

# GSE Mapping Booklet

Intermediate 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.

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-intermediate-report)

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: Intermediate Level

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

## GSE 43–59 (CEFR B1 – B1+)

Category	Vocabulary	Grammar	Learning Objectives	GSE/CEFR Level
Hello	Education (e.g., <i>I've studied literature.</i> ); Plans for the future (e.g., <i>choice, actress</i> ); Hobbies (e.g., <i>guitar, gym, recipe</i> ); Career (e.g., <i>I've never worked as a journalist.</i> )	Comparatives with regular short adverbs	Can express opinions using simple language. (P)	45 (B1)
			Can express belief, opinion, agreement and disagreement politely. (C)	45 (B1)
Interactions	Events (e.g., <i>guests, to invite</i> ); Getting in touch ( <i>to contact, to text</i> ); Conversation starters (e.g., <i>Have we met before?</i> ); Giving excuses (e.g., <i>to attend, unfortunately</i> )	Compound pronouns prefixed with 'every'	Can describe future plans and intentions using fixed expressions. (P)	43 (B1)
			Can make an apology with brief excuses or reasons. (P)	45 (B1)
Cooking	Recipes (e.g., <i>to prepare, ingredient</i> ); Cooking steps ( <i>to mix, to boil</i> ); Baking (e.g., <i>She's going to bake a chocolate pie.</i> ); Tools (e.g., <i>pot, freezer</i> )	'too' and 'enough' with adverbs	Can ask for, follow and give detailed directions. (Ca)	44 (B1)
			Can convey simple relevant information emphasising the most important point. (Ca)	45 (B1)
Relationships	Life phases (e.g., <i>childhood, teenagers</i> ); Friendship (e.g., <i>How long have they been close friends?</i> ); Arguments (e.g., <i>calm, patient, to discuss</i> ); Feelings (e.g., <i>honest, positive, attitude</i> )	Present perfect with 'since' and 'for'	Can express belief, opinion, agreement and disagreement politely. (C)	45 (B1)



<b>Sports</b>	Facilities (e.g., <i>court, field</i> ); Sports (e.g., <i>basketball, to ski</i> ); Live events (e.g., <i>match, athletes, crowd</i> ); Racing (e.g., <i>speed, training</i> )	Present simple for live events	Can express belief, opinion, agreement and disagreement politely. (C)	<b>45 (B1)</b>
<b>Wellness</b>	Achieving wellness (e.g., <i>to neglect, careful</i> ); Self-awareness (e.g., <i>prevention, alternative</i> ); Mental wellness (e.g., <i>Physical exercise is excellent for stress.</i> ); Keeping healthy (e.g., <i>goal, to focus</i> )	First conditional	Can describe future plans and intentions using fixed expressions. (P)	<b>43 (B1)</b>
			Can give or seek personal views and opinions in discussing topics of interest. (C)	<b>46 (B1)</b>
<b>Helping others</b>	At work (e.g., <i>to encourage, team</i> ); Charity (e.g., <i>shelter, to donate</i> ); Helping friends ( <i>to rely on, to reach out</i> ); Getting organised (e.g., <i>schedule, routine</i> )	Reflexive pronouns as complements	Can make simple recommendations for a course of action in familiar everyday situations. (P)	<b>45 (B1)</b>
<b>Transportation</b>	The ferry (e.g., <i>to board, timetable</i> ); The road (e.g., <i>lorry, to speed up</i> ); The tube (e.g., <i>Why don't we get off at this station?</i> ); The city (e.g., <i>to cycle, to park</i> )	Offers and suggestions with 'why not/ why don't'	Can deal with less routine situations on public transport (e.g. asking where to get off). (N2000a)	<b>45 (B1)</b>
<b>Hobbies</b>	Photography (e.g., <i>Videos are as memorable as photos.</i> ); Music (e.g., <i>musician, genre</i> ); Cookery (e.g., <i>Can you prepare a dish by following a recipe?</i> ); Handmade (e.g., <i>creative, sewing</i> )	Comparisons with '(not) as... as'	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (Ca)	<b>46 (B1)</b>
			Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (Ca)	<b>47 (B1)</b>
<b>Food Around the World</b>	Coffee shop (e.g., <i>to order, smell</i> ); International flavours (e.g., <i>The fried chicken is very spicy.</i> ); Street food (e.g., <i>He prefers noodles to hamburgers.</i> ); Food restrictions (e.g., <i>nut, to avoid</i> )	Preferences with 'prefer... (to...)'	Can express preferences about food and drink in detail. (P)	<b>46 (B1)</b>



Entertainment	Live entertainment (e.g., <i>queue, audience</i> ); Critics choice (e.g., <i>She likes fiction films better than comedies.</i> ); Fan favourites (e.g., <i>popular, to follow</i> ); Different styles (e.g., <i>performer, album</i> )	Preferences with 'like... better more/than...'	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (Ca)	46 (B1)
			Can give or seek personal views and opinions in discussing topics of interest. (C)	46 (B1)
Life Now and Then	Innovations (e.g., <i>to advance, revolution</i> ); Sharing stories ( <i>They used to write diaries about their routine.</i> ); Life records ( <i>to develop, painting</i> ); Historical events ( <i>Some conflicts have changed the world forever.</i> )	'used to' for past habits and routines	Can describe events, real or imagined. (C)	47 (B1)
Pet Care	Protection (e.g., <i>to adopt, injured</i> ); Fresh smelling (e.g., <i>My dog's coat requires daily brushing.</i> ); Well-rounded (e.g., <i>Does he always obey your command?</i> ); Special attention (e.g., <i>disability, to provide</i> )	Past continuous	Can give straightforward descriptions on a variety of familiar subjects. (Ca)	47 (B1)
Arts	Literature (e.g., <i>I prefer reading novels to poetry.</i> ); Art gallery (e.g., <i>exhibition, to influence</i> ); Photography (e.g., <i>Each of her photos tell a powerful story.</i> ); Visual arts (e.g., <i>character, to film</i> )	Present perfect with superlative forms	Can explain briefly the feelings and opinions that a work provoked in them. (Ca)	48 (B1)
			Can give detailed accounts of experiences, describing feelings and reactions. (C)	49 (B1)
Technology	Problems (e.g., <i>Should we try to update the system?</i> ); Streaming services (e.g., <i>content, variety</i> ); Smartphones (e.g., <i>to charge, icon</i> ); Artificial Intelligence (e.g., <i>AI gets its information from a database.</i> )	Second conditional	Can suggest possible solutions to a problem using simple language. (P)	47 (B1)
			Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (Ca)	49 (B1)



<b>Travel</b>	Exploring places (e.g., <i>She's been to many relaxing places.</i> ); Immigration (e.g., <i>What do guards do on the border?</i> ); Ecotourism (e.g., <i>adventure, national park</i> ); Accommodation (e.g., <i>vacancy, season</i> )	'between' and 'among' in noun phrases	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (Ca)	<b>49 (B1)</b>
<b>Environment</b>	Weather conditions (e.g., <i>There's a storm approaching the city.</i> ); Wildlife (e.g., <i>natural, danger</i> ); Force of nature (e.g., <i>volcano, amazingly</i> ); Protection ( <i>Gradually, they're finding very good solutions.</i> )	Adverbial intensifiers	Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)	<b>51 (B1+)</b>
			Can speak in general terms about environmental problems. (P)	<b>52 (B1+)</b>
<b>Fashion</b>	Style (e.g., <i>This high-quality dress has a beautiful pattern.</i> ); Looking good (e.g., <i>to fit, to try on</i> ); Colourful looks (e.g., <i>What do you think of this outfit?</i> ); Elegance (e.g., <i>jewellery, scarf</i> )	Compound adjectives	Can give detailed accounts of experiences, describing feelings and reactions. (C)	<b>49 (B1)</b>
			Can briefly give reasons and explanations for opinions, plans and actions. (C)	<b>51 (B1+)</b>
<b>Planning an Event</b>	Organisation (e.g., <i>budget, host</i> ); Invitations (e.g., <i>They're thinking of wearing informal clothes.</i> ); Special occasions (e.g., <i>costume, to celebrate</i> ); A wedding (e.g., <i>She hasn't decided on the venue yet.</i> )	'thinking of' + gerund	Can briefly give reasons and explanations for opinions, plans and actions. (C)	<b>51 (B1+)</b>
<b>Business</b>	Jobs (e.g., <i>What's the start date for this role?</i> ); Skills (e.g., <i>to design, to solve</i> ); Questions (e.g., <i>What are your salary expectations?</i> ); Debriefing (e.g., <i>to advise, offer</i> )	Verb + verb + in the -ing form	Can carry out a simple informal interview. (P)	<b>50 (B1)</b>
			Can ask for information in a job interview. (P)	<b>52 (B1+)</b>



Keep Healthy	Being careful (e.g., <i>I usually go for a walk to control anxiety.</i> ); Symptoms (e.g., <i>backache, examination</i> ); Facts (e.g., <i>A stressful routine can make us sick sometimes.</i> ); Improvement (e.g., <i>solution, pleasure</i> )	General truths and frequent occurrences with 'could'	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51 (B1+)
			Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)	51 (B1+)
Customer Service	Services (e.g., <i>to hire, pipe</i> ); Information (e.g., <i>What are the product safety standards?</i> ); Repairs (e.g., <i>signal, system</i> ); Assistance (e.g., <i>An IT specialist will guide you on what to do.</i> )	'get/have' for having things done by other people	Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)	51 (B1+)
Around the House	Cleaning (e.g., <i>to sweep, bucket</i> ); Appliances (e.g., <i>Keep the food containers in the freezer.</i> ); Cosiness (e.g., <i>pyjamas, pillow</i> ); Tidy up (e.g., <i>How do you share the housework?</i> )	Repeated comparative	Can express opinions and react to practical suggestions of where to go, what to do, etc. (Ca)	51 (B1+)
			Can briefly give reasons and explanations for opinions, plans and actions. (C)	51 (B1+)
Life Goals	Dreams and goals (e.g., <i>pregnant, decision, to succeed</i> ); Finances (e.g., <i>budget, to increase</i> ); Facing problems (e.g., <i>to handle, challenge</i> ); At work (e.g., <i>action plan, failure, passion</i> )	'going' to and 'will' future forms of the passive	Can express hopes for the future using a range of fixed expressions. (CJa)	51 (B1+)
Lifestyle	Nature (e.g., <i>Fishing is my father's favourite hobby.</i> ); Environment (e.g., <i>waste, public transportation</i> ); Mind and body (e.g., <i>to prevent, balanced</i> ); Positiveness (e.g., <i>How can you reduce stressful situations?</i> )	'hope (that)' + complement clause	Can express opinions and attitudes using a range of basic expressions and sentences. (Ca)	52 (B1+)





<b>News</b>	Staying informed (e.g., <i>The report is an update on the latest research.</i> ); Gossip (e.g., <i>to entertain, fake</i> ); Politics (e.g., <i>The poll suggests that the opposition party will win.</i> ); Headlines (e.g., <i>judgement, to browse</i> )	Questions with 'would like to know'	Can discuss the main points of news stories about familiar topics. (CJa)	<b>52 (B1+)</b>
<b>Emergencies</b>	Health emergencies (e.g., <i>He has a headache and runny nose., What if I am sensitive to this drug?</i> ); Incidents (e.g., <i>If I were you, I would get travel insurance., A wallet was stolen at a train station.</i> )	'If I were you...'	Can describe basic symptoms to a doctor, but with limited precision. (Ca)	<b>54 (B1+)</b>
<b>Teamwork</b>	Team members (e.g., <i>role, contribution, colleague, employer</i> ); Connecting with the team (e.g., <i>to encourage, carefully, advice, to participate</i> ); Joining a discussion (e.g., <i>Let's not forget what the purpose of the meeting is.</i> )	'Let's not...'	Can explain the main points in an idea or problem with reasonable precision. (C)	<b>55 (B1+)</b>
			Can express and comment on ideas and suggestions in informal discussions. (Ca)	<b>56 (B1+)</b>
			Can ask for advice on a wide range of subjects. (P)	<b>57 (B1+)</b>
<b>Tools &amp; Machines</b>	Tools (e.g., <i>hammer, ladder</i> ); At a factory (e.g., <i>to manufacture, to update</i> ); Car problems (e.g., <i>You might need to replace some parts.</i> ); At home (e.g., <i>What can I do in case something breaks?</i> ); Inventions (e.g., <i>How did the engineers develop this equipment?</i> )	'in case' for future eventualities	Can explain how something works by providing examples that draw on people's everyday experiences. (Ca)	<b>55 (B1+)</b>
			Can give an opinion on practical problems, with support when necessary. (Ca)	<b>56 (B1+)</b>



<b>Games</b>	Kinds of games (e.g., <i>puzzle, quiz, educational</i> ); Events (e.g., <i>culture, to attend, competition</i> ); Instructions (e.g., <i>turn, to cheat</i> ); Giving opinion (e.g., <i>Playing is one of the most terrific ways to learn.</i> )	'one of/some of/among' with superlative adjectives	Can express their thoughts in some detail on cultural topics (e.g. music, films). (Ca)	<b>55 (B1+)</b>
			Can express approval and appreciation of other people's ideas in a discussion. (Wa)	<b>56 (B1+)</b>
<b>Career</b>	Skills (e.g., <i>They have been working on their negotiation skills.</i> ); Career progression (e.g., <i>permanent, temporary, promotion</i> ); Leadership (e.g., <i>to delegate, attitude</i> ); Compensation (e.g., <i>What kind of benefits did the company offer?</i> )	Reported speech	Can report factual information given by other people. (P)	<b>55 (B1+)</b>
			Can exchange information on a wide range of topics within their field with some confidence. (Ca)	<b>59 (B2)</b>
<b>Finances</b>	Banking (e.g., <i>savings, income</i> ); Investments (e.g., <i>investor, profit, to obtain</i> ); Taking out a loan (e.g., <i>interest rate, to pay back</i> ); Asking and giving advice (e.g., <i>Consider your earnings before borrowing money.</i> ); Mortgage (e.g., <i>forecast, income tax, to lend</i> )	Verbs of advice and recommendation	Can ask for advice on a wide range of subjects. (P)	<b>57 (B1+)</b>
<b>Academic Life</b>	Applying for college (e.g., <i>scholarship, to intend</i> ); Subjects (e.g., <i>psychology, economics</i> ); Facilities (e.g., <i>laboratory, campus</i> ); Routine (e.g., <i>He joins discussions in study groups.</i> ); Taking exams (e.g., <i>to pass, certificate</i> )	'plan/intend to' + infinitive	Can discuss options and possible actions. (P)	<b>59 (B2)</b>



<b>Shopping</b>	Online shopping (e.g., <i>delivery, order</i> ); Complaints (e.g., <i>to exchange, broken, refund</i> ); Returning a product (e.g., <i>policy, customer, assistance</i> ); Shopping experience (e.g., <i>deal, quality, promotion</i> )	'so' and 'therefore' for conclusions and inferences	Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase). (Ca)	<b>59 (B2)</b>
<b>Brain &amp; Senses</b>	Senses (e.g., <i>hearing, vision, voice</i> ); Health care (e.g., <i>eye drops, strain, to prevent</i> ); Giving advice (e.g., <i>Let's try to avoid constant loud noise.</i> ); Describing characteristics (e.g., <i>complex, behaviour, powerful</i> )	'seem/appear' + infinitive	Can exchange information on a wide range of topics within their field with some confidence. (Ca)	<b>59 (B2)</b>
			Can justify and sustain views clearly by providing relevant explanations and arguments. (Ca)	<b>60 (B2)</b>
<b>Driving Around</b>	Car parts (e.g., <i>brake, battery, tank</i> ); Car details (e.g., <i>This car only runs on diesel.</i> ); Complaints (e.g., <i>The mechanic should've replaced the broken part.</i> ) Repairing (e.g., <i>The tank needs repairs because it's leaking.</i> )	'should(n't) have" for regrets, wishes or disapproval	Can exchange information on a wide range of topics within their field with some confidence. (Ca)	<b>59 (B2)</b>
			Can describe an everyday consumer-related problem and request a correction or solution. (P)	<b>60 (B2)</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

Council of Europe (2018) Common European framework of reference for languages: learning, teaching, assessment – Companion volume with new descriptors, Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

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**Be yourself  
in English.**

mondly  
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