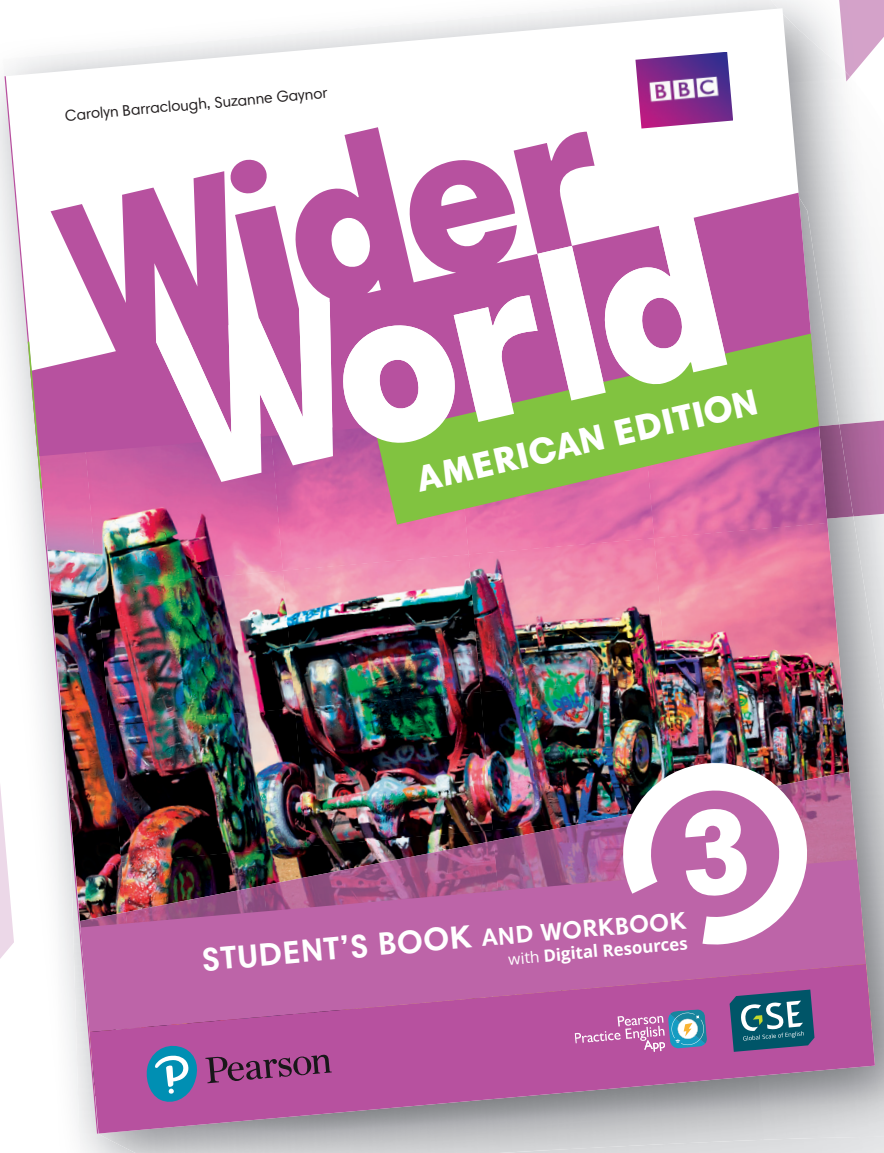
GSE MAPPING BOOKLET

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



Pearson

GSE, Wider World American Edition Level 3 – Published 2020

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.

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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.

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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		
Wider World 3	A2+/B1	40–50	Level 2	Preliminary for Schools
Wider World 4	B1/B1+	45–55		

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

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WELCOME UNIT – Welcome to Woodley Bridge

GRAMMAR – *There is/are* with *some/any* • possessive adjectives and possessive *'s* • *was/were, there was / there were* • Simple Past

VOCABULARY – Activities and interests • Home and furniture • Jobs • Clothes and accessories • Countries and languages

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)	31	A2 (30–35)	7
	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)	7, 9
Reading	Can identify key vocabulary and expressions in unfamiliar texts related to school subjects. (P)	42	A2+ (36–42)	6
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	6, 8
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	9
Speaking	Can say how they or someone else feels, giving a brief reason. (P)	40	A2+ (36–42)	7
	Can say where they and others were in the past, if supported by questions or prompts. (P)	40	A2+ (36–42)	8

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UNIT 1 That's my world

GRAMMAR – Simple Present • Present Continuous • State verbs • Verb constructions: verb + *-ing*, verb + *to*-infinitive, verb + *-ing* or *to*-infinitive

VOCABULARY – Talk about everyday technology

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)	14, 16
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	15
Reading	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	12
	Can identify facts and opinions in a simple text when explicitly stated. (P)	44	B1 (43–50)	13
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	17
	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	17
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	10, 11, 12, 14, 16, 17
	Can answer simple questions appropriately in a short interview. (P)	42	A2+ (36–42)	11, 15
	Can talk about something they like or dislike and give reasons, if guided by questions. (P)	39	A2+ (36–42)	12, 13
	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)	15
	Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we …?'). (P)	42	A2+ (36–42)	16
Writing	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36–42)	15
	Can write short, simple descriptive texts about familiar places using basic connectors, given a model. (P)	41	A2+ (36–42)	17
	Can make simple comparisons between people, places or things. (P)	40	A2+ (36–42)	17

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UNIT 2 The taste test

GRAMMAR – Present Perfect • Present Perfect with *for* and *since* • Present Perfect and Simple Past

VOCABULARY – Talk about food and drink

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)	22
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	25
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	25
	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	26
Reading	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	23
	Can guess the meaning of unknown words by linking them to words they already know. (P)	44	B1 (43–50)	23
	Can identify facts and opinions in a simple text when explicitly stated. (P)	44	B1 (43–50)	23
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	24
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	27
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	20, 22, 23, 24, 25 26, 27
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	23
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	24, 25
	Can order food and drink in a café or restaurant, using simple language. (P)	34	A2 (30–35)	26
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	26
Writing	Can write short, simple texts on familiar topics in linked sentences. (P)	40	A2+ (36–42)	21
	Can write short, simple descriptive texts about familiar places using basic connectors, given a model. (P)	41	A2+ (36–42)	22
	Can write short, simple personal emails/letters describing future plans, given prompts or a model. (P)	46	B1 (43–50)	27

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UNIT 3 Wild nature

GRAMMAR – Past Perfect • Simple Past and Past Perfect

VOCABULARY – Talk about the weather and natural disasters

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can get the gist of a short weather forecast, if delivered slowly and clearly and supported by pictures. (P)	34	A2 (30–35)	31
	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	34
	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	35
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	35
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)	35, 36
Reading	Can get the gist of short factual school texts. (P)	41	A2+ (36–42)	30
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	32
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	33
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	33
	Can identify the writer's purpose in writing a short text e.g. to arrange a specific time to meet, to give specific information etc. (P)	47	B1 (43–50)	37
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	30, 32, 33, 34, 35, 36, 37
	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	31
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	32
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	34
	Can briefly say why something is a problem. (P)	43	B1 (43–50)	36
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	36
Writing	Can write short, simple explanations, given a model. (P)	43	B1 (43–50)	35
	Can give a reason for an action in an informational text, given a model. (P)	46	B1 (43–50)	37

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UNIT 4 The big game!

GRAMMAR – The future: *will / going to /* Present Continuous • First Conditional + *if/unless*

VOCABULARY – Talk about sports and sports events

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	42, 45, 46
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	45
Reading	Can scan a simple text to find specific information. (P)	41	A2+ (36–42)	43
	Can identify the main information for an event (e.g. day, time, place). (C2018$_A$)	30	A2 (30–35)	43
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	44, 47
	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions). (P)	50	B1 (43–50)	47
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	40, 45
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	41, 43
	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	42, 43, 47
	Can make simple predictions about the future, given a model. (P)	42	A2+ (36–42)	42
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	44, 46
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	44
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	45
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	46
Writing	Can write a simple email/letter asking for everyday factual information, given a model. (P)	51	B1+ (51–58)	47

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UNIT 5 See the world!

GRAMMAR – Modal verbs: *must, have to, ought to, should* • Modal verbs: *must, could, might, may, can't*

VOCABULARY – Talk about vacations and traveling

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)	31	A2 (30–35)	52
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	55
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)	55
	Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36–42)	56
Reading	Can identify key vocabulary and expressions in unfamiliar texts related to school subjects. (P)	42	A2+ (36–42)	53
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	53
	Can understand short school-related messages in emails, text messages and social media postings. (P)	39	A2+ (36–42)	54
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	57
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	57
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	50, 52, 53, 54, 55, 56
	Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions. (P)	40	A2+ (36–42)	50
	Can talk about past events or experiences, using simple language. (P)	41	A2+ (36–42)	51
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	55
	Can check that a classmate has understood information, using simple language. (P)	37	A2+ (36–42)	56
Writing	Can write a short text to report something. (P)	49	B1 (43–50)	57

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UNIT 6 Getting to know you

GRAMMAR – Second Conditional • Defining and non-defining clauses

VOCABULARY – Talk about relationships with family and friends

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)	62
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	64
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	65
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	66
Reading	Can identify the writer's overall purpose in straightforward texts on familiar topics. (P)	51	B1+ (51–58)	63
	Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)	43	B1 (43–50)	63
	Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36–42)	67
	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)	67
	Can identify which people or objects are being referred to in a text. (P)	38	A2+ (36–42)	67
Speaking	Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36–42)	60
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	61, 62, 63, 65
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	62
	Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs. (P)	49	B1 (43–50)	64
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	65
	Can make simple predictions about a text from the pictures. (P)	39	A2+ (36–42)	65
	Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/ background', 'at the back'). (P)	43	B1 (43–50)	66
Writing	Can write a short story containing a brief description of the characters and/or setting. (P)	48	B1 (43–50)	67

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UNIT 7 No time for crime

GRAMMAR – The passive (Simple Present and Simple Past) • *have/get something done*

VOCABULARY – Talk about crime and criminals

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	74, 76
	Can recognize a range of common linking words/ phrases signaling the sequence of events in short, simple narratives. (P)	44	B1 (43–50)	75
	Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36–42)	75
Reading	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	73
	Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions). (P)	50	B1 (43–50)	73, 77
Speaking	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	71
	Can re-tell a simple or familiar story using their own words. (P)	44	B1 (43–50)	72
	Can give simple reasons for a personal opinion about an event or character. (P)	44	B1 (43–50)	72
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	73, 75
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	74
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	75
	Can give informal advice on everyday matters, using a range of fixed expressions. (P)	48	B1 (43–50)	76
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)	76
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	76
Writing	Can write a simple story with a clear sequence of events. (C_A)	47	B1 (43–50)	71
	Can write a short text to report something. (P)	49	B1 (43–50)	77

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UNIT 8 Think outside the box

GRAMMAR – Word order in questions • Third Conditional

VOCABULARY – Talk about school life

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	82, 86
	Can understand the humor in a simple story. (P)	43	B1 (43–50)	85
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)	85
Reading	Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)	45	B1 (43–50)	83, 84
	Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)	41	A2+ (36–42)	83
	Can identify the writer's purpose in writing a short text e.g. to arrange a specific time to meet, to give specific information etc. (P)	47	B1 (43–50)	87
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	80, 81, 83, 84, 85
	Can answer simple questions about their life and experiences. (P)	37	A2+ (36–42)	82, 86
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	83
	Can suggest possible reasons why a situation or event has happened, if guided by questions and prompts. (P)	48	B1 (43–50)	84
	Can suggest possible outcomes to an event or situation, given a model. (P)	47	B1 (43–50)	85
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	85
	Can ask simple questions about opinions or beliefs. (P)	44	B1 (43–50)	86
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	86
	Can make suggestions during structured classroom discussions. (P)	49	B1 (43–50)	87
Writing	Can write short, simple personal emails/letters describing future plans, given prompts or a model. (P)	46	B1 (43–50)	87

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