk about abilities • Use subject and object pronouns

VOCABULARY – Talk about family and nationalities • Use adjectives to describe people

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	15
	Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly. (P)	38	A2+ (36–42)	15
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	16
Reading	Can understand information about someone's personal details in a simple paragraph or short text. (P)	35	A2 (30–35)	10, 12, 14, 17
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	13
	Can understand the main ideas in short, simple stories on familiar topics. (P)	38	A2+ (36–42)	13
	Can infer basic information about characters from pictures, if guided by questions. (P)	33	A2 (30–35)	14
Speaking	Can give a short description of a family member or friend. (P)	33	A2 (30–35)	11
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	13
	Can give basic compliments, using simple fixed expressions. (P)	30	A2 (30–35)	15
	Can introduce people using simple language. (P)	30	A2 (30–35)	16
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	15
	Can write a few basic sentences to introduce someone and give basic personal information about them. (P)	34	A2 (30–35)	17

UNIT 2 It's delicious!

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

VOCABULARY – Talk about food and drink

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	21, 25
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018A)	31	A2 (30–35)	21
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	24
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	25
	Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30–35)	26
Reading	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	22
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	23, 27
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	23, 27
Speaking	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	21, 26
	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	21
	Can ask about the location of places in a town, using simple language. (P)	35	A2 (30–35)	22
	Can give simple instructions to a classmate to complete a task. (P)	33	A2 (30–35)	23
	Can make simple arrangements to meet or do something. (P)	39	A2+ (36–42)	25
	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30–35)	26
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	36	A2+ (36–42)	27

UNIT 3 Every day

GRAMMAR – Simple Present – affirmative and negative • Simple Present – questions and short answers

VOCABULARY – Talk about daily routines

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	34
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	35
	Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly. (P)	36	A2+ (36–42)	35
	Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. (P)	33	A2 (30–35)	36
Reading	Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)	31	A2 (30–35)	31
	Can follow the sequence of events in a short text on a familiar, everyday topic (P)	33	A2 (30–35)	32
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	33
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	33
	Can recognize the use of 'because' to signal the relationship between an action and a reason or explanation. (P)	38	A2+ (36–42)	37
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	37
Speaking	Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30–35)	33
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	34
	Can describe basic differences between two pictures showing familiar activities, using simple language. (P)	39	A2+ (36–42)	35
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	36
Writing	Can write a few simple sentences about someone's routines or habits, given prompts or a model. (P)	38	A2+ (36–42)	31, 37
	Can write a story, linking simple sentences together in a sequence. (P)	38	A2+ (36–42)	37

UNIT 4 A question of sport

GRAMMAR – Use *was/were* to talk about events in the past • Use countable and uncountable nouns to talk about quantities of food

VOCABULARY – Talk about sports and athletes

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)	44
	Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. (P)	33	A2 (30–35)	45
	Can identify activities occurring in the past in short, simple dialogues. (P)	36	A2+ (36–42)	45
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	46
Reading	Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions. (P)	34	A2 (30–35)	42
	Can identify basic biographical information in short simple texts about other people. (P)	37	A2+ (36–42)	43, 47
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	43
Speaking	Can ask people how often they do common everyday activities. (P)	37	A2+ (36–42)	41
	Can contribute to simple discussions when asked a question by the teacher. (P)	37	A2+ (36–42)	41
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	42, 43, 45
	Can talk about something they like or dislike and give reasons, if guided by questions. (P)	38	A2+ (36–42)	46
Writing	Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)	38	A2+ (36–42)	47

UNIT 5 The time machine

GRAMMAR – Simple Past – negative • Simple Past – questions and short answers

VOCABULARY – Talk about technology and important moments in the past

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify activities occurring in the past in short, simple dialogues. (P)	36	A2+ (36–42)	54
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	55
	Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly. (P)	38	A2+ (36–42)	56
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	56
Reading	Can understand a simple text about a past event. (P)	38	A2+ (36–42)	50
	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	53
	Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36–42)	53
	Can infer basic information about characters from pictures, if guided by questions. (P)	33	A2 (30–35)	53
	Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30–35)	55
Speaking	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	50
	Can talk about everyday activities using simple language. (P)	34	A2 (30–35)	51
	Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36–42)	52
	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)	34	A2 (30–35)	52
	Can answer simple personal questions in an interview, if delivered slowly and clearly. (C2018 _A)	35	A2 (30–35)	54, 55
	Can express disagreement using basic fixed expressions. (P)	37	A2+ (36–42)	56
	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	37	A2+ (36–42)	56
	Can pass on information about times and places using simple language. (C2018 _A)	34	A2 (30–35)	57
	Can write simple sentences to describe what's happening in a sequence of pictures. (P)	33	A2 (30–35)	57

UNIT 6 The music of life

GRAMMAR – Comparative adjectives • Superlative adjectives

VOCABULARY – Talk about types of music and musical instruments

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	61, 65
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	64
	Can recognize simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	66
Reading	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	60
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails). (P)	37	A2+ (36–42)	62, 63
	Can understand key information about time and place in short, simple messages from family or friends. (P)	33	A2 (30–35)	67
Speaking	Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36–42)	61
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	63, 65
	Can respond to suggestions to do something using a fixed expression. (P)	35	A2 (30–35)	66
	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	37	A2+ (36–42)	67
Writing	Can write simple sentences about someone's likes or dislikes. (P)	33	A2 (30–35)	63
	Can write a short, simple message (e.g. a text message) to a friend to ask or tell them something. (P)	35	A2 (30–35)	67

UNIT 7 Talking to the world

GRAMMAR – Past Continuous—affirmative, negative, questions, and short answers • Articles: first and second mention

VOCABULARY – Talk about different countries

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	74, 76
	Can identify the context in which an everyday conversation is taking place. (P)	35	A2 (30–35)	75
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	75
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30–35)	71, 72, 73
	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	77
Speaking	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	73, 75, 77
	Can talk about a familiar place in a basic way. (P)	35	A2 (30–35)	74
	Can check that a classmate has understood information, using simple language. (P)	37	A2+ (36–42)	76
	Can give a classmate instructions to complete a task using simple language. (P)	32	A2 (30–35)	76
	Can ask for repetition and clarification when they don't understand, using simple fixed expressions. (P)	29	A1 (22–29)	76
Writing	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36–42)	77

UNIT 8 Getting around

GRAMMAR – Use the Present Continuous to talk about future arrangements • *going to* – affirmative, negative, questions, and short answers

VOCABULARY – Talk about means of transportation and travel

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	81
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	81
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	84
	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36–42)	85, 86
	Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)	34	A2 (30–35)	86
Reading	Can identify key information in short, simple, factual texts. (P)	34	A2 (30–35)	80
	Can understand a simple text about a past event. (P)	38	A2+ (36–42)	81
	Can understand short school-related messages in emails, text messages and social media postings. (P)	39	A2+ (36–42)	82
	Can find specific information about typical free-time activities for young people in simple illustrated information leaflets. (P)	39	A2+ (36–42)	83
	Can understand key information about time and place in short, simple messages from family or friends. (P)	33	A2 (30–35)	87
Speaking	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	81, 84
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	82, 84
	Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)	38	A2+ (36–42)	83
	Can make simple arrangements to meet or do something. (P)	39	A2+ (36–42)	83
	Can describe weather conditions in their country using simple language. (P)	36	A2+ (36–42)	85
	Can give simple directions using a map. (P)	37	A2+ (36–42)	86
Writing	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (P)	37	A2+ (36–42)	87
	Can write simple sentences about future plans using fixed expressions. (P)	38	A2+ (36–42)	87

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