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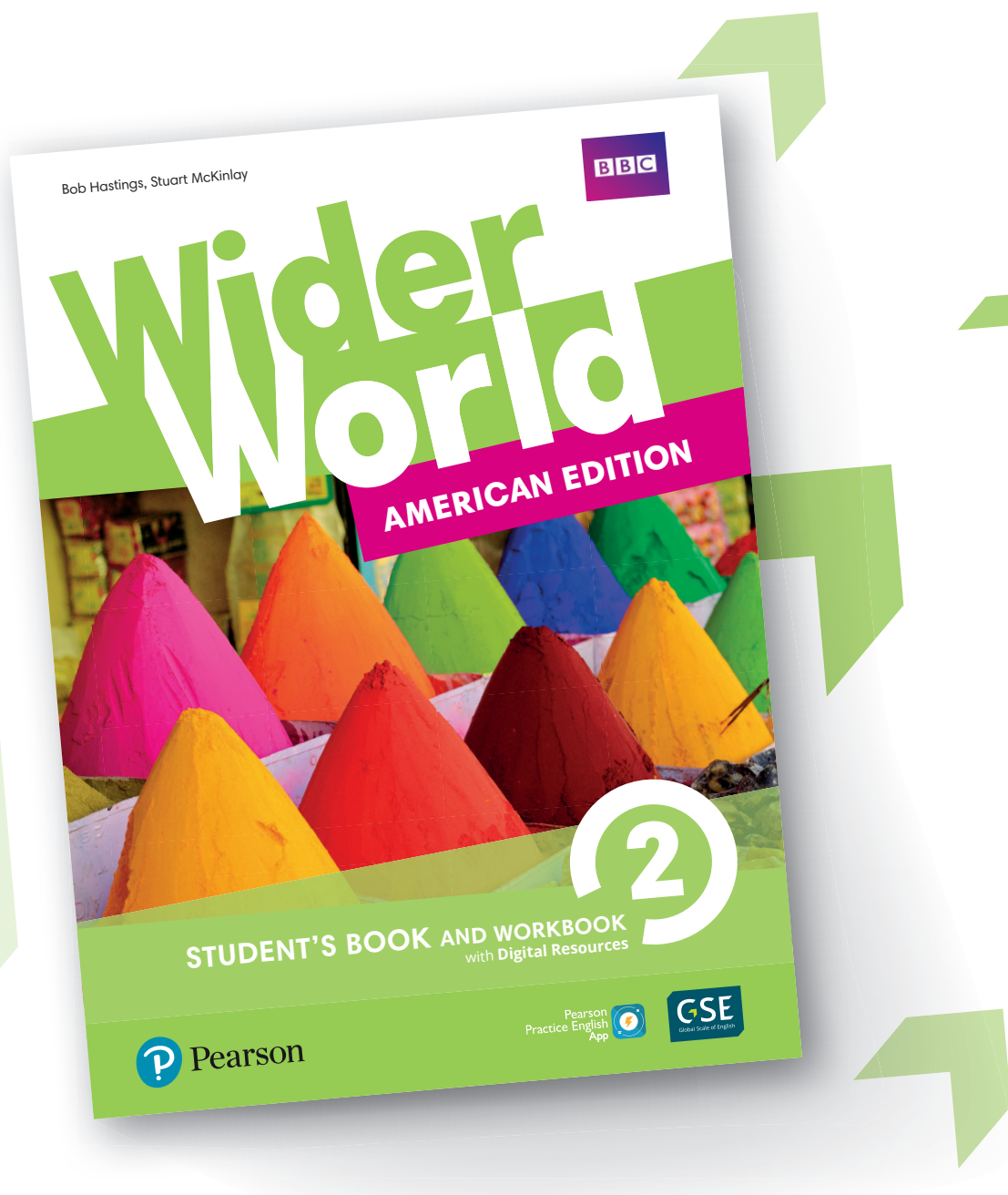
Alignment with the Global Scale of English
and the Common European Framework of Reference

GSE
Global Scale of English

Bob Hastings, Stuart McKinlay

BBC

Wider World

AMERICAN EDITION

2

STUDENT'S BOOK AND WORKBOOK
with **Digital Resources**

Pearson
Practice English
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GSE
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GSE, Wider World American Edition Level 2 – Published 2020

Wider World
AMERICAN EDITION

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.

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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

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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
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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
(CJ_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	Level 1	Key for Schools
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	Level 2	Preliminary for Schools

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

WELCOME UNIT – Welcome to Chesterton

GRAMMAR – Possessive adjectives · Possessive *s'* · *There is/are* with *some* and *any* · *Can/can't* for ability

VOCABULARY – Family members · Months and dates · Free-time activities · Sports · Possessions · School subjects · Skills and abilities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	35	A2 (30–35)	7
	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)	8
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	9
Reading	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	6, 7
	Can understand information about someone's personal details in a simple paragraph or short text. (P)	35	A2 (30–35)	9
Speaking	Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018$_A$)	32	A2 (30–35)	7
	Can talk about things they have using a basic phrase. (P)	28	A1 (22–29)	8
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	9
Writing	Can write a short, simple description of a familiar place e.g. room, house, or apartment. (P)	37	A2+ (36–42)	8

UNIT 1 Time for culture

GRAMMAR – Simple Present · Adverbs of frequency · Simple Present and Present Continuous

VOCABULARY – Culture · People · Cultural activities · Likes and dislikes · Age groups · News and entertainment

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)	10
	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	14, 16
	Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly. (P)	38	A2+ (36–42)	15
Reading	Can identify basic biographical information in short simple texts about other people. (P)	37	A2+ (36–42)	12, 17
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	13
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	13
Speaking	Can talk about something they like or dislike and give reasons, if guided by questions. (P)	38	A2+ (36–42)	11
	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)	12, 13, 14, 15
	Can ask people how often they do common everyday activities. (P)	37	A2+ (36–42)	15
	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30–35)	16
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	16
	Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)	38	A2+ (36–42)	17
Writing	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	17

UNIT 2 Animal magic

GRAMMAR – Simple Past: *was/were* • Simple Past: regular verbs

VOCABULARY – Animals • Animal body parts • Personality • Taking care of pets

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)	22, 24
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	25
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)	26
Reading	Can understand short, simple descriptions of objects, people and animals, if supported by pictures. (P)	27	A1 (22–29)	20
	Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures. (P)	38	A2+ (36–42)	21, 25
	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures. (P)	37	A2+ (36–42)	23
	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	23
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	23
	Can infer basic information about characters from pictures, if guided by questions. (P)	33	A2 (30–35)	24, 26
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	27
Speaking	Can describe where an animal lives in a simple way. (P)	34	A2 (30–35)	21
	Can describe the appearance of a person or animal using simple language. (P)	33	A2 (30–35)	21
	Can say where they and others were in the past, if supported by questions or prompts. (P)	40	A2+ (36–42)	22
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	23
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	24
	Can give a short description with logically connected facts, given a model. (P)	45	B1 (43–50)	25
	Can make basic excuses, using simple fixed expressions. (P)	35	A2 (30–35)	26
	Can express surprise or shock, using a simple fixed expression. (P)	33	A2 (30–35)	26
Writing	Can write a short description of a trip or event. (P)	43	B1 (43–50)	27

UNIT 3 New technology

GRAMMAR – Simple Past: irregular verbs · Relative clauses

VOCABULARY – Gadgets and technology · Computer equipment

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)	32, 36
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	35
Reading	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	30
	Can infer basic information about characters from pictures, if guided by questions. (P)	33	A2 (30–35)	32, 36
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	33
	Can guess the meaning of unknown words in simple texts from the context. (P)	44	B1 (43–50)	33
	Can make simple inferences about how ideas are related based on information in a text. (P)	46	B1 (43–50)	33
	Can describe how a character in a simple story or text feels based on their words or actions. (P)	40	A2+ (36–42)	34
	Can identify which people or objects are being referred to in a text. (P)	38	A2+ (36–42)	35
	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	37
	Can identify different points of view in a simple text. (P)	45	B1 (43–50)	37
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	31
	Can talk about common past activities, using simple linking words. (P)	41	A2+ (36–42)	32
	Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30–35)	33
	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)	35
	Can talk about something they like or dislike and give reasons, if guided by questions. (P)	38	A2+ (36–42)	35
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	36
Writing	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. (P)	46	B1 (43–50)	37

UNIT 4 My home, my town

GRAMMAR – Adverbs of manner · Modal verbs: *can, have to* and *must*

VOCABULARY – Things in the house · Prepositions of place · Chores · Adjectives to describe a house · Places in town

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	44, 46
	Can identify the key information in short, simple recorded phone messages related to everyday situations (e.g. what's on at the cinema). (P)	38	A2+ (36–42)	45
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	45
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	46
Reading	Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30–35)	42
	Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P)	39	A2+ (36–42)	43
	Can make simple inferences about a character's motives and feelings in short narratives. (P)	44	B1 (43–50)	43
	Can read a simple text and predict what they think might happen next based on their own experiences. (P)	41	A2+ (36–42)	43
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	45
	Can recognize the use of 'because' to signal the relationship between an opinion and a reason. (P)	39	A2+ (36–42)	47
	Can skim a short text to get a general idea of the content. (P)	43	B1 (43–50)	47

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs. (P)	45	B1 (43–50)	41
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	42, 45
	Can talk about common past activities, using simple linking words. (P)	41	A2+ (36–42)	42
	Can talk about their favorite book or something they have in a simple way. (P)	35	A2 (30–35)	43
	Can give a short description with logically connected facts, given a model. (P)	45	B1 (43–50)	43
	Can give informal advice on everyday matters, using a range of fixed expressions. (P)	48	B1 (43–50)	46
	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)	47
Writing	Can write a simple story describing the main events, if supported by pictures. (P)	43	B1 (43–50)	43
	Can write short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model. (P)	45	B1 (43–50)	47

UNIT 5 Take care

GRAMMAR – Countable and uncountable nouns · Quantifiers · Past Continuous and Simple Past

VOCABULARY – Parts of the body · Accidents and injuries · Keeping fit · Snacks · Sleep · Symptoms and illnesses

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	51, 52
	Can understand a limited range of basic language related to common symptoms and illnesses. (P)	39	A2+ (36–42)	55, 56
	Can understand the reasons for someone's actions or choices. (P)	44	B1 (43–50)	55, 56
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	51
	Can infer basic information about characters from pictures, if guided by questions. (P)	33	A2 (30–35)	51
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	53
	Can skim a short text to get a general idea of the content. (P)	43	B1 (43–50)	53
	Can find a word in a sentence that has the same meaning as another given word or phrase. (P)	42	A2+ (36–42)	53
	Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36–42)	54
	Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P)	39	A2+ (36–42)	54, 56
	Can read a short text and predict what they think will happen next. (P)	42	A2+ (36–42)	55
	Can understand short school-related messages in emails, text messages and social media postings. (P)	39	A2+ (36–42)	57
	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)	57
	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	57

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	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)	51
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	52, 53
	Can answer simple questions appropriately in a short interview. (P)	42	A2+ (36–42)	53
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	54
	Can describe physical symptoms to a doctor in a simple way. (P)	42	A2+ (36–42)	55, 56
	Can briefly say why something is a problem. (P)	41	A2+ (36–42)	55, 56
	Can give informal advice on everyday matters, using a range of fixed expressions. (P)	48	B1 (43–50)	56
Writing	Can write short, simple explanations, given a model. (P)	43	B1 (43–50)	57

UNIT 6 Shopping around

GRAMMAR – Comparatives and superlatives of adjectives · *Going to* and the Present Continuous

VOCABULARY – Types of stores · Containers · Shopping malls · Money

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	64
	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)	65
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	65
	Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly. (P)	38	A2+ (36–42)	66
Reading	Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36–42)	61
	Can identify the parts of some short, non-fictional text types (e.g. notes, captions, blogs, instructions). (P)	42	A2+ (36–42)	62
	Can skim a short text to get a general idea of the content. (P)	43	B1 (43–50)	62
	Can guess the meaning of unknown words in simple texts from the context. (P)	44	B1 (43–50)	62
	Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30–35)	63
	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	63
	Can identify the writer's purpose in writing a short text eg. to arrange a specific time to meet, to give specific information etc. (P)	45	B1 (43–50)	67
Speaking	Can answer simple questions appropriately in a short interview. (P)	42	A2+ (36–42)	60, 65
	Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)	32	A2 (30–35)	61
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	64
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	65
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	65
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	66
	Can make simple predictions about a text from the pictures. (P)	39	A2+ (36–42)	66
Writing	Can write simple texts or emails making arrangements to meet, given a model. (P)	44	B1 (43–50)	67

UNIT 7 Learning to work

GRAMMAR – *Will* for future predictions · First Conditional · Adjectives with prepositions

VOCABULARY – Jobs · Work and jobs · School and education

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify the context in which an everyday conversation is taking place. (P)	35	A2 (30–35)	74
	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	75
	Can understand the reasons for someone's actions or choices. (P)	44	B1 (43–50)	76
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)	76
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)	76
Reading	Can make basic inferences from simple information in a short text. (P)	40	A2+ (36–42)	71, 77
	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	72
	Can identify a point of view in a short, simple narrative text. (P)	42	A2+ (36–42)	73
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	73, 77
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	73
	Can recognize who a piece of writing was written for, if guided by questions. (P)	41	A2+ (36–42)	77
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	71, 72, 73, 75
	Can make simple predictions about the future, given a model. (P)	42	A2+ (36–42)	72, 76
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	74
	Can make simple predictions about a text from the pictures. (P)	39	A2+ (36–42)	74
	Can say how they or someone else feels, giving a brief reason. (P)	40	A2+ (36–42)	76
Writing	Can write simple letters with appropriate paragraph breaks, given a model. (P)	45	B1 (43–50)	77

UNIT 8 Close to nature

GRAMMAR – Present Perfect – all forms • Present Perfect with *just/already/yet*

VOCABULARY – Landscapes and natural features • Talking about countries • Phrasal verbs • Outdoor activities • Sports equipment

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main idea of a simple news story, with visual support. (P)	39	A2+ (36–42)	80
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	80
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)	84
	Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)	41	A2+ (36–42))	85
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	85
	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	86
	Can understand the reasons for someone's actions or choices. (P)	44	B1 (43–50)	86
Reading	Can identify a point of view in a short, simple narrative text. (P)	42	A2+ (36–42)	82
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	83
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	83
	Can guess the meaning of unknown words in simple texts from the context. (P)	44	B1 (43–50)	83
	Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P)	39	A2+ (36–42)	84
	Can recognize some key features of common story types (e.g. fairy tales). (P)	48	B1 (43–50)	87

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can talk about their country in a simple way. (P)	39	A2+ (36–42)	80
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	82
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	82, 83
	Can answer questions about what they have done recently in some detail. (P)	49	B1 (43–50)	84
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	85
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	85
	Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36–42)	86
Writing	Can use common connectors to tell a story or describe an event in writing. (P)	45	B1 (43–50)	87

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