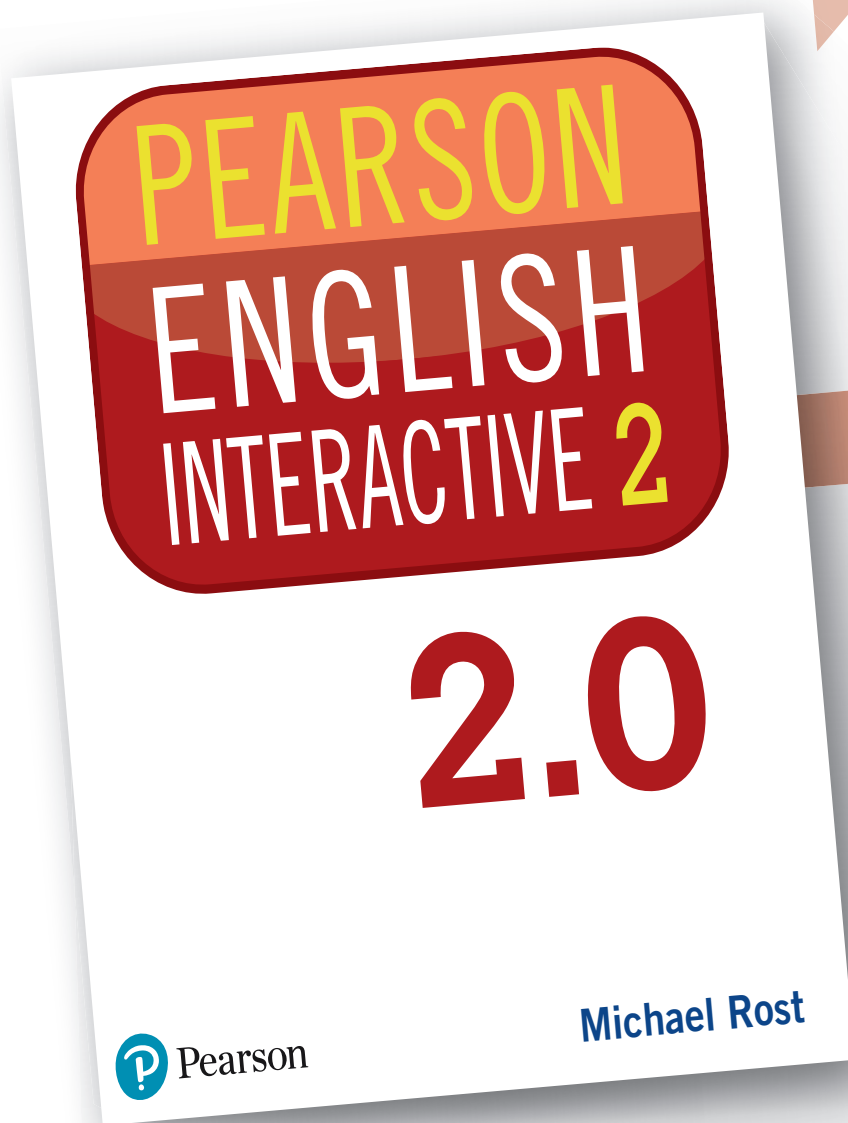




## GSE TEACHER MAPPING BOOKLET

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





# The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular 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.

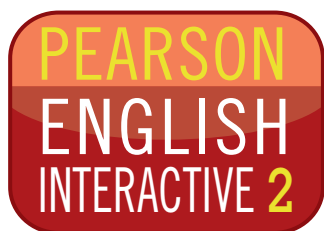
CEFR and the Global Scale of English both comprise a number of Can Do statements, or 'learning objectives', for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of every module of the course. For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

- (C) Common European Framework descriptor, verbatim, © Council of Europe
- (C<sub>A</sub>) Common European Framework descriptor, adapted or edited, © Council of Europe
- (CSE<sub>A</sub>) Eiken descriptor from the CSE, adapted or edited
- (CJ<sub>A</sub>) CEFR-J descriptor, adapted or edited
- (C2018<sub>A</sub>) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (E<sub>A</sub>) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000) North (2000) descriptor, verbatim
- (N2000<sub>A</sub>) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (W<sub>A</sub>) WIDA ELD Standards (2012), adapted or edited

*[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]*

Visit [english.com/gse](https://english.com/gse) to learn more about the Global Scale of English.



*Pearson English Interactive 2.0* is a four-level online course for adults and young adults learning English in ESL or EFL contexts. It provides careful grading and guidance so learners can improve their speaking, listening, reading, and writing skills, and become independent language learners.

The course is developed around engaging video-based stories and is delivered fully online. It can be used to supplement a core course or as an independent self-study program. Cyclical listening tasks develop both top-down and bottom-up listening strategies. *Pearson English Interactive 2.0* includes thorough assessment and full support to help adult learners gain confidence in English for business, work, teaching and travel.

## New in 2.0

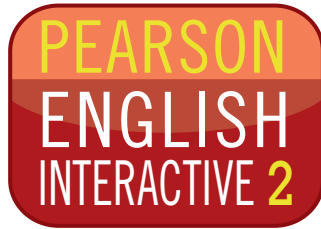
- Now completely online
- Completely new videos and video related content is updated.
- Closed caption at point of use (on/off option).
- New CASAS Listening and Reading practice tests.

## Components

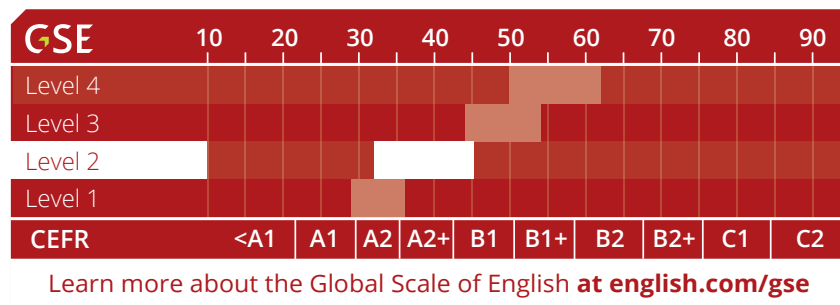
Pearson English Interactive 2.0, Levels 1-4

All completely online through MyEnglishLab

[www.pearsonelt.com/pei](http://www.pearsonelt.com/pei)



*Pearson English Interactive 2.0* is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to B2 (29-62) 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.



As *Pearson English Interactive 2.0* is an integrated skills course, this document lists learning objectives for listening, speaking, reading, and writing skills. This booklet also contains learning objectives from the Communication Companions that accompany every lesson and can be used to provide additional communicative practice in the classroom.

As the learning objectives focus specifically on language skills, some learning objectives will be recycled in different lessons, a reflection of the fact that skills are built through practice in multiple contexts.

Since *Pearson English Interactive 2.0* is built on a robust video- and listening-based syllabus that integrates grammar and vocabulary practice to develop overall English proficiency, listening objectives provide strong scaffolding support, as can be seen by the number of listening objectives in every unit.

# Module A

## A1 – Do I Know You?

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to basic personal and family information. (C <sub>A</sub> )	30	A2 (30–35)
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)
	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)
	Can recognize simple phrases related to familiar topics in slow, clear speech. (P)	33	A2 (30–35)
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	35	A2 (30–35)
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)	34	A2 (30–35)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can derive the probable meaning of a few unknown words from short, familiar contexts. (P)	48	B1 (43–50)
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can understand information in advertisements for jobs and services. (P)	45	B1 (43–50)
	Can understand duties and responsibilities listed in job descriptions. (P)	48	B1 (43–50)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a few basic sentences to introduce someone or give basic personal information about them. (P)	34	A2 (30–35)
	Can write a paragraph giving information about a job or interest. (P)	46	B1 (43–50)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Reading	Can extract personal details in a limited way. (P)	30	A2 (30–35)
Speaking	Can introduce themselves, their hobbies and interests in a basic way. (C <sub>J</sub> <sub>A</sub> )	26	A1 (22–29)
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C <sub>A</sub> )	31	A2 (30–35)
Writing	Can write simple sentences about personal interests. (P)	27	A1 (22–29)

## A2 – Somebody New

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can extract key details from conversations between colleagues about familiar topics. (P)	44	B1 (43–50)
	Can understand simple work-related questions asked on phone calls. (P)	39	A2+ (36–42)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)
	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a few basic sentences to introduce someone and give basic personal information about them. (P)	34	A2 (30–35)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30–35)
	Can describe what they or other people are doing using simple language. (P)	33	A2 (30–35)
	Can introduce someone in a simple way, giving their name and job title. (P)	28	A1 (22–29)
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)
Writing	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE <sub>A</sub> )	42	A2+ (36–42)
	Can write words correctly using a range of letter-sound patterns. (P)	33	A2 (30–35)

## A3 – A Quick Lunch

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)
	Can follow speech which is very slow and carefully articulated, with long pauses. (C <sub>A</sub> )	25	A1 (22–29)
	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (C <sub>JA</sub> )	29	A1 (22–29)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)
	Can follow simple recipes, if supported by pictures. (P)	38	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE <sub>A</sub> )	42	A2+ (36–42)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C <sub>A</sub> )	31	A2 (30–35)
Speaking	Can ask basic questions about color, size, price etc. when shopping. (CSE <sub>A</sub> )	30	A2 (30–35)
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)
Writing	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words, if supported by pictures. (P)	28	A1 (22–29)



## A4 – What a Weekend!

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)	39	A2+ (36–42)
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write about personal experiences in a diary or online posting, given a model. (P)	44	B1 (43–50)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)

## A5 – Working Smart

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)
	Can understand short, simple instructions addressed carefully and slowly. (CA)	23	A1 (22–29)
Reading	Can understand simple technical information (e.g. instructions for everyday equipment). (CA)	43	B1 (43–50)
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)	27	A1 (22–29)
	Can give simple instructions to complete a basic task, given a model. (P)	37	A2+ (36–42)
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)
	Can make arrangements to do something using basic fixed expressions. (P)	38	A2+ (36–42)
	Can make simple predictions about the future. (P)	42	A2+ (36–42)
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	35	A2 (30–35)

## Module B

### B1 – Feeling Down

#### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)
	Can understand basic medical advice. (P)	42	A2+ (36–42)
	Can follow instructions on recorded phone menus. (P)	40	A2+ (36–42)
	Can understand a limited range of basic language related to common symptoms and illnesses. (P)	39	A2+ (36–42)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)

#### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)
	Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)	36	A2+ (36–42)
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30–35)
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	35	A2 (30–35)
	Can write simple sentences about what they/ other people are doing. (P)	33	A2 (30–35)

## B2 – Late Again

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can follow detailed directions. (C)	53	B1+ (51–58)
	Can extract key factual information from a phone conversation on a familiar topic. (P)	46	B1 (43–50)
	Can understand simple work-related questions asked on phone calls. (P)	39	A2+ (36–42)
Reading	Can follow short, simple written directions (e.g. to go from X to Y). (C)	26	A1 (22–29)
	Can understand short, simple personal emails and letters. (C <sub>A</sub> )	37	A2+ (36–42)
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write very short, basic directions. (P)	32	A2 (30–35)
	Can write simple texts or emails making arrangements to meet, given a model. (P)	44	B1 (43–50)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can answer simple questions about the location of people or things in a limited way. (P)	28	A1 (22–29)
	Can express surprise or shock, using a simple fixed expression. (P)	33	A2 (30–35)
	Can give simple directions from X to Y on foot or by public transport. (P)	34	A2 (30–35)
	Can repeat back details about an appointment, including day, time, and location, to check for understanding. (P)	41	A2+ (36–42)
Writing	Can copy short sentences on everyday subjects (e.g. directions how to get somewhere). (C)	24	A1 (22–29)
	Can write their name, address, nationality and other personal details. (C2018 <sub>A</sub> )	23	A1 (22–29)
	Can write very short, basic directions. (P)	32	A2 (30–35)

## B3 – Weekend Plans

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)
	Can identify the key information in short, simple recorded phone messages related to everyday situations (e.g. what's on at the cinema). (P)	38	A2+ (36–42)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can extract key information from advertisements for familiar products, if guided by questions or prompts. (P)	40	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a basic informal email/letter of invitation with simple, key details. (P)	41	A2+ (36–42)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)
	Can greet people, ask how they are and react to news. (C <sub>A</sub> )	24	A1 (22–29)
Writing	Can write a basic informal email/letter of invitation with simple, key details. (P)	41	A2+ (36–42)
	Can write basic, single-clause sentences, given a model. (P)	29	A1 (22–29)
	Can write simple plans and arrangements on a calendar or in a diary. (CSE <sub>A</sub> )	31	A2 (30–35)

## B4 – Excellent Choice!

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C <sub>A</sub> )	49	B1 (43–50)
	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)
	Can identify activities occurring in the past in short, simple dialogues. (P)	36	A2+ (36–42)
	Can understand specific information in a short, simple phone call. (P)	38	A2+ (36–42)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can answer simple questions about habits and daily routines. (P)	31	A2 (30–35)
	Can describe the position of things in a picture using a range of fixed expressions. (P)	34	A2 (30–35)
	Can give simple instructions to a classmate to complete a task. (P)	33	A2 (30–35)
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	35	A2 (30–35)

## B5 – Sound Advice

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)
	Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	36	A2+ (36–42)
	Can identify key information (e.g. day, date, location) in short announcements about events, if spoken slowly and clearly. (P)	33	A2 (30–35)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can understand basic details in simple informational texts (e.g. brochures, leaflets). (C2018 <sub>A</sub> )	34	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can accept offers using basic fixed expressions. (P)	27	A1 (22–29)
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)
	Can make an invitation including information about the time and location. (P)	37	A2+ (36–42)
	Can make and respond to suggestions. (C)	41	A2+ (36–42)
Writing	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)
	Can write correctly structured questions with question marks. (P)	35	A2 (30–35)

# Module C

## C1 – Welcome Back

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)
	Can follow everyday conversation, with some repetition of particular words and phrases. (P)	44	B1 (43–50)
	Can extract key factual information from a phone conversation on a familiar topic. (P)	46	B1 (43–50)
	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)	45	B1 (43–50)
	Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36–42)
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)
	Can understand short, simple narrative texts. (CSE <sub>A</sub> )	37	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a basic email/letter of complaint requesting action. (P)	51	B1+ (51–58)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30–35)
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	35	A2 (30–35)
	Can write about past activities using simple language, given a model. (P)	40	A2+ (36–42)
	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)



## C2 – A Better Place

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)
	Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures. (P)	30	A2 (30–35)
	Can understand simple comparisons between two places, if spoken slowly and clearly. (P)	35	A2 (30–35)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures. (P)	30	A2 (30–35)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a simple description of a room, house or apartment. (P)	31	A2 (30–35)
	Can make simple comparisons between people, places or things. (P)	40	A2+ (36–42)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can compare their own and others' possessions using simple language. (P)	36	A2+ (36–42)
	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)
	Can describe where they live. (C <sub>A</sub> )	26	A1 (22–29)
Writing	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	35	A2 (30–35)
	Can write simple sentences about their family and where they live. (C <sub>A</sub> )	27	A1 (22–29)

## C3 – Somewhere Around Here

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to basic personal and family information. (C <sub>A</sub> )	30	A2 (30–35)
	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)	36	A2+ (36–42)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)
	Can understand a simple text about a past event. (P)	38	A2+ (36–42)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)
	Can write an email making a recommendation, given a model. (P)	48	B1 (43–50)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36–42)
	Can describe their home town or city using simple language. (P)	33	A2 (30–35)
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)

## C4 – It's Spicy!

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	33	A2 (30–35)
	Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. (CJA)	50	B1 (43–50)
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	37	A2+ (36–42)
	Can understand specific information in a short, simple phone call. (P)	35	A2 (30–35)
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	46	B1 (43–50)
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	25	A1 (22–29)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	41	A2+ (36–42)
Writing	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE <sub>A</sub> )	42	A2+ (36–42)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can express preferences about food and drink using basic fixed expressions. (P)	28	A1 (22–29)
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)
Writing	Can write basic sentences describing everyday objects (e.g. color, size), given a model. (P)	28	A1 (22–29)
	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)
	Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model. (P)	33	A2 (30–35)
	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE <sub>A</sub> )	42	A2+ (36–42)

## C5 – You gotta do it!

### Online activities

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)
	Can understand the main information in a simple work-related phone message. (P)	37	A2+ (36–42)
	Can identify key information about future plans in short, simple dialogues. (P)	35	A2 (30–35)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)
Writing	Can write a simple work-related email/letter expressing thanks. (P)	41	A2+ (36–42)

### Communication Companion

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR
Speaking	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C <sub>A</sub> )	31	A2 (30–35)
Writing	Can write descriptions of everyday personal experiences. (P)	41	A2+ (36–42)
	Can write simple sentences about their educational background and present or past job. (C <sub>A</sub> )	41	A2+ (36–42)

## References

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