



2nd EDITION



GSE TEACHER MAPPING BOOKLET

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

Published July 2018



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.

¹Council 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 follow short, basic classroom instructions, if supported by pictures or gestures.	13	<A1 (10-21)	1	WB
Can understand basic action words (e.g. clap, stamp, jump, walk).	15	<A1 (10-21)	8	SB, WB
Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.	16	<A1 (10-21)	2, 7, 9	SB
Can recognise familiar words and phrases in short, simple songs or chants.	18	<A1 (10-21)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can understand simple spoken commands as part of a game.	18	<A1 (10-21)	2	SB
Can understand the time of day when expressed in full hours.	18	<A1 (10-21)	6	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 (10-21)	8	WB
Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.	19	<A1 (10-21)	1, 9	SB, WB
Can understand short, simple questions related to basic personal information, if spoken slowly and clearly.	23	A1 (22-29)	5	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	A1 (22-29)	3, 4, 5, 8, Checkpoint Units 7-9	SB, WB
Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.	24	A1 (22-29)	0, 4, 5, 7	SB
Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.	24	A1 (22-29)	3, Checkpoint Units 1-3	SB, WB
Can recognise basic time words (e.g. days, months) in simple phrases or sentences.	25	A1 (22-29)	9	WB



Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	25	A1 (22-29)	1, 2, 4, 8, 9	SB, WB
Can identify the day and date in short, simple dialogues, if spoken slowly and clearly and supported by pictures or gestures.	26	A1 (22-29)	9	SB
Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures.	26	A1 (22-29)	3	SB
Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing.	30	A2 (30-35)	0, 1, Checkpoint Units 1-3, 8	SB, WB
Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures.	31	A2 (30-35)	5, 6, Checkpoint Units 4-6	SB
Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly.	31	A2 (30-35)	2, 7, 8, 9	SB, WB
Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures.	31	A2 (30-35)	6	SB, WB
Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30-35)	7	SB
Can recognise simple phrases related to familiar topics in slow, clear speech.	33	A2 (30-35)	4, 6, 7	SB, WB
Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map.	34	A2 (30-35)	4	SB, WB
Can identify numbers relating to height, weight, length etc. in simple descriptions of objects, animals or buildings, if guided by questions.	35	A2 (30-35)	2	SB



READING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can read cardinal numbers up to ten written as words.	12	<A1 (10-21)	1	SB
Can recognise cardinal numbers up to ten when written as words in short texts.	13	<A1 (10-21)	6	WB
Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects).	17	<A1 (10-21)	1, 2, 3, Checkpoint Units 1-3, 4, 5, 6, Checkpoint Units 4-6, 7, 8, 9, Checkpoint Units 7-9	SB, WB
Can recognise basic action words (e.g. clap, stamp, jump, walk).	21	<A1 (10-21)	2, 8	SB, WB
Can recognise cardinal numbers up to 100 written as words.	23	A1 (22-29)	1, 2	SB, WB
Can understand basic written instructions for classroom activities (e.g. 'Read and match').	23	A1 (22-29)	1	SB, WB
Can understand short, simple descriptions of familiar places, if supported by pictures.	23	A1 (22-29)	1, 3, 4, 8	SB, WB
Can recognise key words and basic phrases in short, simple cartoon stories.	24	A1 (22-29)	1, 2, 4, 5, 7	SB, WB
Can understand basic sentences naming familiar everyday items, if supported by pictures.	24	A1 (22-29)	3, Checkpoint Units 1-3, 9	SB, WB
Can follow simple dialogues in short illustrated stories, if they can listen while reading.	26	A1 (22-29)	0, 2, 3	SB, WB
Can identify individual sounds within simple words.	26	A1 (22-29)	1, 2, 3, 4, 5, 6, 7, 8, Checkpoint Units 7-9	SB, WB
Can understand basic sentences about where things, animals or people are.	27	A1 (22-29)	0, 3	SB
Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures.	27	A1 (22-29)	3, 4	SB, WB
Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures.	28	A1 (22-29)	3, 5, 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)	9	SB
Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures.	30	A2 (30-35)	3, 4, Checkpoint Units 4-6	SB, WB



Can follow basic instructions on how to play a simple board game, if supported by pictures.	31	A2 (30-35)	2, 6	SB, WB
Can get the gist of short, simple texts on familiar topics, if supported by pictures.	33	A2 (30-35)	2, 5, 7, 8, 9	SB
Can understand safety instructions if expressed in simple language and supported by pictures.	34	A2 (30-35)	2, 4	SB, WB
Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)	2, 5, 9	SB, WB
Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails).	37	A2+ (36-42)	5, 8, 9	SB, WB
Can recognise familiar words in unfamiliar contexts in descriptive texts and stories.	38	A2+ (36-42)	6, 7	SB, WB



SPEAKING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can recite a short, simple rhyme or chant.	16	<A1 (10-21)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can tell the time of day in full hours.	16	<A1 (10-21)	6	SB, WB
Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.	19	<A1 (10-21)	1	SB
Can read aloud familiar single words.	20	<A1 (10-21)	1	SB
Can answer simple questions about objects (e.g. colour, size).	22	A1 (22-29)	3	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, 7-9 Checkpoint Units	SB
Can say when their birthday is (day, month).	23	A1 (22-29)	9	SB
Can answer simple questions about where people or things are, using basic phrases.	24	A1 (22-29)	0, 3, Checkpoint Units 1-3	SB
Can describe objects in a basic way (eg. colour, size).	25	A1 (22-29)	3	SB
Can answer simple questions about their family and friends, using basic phrases.	26	A1 (22-29)	3	SB
Can ask basic questions to find out what possessions others have got.	28	A1 (22-29)	0	SB
Can express likes and dislikes in relation to familiar topics in a basic way.	29	A1 (22-29)	2, Checkpoint Units 1-3, 4, 6, 7, 8, 9	SB
Can say what someone's job is, using familiar common job names.	29	A1 (22-29)	5, Checkpoint Units 4-6	SB
Can describe their daily routines in a simple way.	30	A2 (30-35)	1, 6	SB
Can say how they and others get to school every day in a simple way.	30	A2 (30-35)	4	SB
Can say what people are doing at the time of speaking, if supported by pictures or gestures.	30	A2 (30-35)	0, 1, 9	SB
Can describe common everyday objects using simple language.	31	A2 (30-35)	1	SB, WB



Can express ability or lack of ability in relation to basic everyday actions.	31	A2 (30-35)	8, Checkpoint Units 7-9	SB
Can give simple instructions to a classmate to complete a task.	33	A2 (30-35)	2	SB
Can ask about the location of places in a town, using simple language.	35	A2 (30-35)	Checkpoint Units 4-6	SB
Can give simple directions using a map.	37	A2+ (36-42)	4	SB
Can act out a short dialogue or role play, given prompts.	38	A2+ (36-42)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB



WRITING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can label simple pictures related to familiar topics by copying single words.	16	<A1 (10-21)	1, 3, 4 5, 7, 8, 9, Checkpoint Units	SB, WB
Can write some familiar words.	20	<A1 (10-21)	7-9	SB, WB
Can complete simple forms with basic personal details.	23	A1 (22-29)	8, Checkpoint Units 7-9	SB, WB
Can write a single basic sentence about daily routines and activities.	28	A1 (22-29)	6, Checkpoint Units 4-6, 9	SB, WB
Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures.	28	A1 (22-29)	5	SB
Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model.	30	A2 (30-35)	2, Checkpoint Units 1-3, 5, 7, 9	SB, WB
Can write a single basic sentence about what they/ other people are doing.	31	A2 (30-35)	1	SB
Can write simple sentences about familiar things, given prompts or a model.	32	A2 (30-35)	4	SB







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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

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