



GSE MAPPING BOOKLET

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



GSE, *Tieng Anh Global Success* Grade 6 – Published 2023

The Global Scale of English

The GSE is a numerical scale which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The GSE enables teachers and learners to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

It is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

GSE helps teachers to find the right course materials for the exact level and learning goals of their students. The chart below shows the range of objectives that are covered within the content. Knowing this helps you select course materials with the right level of support and challenge for your learners to help them make progress.

Tiếng Anh Global Success has been created using the GSE Learning Objectives for General Adults. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each module.

Tiếng Anh Global Success is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR <A1 to B1+ (16-54 on the Global Scale of English).

GSE	10	20	30	40	50	60	70	80	90	
Tiếng Anh Global Success 12										
Tiếng Anh Global Success 11										
Tiếng Anh Global Success 10										
Tiếng Anh Global Success 9										
Tiếng Anh Global Success 8										
Tiếng Anh Global Success 7										
Tiếng Anh Global Success 6										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

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_A) Common European Framework descriptor, adapted or edited, © Council of Europe
- (N2000) North (2000) descriptor, verbatim
- (C2018_A) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (C_J) CEFR-J descriptor, adapted or edited
- (CSE_A) Eiken descriptor, adapted or edited
- (E_A) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000_A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (W_a) WIDA ELD Standards (2012), adapted or edited

Using the information in this teacher mapping booklet

The GSE teacher mapping booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Tieng Anh Global Success*, unit by unit. There are several ways in which this information can be used:

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher mapping booklet list gives you a more complete picture of what is being studied
- The list can be used to support any reporting that you have to do (e.g. for students or for admin purposes)
- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The Learning Objectives enable you to see quickly the language functions that are most relevant to your students

Measuring proficiency using the Global Scale of English

The GSE underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark assessments alongside *Tieng Anh Global Success*, you will be able to see the progress being made by students during their course of study. You will also receive rich score reports which identify strengths and areas for improvement along with recommendations on how to address these areas using *Tieng Anh Global Success*. For this level of *Tieng Anh Global Success*, we recommend English Benchmark Test Level [XX].

Your students may also want to take a test that gives them a proficiency certificate. For this level of *Tieng Anh Global Success*, we recommend Pearson English International Certificate (PTE General) Level [XX].

The GSE Teacher Toolkit

This is a free online database that gives you easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text).

Access the database at <https://www.english.com/gse/teacher-toolkit/user/lo>.

The GSE Teacher Toolkit is a searchable database that will save you time when planning lessons:

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency
- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice
- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases
- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students.

Tieng Anh Global Success and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each Unit. A learning objective in *italics* indicate it is still undergoing research and validation, and therefore the value is a provisional estimate.

Book 1

Unit 1 My new school

VOCABULARY: School things and activities • Verbs (play, do, have, study) + Noun

PRONUNCIATION: Sounds: /ɑ:/ and /ʌ/

GRAMMAR: Present simple • Adverbs of frequency

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	6, 7, 13
	Can understand questions addressed carefully and slowly. (C _A)	23	A1 (22–29)	11
	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	13
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	7, 8
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	10
	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30–35)	10
	Can answer simple questions about habits and routines. (P)	29	A1 (22–29)	10, 11
	Can start or end a short conversation using basic fixed expressions. (C _A)	32	A2 (30–35)	11
	Can introduce people using basic language. (P)	27	A1 (22–29)	11
	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	11
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	11
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	12
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	12
	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	15

Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	11
	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	12
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	12
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	12
Writing	Can copy familiar words and short phrases about everyday objects and set phrases. (C _A)	18	<A1 (10–21)	7
	Can write basic sentences describing everyday objects (e.g. colour, size), given a model. (P)	26	A1 (22–29)	13
	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	13
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	15

Unit 2 My house

VOCABULARY: Types of house • Rooms and furniture

PRONUNCIATION: Final sounds: /s/ and /z/

GRAMMAR: Possessive case • Prepositions of place

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	16
	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)	23
Speaking	Can ask for and give very basic information about the home. (P)	25	A1 (22–29)	17, 21
	Can talk about furniture and rooms using simple language. (P)	31	A2 (30–35)	18, 21, 22, 25
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.')	29	A1 (22–29)	20
	Can describe the position of something in a very basic way. (P)	23	A1 (22–29)	20
	Can describe the position of things in a picture using a range of fixed expressions (P)	33	A2 (30–35)	20, 21, 22, 25
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	20
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	20
	Can describe where they live. (CA)	26	A1 (22–29)	21
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	22
	Can understand simple descriptions of places. (P)	27	A1 (22–29)	22
Writing	Can describe the position of things in a picture using a few simple fixed expressions. (P)	29	A1 (22–29)	20, 21
	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22–29)	23
	Can write a simple description of a room, house or apartment. (P)	31	A2 (30–35)	23

Unit 3 My friends

VOCABULARY: Body parts and appearance • Personality adjectives

PRONUNCIATION: Sounds: /b/ and /p/

GRAMMAR: Present continuous

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	27
	Can identify key words and phrases in descriptions of someone's appearance and clothes. (P)	31	A2 (30–35)	33
Speaking	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	27, 31, 35
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	29
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	30
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)	30
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	31, 32
	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)	32
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	35
	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	35
Reading	Can understand simple descriptions of people's physical appearance. (P)	30	A2 (30–35)	31
	Can understand short, simple descriptions of objects, people and animals, given visual support. (P)	25	A1 (22–29)	31
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	32
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	32
Writing	Can copy familiar words and short phrases about everyday objects and set phrases. (C _A)	18	<A1 (10–21)	28
	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)	36	A2+ (36–42)	33, 35
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	35

Unit 4 My neighbourhood

VOCABULARY: Places in a neighbourhood

PRONUNCIATION: Sounds: /ɪ/ and /i:/

GRAMMAR: Comparative adjectives

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	38, 45
	Can understand simple directions, if spoken slowly and clearly. (P)	28	A1 (22–29)	39, 43
Speaking	Can give simple directions using a map or plan. (P)	32	A2 (30–35)	39, 43, 47
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	40, 42, 43
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	40
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	42
	Can ask for simple directions from X to Y on foot or by public transport. (P)	32	A2 (30–35)	43, 47
	Can give the order of things using simple language (e.g. 'first', 'second', 'third'). (P)	33	A2 (30–35)	43
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	44
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	44
	Can describe their home town or city using simple language. (P)	33	A2 (30–35)	44
Reading	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	39
	Can follow short, simple written directions (e.g. to go from X to Y). (C)	26	A1 (22–29)	39
	Can understand simple descriptions of places. (P)	27	A1 (22–29)	44
	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	44
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	44
Writing	Can write very short, basic directions. (P)	32	A2 (30–35)	43
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30–35)	45

Unit 5 Natural wonders of vietnam

VOCABULARY: Things in nature • Travel items

PRONUNCIATION: Sounds: /t/ and /d/

GRAMMAR: Countable and uncountable nouns • Modal verb: must / mustn't

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	48, 55
	Can understand key information about arrangements in simple dialogues spoken slowly and clearly. (P)	32	A2 (30–35)	53
Speaking	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	51
	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	53
	Can handle common everyday transactions (e.g. buying a ticket). (C _A)	32	A2 (30–35)	53
	Can describe their home town or city using simple language. (P)	33	A2 (30–35)	54
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	57
Reading	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	49
	Can identify key information in short, simple factual texts from the headings and pictures. (P)	35	A2 (30–35)	54
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	54
Writing	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	55
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	55
	Can write simple sentences using familiar words, given prompts. (P)	30	A2 (30–35)	57

Unit 6 Our Tet holiday

VOCABULARY: Things and activities at Tet

PRONUNCIATION: Sounds: /s/ and /ʃ/

GRAMMAR: Should / shouldn't for advice • Some / any for amount

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	58, 65
Speaking	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	59
	Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	25	A1 (22–29)	60
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	61
	Can use simple, everyday polite forms of greeting and address. (C)	36	A2+ (36–42)	63
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	64
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	65
	Reading	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)
Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)		31	A2 (30–35)	63
Can understand short, simple texts about everyday activities. (P)		30	A2 (30–35)	64
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	65
	Can write very short, simple sentences about their feelings. (P)	32	A2 (30–35)	67

Book 2

Unit 7 Television

VOCABULARY: TV programmes

PRONUNCIATION: Sounds: /θ/ and /ð/

GRAMMAR: *Wh*-questions • Conjunctions in compound • sentences: *and, but, so*

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	6, 7
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	13
Speaking	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	7
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	11, 12, 13
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	12
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	13
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	15
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	15
Reading	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	7
	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	11
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	12
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	15
Writing	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (CA)	31	A2 (30–35)	10
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30–35)	13

Unit 8 Sports and games

VOCABULARY: Sports and games

PRONUNCIATION: Sounds: /e/ and /æ/

GRAMMAR: Past simple • Imperatives

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	16, 17
	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	23
Speaking	Can ask others if they can do everyday activities using simple language, given a model. (P)	32	A2 (30–35)	17
	Can describe their daily routines in a simple way. (P)	31	A2 (30–35)	17
	Can make simple references to the past using 'was/were'. (P)	33	A2 (30–35)	19, 22
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	19
	Can give simple classroom instructions. (P)	31	A2 (30–35)	20
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	21
	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30–35)	21
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	22
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	25
Reading	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	16, 17
	Can identify basic biographical information in short simple texts about other people. (P)	35	A2 (30–35)	22
	Can follow simple instructions to carry out a straightforward task. (P)	29	A1 (22–29)	25
Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	23, 25

Unit 9 Cities of the world

VOCABULARY: Cities and landmarks

PRONUNCIATION: Sounds: /əʊ/ and /aʊ/

GRAMMAR: Possessive adjectives • Possessive pronouns

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	26, 27
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	33
Speaking	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	27, 32, 35
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	27
	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	30
Reading	Can understand simple descriptions of places. (P)	27	A1 (22–29)	27, 31
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	31
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	32
Writing	Can write short, simple notes, emails and postings to friends. (N2000 _A)	28	A1 (22–29)	33

Unit 10 Our houses in the future

VOCABULARY: Types of houses and appliances

PRONUNCIATION: Stress in two-syllable words

GRAMMAR: Future simple • *Might* for possibility

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	38, 39
	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)	45
Speaking	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	43
	Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)	30	A2 (30–35)	43
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	44
	Can describe common everyday objects using simple language. (P)	31	A2 (30–35)	47
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	39
	Can understand simple descriptions of places. (P)	27	A1 (22–29)	44
Writing	Can write a simple description of a room, house or apartment. (P)	31	A2 (30–35)	45
	Can write simple sentences about about everyday objects. (P)	32	A2 (30–35)	47

Unit 11 Our greener world

VOCABULARY: Things that can be reduced

PRONUNCIATION: Rhythm in sentences

GRAMMAR: Articles • First conditional

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	48, 49, 55
Speaking	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	49
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	53
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	53
	Can give a simple warning of immediate danger using a fixed expression. (P)	25	A1 (22–29)	53
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	54
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	57
Reading	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30–35)	49
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	54
Writing	Can give an example of something in a very simple text using 'like' or 'for example'. (P)	34	A2 (30–35)	55

Unit 12 Robots

VOCABULARY: Daily activities

PRONUNCIATION: Tones in statements

GRAMMAR: Superlative adjectives (short adjectives)

SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	58
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	65
Speaking	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	59
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	63
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	63
	Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)	27	A1 (22–29)	63, 64
	Can ask others if they can do everyday activities using simple language, given a model. (P)	32	A2 (30–35)	63, 64
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	67
Reading	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	59
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	64
Writing	Can write simple sentences about personal skills. (P)	33	A2 (30–35)	65
	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	65
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	67

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