BIG ENGLISH

2nd EDITION

4

GSE TEACHER MAPPING BOOKLET

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

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GSE
Global Scale of English

Pearson

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[1]). 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 to learn more about the Global Scale of English.

[1]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 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)	5	SB
Can understand simple language related to naming and describing family members.	21	<A1 (10-21)	0	SB
Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.	24	A1 (22-29)	0, 1, 2, 3, 4, 5, 6, 7, 8, 9	SB
Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	25	A1 (22-29)	1	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)	1	SB, WB
Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly.	27	A1 (22-29)	1	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)	7	SB
Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly.	31	A2 (30-35)	3, 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)	2	SB, WB
Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	1, Checkpoint Units 1-3, 5, Checkpoints Units 4-6, 7	SB

Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30-35)	2	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 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)	8, 9	SB, WB
Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions.	35	A2 (30-35)	7	WB
Can understand simple comparisons between two places, if spoken slowly and clearly.	35	A2 (30-35)	8	WB
Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)	9	SB
Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.	38	A2+ (36-42)	5, 7, 8	SB, 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)	6	SB, WB
Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts.	42	A2+ (36-42)	4	WB

READING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can recognise ordinal numbers up to 20 written as words.	22	AI (22-29)	7	WB
Can follow simple dialogues in short illustrated stories, if they can listen while reading.	26	AI (22-29)	0, I, 2, 3, 4, 5, 6, 7 8, 9	SB, WB
Can identify individual sounds within simple words.	26	AI (22-29)	I, 2, 3, 4, 5, 6, 7, 8, 9	SB
Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures.	26	AI (22-29)	I	SB, WB
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)	0, I	SB, WB
Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures.	30	A2 (30-35)	I, 3, Checkpoint Units I-3, 5, 6, Checkpoint Units 4-6, 7, 8, 9, Checkpoint Units 7-9	SB, WB
Can understand short, simple descriptions of someone's typical day, if supported by pictures.	3I	A2 (30-35)	2	SB, WB
Can get the gist of short, simple texts on familiar topics, if supported by pictures.	33	A2 (30-35)	I, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).	34	A2 (30-35)	7	WB
Can understand safety instructions if expressed in simple language and supported by pictures.	34	A2 (30-35)	5	SB
Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions.	34	A2 (30-35)	3, 4	SB, WB
Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)	I, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB

Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation.	38	A2+ (36-42)	3, 5	SB, WB
Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures.	38	A2+ (36-42)	5	SB, WB
Can extract specific information in short texts on familiar topics.	39	A2+ (36-42)	0	SB
Can read a short text and predict what they think will happen next.	40	A2+ (36-42)	3, 4	WB
Can get the gist of short factual school texts.	41	A2+ (36-42)	4	SB
Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.	41	A2+ (36-42)	8, 9	SB
Can follow the sequence of events in simple narrative texts by recognising common linking words/phrases.	42	A2+ (36-42)	2	SB, WB
Can identify the topic sentence in simple structured paragraphs on familiar topics, if supported by questions or prompts.	45	B1 (43-50)	1	SB, WB

SPEAKING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can read aloud familiar single words.	20	<A1 (10-21)	2, 3	SB
Can take part in basic games that use fixed expressions or rhymes.	22	A1 (22-29)	2, 3, 4, 5, 6, 7, 8	SB
Can describe someone's physical appearance in a basic way, if guided by questions or prompts.	29	A1 (22-29)	0, 1, Checkpoint Units 1-3	SB
Can express likes and dislikes in relation to familiar topics in a basic way.	29	A1 (22-29)	2, 3, 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)	3	SB
Can say what people are doing at the time of speaking, if supported by pictures or gestures.	30	A2 (30-35)	9	SB
Can describe common everyday objects using simple language.	31	A2 (30-35)	3	SB
Can express ability or lack of ability in relation to basic everyday actions.	31	A2 (30-35)	9, Checkpoint Units 7-9	SB
Can order food and drink in a café or restaurant, using simple language.	34	A2 (30-35)	3	SB
Can talk about their hobbies and interests, using simple language.	34	A2 (30-35)	8	SB
Can show consideration using basic fixed expressions.	35	A2 (30-35)	1	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)	2	SB
Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)	6, 7	SB
Can act out a short dialogue or role play, given prompts.	38	A2+ (36-42)	1, 2, 3, Checkpoint Units 1-3, 4, 5, 6, Checkpoint Units 4-6, 7, 8, 9, Checkpoint Units 7-9	SB

Can make simple, direct comparisons between two people or things using common adjectives, given a model.	38	A2+ (36-42)	I, 8	SB
Can make suggestions about doing common everyday activities, using a basic fixed expression.	38	A2+ (36-42)	9	SB
Can talk about plans for the near future in a simple way.	38	A2+ (36-42)	7	SB
Can describe basic differences between two pictures showing familiar activities, using simple language.	39	A2+ (36-42)	6	SB
Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	0, I, 2, 3, Checkpoint Units I-3, 4, 5, 6, Checkpoint Units 4-6, 7	SB
Can talk about common past activities, using simple linking words.	41	A2+ (36-42)	6	SB
Can talk about past events or experiences, using simple language.	41	A2+ (36-42)	7, 8	SB
Can give simple advice, using fixed expressions.	43	BI (43-50)	4, Checkpoint Units 4-6	SB
Can describe differences between people's appearance in some detail.	44	BI (43-50)	I	SB

WRITING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can write some familiar words.	20	<A1 (10-21)	1, 2, 3, 4, 5, 6, 7, 8, 9	WB
Can complete simple forms with basic personal details.	23	A1 (22-29)	Checkpoint Units 1-3, 5	SB, WB
Can write basic sentences identifying immediate family members, given prompts or a model.	27	A1 (22-29)	0	SB
Can write a single basic sentence about daily routines and activities.	28	A1 (22-29)	2	SB, WB
Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model.	29	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)	3, 5, 9	SB, WB
Can write simple sentences about familiar things, given prompts or a model.	32	A2 (30-35)	Checkpoint Units 1-3, 5, 6, Checkpoint Units 4-6, 7, 8, 9, Checkpoint Units 7-9	SB, WB
Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model.	32	A2 (30-35)	1, Checkpoint Units 1-3	SB, WB
Can write simple sentences describing their own physical appearance, (e.g. eye/hair colour, height), given a model.	32	A2 (30-35)	1	WB
Can write correctly structured questions with question marks.	35	A2 (30-35)	5	SB, WB
Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails).	37	A2+ (36-42)	7, 8	SB, WB
Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.	37	A2+ (36-42)	8	WB
Can write a few simple sentences about someone's routines or habits, given prompts or a model.	38	A2+ (36-42)	4	SB

Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures.	39	A2+ (36-42)	Checkpoint Units 1-3, Checkpoint Units 4-6	WB
Can add text to speech bubbles in a cartoon story.	40	A2+ (36-42)	7	WB
Can make simple comparisons between people, places or things.	40	A2+ (36-42)	1, 3, 6	WB
Can write a simple story describing the main events, if supported by pictures.	40	A2+ (36-42)	3, 4	WB
Can write about past activities using simple language, given a model.	40	A2+ (36-42)	6	WB
Can write short, simple personal emails/letters about familiar topics, given prompts or a model.	40	A2+ (36-42)	8, Checkpoint Units 7-9	SB, WB
Can begin and end a simple story using an appropriate fixed expression.	41	A2+ (36-42)	9	WB
Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model.	43	B1 (43-50)	2	SB, WB
Can write short, simple structured paragraphs on familiar topics, given prompts or a model.	43	B1 (43-50)	1, 4	SB, WB
Can use commas to separate clauses in a sentence.	45	B1 (43-50)	4	SB, WB

BIG ENGLISH 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

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GSE
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