



**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 identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can recognise simple phrases related to familiar topics in slow, clear speech.	33	A2 (30-35)	8	SB
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)	8	SB, WB
Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.	36	A2+ (36-42)	3, 4, 5, 6	SB, WB
Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly.	36	A2+ (36-42)	9	SB
Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.	36	A2+ (36-42)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.	37	A2+ (36-42)	1	SB
Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.	37	A2+ (36-42)	1	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)	0	SB
Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.	38	A2+ (36-42)	7	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)	1, 2	SB
Can identify basic biographical information in short simple talks about famous people from the past, if delivered slowly and clearly.	42	A2+ (36-42)	2	SB



Can understand simple conversations about things that have happened in the past.	42	A2+ (36-42)	Checkpoint Units 1-3, Checkpoint Units 4-6	SB
Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts.	42	A2+ (36-42)	6, Checkpoint Units 7-9	SB
Can identify the key information from video interviews about people's lives, if the speakers use clear standard language.	48	BI (43-50)	2	SB
Can identify the main points of short, clear factual talks or presentations on familiar topics.	49	BI (43-50)	7, 8	SB



## READING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can follow simple dialogues in short illustrated stories, if they can listen while reading.	26	A1 (22-29)	5	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 short, simple descriptions of someone's typical day, if supported by pictures.	31	A2 (30-35)	9	WB
Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions.	34	A2 (30-35)	1, 2, 3, Checkpoint Units 1-3, 4, 5, 6, Checkpoint Units 4-6, 7, 8, 9, Checkpoint Units 7-9	SB, WB
Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	2	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, Checkpoint Units 7-9	SB, WB
Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails).	37	A2+ (36-42)	9	SB, WB
Can extract specific information in short texts on familiar topics.	39	A2+ (36-42)	0, 2	SB
Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36-42)	1, 2, 3, 4, 5, 6, 7, 8, 9	SB, WB
Can understand short, simple texts giving information about important places in a town, with the support of a map.	40	A2+ (36-42)	8	WB
Can understand basic opinions related to familiar topics, expressed in simple language.	41	A2+ (36-42)	1, 3, 4	SB, WB
Can understand basic opinions related to familiar topics, expressed in simple language.	41	A2+ (36-42)	4	WB
Can understand the order in which events happen (eg. in diary entries or a story).	41	A2+ (36-42)	2, 6	SB, WB



Can follow the sequence of events in simple narrative texts by recognising common linking words/phrases.	42	A2+ (36-42)	5	SB, WB
Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.	42	A2+ (36-42)	6	SB, WB
Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts.	43	BI (43-50)	1, 2, 3, 5, 6, 7, 8, 9	WB
Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.	43	BI (43-50)	1	SB
Can follow extended stories and texts written in simple, familiar language, if supported by pictures.	44	BI (43-50)	3, 4	SB, WB
Can draw simple conclusions about the information given in a factual text on a familiar topic.	45	BI (43-50)	3	SB
Can understand the main information in a description of a simple process (e.g. making paper), with the support of a flow chart or diagram.	45	BI (43-50)	7	WB
Can scan several short, simple texts on the same topic to find specific information.	47	BI (43-50)	2	SB
Can recognise cause and effect relationships between ideas in simple connected text.	49	BI (43-50)	3, 7	SB, WB
Can identify the main idea of each paragraph in extended structured texts on familiar topics.	51	BI+ (51-58)	5	WB
Can follow the sequence of messages on a social media website.	52	BI+ (51-58)	1, 3, 7	SB, WB
Can make simple inferences about characters' motives and feelings in straightforward narrative texts.	52	BI+ (51-58)	3, 6	SB, WB



## SPEAKING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
Can express likes and dislikes in relation to familiar topics in a basic way.	29	A1 (22-29)	0, 8, 9	SB
Can describe common everyday objects using simple language.	31	A2 (30-35)	8	SB
Can ask a range of questions in guessing games to find the answer.	36	A2+ (36-42)	0	SB
Can ask someone simple questions about their life and experiences.	36	A2+ (36-42)	2	SB
Can give a simple excuse for something they have done wrong (e.g. arriving late to class).	37	A2+ (36-42)	1	SB
Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)	Checkpoint Units 1-3	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 talk about plans for the near future in a simple way.	38	A2+ (36-42)	4, 9	SB
Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	0, 1, 2, 3, 5, 6, Checkpoint Units 4-6, 7, 8, 9	SB
Can talk about past events or experiences, using simple language.	41	A2+ (36-42)	2, 3	SB
Can briefly say what they think will happen next in a simple story or play.	42	A2+ (36-42)	3	SB
Can make simple predictions about the future, given a model.	42	A2+ (36-42)	4	SB
Can give simple advice, using fixed expressions.	43	B1 (43-50)	0, 3	SB, WB
Can give brief reasons for their opinions on familiar topics.	48	B1 (43-50)	1, 2, 3, 4, 5, 6, 7, 9, Checkpoint Units 7-9	SB, WB
Can give informal advice on everyday matters, using a range of fixed expressions.	48	B1 (43-50)	1, 3, 4	SB
Can describe the differences between the customs of two cultures, using simple language.	50	B1 (43-50)	1	SB
Can talk about matters of personal information and interest in some detail.	51	B1+ (51-58)	1, 3, 4, 8	SB



## WRITING

GSE LEARNING OBJECTIVE	GSE	CEFR	Units	Component
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)	9	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)	9	SB
Can write simple sentences about familiar things, given prompts or a model.	32	A2 (30-35)	2, Checkpoint Units 1-3, Checkpoint Units 4-6, Checkpoint Units 7-9	SB
Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.	37	A2+ (36-42)	5	WB
Can write short, simple texts about topics of personal relevance, given prompts or a model.	38	A2+ (36-42)	1, 2, 3, 4, 5, 6, 7, 8	SB, WB
Can write about past activities using simple language, given a model.	40	A2+ (36-42)	0	SB
Can write short, simple personal emails/letters about familiar topics, given prompts or a model.	40	A2+ (36-42)	4	SB, WB
Can write short, simple texts on familiar topics in linked sentences.	40	A2+ (36-42)	Checkpoint Units 1-3, 4, Checkpoint Units 4-6, 8, 9	WB
Can write short, simple descriptive texts about familiar places using basic connectors, given a model.	41	A2+ (36-42)	8, Checkpoint Units 7-9	SB, WB
Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model.	45	BI (43-50)	2	SB, WB
Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.	46	BI (43-50)	1, 5	SB, WB
Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.	46	BI (43-50)	3	WB
Can create simple language puzzles for classmates to solve.	47	BI (43-50)	3	SB
Can create a new version of a familiar story by changing some details, if supported by prompts.	49	BI (43-50)	3	SB, WB
Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.	52	BI+ (51-58)	7	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

## Think BIG! Dream BIG!

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