

GSE Mapping Booklet

Advanced Level

Learners demand more speaking practice: 52% of English Learners leave their formal education without confidence in their speaking skills.*

Meet Your Solution: Mondly by Pearson, the ultimate companion for tackling this challenge head-on. Seamlessly integrating with your classroom teaching, our app offers over 500 minutes of speaking practice to build your learners’ confidence.

Develop all four language skills

Access to over 1,000 bite-sized English language lessons, designed to keep learners engaged as they develop and improve their reading, writing, listening, and speaking skills.

Our lessons are aligned with the Global Scale of English and the Common European Framework of Reference (CEFR).

Each lesson introduces the vocabulary needed to use English in particular contexts, selected using GSE Vocabulary. All Grammar lessons have been created using GSE Grammar.

These dialogues are aligned to Speaking objectives from the GSE Learning Objectives.

Mondly by Pearson	GSE Range	CEFR Range
Beginner Level	10 – 42	<A1 – A2+
Intermediate Level	43 – 59	B1 – B1+
Advanced	60 – 75	B2 – B2+

Explore Mondly by Pearson

Mondly by Pearson | Pearson Languages



*Finding from global report: How English empowers your tomorrow: The life-changing impact of learning English on your career and beyond, Pearson (2024)



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

The Global Scale of English (GSE) is a standardized, numerical 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 broad levels, the GSE identifies what a learner can do at each point on a numerical scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. Visit [Pearson.com/languages](https://www.pearson.com/languages) to learn more about the GSE.

The CEFR and the GSE 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.

This document provides an overview of the learning objectives covered in each lesson of **Mondly by Pearson**.

For each GSE learning objective, we indicate whether a statement is taken or adapted from another source, such as the CEFR (C/Ca) or newly created by Pearson (P). The full key is given in the appendix. **GSE Vocabulary and GSE Grammar**

Whilst the CEFR was created as a framework for all European languages, the GSE focuses solely on English. As a result, we have been able to create inventories of English Vocabulary and Grammar at different proficiency levels.

The words and phrases covered for each topic in **Mondly by Pearson** have been selected from the GSE Vocabulary database for adults to ensure appropriate vocabulary for the level of the lesson. As the learner moves from the Beginner level to the Intermediate level and beyond, the vocabulary for each topic becomes more complex. For more information on how GSE Vocabulary for Adults was developed, download this report: [Developing the GSE vocabulary \(pearson.com\)](https://www.pearson.com/developing-the-gse-vocabulary)

Similarly, GSE Grammar has been used to identify different grammar structures at an appropriate level of difficulty. For more information on how GSE Grammar was developed, download this report: [Developing GSE grammar: Intermediate report \(pearson.com\)](https://www.pearson.com/developing-gse-grammar)

This document provides an overview of the vocabulary topics and the grammar that are covered in each lesson of **Mondly by Pearson**.



Mondly by Pearson: Advanced Level (Upper-Intermediate in an institutional context).

The following tables provide an overview of the GSE learning objectives that underpin each category.

GSE 60-75 (CEFR B2 – B2+)

Category	Vocabulary	Grammar	Learning Objectives	GSE/CEFR Level
Hello	Describing situations (e.g., <i>enjoyable, relaxing, incredible</i>); Career (e.g., <i>effort, discipline, bold</i>); Social Media (e.g., <i>The key to success on social media is to create detailed content.</i>)	'to' + infinitive as subject and complement	Can bring relevant personal experiences into a conversation to illustrate a point. (P)	60 (B2)
Profiles	Personality traits (e.g., <i>cheerful, ambitious, persistent</i>); Searching for a job (e.g., <i>What characteristics are common among the candidates?</i>); Market research (e.g., <i>Most customers are impatient and don't like waiting in lines.</i>); Subscribing to a service (e.g., <i>What type of service is she interested in?</i>)	Contrast and compare using 'while', 'whereas' and 'whilst'	Can describe people's personality and emotions in some detail. (P)	59 (B2)
			Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (Ca)	60 (B2)
			Can express an inference or assumption about a person's mood or emotional state. (P)	60 (B2)
Chit-chat	Hobbies (e.g., <i>craft, DIY, talent</i>); At a restaurant (e.g., <i>fancy, grilled, exotic</i>); Films (e.g., <i>box office, soundtrack, special effects</i>); At the park (e.g., <i>thrilling, roller coaster</i>); Giving opinion (e.g., <i>All the dishes of this fancy restaurant are worth trying.</i>)	'(not) worth...' and '(no) point...'	Can show interest and appreciation in conversation using a range of expressions. (P)	60 (B2)



Life & Society	Campaigns and elections (e.g., <i>opinion poll, candidate, ballot</i>); Local and global politics (e.g., <i>mayor, embassy, town hall</i>); Government funds and spending (e.g., <i>expenditure, to raise</i>); Social issues (e.g., <i>working-class, to debate</i>)	'do' or 'did' for emphasis	Can express their opinions in discussions on contemporary social issues and current affairs. (CSEA)	61 (B2)
Friendships	Types of friendly relationships (e.g., <i>ally, acquaintance</i>); Healthy relationships (e.g., <i>to compromise, boundaries, balance</i>); Lifelong relationships (e.g., <i>reunion, memorable</i>)	Modals + 'have' + past participle	Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)	61 (B2)
Cooking	Cooking verbs (e.g., <i>to soak, to simmer</i>); Fish and seafood (e.g., <i>salmon, oyster</i>); Food quantities (e.g., <i>tablespoon, pinch</i>); Zero-waste cooking (e.g., <i>ripe, storage, to preserve</i>)	'need' with verbs in the gerund to express necessity	Can describe how to do something, giving detailed instructions. (C)	62 (B2)
Mishaps	Following a path (e.g., <i>short cut, dead end</i>); Car accident (e.g., <i>to bump, to speed</i>); Lost luggage (e.g., <i>to retrieve, to locate</i>); A theft (e.g., <i>missing, break-in, authority</i>); Recommendations (e.g., <i>They told me to pull over to clear the road.</i>)	Infinitive clauses	Can recommend a course of action, giving reasons. (P)	62 (B2)
			Can justify the reasons for a particular decision or course of action. (P)	62 (B2)
Goods & Gadgets	Events (e.g., <i>I saw some amazing smart lights on display.</i>); Functionality (e.g., <i>mechanism, automatic, dashboard</i>); Virtual shopping (e.g., <i>How can we proceed after adding items to the basket?</i>); Reporting issues (e.g., <i>warranty, technician</i>)	Conjunctions in conditional statements	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63 (B2)
			Can accurately describe a problem with a product or piece of equipment. (P)	63 (B2)



Sports	Playing a sport (e.g., <i>golf, club, satisfying</i>); Getting a sports scholarship (e.g., <i>to motivate, to excel</i>); Amateur and professional sports career (e.g., <i>sponsor, ranking</i>); A sports fan experience (e.g., <i>cheer, broadcast</i>)	Past perfect continuous	Can describe the personal significance of events and experiences in detail. (Ca)	63 (B2)
Home & Design	Deciding to move (e.g., <i>suburb, to commute</i>); Real estate (e.g., <i>tenant, to let</i>); Renovations (e.g., <i>It's better to hang the plant pots on the wall than to leave them on the ground.</i>); Decoration (e.g., <i>doorway, spacious</i>)	Adverbial phrases to emphasise the degree of difference in comparisons	Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64 (B2)
Environment	Geographical features (e.g., <i>glacier, dune</i>); Minerals and materials (e.g., <i>aluminium, marble</i>); Environmental issues (e.g., <i>biodiversity, smog</i>); Natural disasters (e.g., <i>to suffer, avalanche, earthquake</i>)	'since', 'as a result of' and other phrases to express reason or cause	Can explain a problem and demand what action should be taken in an appropriate way. (Ca)	64 (B2)
What if?	Career (e.g., <i>to pursue, to thrive</i>); Moving abroad (e.g., <i>to handle, thrilled</i>); Family (e.g., <i>Only if they were jobless at the moment wouldn't they adopt.</i>); Money (e.g., <i>lottery, to foster</i>)	Hypotheticals using 'only if' with inversion of subject and object	Can describe goals using a range of expressions. (P)	65 (B2)
Startups	Establishing a startup company (e.g., <i>to found, bid, investor</i>); Work culture (e.g., <i>dynamic, to promote</i>); Innovation and success (e.g., <i>entrepreneur, setback, to strategise, to implement</i>)	Omit subject + 'be' after 'if' in fixed expressions	Can describe goals using a range of expressions. (P)	65 (B2)



Career	Office routine (e.g., <i>to postpone, strategy</i>); Progression (e.g., <i>He has invested in continuous learning.</i>); Plans (e.g., <i>to retire, rewarding</i>); Well-being (e.g., <i>overtime, to value</i>)	Future perfect	Can speculate about a future event using a range of linguistic devices. (P)	66 (B2)
			Can give advice on a wide range of subjects. (P)	66 (B2)
Tools & Machines	Home maintenance and tools (e.g., <i>to drill, spanner, screw</i>); Electricity and electrical repairs (e.g., <i>socket, electric shock, wire</i>); Hardware store products (e.g., <i>The nails are in aisle 12 near other building materials.</i>)	Complex comparisons between clauses	Can give clear, detailed descriptions on a wide range of familiar subjects. (Ca)	66 (B2)
Pet Care	Training a pet (e.g., <i>You should give your pet treats to encourage good behaviour.</i>); Unusual pets (e.g., <i>exotic, reptile, to crawl</i>); Taking care of birds (e.g., <i>to flap, habitat, mate</i>); Veterinary care (e.g., <i>to soothe, vaccine</i>)	Switching between present, past and future passive	Can speculate about the causes of an issue or problem. (Ca)	67 (B2+)
Finances	Personal Finance (e.g., <i>mortgage, to cover</i>); Bank (<i>Can I use a debit card to pay bills?</i>); Investment (e.g., <i>to quote, share</i>); Taxation (e.g., <i>Income tax money provides the budget for public services.</i>)	Range of structures for predictions and future plans	Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account. (Ca)	67 (B2+)
			Can encourage members of a group to describe and elaborate on their thinking. (Ca)	67 (B2+)



Education	Courses (e.g., <i>to enrol, optional</i>); University (<i>Students from all academic units will be there.</i>); Ideas (e.g., <i>theory, to summarise</i>); Graduation (<i>I'm still expecting my approval from the committee.</i>)	Continuous verb forms referring to actions in progress or temporary actions in the past, present and future	Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s). (Ca)	68 (B2+)
Industry	Industrial machinery (e.g., <i>turbine, gauge, generator</i>); Shipyard (e.g., <i>carrier, rig</i>); Operating machinery (e.g., <i>sophisticated, faulty, fuse</i>); Safety rules and equipment (e.g., <i>protective, precaution, goggles</i>)	'it is/was believed/ reported that' + VP	Can precisely express the potential consequences of actions or events. (P)	68 (B2+)
Trends	Immersive experiences (e.g., <i>amusing, relaxation</i>); Online entertainment (e.g., <i>He's said to be a good content creator.</i>); Wellness (<i>priority, to escape</i>); Sustainability (<i>Gardening is said to be one of his favourite pastimes.</i>)	'is/are/was/were' + 'thought/ believed to...'	Can talk about trends in detail. (P)	69 (B2+)
Science & Technology	Astronomy and the universe (e.g., <i>to rotate, telescope, satellite</i>); space exploration (e.g., <i>galaxy, spacecraft</i>); Space influence on technology (e.g., <i>fossil fuel, renewable, laser</i>); Scientific research (e.g., <i>to predict, hypothesis</i>)	Mixed conditionals for hypothetical situations	Can present factual information in an objective way in extended spoken discourse. (Wa)	69 (B2+)
Fashion	Materials (e.g., <i>wool, leather, denim, synthetic</i>); Sustainable fashion (e.g., <i>to reuse, charity shop, swap</i>); Caring for clothes (e.g., <i>You should hand-wash delicate materials if you don't want them to shrink.</i>); Clothing repairs (e.g., <i>to alter, tailor, stitch</i>)	Range of tenses and structures to refer to past and present habits and routines	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (Ca)	70 (B2+)



Health Care	ER (e.g., <i>Should you feel dizzy, let me know, and I'll stop the procedure.</i>); Working from home (e.g., <i>to strain, consequence</i>); Diagnosis (e.g., <i>Her unhealthy diet might have made her ill.</i>); Food intolerance (e.g., <i>digestive, immune system</i>)	'should' in hypothetical statements about the present and near future with inversion and omission of 'if'	Can talk about hypothetical events and actions, and their possible consequences. (P)	70 (B2+)
Diet & Nutrition	Food allergies (e.g., <i>swelling, to eliminate, restriction</i>); Nutrients (e.g., <i>carbohydrate, protein, to absorb</i>); Food power (e.g., <i>Avocados are known to enhance memory and thinking skills.</i>); Meal planning (e.g., <i>calorie, to substitute</i>)	'not only... but also...'	Can use a variety of linking words efficiently to mark clearly the relationships between ideas. (N2000)	71 (B2+)
Effective Communication	Communication (e.g., <i>eloquent, to whisper</i>); Non-verbal (e.g., <i>What is the meaning of that hand gesture?</i>); Issues (e.g., <i>discomfort, apology</i>); Digital interactions (e.g., <i>I'm sure everything will run smoothly.</i>)	Cleft sentences in the present, past and future	Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view. (Ca)	71 (B2+)
Travel	Borders (e.g., <i>I underwent immediate checks at customs as if I were a criminal.</i>); Accommodations (e.g., <i>accessibility, cancellation</i>); Flights (e.g., <i>to fasten, flight attendant</i>); On the road (<i>We had to drive uphill slowly, as if we were conquering the mountain.</i>)	Hypothetical circumstances in the past using 'as if/as though' + past perfect	Can describe places in detail using linguistically complex language. (P)	72 (B2+)



Games	Board games (e.g., <i>dice, counter</i>); Escape rooms (e.g., <i>clue, hidden, to fool</i>); Game tactics and strategy (e.g., <i>move, to adapt, to underestimate</i>); Game characteristics (e.g., <i>The stunning graphics made this game a hit.</i>)	"Reduced" defining (restrictive) relative clauses with verb + -ed.	Can talk about personal experiences in detail using linguistically complex language. (P)	72 (B2+)
Life Choices	Influences (e.g., <i>community, courageous</i>); Choices (e.g., <i>If she had been unsure, she wouldn't have taken the job.</i>); Education (e.g., <i>academic, to overcome</i>); Lessons (e.g., <i>Would you have postponed your decision if you hadn't been sure?</i>)	Hypothetical current results of a past action or situation using 'would' with the third conditional	Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P)	73 (B2+)
Driving Around	Car parts (e.g., <i>windscreen, radiator, number plate</i>); Hiring a car (e.g. <i>rental, fleet</i>); Safety on the road (e.g., <i>to fasten, to signal, speed limit</i>); Car-related problems (e.g., <i>hassle, roadblock</i>)	'since' to talk about reasons, causes and explanations	Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (Ca)	73 (B2+)
Agriculture	Farm animals (e.g., <i>livestock, feeder, to graze</i>); Growing crops (e.g., <i>cultivation, crop rotation, harvest, pesticide, plough</i>); Types of farming (e.g., <i>Intensive farms will use automation and chemicals to maximise output.</i>)	'will' to talk about predictions, habits and refusals in the present	Can explain technical topics within their field, using suitably non-technical language for a recipient who does not have specialist knowledge. (Ca)	73 (B2+)
Arts	A world of arts (e.g., <i>In no way did his paintings illustrate peaceful scenes.</i>); Films (e.g., <i>to project, subtitled</i>); Music (e.g., <i>By no means should she stop playing the saxophone.</i>); Literature (e.g., <i>thriller, paperback</i>)	Subject + verb inversion after initial complex adverbials	Can express opinions on topics, using linguistically complex language. (P)	74 (B2+)



Workplace	Different businesses (e.g., <i>manufacturing, service industry</i>); Measuring productivity (e.g., <i>to automate, workload</i>); Departments (e.g., <i>marketing, human resources</i>); Working in the office (e.g., <i>to delegate, intern, workstation</i>); Remote work (e.g. <i>flexibility, to balance, to commute</i>)	'should' to express a range of different meanings	Can exchange complex information on a wide range of matters related to their work. (Ca)	74 (B2+)
Digital Connections	Conference calls (e.g., <i>interactive, to cooperate</i>); Dating (e.g., <i>Their caring relationship inspired me.</i>); Telemedicine (e.g., <i>to scan, follow-up</i>); Friendships (e.g., <i>It takes a lot of understanding to resolve conflicts.</i>)	Passive infinitives, passive -ing verbs, perfect infinitives and perfect -ing verbs	Can express attitudes using linguistically complex language. (P)	75 (B2+)



References

Abbreviations refer to:

(C) Common European Framework descriptor, verbatim, © Council of Europe

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe

(C2018a) CEFR Companion Volume descriptor, adapted or edited, © Council of Europe

(N2000) North (2000) descriptor, verbatim

(N2000a) North (2000) descriptor, adapted or edited.

(CJa) CEFR-J descriptor, adapted or edited.

(Ea) Eiken descriptor, adapted or edited © Eiken Foundation of Japan

(Wa) WIDA ELD Standards, adapted or edited.

(P) Pearson English descriptor

References

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**Be yourself
in English.**

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