



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.

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 understand the time of day when expressed in full hours.	18	<A1 (10-21)	0	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 recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.	19	<A1 (10-21)	8	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)	4	SB
Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.	24	A1 (22-29)	2, 3, 4, 5, 6, 7, 8, 9	SB
Can understand basic phrases about the weather, if spoken slowly and clearly.	24	A1 (22-29)	5	SB, WB
Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	25	A1 (22-29)	6, 8	SB
Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.	27	A1 (22-29)	5	SB
Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly.	27	A1 (22-29)	9	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)	9	SB
Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly.	31	A2 (30-35)	Checkpoint Units 4-6, 7	SB
Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures.	31	A2 (30-35)	2	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)	0, 1, 3, Checkpoint Units 1-3, 6	SB, WB
Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	4, 6	SB
Can recognise simple phrases related to familiar topics in slow, clear speech.	33	A2 (30-35)	1, 2, 3, 4, 5, 6, 7, 8, 9	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 understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures.	33	A2 (30-35)	6	SB
Can identify key information (e.g. day, date, location) in short announcements about events, if spoken slowly and clearly.	33	A2 (30-35)	1	SB
Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)	4	WB
Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.	37	A2+ (36-42)	7, 8	WB
Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts.	39	A2+ (36-42)	9	WB
Can understand simple conversations about things that have happened in the past.	42	A2+ (36-42)	Checkpoint Units 7-9	SB



READING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects).	17	<A1 (10-21)	2, 4, 5	SB, WB
Can recognise basic action words (e.g. clap, stamp, jump, walk).	21	<A1 (10-21)	1, 4, 8	SB, WB
Can understand basic phrases in short, simple texts.	24	A1 (22-29)	2, 4, 8, 9	SB, WB
Can understand basic sentences naming familiar everyday items, if supported by pictures.	24	A1 (22-29)	Checkpoint Units 7-9	WB
Can find proper names (e.g. people, places, nationalities) in short, simple texts by looking for capital letters.	24	A1 (22-29)	3	SB, WB
Can follow simple dialogues in short illustrated stories, if they can listen while reading.	26	A1 (22-29)	2, 3, 7, 8, 9	SB
Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures.	26	A1 (22-29)	4	SB
Can understand the information in a simple school timetable giving days and times of classes.	27	A1 (22-29)	1	SB
Can recognise ordinal numbers up to 50 written as words.	29	A1 (22-29)	1	SB, WB
Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures.	30	A2 (30-35)	2, 3, 4, 5, 6, Checkpoint Units 4-6, 7, 8, 9	SB, WB
Can understand short, simple descriptions of someone's typical day, if supported by pictures.	31	A2 (30-35)	0, 1, 3, Checkpoint Units 1-3	SB, WB
Can follow the sequence of events in short, simple cartoon stories that use familiar key words.	32	A2 (30-35)	1, 2, 3, 4, 5, 6	WB



Can get the gist of short, simple texts on familiar topics, if supported by pictures.	33	A2 (30-35)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.	33	A2 (30-35)	7, 8, 9	WB
Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions.	34	A2 (30-35)	Checkpoint Units 7-9	SB
Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	2, 3, 4, 5, 6	SB
Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails).	37	A2+ (36-42)	Checkpoint Units 4-6, 7, 8	SB
Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)	1, 2, 3, 4, 5, 6, 7, 8, 9	WB, WB



SPEAKING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can tell the time of day in full hours.	16	<A1 (10-21)	1	SB
Can recite a short, simple rhyme or chant.	16	<A1 (10-21)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB
Can read aloud familiar single words.	20	<A1 (10-21)	1	SB
Can tell the time of day to within five minutes.	22	A1 (22-29)	1	SB, WB
Can take part in basic games that use fixed expressions or rhymes.	22	A1 (22-29)	2, 3, 4, 5, 6, 8, 9	SB
Can ask about the location of an object using a basic phrase.	27	A1 (22-29)	4	SB
Can say what the weather is like using basic phrases.	27	A1 (22-29)	5	SB
Can say what someone's job is, using familiar common job names.	29	A1 (22-29)	2	SB
Can express likes and dislikes in relation to familiar topics in a basic way.	29	A1 (22-29)	2, 3, 4, 5, Checkpoint Units 4-6, 7, 8, 9	SB
Can read aloud short, familiar phrases with intelligible pronunciation.	29	A1 (22-29)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can describe their daily routines in a simple way.	30	A2 (30-35)	0, 1, 3, Checkpoint Units 1-3, 8	SB, WB
Can describe common everyday objects using simple language.	31	A2 (30-35)	6	SB
Can express ability or lack of ability in relation to basic everyday actions.	31	A2 (30-35)	4, 7	SB
Can briefly say what they like or dislike about a simple story.	32	A2 (30-35)	5	SB
Can give simple instructions to a classmate to complete a task.	33	A2 (30-35)	8	SB
Can order food and drink in a café or restaurant, using simple language.	34	A2 (30-35)	7	SB
Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model.	34	A2 (30-35)	4	SB
Can ask a range of questions in guessing games to find the answer.	36	A2+ (36-42)	2	SB



Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month').	37	A2+ (36-42)	3, 8	SB
Can make suggestions about doing common everyday activities, using a basic fixed expression.	38	A2+ (36-42)	1	SB
			1, 2, 3, Checkpoints Units 1-3, 4, 5, 6, Checkpoint Units 4-6, 7, 8, 9, Checkpoint Units	
Can act out a short dialogue or role play, given prompts.	38	A2+ (36-42)	7-9	SB
Can describe basic differences between two pictures showing familiar activities, using simple language.	39	A2+ (36-42)	5	SB
Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	2, 3, 4, 5, 6, 7, 8, 9	SB
Can talk about past events or experiences, using simple language.	41	A2+ (36-42)	6, 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)	3, 6, Checkpoint Units 4-6, 7	SB, WB
Can write some familiar words.	20	<A1 (10-21)	1, 2, 3, 4, 5, 6, Checkpoint Units 4-6, 7, 8, 9	WB
Can write simple facts about themselves (e.g. name, age), given prompts or a model.	22	A1 (22-29)	1, 4	SB, WB
Can complete simple forms with basic personal details.	23	A1 (22-29)	Checkpoint Units 4-6, 7, 9	SB, WB
Can write a single basic sentence about daily routines and activities.	28	A1 (22-29)	1, 3, Checkpoint Units 1-3	SB, WB
Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model.	28	A1 (22-29)	6	WB
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)	4	WB
Can link groups of words in a sentence with 'and'.	31	A2 (30-35)	2	SB
Can write simple sentences about familiar things, given prompts or a model.	32	A2 (30-35)	2, Checkpoint Units 1-3, 6, Checkpoint Units 4-6	SB, WB
Can link two simple sentences using 'but' to express basic contrast, given prompts or a model.	34	A2 (30-35)	8	SB
Can write correctly structured questions with question marks.	35	A2 (30-35)	4	SB
Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model.	35	A2 (30-35)	7	SB
Can write short, simple texts about topics of personal relevance, given prompts or a model.	38	A2+ (36-42)	5	SB
Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model.	38	A2+ (36-42)	Checkpoint Units 4-6	SB
Can write a few simple sentences about someone's routines or habits, given prompts or a model.	38	A2+ (36-42)	1	SB
Can write about past activities using simple language, given a model.	40	A2+ (36-42)	9, Checkpoint Units 7-9	SB, WB
Can write a short list of instructions for using or doing something (e.g. playing a game), given a model.	42	A2+ (36-42)	8	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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