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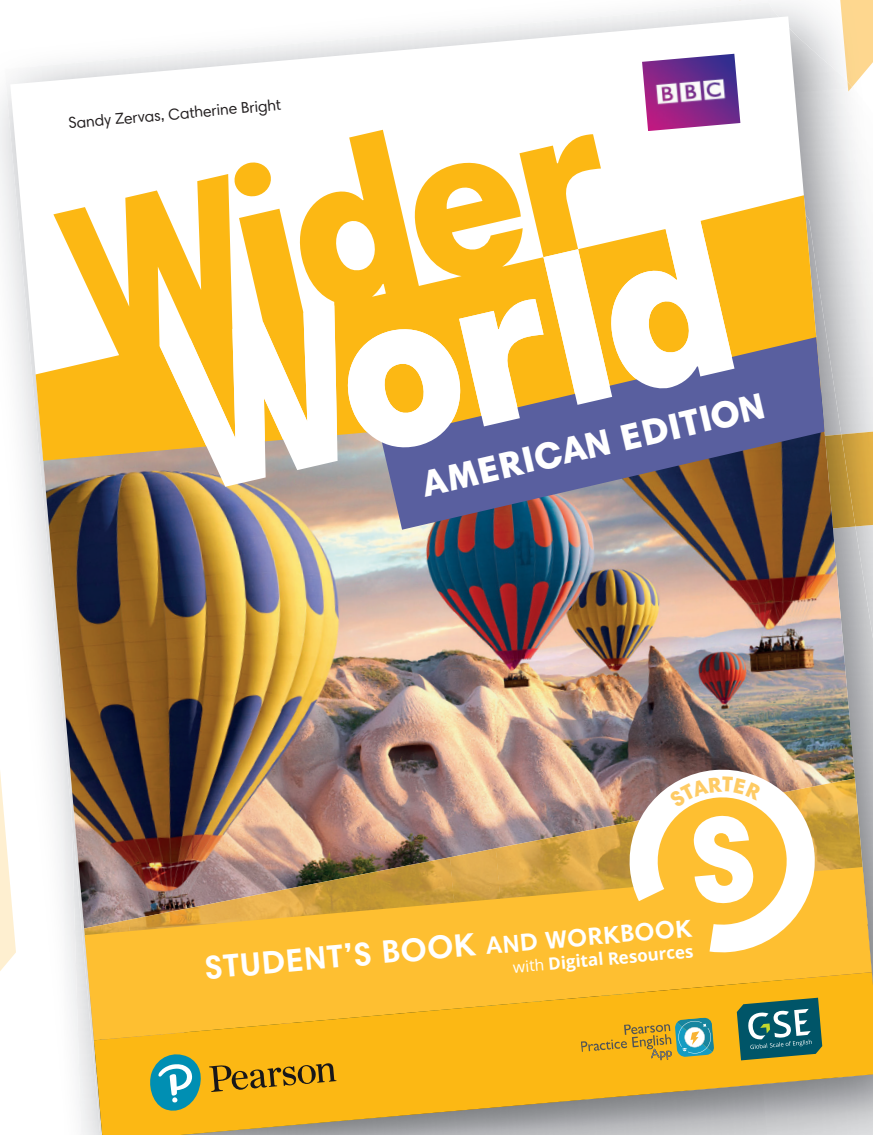
Alignment with the Global Scale of English
and the Common European Framework of Reference

GSE
Global Scale of English

Sandy Zervas, Catherine Bright

BBC

Wider World

AMERICAN EDITION

STARTER

S

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

Pearson
Practice English
App

GSE
Global Scale of English

P Pearson

Pearson

GSE, Wider World American Edition Starter – 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.

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
(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!

GRAMMAR – *I'm… • I like / he/she likes • This is…*

VOCABULARY – The alphabet • Spelling words/names • Numbers • Colors • Classroom objects • Classroom language

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10–21)	6
	Can understand the letters of the alphabet by their names. (P)	10	<A1 (10–21)	7
	Can recognize the letters of the alphabet by their sounds. (P)	10	<A1 (10–21)	7
	Can recognize familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	8
	Can recognize a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	8
	Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	8
	Can recognize isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	9
Reading	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	6
Speaking	Can ask someone their name using a basic phrase. (P)	12	<A1 (10–21)	7
	Can ask for the spelling of a word, using a basic phrase. (P)	24	A1 (22–29)	7
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	7
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	9
Writing	Can spell a range of common words (e.g. names, greetings, colours). (P)	24	A1 (22–29)	7
	Can write cardinal numbers up to twenty as words. (CSE$_A$)	25	A1 (22–29)	9

UNIT 1 Family and friends

GRAMMAR – Use *am/is/are* and possessive adjectives to talk about family and friends · Use *am/is/are* and *not* to talk about countries and nationalities

VOCABULARY – Talk about family

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand simple language related to naming and describing family members. (P)	21	<A1 (10–21)	11
	Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures. (P)	26	A1 (22–29)	12, 14, 17
	Can recognize familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	12, 14, 16
	Can guess the meaning of some unfamiliar words in a simple dialogue, if supported by pictures and spoken slowly and clearly. (P)	31	A2 (30–35)	12
	Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	12
	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)	27	A1 (22–29)	18
	Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts. (P)	31	A2 (30–35)	18
Reading	Can guess the meaning of a word from an accompanying picture. (C2018$_A$)	23	A1 (22–29)	17
	Can understand basic phrases in short, simple texts. (P)	24	A1 (22–29)	18
	Can find proper names (e.g. people, places, nationalities) in short, simple texts by looking for capital letters. (P)	24	A1 (22–29)	18
	Can understand simple informational material containing familiar words, if supported by pictures (e.g. a menu with pictures of food). (C2018$_A$)	27	A1 (22–29)	19
	Can recognize simple words and phrases related to familiar topics, if supported by pictures. (P)	23	A1 (22–29)	19

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
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)	11, 16
	Can say what country they are from using a basic phrase. (P)	16	<A1 (10–21)	15
	Can respond politely when introduced to someone, using simple fixed expressions. (P)	29	A1 (22–29)	16
	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions. (P)	28	A1 (22–29)	17
	Can answer simple questions about their family and friends, using basic phrases. (P)	26	A1 (22–29)	19
Writing	Can write basic sentences identifying immediate family members, given prompts or a model. (P)	27	A1 (22–29)	15
	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. (P)	26	A1 (22–29)	18

UNIT 2 My things

GRAMMAR – Use *this/these, that/those* and adjectives to talk about possession · Use *am/is/are* to answer questions

VOCABULARY – Talk about clothes

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	23
	Can understand basic phrases or sentences about things people have, if supported by pictures. (P)	24	A1 (22–29)	24
	Can guess the meaning of some unfamiliar words in a simple dialogue, if supported by pictures and spoken slowly and clearly. (P)	31	A2 (30–35)	24
	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)	24
	Can recognize 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)	26
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	30	A2 (30–35)	26
	Can recognize familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	27
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10–21)	28
	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)	30
	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)	30
Reading	Can understand basic sentences describing familiar everyday items (e.g. color, size), if supported by pictures. (P)	27	A1 (22–29)	29
	Can understand short, simple descriptions of objects, people and animals, if supported by pictures. (P)	27	A1 (22–29)	31
	Can understand simple sentences, given prompts. (P)	24	A1 (22–29)	31

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	23, 25
	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	25
	Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018$_A$)	27	A1 (22–29)	27, 28
Writing	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model. (P)	35	A2 (30–35)	30, 31

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 and things in a room

VOCABULARY – Talk about rooms and things in a house

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can hear the initial sound in simple words. (P)	10	<A1 (10–21)	35
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	30	A2 (30–35)	36, 38, 40
	Can guess the meaning of some unfamiliar words in a simple dialogue, if supported by pictures and spoken slowly and clearly. (P)	31	A2 (30–35)	36
	Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly. (P)	21	<A1 (10–21)	36
	Can recognize familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	38
	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)	42
Reading	Can guess the meaning of a word from an accompanying picture. (C2018$_A$)	23	A1 (22–29)	35
	Can recognize single, familiar everyday words, if supported by pictures. (C2018$_A$)	21	<A1 (10–21)	41
Speaking	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	35
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	35
	Can read aloud short, familiar phrases with intelligible pronunciation. (P)	29	A1 (22–29)	40
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	41
Writing	Can write simple sentences about about everyday objects. (P)	32	A2 (30–35)	42

UNIT 4 Things I can do

GRAMMAR – Use *can* and *can't* to talk about abilities · Use *can* and *can't* to ask and answer questions about abilities

VOCABULARY – Talk about actions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	47, 48
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	30	A2 (30–35)	48
	Can understand basic questions about personal details if spoken slowly and clearly and supported by pictures. (C2018$_A$)	25	A1 (22–29)	48
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	49
	Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures. (P)	26	A1 (22–29)	50
	Can recognize familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	51
	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)	52
	Can follow basic instructions to color, draw or make something. (P)	19	<A1 (10–21)	53
	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)	54
Reading	Can recognize single, familiar everyday words, if supported by pictures. (C2018$_A$)	21	<A1 (10–21)	47
	Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)	26	A1 (22–29)	50
	Can identify familiar words in short, simple texts. (P)	23	A1 (22–29)	54
	Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures. (P)	27	A1 (22–29)	55

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can read aloud familiar single words. (P)	20	<A1 (10–21)	47
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	47
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.') (P)	29	A1 (22–29)	52
Writing	Can write simple sentences about what they or other people can or can't do. (P)	29	A1 (22–29)	49, 51
	Can link two simple sentences using 'but' to express basic contrast, given prompts or a model. (P)	34	A2 (30–35)	54

UNIT 5 My day

GRAMMAR – Use the Simple Present to talk about habits and routines · Use adverbs of frequency to talk about routines and activities on different days of the week

VOCABULARY – Talk about daily activities

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	59
	Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	59
	Can recognize familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	60
	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)	60
	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)	62
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)	62
	Can recognize key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018$_A$)	27	A1 (22–29)	64
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)	66
Reading	Can read the time when written as words. (P)	28	A1 (22–29)	64
	Can identify repeated words or phrases in a short text. (P)	28	A1 (22–29)	66
Speaking	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	59
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	59
Writing	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	61
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	66, 67

UNIT 6 Animals

GRAMMAR – Use the Simple Present – negative to talk about pets · Use the Simple Present to ask questions and give short answers about habits and routines

VOCABULARY – Talk about wild animals

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)	72
	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)	72
	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	72
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	73
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30–35)	74
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	74
	Can recognize familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	75
	Can understand simple questions and answers about peoples likes and dislikes. (P)	27	A1 (22–29)	75
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	30	A2 (30–35)	76, 78
	Can recognize 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)	77, 78
	Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	77
Reading	Can understand short, simple descriptions of objects, people and animals, if supported by pictures. (P)	27	A1 (22–29)	71, 77
	Can understand basic sentences about where things, animals or people are. (P)	27	A1 (22–29)	79
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	76
	Can say how much something costs using simple language. (P)	25	A1 (22–29)	76
Writing	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)	78

UNIT 7 Love to learn

GRAMMAR – Use object pronouns to talk about likes and dislikes · Use the Imperative to give orders and commands around the classroom

VOCABULARY – Talk about classroom objects and school subjects

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	84
	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)	28	A1 (22–29)	84
	Can follow a simple conversation between two people or characters, if supported by pictures. (P)	30	A2 (30–35)	84
	Can recognize 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)	86
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018$_A$)	31	A2 (30–35)	90
	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)	90
Reading	Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30–35)	89
Speaking	Can express likes and dislikes in relation to familiar topics in a basic way. (P)	29	A1 (22–29)	83
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	83, 87
Writing	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model. (P)	35	A2 (30–35)	90
	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	91

UNIT 8 I like that!

GRAMMAR – Use the Present Continuous – affirmative and negative to talk about actions in progress •
Use the Present Continuous – questions and questions words to ask and answer about actions in
progress

VOCABULARY – Talk about sports

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)	31	A2 (30–35)	96
	Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	96
	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)	96
	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. (P)	25	A1 (22–29)	98, 100, 102
	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)	98
	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)	102
Reading	Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)	31	A2 (30–35)	102
Speaking	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	97
Writing	Can write a single basic sentence about daily routines and activities. (P)	28	A1 (22–29)	102
	Can write short, basic descriptions of everyday activities, given prompts or a model. (P)	35	A2 (30–35)	102

References

Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 ("WIDA ELD Standards"). Retrieved 27.11.2017 from **www.wida.us**

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

North, B. (2000) *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.

Schneider, G., North, B. (1999) *"In anderen Sprachen kann ich . . ." Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit*. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.

Schneider, G., North, B. (2000) *Fremdsprachen können – was heißt das?* Chur / Zürich: Rüegger.