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Level 4

Global Scale of English TEACHER MAPPING BOOKLET

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

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

The Global Scale of English is a standardized scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR¹). 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 topic area in which a language skill may surface but bearing in mind the context of the learner themselves. For example, the GSE Learning Objectives for Young Learners have been rated by Young Learner experts to demonstrate what can be expected of a Young Learner at that level, recognising that in most cases they will have had less exposure to authentic language and less opportunity to practise it in authentic contexts to the same depth/breadth as many adult learners. Also recognising that some topics will have more or less relevance for them compared to adult learners according to their daily routines and experience. All GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the same single scale.

This document provides an overview of the learning objectives that are covered in GoGetter Level 4. As the learning objectives focus specifically on language skills, some learning objectives will be used and practised multiple times, a reflection of the fact that in order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter that skill in a variety of contexts. The content of GoGetter Level 4 is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill but each skill is only listed once.

Most of the communicative descriptors that make up the GSE Learning Objectives for Young Learners were created for this project, following the model of the descriptors contained in the CEFR. Some, however, are adapted versions of learning objectives from the bank of supplementary descriptors for Young Learners, released with the CEFR - Companion Volume².

The GSE Learning Objectives for Young Learners are coded for purposes of copyright and to show their origin:

- (C_A) CEFR descriptor, adapted or edited, © Council of Europe
- (C2018_A) CEFR - Companion Volume descriptor, adapted or edited, © Council of Europe
- (P) New Pearson descriptor

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

¹ Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

² 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.

GSE Learning Objectives

LISTENING

GSE LEARNING OBJECTIVE	GSE	CEFR	Lessons
Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	Below A1 (10-21)	1.8, 2.8, 3.8, 4.8, 5.8, 6.8, 7.8, 8.8
Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures. (P)	31	A2 (30-35)	2.1
Can identify the context of short, simple dialogues related to familiar everyday situations. (P)	32	A2 (30-35)	3.4
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)	1.2, 1.4, 1.6, 2.4, 3.4, 4.4, 5.4, 6.4, 7.4, 8.4
Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)	36	A2+ (36-42)	1.3, 2.2, 2.3, 3.2, 3.3, 4.2, 4.3, 5.2, 5.3, 6.2, 6.3, 7.2, 7.3, 8.2, 8.3
Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly. (P)	36	A2+ (36-42)	1.6
Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)	37	A2+ (36-42)	3.1, Skills Revision 3&4, 5.1
Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly. (P)	38	A2+ (36-42)	6.1, 6.6
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)	1.2
Can understand the main idea of a simple news story, with visual support. (P)	39	A2+ (36-42)	5.2
Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)	42	A2+ (36-42)	1.1
Can understand simple conversations about things that have happened in the past. (P)	42	A2+ (36-42)	0.5
Can understand the main points of a short, informal interview on a familiar topic. (P)	43	B1 (43-50)	3.6, 4.1
Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)	43	B1 (43-50)	1.1, 1.6
Can understand some details in extended dialogues on familiar everyday topics. (P)	46	B1 (43-50)	2.6, Skills Revision 1&2

Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech. (P)	51	B1+ (51-58)	5.6, 7.6, 8.1, 8.6, Skills Revision 7&8
Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech. (P)	53	B1+ (51-58)	2.6
Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech. (P)	55	B1+ (51-58)	3.6
Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech. (P)	56	B1+ (51-58)	4.6

READING

GSE LEARNING OBJECTIVE	GSE	CEFR	Lessons
Can identify the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	21	Below A1 (10-21)	1.8, 2.8, 3.8, 4.8, 5.8, 6.8, 7.8, 8.8
Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)	30	A2 (30-35)	1.1
Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures. (P)	30	A2 (30-35)	1.4, 2.4, 3.4, 4.4, 5.4, 6.4, 7.4, 8.4
Can understand some simple details about a holiday from a postcard, if supported by pictures. (P)	32	A2 (30-35)	1.2, 3.7, Skills Revision 3&4
Can understand a simple written dialogue on a familiar topic. (P)	32	A2 (30-35)	4.4, Skills Revision 3&4, 5.2, 5.8, 6.8, Skills Revision 5&6, 7.4, 7.8, 8.4, 8.8, Skills Revision 7&8
Can understand everyday written signs and notices found in public places (e.g. rules, directions), if supported by the context. (P)	32	A2 (30-35)	8.2
Can identify key information in short, simple factual texts from the headings and illustrations. (P)	33	A2 (30-35)	1.3, Skills Revision 1 & 2, 6.2
Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)	33	A2 (30-35)	0.4, 1.5, 1.6
Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)	33	A2 (30-35)	0.5
Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures. (C2018 _A)	34	A2 (30-35)	8.1
Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	34	A2 (30-35)	5.1, 6.7
Can identify specific information in a simple story, if guided by questions. (P)	35	A2 (30-35)	1.2, 1.3, 2.2, 2.3, 3.2, 3.3, 4.2, 4.3, 5.2, 5.3, 6.2, 6.3, 7.2, 8.2, 8.3
Can understand the main ideas in simple informational texts, if supported by pictures. (P)	35	A2 (30-35)	2.7
Can identify specific information related to a familiar topic in a short, simple text. (P)	37	A2+ (36-42)	3.1
Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures. (P)	37	A2+ (36-42)	6.5, 7.5, 8.5

Can find the correct meaning of a word in a bilingual dictionary. (C2018 _A)	37	A2+ (36-42)	5.5, 6.5, 7.5
Can understand the correct sequence of events in a simple story or dialogue. (P)	37	A2+ (36-42)	5.4, 6.2
Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures. (P)	38	A2+ (36-42)	6.1
Can identify which people or objects are being referred to in a text. (P)	38	A2+ (36-42)	7.1
Can understand the main points in simple descriptive texts on familiar topics. (P)	39	A2+ (36-42)	1.7
Can extract specific information in short texts on familiar topics. (P)	39	A2+ (36-42)	7.5
Can understand short school-related messages in emails, text messages and social media postings. (P)	39	A2+ (36-42)	8.7, Skills Revision 7&8
Can make basic inferences from simple information in a short text. (P)	40	A2+ (36-42)	3.1, 5.6, 5.7
Can extract key information from advertisements for familiar products, if guided by questions or prompts. (P)	40	A2+ (36-42)	5.6, 5.7, 7.6, Skills Revision 7&8
Can scan a simple text to find specific information. (P)	41	A2+ (36-42)	0.1, 0.3, 0.5, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, Skills Revision 1&2, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 5.1, 5.3, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, Skills Revision 5&6, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.8
Can understand the order in which events happen (e.g. in diary entries or a story). (P)	41	A2+ (36-42)	2.4, 8.3
Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)	43	B1 (43-50)	6.1
Can understand the main information in a description of a simple process (e.g. 'making paper'), with the support of a flow chart or diagram. (P)	45	B1 (43-50)	7.2
Can scan several short, simple texts on the same topic to find specific information. (P)	47	B1 (43-50)	0.1
Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)	51	B1+ (51-58)	4.7
Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)	53	B1+ (51-58)	7.1
Can identify the main features of appropriate register in basic formal letters. (P)	54	B1+ (51-58)	5.7

SPEAKING

GSE LEARNING OBJECTIVE	GSE	CEFR	Lessons
Can say what the weather is like using basic phrases. (P)	27	A1 (22-29)	0.5
Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22-29)	1.5
Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)	30	A2 (30-35)	0.1
Can describe common everyday objects using simple language. (P)	31	A2 (30-35)	0.3, 7.1
Can talk about habits or daily routines in a simple way, given prompts or a model. (P)	32	A2 (30-35)	1.1
Can give simple instructions to a classmate to complete a task. (P)	33	A2 (30-35)	2.2, 3.4
Can talk about everyday activities using simple language. (P)	34	A2 (30-35)	3.5
Can describe where an animal lives in a simple way. (P)	34	A2 (30-35)	6.1
Can give simple reasons to explain preferences, given a model. (P)	35	A2 (30-35)	1.5
Can talk about common jobs using simple language. (P)	36	A2+ (36-42)	2.1
Can ask a range of questions in guessing games to find the answer. (P)	36	A2+ (36-42)	0.3, 2.5, 6.1
Can describe weather conditions in their country using simple language. (P)	36	A2+ (36-42)	6.6
Can ask where others were in the past, using <i>was/were</i> , given a model. (P)	37	A2+ (36-42)	0.5
Can act out a short dialogue or role play, given prompts. (P)	38	A2+ (36-42)	1.8, 2.4, 3.8, 4.3, 4.4, 4.8, 5.8, 6.4, 6.8, 7.4, 7.8, 8.4
Can talk about plans for the near future in a simple way. (P)	38	A2+ (36-42)	3.1, 5.2, 5.4, 8.8
Can talk about an event in the past using fixed expressions, given a model. (P)	39	A2+ (36-42)	1.3, 3.8
Can describe someone's personality in a basic way, if guided by prompts. (P)	39	A2+ (36-42)	1.6
Can make simple arrangements to meet or do something. (P)	39	A2+ (36-42)	0.2
Can describe basic differences between two pictures showing familiar activities, using simple language. (P)	39	A2+ (36-42)	5.8
Can say where they and others were in the past, if supported by questions or prompts. (P)	40	A2+ (36-42)	1.2
Can say how they or someone else feels, giving a brief reason. (P)	40	A2+ (36-42)	8.6
Can tell a simple story. (C _A)	41	A2+ (36-42)	1.4

Can talk about common past activities, using simple linking words. (P)	41	A2+ (36-42)	1.8
Can talk about past events or experiences, using simple language. (P)	41	A2+ (36-42)	2.3, 3.2, 3.3, 3.8, 4.2
Can express their opinions on familiar topics, using simple language. (P)	41	A2+ (36-42)	Project, Skills Revision 1&2, 5.6
Can briefly say what they think will happen next in a simple story or play. (P)	42	A2+ (36-42)	1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2
Can make simple predictions about the future, given a model. (P)	42	A2+ (36-42)	5.2, 8.8
Can give basic biographical information in a short talk about another person. (P)	42	A2+ (36-42)	5.1, 5.5
Can explain the rules of a familiar game or sport, using simple language. (P)	44	B1 (43-50)	3.4, 5.6
Can give an opinion in a structured discussion, if guided by questions. (P)	46	B1 (43-50)	Skills Revision 1&2, Skills Revision 3&4, 5.1, Skills Revision 5&6, 8.3, 8.5, 8.8, Skills Revision 7&8
Can describe past events or experiences, using simple descriptive language to add interest. (P)	47	B1 (43-50)	0.5
Can give brief reasons for their opinions on familiar topics. (P)	48	B1 (43-50)	2.5, 3.1, 4.5, 7.5
Can give informal advice on everyday matters, using a range of fixed expressions. (P)	48	B1 (43-50)	8.7
Can explain the meaning of a word or phrase. (P)	50	B1 (43-50)	8.6
Can talk about matters of personal information and interest in some detail. (P)	51	B1+ (51-58)	3.5, 3.6, 6.5
Can take part in a discussion on a topic of general interest, given time to prepare. (P)	53	B1+ (51-58)	4.5, 7.6
Can list the advantages of a course of action in some detail, using a range of fixed expressions. (P)	56	B1+ (51-58)	7.5

WRITING

GSE LEARNING OBJECTIVE	GSE	CEFR	Lessons
Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model. (P)	29	A1 (22-29)	0.4
Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model. (P)	32	A2 (30-35)	1.5, 1.7, 1.8
Can write simple sentences about common jobs. (P)	36	A2+ (36-42)	2.1
Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)	37	A2+ (36-42)	Skills Revision 3&4
Can write a few simple sentences about someone's routines or habits, given prompts or a model. (P)	38	A2+ (36-42)	6.2, 6.8
Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)	39	A2+ (36-42)	Skills Revision 7&8
Can write a short, simple text on a familiar topic, given prompts. (P)	39	A2+ (36-42)	Project
Can write about past activities using simple language, given a model. (P)	40	A2+ (36-42)	1.2, 1.8, 2.8, 3.2, 3.3, 3.8, 4.2, 5.3, 7.3
Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)	40	A2+ (36-42)	3.7
Can make simple comparisons between people, places or things. (P)	40	A2+ (36-42)	0.3, 8.5
Can write simple sentences about a future trip or event. (P)	41	A2+ (36-42)	5.8
Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43-50)	1.7, 2.7, 7.7
Can create a poster to advertise an event or product, given a model. (P)	45	B1 (43-50)	8.5
Can write simple texts with appropriate paragraph breaks, given prompts or a model. (P)	49	B1 (43-50)	2.7, Skills Revision 1&2, 3.7, 4.7, 5.7, 7.7
Can write a simple email/letter asking for everyday factual information, given a model. (P)	51	B1+ (51-58)	5.7, Skills Revision 5&6
Can write a simple review of a film or book with appropriate paragraph breaks, given a model. (P)	55	B1+ (51-58)	4.7, Skills Revision 3&4
Can write a short persuasive text (e.g. a leaflet), given a model. (P)	55	B1+ (51-58)	6.7
Can write a straightforward structured email/letter of advice about typical problems, providing reasons for their suggestions. (P)	62	B2 (59-66)	8.7

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Course level	CEFR	GSE	PTE	Cambridge
GoGetter 1	<A1/A1	17-29	YL Springboard	YLE Starters
GoGetter 2	A1/A2	27-36	YL Quickmarch	YLE Movers
GoGetter 3	A2/A2+	33-41	YL Breakthrough	YLE Flyers
GoGetter 4	A2+/B1	38-46	General Level 1	Key for Schools