



## GSE MAPPING BOOKLET

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



GSE, *Tieng Anh Global Success* Grade 7 – Published 2023



## The Global Scale of English

The GSE is a numerical scale which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The GSE enables teachers and learners to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

It is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

GSE helps teachers to find the right course materials for the exact level and learning goals of their students. The chart below shows the range of objectives that are covered within the content. Knowing this helps you select course materials with the right level of support and challenge for your learners to help them make progress.

*Tiếng Anh Global Success* has been created using the GSE Learning Objectives for General Adults. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each module.

*Tiếng Anh Global Success* is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR <A1 to B1+ (16-54 on the Global Scale of English).

GSE	10	20	30	40	50	60	70	80	90	
Tiếng Anh Global Success 12										
Tiếng Anh Global Success 11										
Tiếng Anh Global Success 10										
Tiếng Anh Global Success 9										
Tiếng Anh Global Success 8										
Tiếng Anh Global Success 7										
Tiếng Anh Global Success 6										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

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<sub>A</sub>) Common European Framework descriptor, adapted or edited, © Council of Europe
- (N2000) North (2000) descriptor, verbatim
- (C2018<sub>A</sub>) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (C<sub>J</sub><sub>A</sub>) CEFR-J descriptor, adapted or edited
- (CSE<sub>A</sub>) Eiken descriptor, adapted or edited
- (E<sub>A</sub>) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000<sub>A</sub>) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (Wa) WIDA ELD Standards (2012), adapted or edited

### Using the information in this teacher mapping booklet

The GSE teacher mapping booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Tieng Anh Global Success*, unit by unit. There are several ways in which this information can be used:

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher mapping booklet list gives you a more complete picture of what is being studied
- The list can be used to support any reporting that you have to do (e.g. for students or for admin purposes)
- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The Learning Objectives enable you to see quickly the language functions that are most relevant to your students

### Measuring proficiency using the Global Scale of English

The GSE underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark assessments alongside *Tieng Anh Global Success*, you will be able to see the progress being made by students during their course of study. You will also receive rich score reports which identify strengths and areas for improvement along with recommendations on how to address these areas using *Tieng Anh Global Success*. For this level of *Tieng Anh Global Success*, we recommend English Benchmark Test Level [XX].

Your students may also want to take a test that gives them a proficiency certificate. For this level of *Tieng Anh Global Success*, we recommend Pearson English International Certificate (PTE General) Level [XX].

### The GSE Teacher Toolkit

This is a free online database that gives you easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text).

Access the database at <https://www.english.com/gse/teacher-toolkit/user/lo>.

The GSE Teacher Toolkit is a searchable database that will save you time when planning lessons:

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency
- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice
- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases
- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students.

## Tieng Anh Global Success and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each Unit. A learning objective in *italics* indicate it is still undergoing research and validation, and therefore the value is a provisional estimate.

### Unit 1 Hobbies

**VOCABULARY:** Hobbies • Verbs of liking and disliking

**PRONUNCIATION:** Sounds: /ə/ and /ɜ:/

**GRAMMAR:** Present simple

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in simple conversations about hobbies and interests. (P)	34	A2 (30–35)	8, 15
Speaking	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30–35)	9
	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)	10
	Can say what they like and dislike. (C)	34	A2 (30–35)	13
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	13
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	14, 17
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	9, 14
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	15
	Can write simple sentences about personal interests. (P)	27	A1 (22–29)	15

## Unit 2 Healthy eating

**VOCABULARY:** Healthy activities • Health problems

**PRONUNCIATION:** Sounds: /f/ and /v/

**GRAMMAR:** Simple sentences

SKILL	GSE 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)	33	A2 (30–35)	18, 19
	Can understand basic medical advice. (P)	42	A2+ (36–42)	21
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	24
Speaking	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	19, 27
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> )	34	A2 (30–35)	20
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	21
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	24
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	19
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C <sub>A</sub> )	34	A2 (30–35)	23
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	25

## Unit 3 Community service

**VOCABULARY:** Community activities

**PRONUNCIATION:** Sounds: /t/, /d/, and /ɪd/

**GRAMMAR:** Past simple

SKILL	GSE 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)	33	A2 (30–35)	28, 32, 35
Speaking	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	29, 33
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	32
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	32
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C <sub>A</sub> )	34	A2 (30–35)	32, 37
	Can give compliments, using fixed expressions. (P)	37	A2+ (36–42)	32
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	34, 37
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	29, 34
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	33
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	30, 35

## Unit 4 Music and arts

**VOCABULARY:** Music and arts

**PRONUNCIATION:** Sounds: /f/ and /z/

**GRAMMAR:** Comparisons: *like, different from, (not) as ... as*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in simple conversations about hobbies and interests. (P)	34	A2 (30–35)	40, 41
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	47
Speaking	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	45
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	45
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	46
	Can make simple invitations using basic fixed expressions. (P)	31	A2 (30–35)	49
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	41
	Can understand short, simple personal emails and letters. (CA)	37	A2+ (36–42)	46
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	46, 49
Writing	Can write a basic informal email/letter of invitation with simple, key details. (P)	41	A2+ (36–42)	47



## Unit 5 Food and drink

**VOCABULARY:** Food and drink

**PRONUNCIATION:** Sounds: /b/ and /ɔ:/

**GRAMMAR:** *some, a lot of, lots of*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in simple conversations about hobbies and interests. (P)	34	A2 (30–35)	50
	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)	55
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	57
Speaking	Can express preferences about food and drink using basic fixed expressions. (P)	28	A1 (22–29)	51
	Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?'). (P)	27	A1 (22–29)	54
	Can ask simple questions about quantities and amounts. (P)	33	A2 (30–35)	54
	Can make simple purchases by stating what is wanted and asking for the price. (C)	31	A2 (30–35)	55
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	55
	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	33	A2 (30–35)	56
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	57
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	51, 56, 57
Writing	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	57

## Unit 6 A visit to school

**VOCABULARY:** Schools, school facilities, and school activities

**PRONUNCIATION:** Sounds: /tʃ/ and /dʒ/

**GRAMMAR:** Prepositions of time and place

SKILL	GSE 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)	33	A2 (30–35)	60
	Can recognise simple, fixed expressions used in small talk. (P)	33	A2 (30–35)	64
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	67
Speaking	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	33	A2 (30–35)	61
	Can give a simple description of their school or workplace. (CSE <sub>A</sub> )	32	A2 (30–35)	62, 66
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	64
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	65
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	69
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	61, 65, 66
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	67, 69

## Unit 7 Traffic

**VOCABULARY:** Means of transport • Road signs

**PRONUNCIATION:** Sounds: /aɪ / and /eɪ/

**GRAMMAR:** *It* indicating distance • *Should / shouldn't*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	72, 79
Speaking	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	33	A2 (30–35)	73
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	76, 81
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	77, 78
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	73
	Can identify key information in short, simple factual texts from the headings and pictures. (P)	35	A2 (30–35)	77
	Can follow a simple series of written instructions to carry out a task. (P)	35	A2 (30–35)	78
Writing	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	79

## Unit 8 Films

**VOCABULARY:** Types of films • Adjectives describing films

**PRONUNCIATION:** Sounds: /ɪə/ and /eə/

**GRAMMAR:** Connectors: *although / though* and *however*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	82, 86, 89
Speaking	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	83
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	84, 91
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	86
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	86
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	87
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	87
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	88
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	83, 87
Writing	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	89
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	91

## Unit 9 Festivals around the world

**VOCABULARY:** Types of festivals • Festival activities

**PRONUNCIATION:** Stress in two-syllable words

**GRAMMAR:** Yes / No questions

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	92, 96, 99
	Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)	31	A2 (30–35)	96
Speaking	Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)	42	A2+ (36–42)	96
	Can express how they are feeling using very basic fixed expressions. (P)	28	A1 (22–29)	96
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	98
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	101
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	101
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	93
Reading	Can understand short, simple personal emails and letters. (CA)	37	A2+ (36–42)	97
	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	99, 101
Writing				

## Unit 10 Energy sources

**VOCABULARY:** Types of energy sources

**PRONUNCIATION:** Stress in three-syllable words

**GRAMMAR:** Present continuous

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	104, 109
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	111
Speaking	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	108
	Can ask someone to explain the meaning of something, using simple language. C2018	33	A2 (30–35)	109
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	109
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	109
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	110
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	113
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	105, 110
Writing	Can make basic informal suggestions in writing. (P)	42	A2+ (36–42)	111
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	111
	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	113

## Unit 11 Travelling in the future

**VOCABULARY:** Future means of transport

**PRONUNCIATION:** Sentence stress

**GRAMMAR:** Future simple • Possessive pronouns

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	115, 119, 121
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	116, 119, 120
	Can make simple predictions about the future. (P)	42	A2+ (36–42)	119, 120, 123
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	115, 120
Writing	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	121
	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	123

## Unit 12 English-speaking countries

**VOCABULARY:** People and places in English-speaking countries

**PRONUNCIATION:** Rising and falling intonation for questions

**GRAMMAR:** Articles

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	124
	Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)	31	A2 (30–35)	128
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	131
Speaking	Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)	42	A2+ (36–42)	128
	Can express how they are feeling using very basic fixed expressions. (P)	28	A1 (22–29)	128
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	129
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)	130
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	133
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	133
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	125, 130
Writing	Can write about a past event or activity in a very basic way (e.g. I went...). (P)	35	A2 (30–35)	131
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	131
	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	133



## References

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.

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 <https://wida.wisc.edu/resources>

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.