The Global Scale of English is transforming English teaching and learning, offering a granular, real-world measure of English language proficiency across the four skills. Some examples of what a learner can do on the GSE scale:

<table>
<thead>
<tr>
<th>CEFR</th>
<th>GSE</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;A1</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>A1</td>
<td>19</td>
<td>26</td>
<td>34</td>
<td>43</td>
</tr>
<tr>
<td>A2</td>
<td>23</td>
<td>30</td>
<td>37</td>
<td>53</td>
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<td>+</td>
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<td>36</td>
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<td>52</td>
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<tr>
<td>+</td>
<td>27</td>
<td>38</td>
<td>49</td>
<td>50</td>
</tr>
</tbody>
</table>

**Listening**
- Can recognise the letters of the alphabet by their sounds
- Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures
- Can identify a caller's name and phone number from a short, simple telephone conversation
- Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing
- Can identify key information in a short commentary on a sporting event

**Reading**
- Can follow short, basic classroom instructions, if supported by pictures or gestures
- Can understand the information in a simple school timetable giving days and times of classes
- Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing
- Can understand simple directions on how to get somewhere by public transport, with reference to a map
- Can identify the purpose of a recorded advertisement

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### YOUNG LEARNERS

**THE GLOBAL SCALE OF ENGLISH IN ACTION**

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<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

#### Speaking

- **11** Can introduce themselves using a basic phrase (e.g. "My name’s …")
- **20** Can use formal titles (e.g. "Mr.", "Mrs") to show politeness when speaking to adults they don’t know
- **25** Can give a phone number using standard conventions
- **33** Can express surprise or shock, using a simple fixed expression.
- **44** Can describe similarities between people’s appearance in some detail

- **16** Can recite a short, simple rhyme or chant
- **22** Can say how they feel, using a limited range of common adjectives (e.g. "happy", "cold")
- **30** Can say how they and others get to school every day in a simple way
- **36** Can describe weather conditions in their country using simple language
- **54** Can retell the main points of an extended story in their own words

#### Writing

- **10** Can write their own name with the correct use of capital letters
- **23** Can complete simple forms with basic personal details
- **31** Can write simple sentences about what they and others are wearing, given prompts or a model
- **40** Can write short, simple personal emails/letters about familiar topics, given prompts or a model
- **47** Can signal direct speech in connected text using speech marks, given a model

- **16** Can label simple pictures related to familiar topics by copying single words
- **28** Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures
- **35** Can write short, basic descriptions of everyday activities, given prompts or a model
- **44** Can write short, simple notices giving information about events or activities (e.g. place, time, day) using appropriate layout, given a model
- **54** Can describe the steps in a simple technical process, clearly signalling the sequence of actions

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