



GSE MAPPING BOOKLET

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



GSE, *Tiếng Anh Global Success* Grade 10 – 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_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) CEFR-J descriptor, adapted or edited
- (CSE_A) Eiken descriptor, adapted or edited
- (E_A) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000_A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (W_a) 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 Family life

VOCABULARY: Words and phrases related to family life

PRONUNCIATION: Consonant blends: /br/, /kr/, and /tr/

GRAMMAR: Present simple vs. Present continuous

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow everyday conversation, with some repetition of particular words and phrases. (P)	44	B1 (43–50)	8, 9
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C _A)	45	B1 (43–50)	13
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	B1 (43–50)	15
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	12
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	12
	Can describe pictures, graphs etc on familiar topics using simple language. (P)	45	<i>B1 (43–50)</i>	13, 14
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	13
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	15
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	16
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	17
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	16
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	9, 12, 13, 14, 16
	Can identify key subject vocabulary in written descriptions. (W _A)	45	B1 (43–50)	9
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	11
Writing	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	15
	Can take notes while researching a familiar topic. (P)	53	B1+ (51–58)	17

Unit 2 Humans and the environment

VOCABULARY: Words and phrases related to human activities and the environment

PRONUNCIATION: Consonant blends: /kl/, /pl/, /gr/, and /pr/

GRAMMAR: The future with *will* and *be going to* • Passive voice

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow everyday conversation, with some repetition of particular words and phrases. (P)	44	B1 (43–50)	18
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	24
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	21
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	22
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	23, 26
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	23, 25
	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	27
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	19, 22, 26
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	19
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	21
	Can identify key subject vocabulary in written descriptions. (WA)	45	B1 (43–50)	22
	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	25

Unit 3 Music

VOCABULARY: Words and phrases related to music

PRONUNCIATION: Stress in two-syllable words

GRAMMAR: Compound sentences • *To*-infinitives and bare infinitives

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract key factual information such as dates, numbers and quantities from a presentation. (P)	45	B1 (43–50)	33, 34
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	B1 (43–50)	33
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	32, 33
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	32
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	34
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	34
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	35
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	28, 29, 31, 32
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	29
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	33

Unit 4 For a better community

VOCABULARY: Words and phrases related to community development • Adjective suffixes: *-ed* vs. *-ing*, *-ful* vs. *-less*

PRONUNCIATION: Stress in two-syllable words with the same spelling

GRAMMAR: Past simple vs. Past continuous with *when* and *while*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)	47
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	B1 (43–50)	49
Speaking	Can make and respond to suggestions. (C)	41	A2+ (36–42)	46
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	45, 46
	Can express opinions using simple language. (P)	45	B1 (43–50)	46
	Can convey simple information of immediate relevance and emphasise the main point. (C _A)	45	B1 (43–50)	46
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	49
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	51
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	42, 43, 45, 49, 50
	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	43
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	47
Writing	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	44

Unit 5 Inventions

VOCABULARY: Words and phrases related to inventions

PRONUNCIATION: Stress in three-syllable nouns

GRAMMAR: Present perfect • Gerunds and *to*-infinitives

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C _A)	45	B1 (43–50)	57
Speaking	Can describe what something is used for, using basic fixed expressions. (P)	37	A2+ (36–42)	55, 56
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	57, 61
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	58, 59
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	61
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	52, 53, 55, 59, 60
	Can identify key subject vocabulary in written descriptions. (W _A)	45	B1 (43–50)	53
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	53
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	55
Writing	Can describe how something is used (e.g. 'it's a machine for...'). (P)	46	B1 (43–50)	58
	Can write a short, simple description of a familiar device or product. (P)	45	B1 (43–50)	58

Unit 6 Gender equality

VOCABULARY: Words and phrases related to gender equality

PRONUNCIATION: Stress in three-syllable adjectives and verbs

GRAMMAR: Passive voice with modals

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract key factual information such as dates, numbers and quantities from a presentation. (P)	45	B1 (43–50)	71
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	70
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	70, 71, 73
	Can make suggestions about doing common everyday activities, using simple fixed expressions. (P)	39	A2+ (36–42)	72
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	75
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	75
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	75
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	66, 67, 70, 73
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	69, 70
Writing	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	72

Unit 7 Viet nam and international organisations

VOCABULARY: Words and phrases related to international organisations

PRONUNCIATION: Stress in words with more than three syllables

GRAMMAR: Comparative and superlative adjectives

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C _A)	45	B1 (43–50)	81
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	80
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C _A)	45	B1 (43–50)	80
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	81, 82
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	81
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (C _A)	46	B1 (43–50)	83
	Can make and accept offers. (N2000)	36	A2+ (36–42)	84
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	85
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	76, 77, 80, 84
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	79, 80
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C _A)	47	B1 (43–50)	82
	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	82

Unit 8 New ways to learn

VOCABULARY: Words and phrases related to different ways of learning

PRONUNCIATION: Sentence stress

GRAMMAR: Relative clauses: defining and non-defining relative clauses with *who*, *that*, *which*, and *whose*

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	B1 (43–50)	86
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C _A)	45	B1 (43–50)	91
	Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43–50)	91
	Can understand instructions delivered at normal speed and accompanied by visual support. (P)	43	B1 (43–50)	93
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	90, 91
	Can develop an argument using common fixed expressions. (P)	53	B1+ (51–58)	90
	Can give simple instructions on how to use a device or product. (P)	43	B1 (43–50)	93
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	93, 95
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C _A)	45	B1 (43–50)	95
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	95
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	87, 90, 93
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	89
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	92
	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	92

Unit 9 Protecting the environment

VOCABULARY: Words and phrases related to the environment and ways to protect it

PRONUNCIATION: Rhythm

GRAMMAR: Reported speech

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	B1 (43–50)	100, 101
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C _A)	45	B1 (43–50)	106
	Can follow everyday conversation, with some repetition of particular words and phrases. (P)	44	B1 (43–50)	107
Speaking	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	104, 105, 106
	Can use basic discourse markers to structure a short presentation. (P)	45	B1 (43–50)	105
	Can make an apology with brief excuses or reasons. (P)	45	B1 (43–50)	107
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	108
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	109
Reading				101, 104, 106, 107, 108
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	103
Writing	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	107

Unit 10 Ecotourism

VOCABULARY: Words and phrases related to ecotourism

PRONUNCIATION: Intonation

GRAMMAR: Conditional sentences Type 1 and Type 2

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C _A)	45	B1 (43–50)	110
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C _A)	45	B1 (43–50)	115, 117
Speaking	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	114, 115, 117, 119
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	115, 119
	Can express opinions using simple language. (P)	45	B1 (43–50)	115
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	119
	Can convey simple relevant information emphasising the most important point. (C _A)	45	B1 (43–50)	119
	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	119
Reading	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	111, 117, 118
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	113, 114, 115
	Can skim a short text to identify its main purpose. (P)	45	B1 (43–50)	114
Writing	Can write a short description of a trip or event. (P)	42	A2+ (36–42)	116
	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	116
	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE _A)	42	A2+ (36–42)	116
	Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43–50)	116

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