



GSE MAPPING BOOKLET

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



GSE, *Tieng Anh Global Success* Grade 8 – 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_A) 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
- (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.

Unit 1 Leisure time

VOCABULARY: Leisure activities • Expressions about likes and dislikes

PRONUNCIATION: Sounds: /ʊ/ and /u:/

GRAMMAR: Verbs of liking / disliking + gerunds • Verbs of liking / disliking + *to*-infinitives

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	6, 7, 15
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	7, 14
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	7
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	12
	Can make an invitation including information about the time and location. (P)	37	A2+ (36–42)	12
	Can make and accept offers. (N2000)	36	A2+ (36–42)	12
	Can ask someone simple questions about their life and experiences. (P)	36	A2+ (36–42)	13
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	17
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	17
	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	7
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	12, 13
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	14
Writing	Can write a short description of familiar activities, given visual support. (P)	37	A2+ (36–42)	15
	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	15

Unit 2 Life in the countryside

VOCABULARY: Life in the countryside

PRONUNCIATION: Sounds: /ə/ and /ɪ/

GRAMMAR: Comparative forms of adverbs

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	18
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	25
Speaking	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	19
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	22
	Can give compliments, using fixed expressions. (P)	37	A2+ (36–42)	22
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	23
	Can describe their home town or city using simple language. (P)	33	A2 (30–35)	24
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	25
	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	19
Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	23
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	23
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	24
	Can write short texts about their likes and dislikes, with explanations. (CSE _A)	38	A2+ (36–42)	25
Writing				

Unit 3 Teenagers

VOCABULARY: Teen school clubs, teens' use of social media, and teen stress

PRONUNCIATION: Sounds: /ʊə/ and /ɔɪ/

GRAMMAR: Simple sentences and compound sentences

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	28, 35
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	29, 32, 34
	Can make simple requests to have or do something in relation to common everyday activities. (P)	35	A2 (30–35)	32
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	35
Reading	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	29
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	33
Writing	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	35

Unit 4 Ethnic groups of vietnam

VOCABULARY: The lifestyle of ethnic groups

PRONUNCIATION: Sounds: /k/ and /g/

GRAMMAR: *Yes/No* and *Wh*-questions • Countable and uncountable nouns

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	40
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	47
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	41, 44, 46
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	44
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	49
Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	41
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	44
	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	45
	Can search the internet for specific everyday or work-related information. (P)	44	B1 (43–50)	49
Writing	Can write a short description of familiar activities, given visual support. (P)	37	A2+ (36–42)	47

Unit 5 Our customs and traditions

VOCABULARY: Customs and traditions

PRONUNCIATION: Sounds: /n/ and /ŋ/

GRAMMAR: Zero article

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	50, 54, 57
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	51, 59
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	53
	Can ask someone simple questions about their life and experiences. (P)	36	A2+ (36–42)	56
	Can give a short, basic description of a special event if guided by questions or prompts. (P)	39	A2+ (36–42)	56
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	59
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	51, 55
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	53
Writing	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	57
	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	57

Unit 6 Lifestyles

VOCABULARY: Different lifestyles

PRONUNCIATION: Sounds: /br/ and /pr/

GRAMMAR: Future simple • First conditional

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	60, 65
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	61, 66
	Can confirm information using some simple fixed expressions. (P)	37	A2+ (36–42)	64
	Can deal with practical everyday demands, exchanging straightforward factual information. (CA)	38	A2+ (36–42)	65
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	69
Reading	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	61
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	65
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	65
	Can search the internet for specific everyday or work-related information. (P)	44	B1 (43–50)	69
Writing	Can write a short description of familiar activities, given visual support. (P)	37	A2+ (36–42)	65

Unit 7 Environmental protection

VOCABULARY: Environmental protection

PRONUNCIATION: Sounds: /b/ and /k/

GRAMMAR: Complex sentences with adverb clauses of time

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	72, 79
Speaking	Can ask for clarification about key words not understood, using fixed expressions. (C _A)	40	A2+ (36–42)	76
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	77, 78
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	81
Reading	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	73
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	76
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	77, 78
Writing	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	79
	Can write a notice that clearly conveys information. (P)	46	B1 (43–50)	79

Unit 8 Shopping

VOCABULARY: Shopping

PRONUNCIATION: Sounds: /sp/ and /st/

GRAMMAR: Adverbs of frequency • Present simple for future events

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	82
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	89
Speaking	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	85, 86
	Can make a complaint using simple language. (P)	43	B1 (43–50)	86
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	86
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	88
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	91
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	83
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	87
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	89

Unit 9 Natural disasters

VOCABULARY: Types of natural disasters • Words describing natural disasters

PRONUNCIATION: Sounds: Stress in words ending in *-al* and *-ous*

GRAMMAR: Past continuous

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify activities occurring in the past in short, simple dialogues. (P)	37	A2+ (36–42)	92
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	99
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	93, 96
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	96
	Can react appropriately to good and bad news using fixed expressions. (P)	44	B1 (43–50)	96
	Can talk about past events or experiences, using simple language (P)	40	A2+ (36–42)	98
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	99, 101
Reading	Can understand a simple text about a past event. (P)	39	A2+ (36–42)	97
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	95, 99
	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	99, 101

Unit 10 Communication in the future

VOCABULARY: Communication technology

PRONUNCIATION: Sounds: Stress in words ending in -ese and -ee

GRAMMAR: Prepositions of place and time • Possessive pronouns

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	104
	Can identify key information (e.g. day, date, location) in short announcements about events, if spoken slowly and clearly. (P)	33	A2 (30–35)	110, 111
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	108, 110
	Can check or clarify information using some simple fixed expressions. (P)	41	A2+ (36–42)	108
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	109
	Can make simple predictions about the future. (P)	42	A2+ (36–42)	109, 113
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	113
	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	105
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	109, 110
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	111
Writing				

Unit 11 Science and technology

VOCABULARY: Science and technology in the future

PRONUNCIATION: Sentence stress

GRAMMAR: Reported speech (statements)

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	114, 121
Speaking	Can greet people, ask how they are and react to news. (CA)	24	A1 (22–29)	119
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	119
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	121, 123
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	115, 120
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	121, 123

Unit 12 Life on other planets

VOCABULARY: Outer space

PRONUNCIATION: Intonation for making lists

GRAMMAR: Reported speech (questions)

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	124, 131
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	125, 129
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	128
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	129, 130, 133
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	133
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	125
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	130
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	131

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