

# GSE Mapping Booklet

Beginner 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
<b>Beginner Level</b>	10 – 42	<A1 – A2+
<b>Intermediate Level</b>	43 – 58	B1 – B1+
<b>Advanced</b>	59 – 75	B2 – B2+

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\*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.

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)

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)

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: Beginner Level

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

## GSE 10–42 (CEFR <A1 – A2+)

Category	Vocabulary	Learning Objectives	GSE/CEFR Level
Hello	Greetings (e.g., <i>Hello, My name is...</i> ); Family members (e.g., <i>mother, father</i> ); Possessions (e.g., <i>I have a bicycle.</i> ); Drinks (e.g., <i>I drink coffee.</i> )	Can ask someone for their name. (P)	10 (<A1)
		Can say their name. (P)	10 (<A1)
		Can greet people using a few basic fixed expressions. (P)	12 (<A1)
Core Vocabulary	Greetings (e.g., <i>How are you?</i> ); Conversation starters (e.g., <i>May I sit here?</i> ); Checking information (e.g., <i>Please repeat., Are you lost?</i> ); Expressing needs (e.g., <i>I need a taxi.</i> ); Shopping (e.g., <i>to buy, bracelet, ring</i> )	Can greet people using a few basic fixed expressions. (P)	12 (<A1)
		Can give very limited personal information using basic fixed expressions. (CJa)	16 (<A1)
		Can ask very simply for repetition when they don't understand. (C)	21 (<A1)
Countries & Languages	Nationalities (e.g., <i>Brazilian, American, Australian</i> ); Countries (e.g., <i>She's from Italy</i> ); Languages (e.g., <i>I speak Spanish.</i> ); Cities (e.g., <i>She's from Tokyo.</i> )	Can give very limited personal information using basic fixed expressions. (CJa)	16 (<A1)
Objects & Numbers	Personal items ( <i>wallet, purse</i> ); Digital items ( <i>laptop, camera</i> ); School items (e.g., <i>My pencils are blue.</i> ); Numbers (e.g., <i>I have three chargers.</i> )	Can name a few very common everyday objects. (P)	12 (<A1)
		Can ask and answer simple questions about things they have in a limited way. (Ca)	21 (<A1)
		Can describe the position of something in a very basic way. (P)	23 (A1)



<b>Family</b>	Parents and children (e.g., <i>mother, daughter</i> ); Pets (e.g., <i>cat, dog</i> ); Other relatives (e.g., <i>grandfather, uncle, nephew</i> ); Describing one's family (e.g., <i>My family is small.</i> )	Can ask and answer basic questions about family and friends in a limited way. (P)	<b>22 (A1)</b>
<b>Food &amp; Drinks</b>	Fruits (e.g., <i>I have an apple.</i> ); Drinks (e.g., <i>water, juice</i> ); Snacks (e.g., <i>sandwich, bread and cheese</i> ); Vegetables (e.g., <i>Do you like carrots?</i> ); Meals (e.g., <i>I eat eggs for breakfast.</i> ); Shopping (e.g., <i>to buy, rice</i> )	Can use some very basic words to ask for food and drink. (P)	<b>17 (&lt;A1)</b>
		Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	<b>25 (A1)</b>
<b>Time &amp; Calendar</b>	Asking and telling the time (e.g., <i>It's five o'clock</i> ); days of the week; months of the year; frequency (e.g., <i>We go to the park every Thursday</i> ); Ordinal numbers (e.g., <i>The first month of the year is January</i> ).	Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'. (C)	<b>25 (A1)</b>
		Can say how often they and others do common everyday activities, using basic frequency expressions (e.g., 'every Monday', 'twice a month'). (P)	<b>34 (A2)</b>
<b>Travel</b>	Directions (e.g., <i>How do I get to the airport?</i> ); Places (e.g., <i>museum, castle, lake, river</i> ); Travel activities (e.g., <i>to take a photo, to visit, souvenir</i> ); At a hotel (e.g., <i>reception, room</i> ); Planning (e.g., <i>The train arrives at noon.</i> )	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	<b>25 (A1)</b>
		Can ask about the location of places in a town, using simple language. (P)	<b>31 (A2)</b>
		Can ask for simple directions from X to Y on foot or by public transport. (P)	<b>32 (A2)</b>
		Can make suggestions in a simple way. (Ca)	<b>35 (A2)</b>
<b>Grammar 1</b>	Personality traits (e.g., <i>brave, shy, kind</i> ); Expressing possession (e.g., <i>I have a car</i> ); Introductions (e.g., <i>This is his colleague</i> ); Daily activities (e.g., <i>I work in an office, Do you go to work by bus?</i> ); Location (e.g., <i>The wallet is under the table.</i> )	'have' in the present tense 'this is' for an introduction. Possessive adjectives Prepositions of place	



<b>School</b>	School objects (e.g., <i>pencil, rubber</i> ); Introductions (e.g., <i>This is my teacher.</i> ); Expressing opinion (e.g., <i>Do you like your teachers?, Biology is difficult.</i> ); Activities (e.g., <i>We play football.</i> ); Subjects (e.g., <i>My favourite subject is math.</i> )	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	<b>25 (A1)</b>
		Can talk about everyday things (e.g., people, places, jobs, study) in a basic way. (Ca)	<b>31 (A2)</b>
<b>Around the House</b>	Different houses (e.g., <i>flat, big</i> ); location (e.g., <i>near; behind; in front of</i> ); parts of the house (e.g., <i>garage, porch, Where's the kitchen?</i> ); furniture and other items (e.g., <i>sofa, chair, window, wall</i> ); materials (e.g., <i>This table is made of glass.</i> )	Can describe where they live. (Ca)	<b>26 (A1)</b>
		Can talk about furniture and rooms using simple language. (P)	<b>31 (A2)</b>
<b>Romance</b>	Compliments (e.g., <i>beautiful, smart, funny</i> ); Relationships (e.g., <i>I have a girlfriend.</i> ) At a wedding (e.g., <i>cake, decorations</i> ); Inviting people out (e.g., <i>theatre, to dance, Would you like to go to the park?</i> )	Can make simple invitations using basic fixed expressions. (P)	<b>27 (A1)</b>
		Can accept offers using basic fixed expressions. (P)	<b>31 (A2)</b>
		Can express their likes and dislikes in relation to familiar topics using simple language. (P)	<b>31 (A2)</b>
<b>Seasons &amp; Weather</b>	Colours (e.g., <i>The grass is green.</i> ); Talking about the weather (e.g., <i>snowing, raining</i> ); Clothing (e.g., <i>to wear, hat, coat, boots</i> ); Seasons; Preferences (e.g., <i>My favourite season is spring.</i> )	Can use basic words to describe common weather conditions. (P)	<b>28 (A1)</b>
		Can express their likes and dislikes in relation to familiar topics using simple language. (P)	<b>31 (A2)</b>
<b>Animals</b>	Pets (e.g., <i>We have a small cat., I love animals.</i> ); At a pet shop (e.g., <i>I cannot get a rabbit.</i> ); Farm animals (e.g., <i>chicken, goats, to ride</i> ); At the zoo (e.g., <i>zebra, rhino, where are the lions?</i> )	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	<b>25 (A1)</b>
		Can ask for and provide everyday goods and services. (C)	<b>35 (A2)</b>



<b>Hotel: Reservation</b>	Accommodation (e.g., <i>single room, safe, wi-fi</i> ); Facilities (e.g., <i>garage, balcony</i> ); Reservation details (e.g., <i>for one night, when will you arrive?</i> ); Extra information (e.g., <i>Is breakfast included?</i> ); Costs (e.g., <i>cheap, expensive</i> )	Can talk about hotel accommodation using simple language. (P)	<b>30 (A2)</b>
		Can make requests related to immediate needs using basic fixed expressions. (P)	<b>30 (A2)</b>
<b>Hotel: In the Room</b>	Services (e.g., <i>Please wake me up at eight-thirty.</i> ); Objects (e.g., <i>towel, soap</i> ); Complaints (e.g., <i>This room is too noisy.</i> ); Checking in and out (e.g., <i>floor, luggage, key, bill</i> )	Can check into a hotel using a few basic fixed expressions.	<b>26 (A1)</b>
		Can talk about hotel accommodation using simple language. (P)	<b>30 (A2)</b>
<b>Vacation Activities</b>	Sightseeing (e.g., <i>tour, to rent, to visit</i> ); Art (e.g., <i>Is the museum open on Friday?, I'm interested in art.</i> ); At the beach (e.g., <i>to dive, to surf</i> ); At the zoo (e.g., <i>Where are the penguins?</i> )	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	<b>28 (A1)</b>
		Can ask simple questions to find out about a subject. (P)	<b>31 (A2)</b>
<b>Public Transportation</b>	Means of transport (e.g., <i>bus, tram, taxi</i> ); Buying a ticket (e.g., <i>How much does a ticket cost?</i> ); Transport schedule (e.g., <i>When is the next train?</i> ); Directions (e.g., <i>Can you help me? Turn right.</i> )	Can make simple purchases by stating what is wanted and asking for the price. (C)	<b>31 (A2)</b>
		Can give simple directions using a map or plan. (P)	<b>32 (A2)</b>
<b>Sports</b>	Sports (e.g., <i>golf, basketball, we play tennis.</i> ); Talking about football (e.g., <i>match, score, team</i> ); Exercising (e.g., <i>to run, gym</i> ); Abilities (e.g., <i>Can you swim?</i> ); At a competition (e.g., <i>winner, prize</i> )	Can answer simple questions about their daily activities or routines, given a model. (P)	<b>28 (A1)</b>
		Can ask someone about their hobbies and activities using simple language. (P)	<b>31 (A2)</b>
<b>Introductions</b>	Personal information (e.g., <i>I'm from Brazil., I grew up in Tokyo.</i> ) Professions (e.g., <i>nurse, translator</i> ); Preferences and hobbies (e.g., <i>I like classical music., Do you have any hobbies?, I like to watch cartoons.</i> )	Can introduce themselves, their hobbies and interests in a basic way. (CJa)	<b>26 (A1)</b>
		Can express their likes and dislikes in relation to familiar topics using simple language. (P)	<b>31 (A2)</b>



<b>Shopping</b>	Shops (e.g., <i>pharmacy, supermarket</i> ); Shopping list (e.g., <i>I have to buy rolls.</i> ); Clothes and accessories (e.g., <i>handbag, T-shirt</i> ); Size and models (e.g., <i>colour, small</i> ); Payment methods (e.g., <i>credit card</i> )	Can ask basic questions about colour, size, price etc. when shopping. (CSEa)	<b>30 (A2)</b>
		Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	<b>35 (A2)</b>
<b>Restaurant 1</b>	Making a reservation (e.g., <i>table, available</i> ); Entering a restaurant (e.g., <i>Can we sit at this table?, Could you bring me the menu?</i> ); Drinks (e.g., <i>coffee, lemonade, I would like an apple juice.</i> ); Food (e.g., <i>burger, salad</i> )	Can use simple phrases to order a meal. (Ca)	<b>31 (A2)</b>
<b>Restaurant 2</b>	Foods and drinks (e.g., <i>cheese, herbal tea</i> ); desserts (e.g., <i>pie, ice cream</i> ); utensils (e.g., <i>fork, spoon</i> ); restrictions (e.g., <i>I am allergic to seafood</i> ); personal opinion (e.g., <i>The pasta is delicious!, The food is cold.</i> )	Can ask for and provide everyday goods and services. (C)	<b>35 (A2)</b>
		Can give compliments using fixed expressions. (P)	<b>37 (A2+)</b>
<b>Fun</b>	Free time activities (e.g., <i>to fish, to paint, chess, video game</i> ); Inviting friends (e.g., <i>Do you want to go to the beach?, Would you like to go out today?</i> ) Saying what you are doing (e.g., <i>We are watching a film.</i> )	Can ask someone about their hobbies and activities using simple language. (P)	<b>31 (A2)</b>
		Can express their likes and dislikes in relation to familiar topics using simple language. (P)	<b>31 (A2)</b>
		Can make simple invitations using basic fixed expressions.	<b>31 (A2)</b>
<b>City Tour</b>	Taking a tour (e.g., <i>We offer bus tours.</i> ); Riding a taxi (e.g., <i>Are you available?</i> ); Renting a car (e.g., <i>to rent, driving licence</i> ); Parking (e.g., <i>safe, hour, day</i> ); Directions (e.g., <i>left, address, city map</i> ); At a museum (e.g., <i>history, art</i> )	Can ask for and provide things using simple phrases. (Ca)	<b>31 (A2)</b>
		Can ask about the location of places in a town, using simple language. (P)	<b>31 (A2)</b>





<b>Help!</b>	Places in a city (e.g., <i>train station, hospital, pharmacy</i> ); Directions (e.g., <i>Where is the bus station?</i> ); Getting help (e.g., <i>May I use your phone?, I lost my backpack.</i> ); Green vehicles (e.g., <i>bicycle, electric car</i> ); At the post office (e.g., <i>package, heavy</i> )	Can ask for help using basic fixed expressions. (P)	<b>27 (A1)</b>
		Can ask about the location of places in a town, using simple language. (P)	<b>31 (A2)</b>
		Can give simple directions using a map or plan. (P)	<b>32 (A2)</b>
<b>At the Airport</b>	Booking a flight (e.g., <i>one-way, to book</i> ); Flight details (e.g., <i>economy, aisle, to leave</i> ); Planning (e.g., <i>to cancel, to change</i> ); Airport details (e.g., <i>gate, terminal</i> ); Personal items and check in (e.g., <i>luggage, passport, queue</i> )	Can handle common everyday transactions (e.g. buying a ticket). (Ca)	<b>32 (A2)</b>
<b>Entertainment</b>	Ways of entertainment (e.g., <i>cinema; theatre, concert</i> ); Expressing opinion (e.g., <i>The film was boring., I like this song.</i> ); Requests (e.g., <i>I want to sit in the front row.</i> ); Getting a ticket (e.g., <i>to reserve, till</i> ); Birthday party (e.g., <i>My birthday is next week., He is invited to the party.</i> )	Can make simple invitations using basic fixed expressions. (P)	<b>31 (A2)</b>
		Can respond to suggestions to do something using basic fixed expressions. (P)	<b>34 (A2)</b>
<b>Grammar 2</b>	Daily habits (e.g., <i>I always watch TV.</i> ); Time markers (e.g., <i>yesterday, last week, this year, this summer</i> ); Directions (e.g., <i>Go straight ahead.</i> ); Expressing needs (e.g., <i>I would like a receipt.</i> )	Common adverbs of frequency	<b>30-36 (A2)</b>
Negative forms of the simple past			
Answering yes/no questions with the past tense of verbs			
'will' to ask questions about the future			
<b>Bank</b>	General information (e.g., <i>to open, to close</i> ); Bank operations (e.g., <i>to deposit, to withdraw, to transfer</i> ); Account details (e.g., <i>This is my account number.</i> ); Cards (e.g., <i>to use, credit card</i> ); Asking for help (e.g., <i>I lost my credit card.</i> )	Can make simple transactions in shops, post offices and banks. (Ca)	<b>33 (A2)</b>



<b>Doctor</b>	Emergencies (e.g., <i>Please call an ambulance.</i> ); At the dentist (e.g., <i>cavity, appointment</i> ); Medical history ( <i>I'm allergic to peanuts.</i> ); Parts of the body (e.g., <i>back, arm</i> ); Symptoms (e.g., <i>I always have headaches.</i> ); Prevention (e.g., <i>sport, vitamin</i> ); Talking to a doctor (e.g., <i>flu, prescription, medicine</i> )	Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)	<b>36 -42 (A2+)</b>
<b>Grammar 3</b>	Adjectives (e.g., <i>fast, expensive, safe, near</i> ); predictions (e.g., <i>I think it will snow</i> ); referring to groups of people or things (e.g., <i>everybody, nobody, something, nothing</i> ); and expressing reason (e.g., <i>I could not go home because of the rain.</i> )	'll+ infinitive Comparatives Irregular superlatives Indefinite compound pronouns prefixed with 'some-' 'because of...' 'be' + adjectives with verbs in the infinitive	
<b>Preparing a Trip</b>	Planning (e.g., <i>What will you do on your holiday?, I have to find a hotel.</i> ); Packing (e.g., <i>suitcase, umbrella, Don't forget your passport!</i> );	Can ask and answer questions about basic plans and intentions. (P)	<b>38 (A2+)</b>
	Clothes (e.g., <i>jacket, pyjamas, to lend, to buy, Remember to take... </i> )	Can describe plans and arrangements. (Ca)	<b>39 (A2+)</b>
<b>On the Plane</b>	Boarding (e.g., <i>to board, passport, What is your seat number?</i> ); Safety (e.g., <i>seatbelt, emergency exit</i> ); Schedule (e.g., <i>We will land in twenty minutes.</i> ); Services (e.g., <i>to buy, sandwich</i> );	Can make requests related to immediate needs using basic fixed expressions. (P)	<b>30 (A2)</b>
	Leaving the airport (e.g., <i>to exit, to rent</i> )	Can make a short rehearsed announcement on a familiar topic. (Ca)	<b>40 (A2+)</b>
<b>Making Plans</b>	Languages (e.g., <i>English, Japanese</i> ); Countries (e.g., <i>Sweden, Germany</i> ); Plans for the future (e.g., <i>I will learn to speak English., I will celebrate my birthday.</i> ); Places (e.g., <i>museum, stadium</i> ); Time markers (e.g., <i>this summer, next year</i> )	Can talk about plans for the near future in a simple way. (P)	<b>39 (A2+)</b>



<b>Emergencies</b>	Health emergencies (e.g., <i>There was a car accident., Try to stay calm.</i> ); Mishaps (e.g., <i>to steal, passport</i> ); Natural disasters (e.g., <i>There was a flood., We were all safe.</i> ); Car problems (e.g., <i>tyre, to drive</i> ); Repairing (e.g., <i>tools, garage, to fix</i> )	Can talk about past events or experiences, using simple language. (P)	<b>40 (A2+)</b>
<b>Past Experiences</b>	Talking about the past (e.g., <i>I grew up in ..., Did you go to university?</i> ); Latest activities (e.g., <i>We went to the park., She played chess.</i> ); Giving reason (e.g., <i>Why did you call a taxi?, I did not have any petrol.</i> )	Can ask someone simple questions about their life and experiences. (P)	<b>36 (A2+)</b>
		Can talk about past events or experiences, using simple language. (P)	<b>40 (A2+)</b>
<b>Business</b>	Describing your work (e.g., <i>They work part-time.</i> ); Job interview (e.g., <i>I'm unemployed., I worked for a newspaper.</i> ); Office items (e.g., <i>printer, computer</i> ); Setting appointments (e.g., <i>to cancel, to prefer</i> ); Strategy (e.g., <i>brand, customer, partnership</i> )	Can answer simple questions about work experience or education using simple language. (P)	<b>41 (A2+)</b>
		Can ask about someone's work experience or education using simple language. (P)	<b>42 (A2+)</b>



# 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

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## References

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North, B. (2000) The Development of a Common Framework Scale of Language Proficiency. New York: Peter Lang.

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**Be yourself  
in English.**

mondly  
by Pearson