



**2nd EDITION**



## **GSE TEACHER MAPPING BOOKLET**

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

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# The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized 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 “GSE 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 topic area in which a language skill may surface but bearing in mind the context of the learner themselves. For example, the GSE Learning Objectives for Young Learners have been rated by young learner experts to demonstrate what can be expected of a young learner at that level, recognising that in most cases they will have had less exposure to authentic language and less opportunity to practise it in authentic contexts to the same depth/breadth as many adult learners. Also recognising that some topics will have more or less relevance for them compared to adult learners according to their daily routines and experience. All GSE learning objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the same single scale.



This document provides an overview of the learning objectives that are covered in Big English 2nd Edition. As the GSE Learning Objectives focus specifically on language skills, some learning objectives will be used and practised multiple times, a reflection of the fact that 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 that skill in a variety of contexts. The content of Big English 2nd Edition is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill but each skill is only listed once.

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

<sup>1</sup>Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.



# GSE Learning Objectives

## LISTENING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly.	10	<A1 (I0-2I)	1, 3, 5, 8	SB
Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly.	10	<A1 (I0-2I)	1	SB
Can recognise the letters of the alphabet by their sounds.	10	<A1 (I0-2I)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB
Can understand the letters of the alphabet by their names.	10	<A1 (I0-2I)	1	SB
Can follow short, basic classroom instructions, if supported by pictures or gestures.	13	<A1 (I0-2I)	9	SB
Can understand basic action words (e.g. clap, stamp, jump, walk).	15	<A1 (I0-2I)	0, 9	SB
Can understand basic action words (e.g. clap, stamp, jump, walk).	15	<A1 (I0-2I)	9	SB, WB
Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.	16	<A1 (I0-2I)	1, 3, Checkpoint Units I-3, 4, 8, 9	SB, WB
Can recognise familiar words and phrases in short, simple songs or chants.	18	<A1 (I0-2I)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly.	19	<A1 (I0-2I)	1, 3, Checkpoint I-3, 4, 6, 7, 8	SB, WB
Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.	19	<A1 (I0-2I)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can understand the main information when people introduce themselves (e.g. name, age, where they are from).	19	<A1 (I0-2I)	0	SB
Can understand simple language related to naming and describing family members.	21	<A1 (I0-2I)	2	SB, WB



Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?').	22	AI (22-29)	1	SB
Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.	24	AI (22-29)	3	SB
Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.	24	AI (22-29)	2	WB
Can understand basic phrases about the weather, if spoken slowly and clearly.	24	AI (22-29)	4	SB
Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.	24	AI (22-29)	8, Checkpoint Units 7-9	SB, WB
Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	25	AI (22-29)	5, 6, 7	SB
Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.	27	AI (22-29)	4, 5, 6, Checkpoint Units 4-6, 8, 9,	SB, WB
Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures.	30	A2 (30-35)	5	SB, WB
Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	7	SB



## READING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can recognise the letters of the alphabet in upper and lower case.	10	<A1 (10-21)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, and classroom objects).	17	<A1 (10-21)	1, 3, Checkpoint Units 1-3, 4, 5, 6, Checkpoint Units 4-6, 7, 8, Checkpoint Units 7-9	SB, WB
Can understand basic sentences introducing someone (e.g. name, age).	17	<A1 (10-21)	0	SB
Can recognise cardinal numbers up to 50 written as words.	18	<A1 (10-21)	8	SB
Can recognise basic action words (e.g. clap, stamp, jump, and walk).	21	<A1 (10-21)	0, 5, 6, Checkpoint Units 4-6, 9	SB, WB
Can recognise key words and basic phrases in short, simple cartoon stories.	24	A1 (22-29)	1, 2	WB
Can understand basic phrases in short, simple texts.	24	A1 (22-29)	3, 4	SB, WB
Can follow simple dialogues in short illustrated stories, if they can listen while reading.	26	A1 (22-29)	2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can identify individual sounds within simple words.	26	A1 (22-29)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB
Can understand basic sentences about things people have, if supported by pictures.	26	A1 (22-29)	7	SB, WB
Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures.	26	A1 (22-29)	3	SB, WB
Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures.	27	A1 (22-29)	1, 4, 8	SB, WB
Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures.	28	A1 (22-29)	3, 6, 7, 8	SB
Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.	30	A2 (30-35)	3, 4	WB
Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures.	30	A2 (30-35)	5	WB
Can follow basic instructions on how to play a simple board game, if supported by pictures.	31	A2 (30-35)	9	SB



## SPEAKING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can say the letters of the alphabet.	10	<A1 (10-21)	1	SB
Can introduce themselves using a basic phrase (e.g. 'My name's ...').	11	<A1 (10-21)	0	SB
Can ask someone their name using a basic phrase.	12	<A1 (10-21)	0, 2	SB
Can give key information to introduce themselves (e.g. name, age, where they are from).	15	<A1 (10-21)	0	SB
Can say what day of the week it is using a basic phrase.	15	<A1 (10-21)	7	SB
Can recite a short, simple rhyme or chant.	16	<A1 (10-21)	0, 1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can use cardinal numbers up to twenty.	18	<A1 (10-21)	1, 8	SB
Can answer short, simple questions related to basic personal information, using a single word or phrase.	19	<A1 (10-21)	3, 4, 7	SB
Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.	19	<A1 (10-21)	1, 4, 8	SB
Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').	19	<A1 (10-21)	1, 2, 8	SB
Can read aloud familiar single words.	20	<A1 (10-21)	1, 6	SB
Can answer simple questions about objects (e.g. colour, size).	22	A1 (22-29)	3, 4	SB
Can take part in basic games that use fixed expressions or rhymes.	22	A1 (22-29)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB
Can answer simple questions about where people or things are, using basic phrases.	24	A1 (22-29)	8, Checkpoint Units 7-9	SB
Can describe objects in a basic way (e.g. colour, size).	25	A1 (22-29)	3, 4, 5	SB
Can answer simple questions about their family and friends, using basic phrases.	26	A1 (22-29)	2	SB
Can describe someone's physical appearance using one or two words.	26	A1 (22-29)	3	SB
Can talk about common everyday objects using single words, if supported by pictures.	26	A1 (22-29)	1	SB



Can say what the weather is like using basic phrases.	27	A1 (22-29)	4	SB
Can ask basic questions to find out what possessions others have got.	28	A1 (22-29)	7	SB
Can describe someone's physical appearance in a basic way, if guided by questions or prompts.	29	A1 (22-29)	3, Checkpoints Units 1-3, 4, 6	SB
Can express likes and dislikes in relation to familiar topics in a basic way.	29	A1 (22-29)	4, 5, 7, 9	SB
Can talk about their immediate family members in a basic way, if guided by questions or prompts.	29	A1 (22-29)	2	SB, WB
Can describe their daily routines in a simple way.	30	A2 (30-35)	9	SB
Can describe what someone is wearing using a fixed expression.	30	A2 (30-35)	4	SB, WB
Can say what people are doing at the time of speaking, if supported by pictures or gestures.	30	A2 (30-35)	5, 6, 9	SB
Can describe common everyday objects using simple language.	31	A2 (30-35)	8	SB
Can express ability or lack of ability in relation to basic everyday actions.	31	A2 (30-35)	6	SB



## WRITING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can copy some short familiar words presented in standard printed form.	10	<A1 (10-21)	2, 9	WB
Can write their own name with the correct use of capital letters.	10	<A1 (10-21)	2, Checkpoint Units 1-3	SB
Can copy short sentences containing only familiar words, if presented in standard printed form.	13	<A1 (10-21)	1, 2, 3, 4, 5, 6	SB, WB
Can write some familiar words.	20	<A1 (10-21)	1, 3, 6, 7, 8, 9	SB, WB
Can complete simple forms with basic personal details.	23	A1 (22-29)	Checkpoint Units 7-9	SB
Can write cardinal numbers up to twenty as words.	27	A1 (22-29)	8	SB
Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model.	29	A1 (22-29)	7	WB
Can write a single basic sentence about what they/ other people are doing.	31	A2 (30-35)	5, 9	WB







just got **BIGGER!**

**Big English 2nd edition** builds on the firm foundations and big ideas of the first edition and brings exciting new features and components to help young learners progress and communicate confidently.

Three academic pillars prepare students for the challenges they will find in today's world:

- **CLIL** motivates students to explore and enquire, by integrating meaningful content from other areas.
- **21st century skills** empower students to get ahead in a changing world: collaborating, communicating, thinking critically and working creatively.
- **Assessment for Learning** develops the confidence students need to succeed in English and in life.

**Big English 2nd edition** is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF <A1 to B1+ (14-47 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 Can-Do statements.

	CEFR	GSE	YLE
LEVEL 1	<A1	14-27	Starters
LEVEL 2	<A1/A1	17-33	Starters
LEVEL 3	A1/A2	20-37	Movers
LEVEL 4	A2/A2+	23-40	Movers
LEVEL 5	A2/B1	26-44	Flyers
LEVEL 6	A2+/B1	29-47	Flyers

**Think BIG! Dream BIG!**

[English.com/BigEnglish2](https://www.english.com/BigEnglish2)