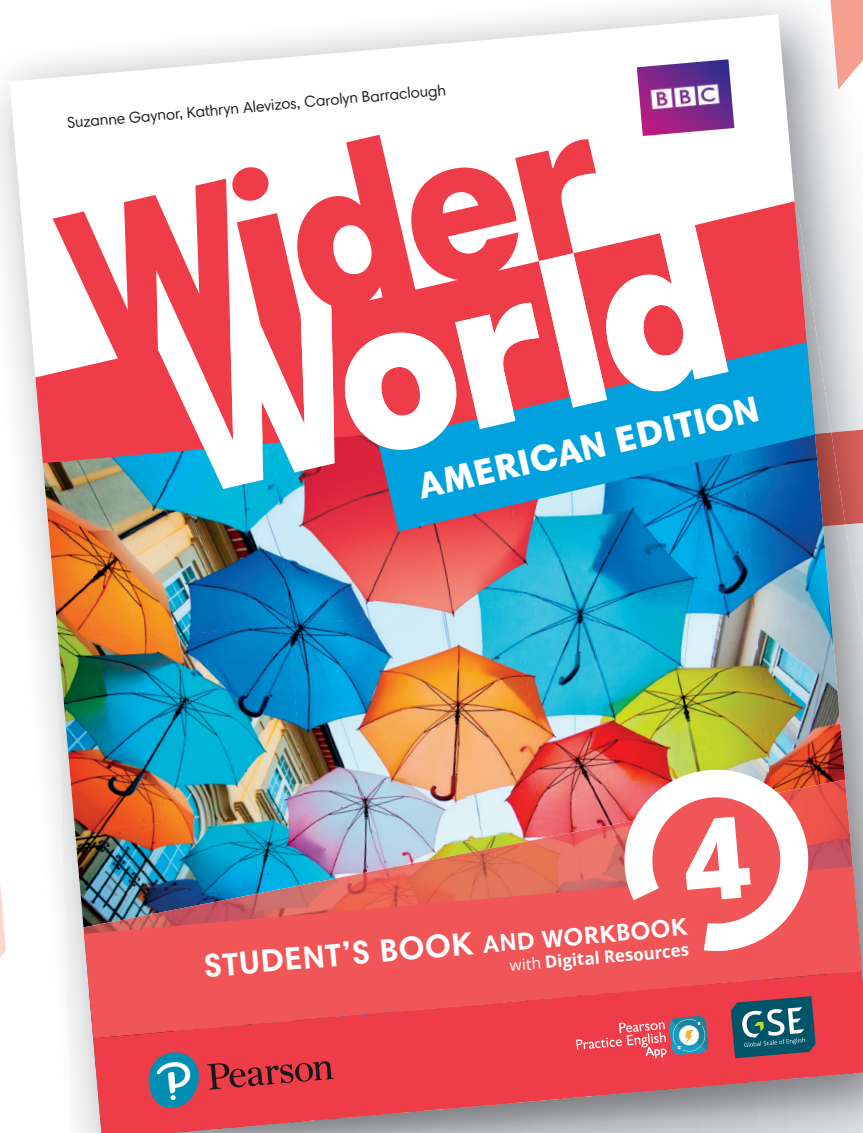




GSE MAPPING BOOKLET

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/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		

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

WELCOME UNIT – A new start at Belmont Academy

GRAMMAR – Comparatives and superlatives • Present Perfect with *for* and *since*

VOCABULARY – Relationships • School • Everyday technology • Vacation and travel • Means of transportation • Opinion adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	7
Reading	Can get the gist of short texts on a range of topics. (P)	47	B1 (43–50)	6, 8
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	6
Speaking	Can repeat the main points of a simple text or conversation, using different words to help someone else understand it. C2018	50	B1 (43–50)	7
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	8
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	8, 9

UNIT 1 Out of your comfort zone

GRAMMAR – Present tenses • Past tenses

VOCABULARY – Adjectives of emotion • Phrases with *yourself* • New experiences • Personality adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	12, 15
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	15, 16
Reading	Can get the gist of short texts on a range of topics. (P)	47	B1 (43–50)	11, 14
	Can extract factual details from a simple text. (P)	40	A2+ (36–42)	13
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43–50)	13
	Can identify facts and opinions in a simple text when explicitly stated. (P)	44	B1 (43–50)	13
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	17
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	10, 11, 12, 13, 14, 15, 16, 17
	Can give simple reasons for a personal opinion about an event or character. (P)	44	B1 (43–50)	10, 11, 15
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	14
	Can act out a simple role-play or dialogue with correct intonation. (P)	41	A2+ (36–42)	16
Writing	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model. (P)	46	B1 (43–50)	12
	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	17
	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model. (P)	46	B1 (43–50)	17

UNIT 2 What a waste!

GRAMMAR – Past perfect • *Used to*

VOCABULARY – Pollution • Protecting and damaging the environment • Compound nouns: the environment • Elections and campaigns

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	20
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	25
Reading	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	22, 23
	Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary). (P)	48	B1 (43–50)	23
	Can scan extended stories and texts written in simple, familiar language, to find specific information. (P)	45	B1 (43–50)	23
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	27
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	20, 23, 26
Speaking	Can talk about environmental problems in a simple way. (P)	48	B1 (43–50)	21, 22
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	24, 25
	Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51–58)	25
	Can express tentative disagreement politely, using a range of fixed expressions. (P)	51	B1+ (51–58)	26
	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	27
Writing	Can write simple texts with appropriate paragraph breaks, given prompts or a model. (P)	49	B1 (43–50)	27

UNIT 3 Style challenge!

GRAMMAR – Present Perfect Continuous • Present Perfect Simple and Present Perfect Continuous

VOCABULARY – Clothes and accessories • Adjectives to describe clothes and accessories • *Have, be, wear* • Parts of clothes and shoes • Descriptive adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify specific information in detailed spoken dialogues. (P)	56	B1+ (51–58)	35
	Can understand the main information from dialogues on unfamiliar topics. (P)	53	B1+ (51–58)	36
Reading	Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary). (P)	48	B1 (43–50)	33
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	33
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	33
Speaking	Can describe similarities between people's appearance in some detail. (P)	44	B1 (43–50)	31
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	30, 31, 32, 33, 34, 37
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	33, 35, 36
	Can repeat the main points of a simple text or conversation, using different words to help someone else understand it. C2018	50	B1 (43–50)	33
	Can give a short description with logically connected facts, given a model. (P)	47	B1 (43–50)	35
	Can give basic compliments, using simple fixed expressions. (P)	30	A2 (30–35)	36
Writing	Can write a basic summary of a simple text, following the structure of the original. (P)	49	B1 (43–50)	33
	Can describe an event in writing using common connectors to link sentences together. (P)	46	B1 (43–50)	37
	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	37
	Can use a range of adjectives to add detail to a simple description. (P)	49	B1 (43–50)	37
	Can use common connectors to tell a story or describe an event in writing. (P)	45	B1 (43–50)	37

UNIT 4 Team work

GRAMMAR – Talking about the future • Future Continuous

VOCABULARY – Jobs • Finding and losing a job • Working conditions • Success at work

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	43
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	45
Reading	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	41
	Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary). (P)	48	B1 (43–50)	43
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	43
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	47
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	40, 42, 44, 45, 46, 47
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	41, 43
	Can paraphrase simply when they don't know the correct word or phrase. (P)	46	B1 (43–50)	41
	Can repeat the main points of a simple text or conversation, using different words to help someone else understand it. C2018	50	B1 (43–50)	41
	Can briefly say which of a selection of simple text types they prefer and why. (P)	48	B1 (43–50)	43
	Can give a short, simple prepared talk on a topic of personal interest. (P)	44	B1 (43–50)	45
	Can give informal advice on everyday matters, using a range of fixed expressions. (P)	48	B1 (43–50)	46
	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	47
Writing	Can write a short text to report something. (P)	49	B1 (43–50)	47

UNIT 5 Light years away

GRAMMAR – Zero, First and Second Conditionals • Third Conditional

VOCABULARY – Space • Dimensions and distance • Large numbers • Space science

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	50, 55
	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	55
Reading	Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary). (P)	48	B1 (43–50)	53
	Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)	52	B1+ (51–58)	53, 54
	Can make basic predictions about factual text content from headings, titles or headlines. (P)	44	B1 (43–50)	53
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	57
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	50, 57
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	52, 53, 54, 55, 56
	Can repeat the main points of a simple text or conversation, using different words to help someone else understand it. C2018	50	B1 (43–50)	53
	Can talk about risks or dangers using simple language. (P)	47	B1 (43–50)	55
	Can list the advantages of a course of action in some detail, using a range of fixed expressions. (P)	56	B1+ (51–58)	57
	Can write a simple description or report using information taken from other texts. (P)	52	B1+ (51–58)	51
Writing	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	57
	Can write short, simple structured argument essays on familiar topics. (P)	57	B1+ (51–58)	57

UNIT 6 A clear message

GRAMMAR – The Passive: Simple Present, Simple Past, Present Perfect • *can* and *must* •
The Passive with *will*

VOCABULARY – Nonverbal communication • Word building: verbs and nouns for communication •
Advertising

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information from dialogues on unfamiliar topics. (P)	53	B1+ (51–58)	62
	Can identify the purpose of a recorded advertisement. (P)	53	B1+ (51–58)	65
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	65
Reading	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	63
	Can get the gist of short texts on a range of topics. (P)	47	B1 (43–50)	64, 67
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	67
Speaking	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	60, 63, 65, 66
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	62, 64
	Can make suggestions during structured classroom discussions. (P)	49	B1 (43–50)	63
	Can repeat the main points of a simple text or conversation, using different words to help someone else understand it. C2018	50	B1 (43–50)	63
	Can give a short description with logically connected facts, given a model. (P)	47	B1 (43–50)	65
Writing	Can use a range of adjectives to add detail to a simple description. (P)	49	B1 (43–50)	67, 68 VIA
	Can use a range of common fixed expressions to introduce opinions in an informal written text. (P)	54	B1+ (51–58)	67
	Can write a simple review of a film or book with appropriate paragraph breaks, given a model. (P)	55	B1+ (51–58)	67

UNIT 7 Creative energy

GRAMMAR – Modal verbs for ability • Modal verbs for obligation and prohibition

VOCABULARY – Art • Literature and books • The press

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)	49	B1 (43–50)	71
	Can understand the main information from dialogues on unfamiliar topics. (P)	53	B1+ (51–58)	74, 76
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	75
	Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43–50)	75
Reading	Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary). (P)	48	B1 (43–50)	73
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	73
	Can get the gist of short texts on a range of topics. (P)	47	B1 (43–50)	77
	Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51–58)	77
Speaking	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	70, 72, 73
	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	71
	Can talk about a book or text using words relating to its structure e.g. title, line, page. (P)	46	B1 (43–50)	71
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	72, 75, 76, 77
	Can say how a book or painting makes them feel using simple language. (C2018A)	44	B1 (43–50)	73
	Can give their opinions on general topics, using a range of fixed expressions. (P)	50	B1 (43–50)	76
Writing	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	77
	Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model. (P)	43	B1 (43–50)	77
	Can write a short, simple guide to their town/city with appropriate sub-headings, given a model. (P)	47	B1 (43–50)	77

UNIT 8 Let's get together

GRAMMAR – Defining and non-defining relative clauses • Direct and indirect questions

VOCABULARY – Celebrations • Phrases for special occasions • National celebrations • Sounds

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information from dialogues on unfamiliar topics. (P)	53	B1+ (51–58)	82
	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)	50	B1 (43–50)	85
	Can understand some details in extended dialogues on a range of non-technical topics. (P)	50	B1 (43–50)	85
	Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43–50)	86
Reading	Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary). (P)	48	B1 (43–50)	83
	Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43–50)	83
	Can skim a text to identify specific ideas. (P)	50	B1 (43–50)	87
Speaking	Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43–50)	81, 83
	Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43–50)	82, 83, 87
	Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43–50)	84, 85, 86
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)	45	B1 (43–50)	85
	Can give reasons for a choice or course of action. (P)	51	B1+ (51–58)	85
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	86
Writing	Can make a note of ideas in preparation for a piece of writing. (P)	51	B1+ (51–58)	87
	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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