



# Global Scale of English Learning Objectives

for Academic English



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Students often complain about their lack of perceived progress and will welcome the opportunity to work towards certain, defined objectives.”

*Barbara Gardner,  
Learning Technologies Training Coordinator,  
Study Group*



## Global Scale of English Learning Objectives: making learning more effective

This document introduces the Global Scale of English (GSE) Learning Objectives for Academic English. These Learning Objectives have been developed by Pearson English over a number of years in collaboration with teachers, ELT authors and language experts from around the world. They form the backbone of our mission to ensure that our products and services have a positive and measurable impact on learners' lives.

In order to learn English as effectively and efficiently as possible, a learner needs to know three things:

- What level is my English?
- Am I making progress?
- What should I aim to learn next to meet my long-term goals?

To answer these three questions, learners and teachers need the following as part of an overall English learning ecosystem:

- A clear and precise definition of what it means to be at a particular 'level' of proficiency
- English teaching and learning materials which are aligned to the 'level' definitions
- An assessment tool designed to profile a learner's proficiency across all four skills: reading, writing, speaking and listening

The GSE Learning Objectives form part of the first point above: providing an accurate definition of what it means to be at a particular 'level' on a scale of English language proficiency.



**The Global Scale of English represents the most significant advance in performance-based approaches to language learning, teaching and assessment since the development of the Common European Framework of Reference.”**

*David Nunan Ph.D., Professor Emeritus of Applied Linguistics, University of Hong Kong*

Our research has been tailored to meet the needs of different types of learner. In addition to this set of Learning Objectives for Academic English, we have also created versions for General Adult learners, learners of Professional English, and Young Learners.

For more information about our work in this field, please visit [English.com/gse](https://www.english.com/gse).

## The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by accurately demonstrating step-by-step progress. Using the Global Scale of English, teachers can match a student to the right course materials to suit their exact level and learning goals.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of proficiency levels.

Visit [English.com/gse](http://English.com/gse) to learn more.

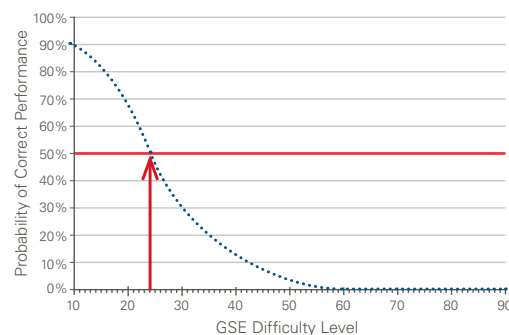
The GSE Learning Objectives are mapped to the Global Scale of English and describe what a learner can do at different levels of proficiency on the scale.

## What it means to be at a level

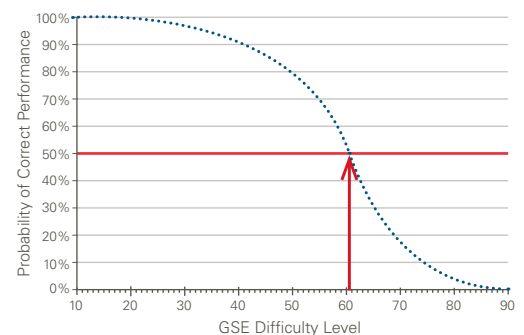
Learning a language is not like learning mathematics or electrical engineering, where each topic builds upon a previous one in a sequence. Language learning is not necessarily sequential, and a learner might be strong in one area, where they have had a lot of practice or a particular need or motivation, but quite weak in another.

For that reason, to say that a learner is 'at' a certain level on the Global Scale of English does not mean they have necessarily mastered every GSE Learning Objective for every skill up to that point. Neither does it mean that they have mastered none at a higher GSE value. If a student is assessed as being at 61 on the scale, it means s/he has a 50% probability of being able to perform Learning Objectives at that level, a greater probability of being able to perform Learning Objectives at a lower level, and a lower probability of being able to perform Learning Objectives at a higher level. Language learning is unique to every individual.

A learner at 25 on GSE



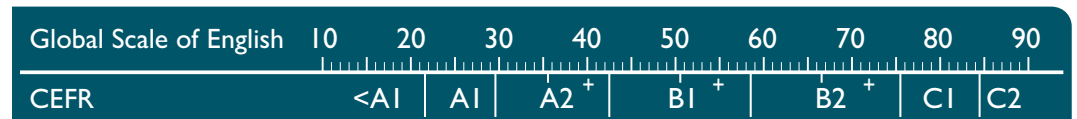
A learner at 61 on GSE



## Extending the Common European Framework of Reference for Languages

The work to develop the GSE Learning Objectives builds upon the research carried out by Brian North and the Council of Europe in creating the Common European Framework of Reference for Languages (CEFR)<sup>1</sup>.

The Global Scale of English itself has been psychometrically aligned to the CEFR.



The CEFR uses a six-level classification of learner proficiency from A1 (low basic) to C2 (fully proficient). The amount of instruction needed to progress learners from one level to the next varies widely according to level, context, native language, age, ability, and other factors, so it is difficult to quantify exactly. However, it has been observed that most people studying for three or four hours per week (as is the case for the majority of adult learners) may take two or more years to move from one CEFR level to the next – and as proficiency increases, it takes even longer to move to the next CEFR level. When learners spend two or more years studying without reaching a new CEFR level, it can leave them feeling that they are making little or no progress.

In developing the GSE Learning Objectives, we have extended the number and range of learning objectives – or ‘Can Do Statements’ – that are included in the CEFR, providing information to support a far more granular definition of language proficiency. Students are much more motivated when they can see every small step in their progression. This edition of the GSE Learning Objectives for Academic English contains 620 learning objectives for general English and 337 specific to Academic English.

## Personalisation of progress



For teachers, assessment specialists and content developers, the GSE ecosystem provides a detailed picture of language performance at different levels of proficiency and for individual skills. By combining course materials with assessment tools that are aligned to the Global Scale of English, teachers can:

- understand their students' levels of proficiency more precisely
- monitor students' progress at a granular level
- make more informed choices for each student or class

<sup>1</sup> These learning objectives extend and build on the principles of the Common European Framework of Reference for Languages (CEFR) in their intended use "...[for]...the planning of language learning programmes in terms of their assumptions regarding prior knowledge, ...their objectives, [and] their content" (Council of Europe, 2001, p6). Like CEFR, the GSE Learning Objectives are also intended for use in "the planning of language certification in terms of the content syllabus of examinations [and] assessment criteria, in terms of positive achievement." (ibid)

## Informing teaching and assessment materials

Authors, editors and teachers are increasingly aware of the need to be learner-focused and to create syllabuses and courses that reflect learner needs and expectations. The GSE Learning Objectives for Academic English constitute a detailed and graded model of student target performance across a range of skills and domains relevant to the study of English for Academic Purposes.

Our authors and editors are using the GSE Learning Objectives as the starting point for the creation of all new teaching and learning materials. The following example from *NorthStar Listening and Speaking Level 5* illustrates how the authors have developed content to support the following GSE Learning Objective for Speaking:

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63 Can develop an argument giving reasons in support of or against a particular point of view.

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In the lesson, learners engage with a series of staged activities designed to support and guide them towards being able to develop an argument and give reasons for or against a point of view.

- Speaking and vocabulary activities check learners' language knowledge and pre-teach key vocabulary related to argument presentation.
- Controlled listening provides models for presenting arguments and giving reasons.
- Follow-up questions guide learners to support a position in an argument.
- A final group discussion encourages learners to use the language developed in the unit to present particular points of view and opinions.

By the end of the lesson, learners have received the input required (skills, structures, vocabulary) and demonstrated their ability to perform the Learning Objective.

Many Pearson English courses for learners of academic English, such as *NorthStar* and *Language Leader* are aligned to the Global Scale of English. You will find information on the back cover of the Student's Book that indicates the GSE range covered by each stage of a course:

GSE	10	20	30	40	50	60	70	80	90
NorthStar 5									
NorthStar 4									
NorthStar 3									
NorthStar 2									
NorthStar 1									
CEFR	<A1	A1	A2 <sup>+</sup>	B1 <sup>+</sup>	B2 <sup>+</sup>	C1	C2		

Assessment tools have also been created to report on the Global Scale of English. These include PTE Academic, a high-stakes computer-based test of English and *Progress* – a package of three tests taken at the beginning, in the middle and at the end of a course of study to measure progress. To learn more about PTE Academic, go to [pearsonpte.com](http://pearsonpte.com).

To learn more about *Progress*, go to [English.com/progress](http://English.com/progress).

## Supporting academic language proficiency

The GSE Learning Objectives for Academic English are aimed at learners who are using English as a medium of instruction for academic study, whatever their level and whatever their subject. They have been constructed in accordance with the principles laid out in the Common European Framework of Reference for Languages (Council of Europe, 2001).

They form one of four sets of learning objectives developed for specific groups of learners. More information can be found on [English.com/gse](http://English.com/gse).

### Relationship with the GSE Learning Objectives for Adult Learners

All learners need to acquire a core of proficiency in English, and for that reason, the GSE Learning Objectives for Academic English include the learning objectives developed for adult learners of general English. Learning Objectives developed specifically for Academic English are identified by the symbol **AC**.

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68 **AC** Can identify common features of an academic abstract. (P)

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### What do we mean by Academic English?

The Common European Framework states that “Language activities are contextualised within **domains**. These may themselves be very diverse, but ... they may be broadly classified as fourfold: the **public** domain, the **personal** domain, the **educational** domain and the **occupational** domain” (Council of Europe 2001, p. 14). In creating specialist learning objectives, we are addressing the different language needs that arise in some of these different domains.

The educational domain is unlike the others in that it has an additional dimension of contextualisation determining major differences in language use, namely age and cognitive development. The GSE Learning Objectives for Academic English address the needs of adult and young adult learners in the educational domain, with a focus on academic study at the tertiary/post-secondary level. A separate set of Learning Objectives has been developed to meet the needs of younger learners, aged 6-14. To learn more visit [English.com/gse](http://English.com/gse).



A Global Scale of English that links academic instructional goals and learning outcomes to clearly staged assessment benchmarks will be very welcome for learners and teachers as they journey together on the long road to academic language proficiency.”

*Diane Schmitt, Senior Lecturer in EFL/TESOL, Nottingham Trent University and Chair of BALEAP*

## GSE and the CEFR Levels

In the following we define how the Global Scale of English is related to the CEFR levels. To give an impression of what the levels mean, i.e., what learners at particular levels can do, we use the summary descriptors published as Table 1 in the CEFR (Council of Europe, 2001, p. 24).

### GSE 10–21 (Below A1): Global assessment

The range on the Global Scale of English from 10 to 21 covers the area of measurable proficiency below the A1 level of the CEFR.

It includes the level which North (2000, p. 295) characterises as ‘Tourist’, corresponding to a range of 13–21 on the GSE, and a still lower ability which North (ibid.) labels ‘Smattering’. Neither of these was included in the CEFR, because A1 was “considered the lowest level of generative language use” (Council of Europe, 2001, p. 33) and ‘Tourist’ and ‘Smattering’ rely “purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases” (ibid.). GSE Learning Objectives in the range 10–21 have however been included, representing the key steps in learners’ progress towards A1.

### GSE 22–29 (A1): Global assessment

The capabilities of learners at Level A1 have been summarised in the CEFR as follows:

*Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help* (Council of Europe, 2001, Table 1, p. 24).

### GSE 30–35 (A2) and 36–42 (A2+): Global assessment

The capabilities of learners at Level A2 have been summarised in the CEFR as follows:

*Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need* (Council of Europe, 2001, Table 1, p. 24).

### GSE 43–50 (B1) and 51–58 (B1+): Global assessment

The capabilities of learners at Level B1 have been summarised in the CEFR as follows:

*Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans* (Council of Europe, 2001, Table 1, p. 24).



### **GSE 59-66 (B2) and 67-75 (B2+): Global assessment**

The capabilities of learners at Level B2 have been summarised in the CEFR as follows:

*Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options* (Council of Europe, 2001, Table 1, p. 24).

### **GSE 76–84 (C1): Global assessment**

The capabilities of learners at Level C1 have been summarised in the CEFR as follows:

*Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices* (Council of Europe, 2001, Table 1, p. 24).

### **GSE 85-90 (C2): Global assessment**

The capabilities of learners at Level C2 have been summarised in the CEFR as follows:

*Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations* (Council of Europe, 2001, Table 1, p. 24).

## **Sources and origins of the Learning Objectives**

Many of the communicative descriptors contained in the Learning Objectives either come from the original CEFR document (Council of Europe, 2001) or are slightly modified versions of these. We have created the additional descriptors by consulting a variety of sources, including:

- The Council of Europe's *Breakthrough* specification (Trim, 2009)
- The EAQUALS/British Council Core Inventory (British Council/EAQUALS, 2010)
- British and American English course materials
- Syllabuses from various Ministries of Education.

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

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(N2007 <sub>A</sub> )	North (2007) expanded set of C1 and C2 descriptors, adapted or edited
(P)	New Pearson descriptor

## GSE Learning Objectives

### Reading

#### GSE 10–21/Below A1: Reading

- 
- 10 Can recognise cardinal numbers up to 10. (P)  
Can recognise the letters of the alphabet. (P)
- 
- 12 Can read and understand simple prices. (P)
- 
- 14 Can identify very common food and drink on a menu. (P)  
Can recognise basic plural forms of nouns (e.g. cars, books). (P)
- 
- 15 Can recognise familiar names, words and very basic phrases on simple notices. (CA)
- 

#### GSE 22–29/A1: Reading

- 
- 26 Can follow short, simple written directions (e.g. to go from X to Y). (C)
- 
- 27 Can understand short written notices, signs and instructions with visual support. (P)
- 

#### GSE 30–35/A2: Reading

- 
- 31 Can understand simple questions in questionnaires on familiar topics. (P)  
Can find specific, predictable information in everyday materials (e.g. menus, timetables). (CA)  
Can understand short, simple messages on postcards, emails and social networks. (CA)
- 
- 34 Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)  
Can understand simple instructions on everyday equipment (e.g. cash machines). (CA)
- 

#### GSE 36–42/A2(+): Reading

- 
- 37 Can understand rules and regulations (e.g. safety) if expressed in simple language. (C)  
Can identify specific information in simple letters, brochures and short articles. (CA)  
Can understand short, simple personal emails and letters. (CA)  
Can understand reports of travel delays and cancellations. (P)
- 
- 38 Can make basic inferences from simple information in a short text. (P)
- 
- 39 Can understand simple factual titles and headlines relating to common events. (P)  
Can identify specific information in a simple factual text. (P)  
Can understand the instructions to buy tickets online. (P)
- 
- 42 Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)
- 

#### GSE 43–50/B1: Reading

- 
- 43 Can understand simple technical information (e.g. instructions for everyday equipment). (CA)  
Can make basic inferences or predictions about text content from headings, titles or headlines. (P)
- 
- 44 Can understand written instructions for taking medication. (P)
-

- 45 Can understand information in advertisements for jobs and services. (P)  
Can find and understand information in advertisements for sporting or cultural events. (P)  
**AC** Can skim a simple text to identify key concepts. (P)
- 46 Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)  
Can understand clearly written, straightforward instructions on how to use a piece of equipment. (CA)  
Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (CA)  
Can generally understand straightforward factual texts on familiar topics. (CA)
- 47 **AC** Can identify the topic sentence of a paragraph. (P)
- 48 Can extract relevant details in everyday letters, brochures and short official documents. (CA)  
**AC** Can recognise the writer's point of view in a simple academic text, if guided by questions. (P)  
**AC** Can predict the content of a simple academic text, using headings, images, and captions. (P)  
**AC** Can take basic notes on a text about a familiar topic in their field of study. (P)  
**AC** Can identify key information in a simple academic text, if guided by questions. (P)
- 49 Can identify the main topic and related ideas in a structured text. (P)  
**AC** Can scan a simple academic text to find specific information. (P)
- 50 Can understand the relationship between a main point and an example in a structured text. (P)  
**AC** Can understand the main idea of a passage using textual clues. (P)

### GSE 51–58/B1(+): Reading

- 51 Can recognise the direct repetition of ideas as a simple cohesive device. (P)  
Can distinguish between fact and opinion in relation to common topics. (P)  
Can make simple inferences based on information given in a short article. (P)  
Can generally understand details of events, feelings and wishes in letters, emails and online postings. (CA)
- 52 Can follow chronological sequence in a formal structured text. (P)  
**AC** Can recognise the organisational structure of a paragraph in a simple academic text. (P)  
**AC** Can understand cause and effect relationships in a simple academic text, if clearly signalled. (P)
- 53 **AC** Can identify whether an author is quoting or paraphrasing another person. (P)  
**AC** Can recognise common discourse markers that convey emphasis in a simple text. (P)  
**AC** Can identify the sources of information in a simple academic text. (P)  
**AC** Can understand the writer's purpose in a simple academic text, if guided by questions. (P)
- 54 Can recognise examples and their relation to the idea they support. (P)  
**AC** Can infer meaning in a simple academic text, in order to answer specific questions. (P)  
**AC** Can distinguish between fact and opinion in a simple academic text. (P)  
**AC** Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)  
**AC** Can understand numerical values in graphs and charts in a simple academic text. (P)  
**AC** Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)

- 55 Can understand written advice and instructions for resolving a problem with a product or piece of equipment. (P)
- AC** Can guess the meaning of an unfamiliar word from context. (P)
- AC** Can distinguish between different viewpoints in a simple academic text. (P)
- 56 Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)
- AC** Can follow the chronological sequence of events in an academic text using numbers, times and dates. (P)
- AC** Can scan an interview transcript for key information. (P)
- AC** Can recognise that ideas are parallel in a simple academic text. (P)
- 57 Can understand cause and effect relationships in a structured text. (P)
- Can recognise the general line of a written argument though not necessarily all the details. (CA)
- AC** Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)
- AC** Can distinguish between active and passive voice in an academic text. (P)
- 58 Can understand most correspondence relating to their field of interest. (CA)
- Can recognise the writer's point of view in a structured text. (P)
- Can understand problem and solution relationships in a structured text. (P)
- AC** Can synthesise information from two or more basic texts, if guided by questions. (P)
- AC** Can understand relationships between ideas in a simple academic text, if guided by questions. (P)

### GSE 59–66/B2: Reading

- 59 Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary. (P)
- Can understand instructions for making financial transactions online. (P)
- Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (CA)
- 60 Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)
- AC** Can identify the use of paraphrasing in a simple academic text. (P)
- AC** Can understand simple metaphors in an academic text. (P)
- AC** Can recognise inferred meaning in a structured text, if guided by questions. (P)
- 61 Can follow the exchanges on the discussion board of a website. (P)
- Can distinguish supporting details from the main points in a text. (P)
- AC** Can critically evaluate the quality of sources used in a simple text. (P)
- AC** Can critically evaluate the effectiveness of a simple descriptive essay. (P)
- AC** Can critically evaluate the effectiveness of a simple problem-solution essay. (P)
- 62 Can interpret the main message from complex diagrams and visual information. (P)
- Can recognise the author's use of irony in a simple text, if guided by questions. (P)
- Can understand the author's purpose and intended audience. (P)

63 Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided. (P)

Can scan a long text or a set of related texts in order to find specific information. (CA)

**AC** Can critically evaluate the effectiveness of a simple discursive essay. (P)

**AC** Can understand the use of quotes in an academic text. (P)

**AC** Can identify the main line of argument in an academic text. (P)

65 Can recognise the tone and intended audience of a structured text. (P)

**AC** Can identify examples in an academic text to support an argument. (P)

66 Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)

**AC** Can critically evaluate the effectiveness of a simple argumentative essay. (P)

### GSE 67–75/B2(+): Reading

67 Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc. (P)

68 Can recognise contrasting arguments in structured, discursive text. (P)

Can understand complex technical information such as operating instructions, specifications for familiar products and services. (C)

Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P)

Can understand the details of long complex instructions in their field, rereading as necessary. (CA)

**AC** Can identify common features of an academic abstract. (P)

**AC** Can identify different types of supporting details in an academic text. (P)

**AC** Can recognise common discourse markers that convey emphasis in a linguistically complex text. (P)

**AC** Can distinguish between active and passive voice in a linguistically complex academic text. (P)

69 Can synthesise information from different sources in order to give a written or oral summary. (P)

Can quickly scan long, complex texts for key information. (P)

Can use a variety of reference materials to check factual information quickly and efficiently. (P)

**AC** Can recognise contrasting ideas in a linguistically complex academic text when signalled by discourse markers. (P)

**AC** Can use a synopsis to identify where specific information can be located in a long text. (P)

70 Can understand inferred meaning in formal structured text. (P)

Can understand complex, detailed correspondence, with occasional support from a dictionary. (CA)

**AC** Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)

**AC** Can evaluate information in an academic text using specific criteria. (P)

71 Can distinguish between fact and opinion in complex formal contexts. (P)

Can understand complex questions in questionnaires designed to elicit opinions. (P)

**AC** Can predict the content of a linguistically complex academic text by reading introductory and summary statements. (P)

- 72 **AC** Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)
- AC** Can recognise poetic devices such as rhythm, alliteration or repetition. (P)
- AC** Can scan a long and linguistically complex interview transcript for key information. (P)
- AC** Can use relevant material in academic textbooks and articles to support or challenge an argument. (CA)
- 73 Can identify specific information in a linguistically complex factual text. (P)
- Can recognise the author's use of irony in a text. (P)
- AC** Can scan a linguistically complex academic text to find specific information. (P)
- AC** Can identify the sources of information in a linguistically complex academic text. (P)
- 74 Can understand the intended double meaning of a word in a written text. (P)
- AC** Can understand cause and effect relationships in a linguistically complex academic text. (P)
- AC** Can take effective notes on a complex and unfamiliar text. (P)
- AC** Can recognise organisational patterns within a complex academic text. (P)
- AC** Can recognise the writer's point of view in a linguistically complex academic text. (P)
- AC** Can understand the writer's purpose in a linguistically complex academic text. (P)
- AC** Can distinguish between different viewpoints in a linguistically complex academic text. (P)
- 75 **AC** Can identify the main line of argument in a linguistically complex academic text. (P)

### GSE 76–84/C1: Reading

- 76 Can understand correspondence containing idiomatic or non-standard language (CA)
- AC** Can understand the use of paraphrasing in a linguistically complex academic text. (P)
- AC** Can infer the author's attitude in a linguistically complex academic text. (P)
- AC** Can recognise that ideas are parallel in a linguistically complex academic text. (P)
- 77 **AC** Can identify logical flaws in an argument in an academic paper. (P)
- AC** Can distinguish between literal and allegorical meaning in a literary text. (P)
- AC** Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (CA)
- 78 Can extract information, ideas and opinions from highly specialised sources within their field. (CA)
- AC** Can infer meaning in a linguistically complex academic text. (P)
- 79 Can understand complex arguments in newspaper articles. (P)
- AC** Can research a topic by reading linguistically complex academic texts. (P)
- AC** Can critically evaluate the effectiveness of a linguistically complex problem-solution essay. (P)
- AC** Can critically evaluate the effectiveness of a linguistically complex descriptive essay. (P)
- AC** Can compare the presentation of a key concept in different texts by different authors using different styles of writing. (P)
- 80 Can understand the details of long complex texts in their field without needing to reread. (CA)
- AC** Can critically evaluate the quality of sources used in a linguistically complex text. (P)
- AC** Can infer the interviewee's opinion on a subject from a long and complex interview transcript. (P)

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- 81 **AC** Can recognise multiple purposes in a linguistically complex academic text. (P)  
**AC** Can critically evaluate the effectiveness of a linguistically complex argumentative essay. (P)  
**AC** Can understand a critique of a linguistically complex academic text. (P)
- 
- 82 **AC** Can critically evaluate the effectiveness of a linguistically complex discursive essay. (P)  
**AC** Can understand a linguistically complex poem. (P)
- 
- 84 **AC** Can understand complex or extended metaphors in an academic text. (P)
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**GSE 85–90/C2: Reading**

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- 85 **AC** Can understand linguistically complex academic texts in specialised fields. (CA)  
**AC** Can understand complex arguments in technical or academic journals. (CA)
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- 87 Can understand highly colloquial language in unstructured texts that use complex structures. (P)  
**AC** Can recognise subtle distinctions of style in linguistically complex academic texts. (CA)
- 



# Listening

## GSE 10–21/Below A1: Listening

- 
- |    |  |
|----|--|
| 10 | Can recognise simple informal greetings. (P)   |
|    | Can understand the letters of the alphabet. (P)  |
|    | Can understand cardinal numbers from 1 to 20. (P)  |
| 13 | Can recognise simple formal greetings. (P)   |
| 16 | Can understand very basic common classroom instructions. (P)                               |
| 18 | Can understand the time of day when expressed in full hours. (P)                           |
| 19 | Can understand cardinal numbers from 21 to 100. (P)  |
| 20 | Can understand ordinal numbers from 1 to 100. (P)  |
|    | Can understand simple language related to prices and quantities. (P)                       |
| 21 | Can understand basic personal details if given carefully and slowly. (P)                   |
|    | Can understand basic questions about personal details if addressed slowly and clearly. (P) |
- 

## GSE 22–29/A1: Listening

- 
- |    |  |
|----|--|
| 23 | Can understand questions addressed carefully and slowly. (CA)                          |
|    | Can understand short, simple instructions addressed carefully and slowly. (CA)         |
|    | Can understand the time of day when expressed to the quarter hour. (P)                 |
|    | Can understand the time of day when expressed to within five minutes. (P)              |
| 24 | Can distinguish between <i>can</i> and <i>can't</i> . (P)                              |
|    | Can understand basic questions about people's likes and dislikes. (P)                  |
| 25 | Can understand basic information about someone's likes and dislikes. (P)               |
|    | Can follow speech which is very slow and carefully articulated, with long pauses. (CA) |
|    | Can understand cardinal numbers from 101 to 1000. (P)                                  |
| 27 | Can understand a phone number from a recorded message. (P)                             |
|    | Can understand basic questions about free time activities. (P)                         |
|    | Can understand basic information about free time activities. (P)                       |
- 

## GSE 30–35/A2: Listening

- 
- |    |   |
|----|---|
| 30 | Can recognise phrases and content words related to basic personal and family information. (CA)                  |
|    | Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P) |
| 31 | Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)        |
| 33 | Can understand simple, everyday conversations if conducted slowly and clearly. (CA)                             |
|    | Can follow short, simple social exchanges. (P)  |
| 35 | Can understand who a phone call is intended for. (P)  |
|    | Can extract key factual information such as prices, times and dates from a recorded phone message. (P)          |
-



### GSE 36–42/A2(+): Listening

- 
- 36 Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)  
 Can recognise when speakers disagree in a conversation conducted slowly and clearly. (P)
- 37 Can understand enough to respond to direct requests expressed slowly and clearly. (CA)  
**AC** Can follow the main points in a simple audio recording, if provided with written supporting material. (P)
- 38 Can understand standard speech on familiar matters, with some repetition or reformulation. (CA)
- 39 Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)
- 40 Can understand enough to manage simple routine exchanges without undue effort. (C)
- 41 Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)
- 42 Can understand basic medical advice. (P)
- 

### GSE 43–50/B1: Listening

- 
- 43 Can listen to a short narrative and predict what will happen next. (N2000)  
 Can understand instructions delivered at normal speed and accompanied by visual support. (P)  
**AC** Can follow the main points in a simple audio recording aimed at a general audience. (P)
- 44 Can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly. (P)  
 Can follow everyday conversation, with some repetition of particular words and phrases. (P)
- 45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)  
 Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (CA)
- 46 Can follow the main points of extended discussion around them if in standard speech. (CA)
- 47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)
- 48 **AC** Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)  
**AC** Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)
- 49 Can understand simple technical instructions for everyday equipment. (CA)  
 Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary. (C)  
 Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly. (CA)  
 Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA)  
**AC** Can infer opinions in a simple presentation or lecture, if guided by questions. (P)
-

## GSE 51–58/B1(+): Listening

- 51 Can distinguish between main ideas and supporting details in familiar, standard texts. (P)  
 Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (CA)  
 Can follow recorded instructions and information given on a phone-delivered service. (P)  
**AC** Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience. (P)  
**AC** Can recognise that ideas in a simple presentation or lecture are similar when signalled by discourse markers. (P)
- 52 Can follow many films in which visuals and action carry much of the storyline. (CA)  
 Can recognise that a joke has been made, even if the meaning is not fully understood. (P)  
**AC** Can identify the use of clarification language in a simple presentation or lecture. (P)
- 53 Can follow detailed directions. (C)  
**AC** Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic. (P)  
**AC** Can recognise discourse markers that compare and contrast ideas. (P)  
**AC** Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)  
**AC** Can recognise that a speaker is clarifying points made in a simple presentation or lecture, if guided by questions. (P)
- 54 **AC** Can infer opinions in a simple presentation or lecture. (P)  
**AC** Can recognise that a speaker has summarised ideas in a simple presentation or lecture. (P)  
**AC** Can recognise cause and effect relationships in a simple presentation or lecture when signalled by discourse markers. (P)  
**AC** Can recognise that a speaker is clarifying points they have made in a simple presentation or lecture. (P)
- 55 Can recognise examples and their relation to the idea they support. (P)  
 Can understand advice and instructions for resolving a problem with a product or piece of equipment. (P)  
**AC** Can recognise the use of language that expresses doubt in a simple presentation or lecture. (P)  
**AC** Can recognise discourse markers that introduce supporting examples. (P)  
**AC** Can distinguish facts from opinions in a simple, straightforward presentation or lecture. (P)  
**AC** Can predict the content of a simple presentation or lecture by listening to the introductory statement. (P)
- 56 **AC** Can recognise that ideas in a simple presentation or lecture contrast when signalled by stress. (P)
- 57 Can extract the meaning of unknown words from context if the topic discussed is familiar. (CA)  
 Can generally follow rapid or extended speech, but may require repetition or clarification. (CA)  
 Can follow most of a clearly structured presentation within their own field. (CA)  
 Can deduce the general meaning of a passage from context in a longer, structured text. (P)  
**AC** Can follow the main points in a panel discussion aimed at a general audience. (P)  
**AC** Can recognise the use of persuasive language in a simple presentation or lecture. (P)
- 58 Can understand a large part of many TV programmes on familiar topics. (CA)  
 Can understand problem and solution relationships in informal conversation. (P)  
**AC** Can identify details that support a point of view in a panel discussion on a general topic. (P)

## GSE 59–66/B2: Listening

- 59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)
- AC** Can recognise inferred meaning in a simple presentation or lecture. (P)
- AC** Can recognise rhetorical questions in a simple presentation or lecture. (P)
- AC** Can identify details that support a point of view when taking part in a general discussion. (P)
- AC** Can recognise generalisations and their supporting ideas. (P)
- AC** Can recognise that a speaker has paraphrased ideas in a simple presentation or lecture. (P)
- 60 Can understand most of a radio programme about a familiar topic. (CA)
- AC** Can recognise the basic organisational structure of different types of presentations. (P)
- 61 Can recognise when examples are being given in a structured presentation on an unfamiliar topic. (P)
- Can follow changes of topic in factual TV news items and form an idea of the main content. (C)
- Can understand scripted speech delivered quickly, if the accent is familiar. (CA)
- AC** Can recognise emphasis through intonation and stress. (P)
- AC** Can critically evaluate the main points of a straightforward presentation or lecture. (P)
- 62 Can follow a natural group discussion, but may find it difficult to participate effectively. (CA)
- Can understand detailed instructions well enough to be able to follow them without making mistakes. (C)
- AC** Can critically evaluate the effectiveness of slides or other visual materials that accompany a simple presentation. (P)
- 63 Can recognise the speaker's point of view in a structured presentation. (P)
- 64 Can understand TV documentaries, interviews, plays and most films in standard speech. (CA)
- Can understand main points and check comprehension by using contextual clues. (CA)
- Can understand unscripted speech delivered quickly, if the accent is familiar. (CA)
- AC** Can follow the main points in a panel discussion in their field of specialisation. (P)
- 65 Can extract the main points from news items, etc. with opinions, arguments and discussion. (CA)
- Can understand cause and effect relationships in informal conversation at natural speed. (P)
- Can follow chronological sequences in extended informal speech at natural speed. (P)
- AC** Can identify details that support a point of view in a panel discussion in their field of specialisation. (P)
- AC** Can recognise that ideas in a linguistically complex presentation or lecture contrast when signalled by discourse markers. (P)
- AC** Can follow straightforward lines of argument in a panel discussion, when signalled by discourse markers. (P)
- 66 Can understand the main ideas of complex technical discussions in their field. (CA)
- Can recognise the tone and intended audience of a formal presentation. (P)
- Can distinguish between fact and opinion in informal discussion at natural speed. (P)

## GSE 67–75/B2(+): Listening

- 67 **AC** Can identify details that support a point of view in a presentation or lecture in their field of specialisation. (P)
- AC** Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material. (P)
- 68 **AC** Can follow a discussion in which speakers use some idiomatic language. (C<sub>A</sub>)
- AC** Can recognise cause and effect relationships in a linguistically complex presentation or lecture when signalled by discourse markers. (P)
- AC** Can recognise that ideas in a linguistically complex presentation or lecture are similar when signalled by discourse markers. (P)
- 69 Can extract specific details from poor quality public announcements, e.g., in a station, sports stadium, etc. (N2000A)
- AC** Can recognise paraphrasing and repetition in a linguistically complex presentation or lecture. (P)
- AC** Can recognise that a speaker has summarised ideas in a linguistically complex presentation or lecture. (P)
- AC** Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)
- 70 Can follow a wide range of factual and creative texts and summarise themes and opinions. (C<sub>A</sub>)
- AC** Can recognise that a speaker is clarifying points they have made in a linguistically complex presentation or lecture. (P)
- 71 Can differentiate between rhetorical and genuine questions in informal discussion. (P)
- Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C<sub>A</sub>)
- Can understand the main points of complex and abstract presentations in their field. (C<sub>A</sub>)
- Can understand when something is being said ironically in a casual conversation. (N2007A)
- AC** Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)
- AC** Can recognise the use of language that expresses doubt in a linguistically complex presentation or lecture. (P)
- 72 Can understand the main points of complex academic/professional presentations. (C<sub>A</sub>)
- Can understand most TV news and current affairs programmes. (C)
- Can understand detailed medical advice. (P)
- AC** Can identify the use of clarification language in a linguistically complex presentation or lecture. (P)
- AC** Can recognise digressions and asides in a longer lecture. (P)
- AC** Can identify specific information in a linguistically complex presentation or lecture. (P)
- 73 Can follow extended speech expressing unstructured ideas and thoughts. (P)
- AC** Can identify a speaker's bias in a presentation or discussion. (P)
- AC** Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (N2007)
- AC** Can distinguish between the main ideas and related ideas in a linguistically complex presentation or lecture. (P)
- AC** Can evaluate hypothetical proposals in a presentation or lecture. (P)

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- 74 Can follow an animated conversation between two fluent speakers. (C<sub>A</sub>)
- Can follow extended speech on abstract and complex topics outside their field, if able to ask for confirmation of details. (C<sub>A</sub>)
- AC** Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion. (P)
- 
- 75 **AC** Can recognise rhetorical questions in a linguistically complex presentation or lecture. (P)
- AC** Can follow lines of argument in a linguistically complex presentation or lecture. (P)
- AC** Can recognise that a speaker has paraphrased ideas in a linguistically complex presentation or lecture. (P)
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### GSE 76–84/C1: Listening

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- 76 Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (C<sub>A</sub>)
- AC** Can identify logical flaws in a presentation or lecture. (P)
- AC** Can identify a speaker's point of view in a linguistically complex presentation or lecture in their field of specialisation. (P)
- AC** Can follow a group discussion on complex, unfamiliar topics. (C<sub>A</sub>)
- 
- 77 Can recognise coherence devices and follow complex arguments on unfamiliar topics. (P)
- AC** Can critically evaluate the effectiveness and appropriateness of a presentation. (P)
- AC** Can recognise the use of persuasive language in a linguistically complex presentation or lecture. (P)
- AC** Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialisation. (P)
- AC** Can infer opinions in a linguistically complex presentation or lecture. (P)
- 
- 78 Can understand the intended double meaning of a word used in a joke. (P)
- 79 Can follow presentations on abstract and complex topics outside their field of interest. (P)
- AC** Can understand implied meaning in a linguistically complex presentation or lecture. (P)
- 
- 80 Can follow films employing a considerable degree of slang and idiomatic usage. (C)
- AC** Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)
- 
- 83 Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)
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### GSE 85–90/C2: Listening

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- 88 Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (C<sub>A</sub>)
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- 90 **AC** Can follow a linguistically complex lecture or discussion which contains a large amount of specialised terminology or idiomatic language. (C<sub>A</sub>)
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## Speaking

### GSE 10–21/Below A1: Speaking

10	Can ask someone for their name. (P) Can say their name. (P)
11	Can make simple purchases by pointing or other gestures. (N2000A) Can say the letters of the alphabet. (P)
12	Can greet people using a few basic fixed expressions. (P) Can name a few very common everyday objects. (P) Can recognise and say the name of their own country, nationality and language. (P)
13	Can ask someone what their nationality is. (P) Can read out phone numbers. (P)
14	Can spell out their own name and address. (P)
15	Can say other people's nationalities. (P)
16	Can ask and answer basic requests for information with <i>What's this/that?</i> (P) Can tell the time of day in full hours. (P) Can name a few common jobs. (P)
17	Can use some very basic words to ask for food and drink. (P) Can name very common forms of transport. (P) Can ask for and give a phone number. (P)
18	Can say their own age and ask someone about their age. (P)
19	Can ask for and give the day and date. (N2000A) Can say what they do (e.g. name of their job, student). (P) Can ask about the price of something. (P) Can ask someone what their job is. (P) Can establish basic social contacts with simple, polite greetings and farewells. (CA)
20	Can say a range of basic numbers, quantities and prices. (CA) Can ask for and give a date of birth. (P) Can ask where other people are in a limited way. (P)
21	Can ask and answer simple questions about things they have in a limited way. (CA) Can ask very simply for repetition when they don't understand. (C)

### GSE 22–29/A1: Speaking

- 
- 22 Can ask for the spelling of a word, or for a word to be written down. (P)  
 Can ask and answer basic questions about family and friends in a limited way. (P)  
 Can tell the time of day to within five minutes. (P)  
 Can say where they and other people are in a limited way. (P)
- 23 Can describe the position of something in a very basic way. (P)  
 Can give basic information about the price of something. (P)
- 24 Can greet people, ask how they are and react to news. (C<sub>A</sub>)  
 Can tell the time of day to the quarter hour. (P)  
 Can ask for a drink or food in a limited way. (P)
- 25 Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C<sub>A</sub>)  
 Can ask for and give very basic information about the home. (P)  
 Can indicate time by such phrases as *next week*, *last Friday*, *in November*, *three o'clock*. (C)  
 Can accurately repeat clearly spoken words, phrases, and short sentences. (P)
- 26 Can describe where they live. (C<sub>A</sub>)  
 Can check into a hotel using a few basic fixed expressions. (P)
- 27 Can express ability or lack of ability with regard to basic activities using *can* or *can't*. (P)
- 28 Can ask and answer simple questions about people they know in a limited way. (C<sub>A</sub>)  
 Can make an introduction and use basic greeting and leave-taking expressions. (C)  
 Can ask people for things and give people things. (C)  
 Can express how they are feeling using very basic fixed expressions. (P)  
 Can exchange personal details (e.g. where they live, things they have). (C<sub>A</sub>)  
 Can express preferences about food and drink using basic fixed expressions. (P)  
 Can use basic words to describe common weather conditions. (P)  
 Can describe a person's likes and dislikes using simple language. (P)  
 Can use brief, everyday expressions to describe wants and needs, and request information. (C<sub>A</sub>)
- 29 Can ask for attention. (C)
-

### GSE 30–35/A2: Speaking

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- 30 Can express basic intentions with simple time markers (e.g. *tomorrow*). (P)  
 Can initiate and respond to simple statements on very familiar topics. (C<sub>A</sub>)  
 Can talk about hotel accommodation using simple language. (P)  
 Can give a short description of their home, family and job, given some help with vocabulary. (P)  
 Can describe a person's hobbies and activities using simple language. (P)
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- 31 Can use simple phrases to order a meal. (C<sub>A</sub>)  
 Can make simple purchases by stating what is wanted and asking for the price. (C)  
 Can make and accept a simple apology. (P)  
 Can ask simple questions to find out about a subject. (P)  
 Can describe what someone is wearing using a limited range of expressions. (P)  
 Can talk about furniture and rooms using simple language. (P)  
 Can ask for and provide things using simple phrases. (C<sub>A</sub>)
- 
- 32 Can use brief, everyday expressions to ask for and give personal details. (C<sub>A</sub>)  
 Can ask for simple directions from X to Y on foot or by public transport. (P)  
 Can handle common everyday transactions (e.g. buying a ticket). (C<sub>A</sub>)
- 
- 33 Can make simple transactions in shops, post offices and banks. (C<sub>A</sub>)  
 Can describe their family, living conditions, education and present or most recent job. (C)  
 Can introduce themselves on the phone and close a simple call. (P)  
 Can describe basic activities or events that are happening at the time of speaking. (P)  
 Can make simple references to the past using *was/were*. (P)  
 Can describe skills and abilities using simple language. (P)
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- 34 Can use simple language to describe people's appearance. (N2000)  
 Can say what they like and dislike. (C)  
 Can give simple directions from X to Y on foot or by public transport. (P)  
 Can ask for basic advice using simple language. (P)  
 Can ask simple questions in a face-to-face survey. (P)  
 Can answer simple questions in a face-to-face survey. (P)  
 Can describe people's everyday lives using a short series of simple phrases and sentences. (C<sub>A</sub>)  
 Can ask someone to repeat a specific point or idea. (P)  
 Can answer simple questions on the phone using fixed expressions. (P)
- 
- 35 Can ask for and provide everyday goods and services. (C)  
 Can ask and answer questions about what they do at work and in their free time. (C)  
 Can describe a travel experience with a few very basic stock phrases. (P)  
 Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)  
 Can ask for repetition or clarification on the phone in a simple way. (P)
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### GSE 36–42/A2(+): Speaking

- 36 Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)  
 Can make and accept offers. (N2000)  
 Can discuss what to do and where to go, and make arrangements to meet. (C)  
 Can use simple, everyday polite forms of greeting and address. (C)  
 Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)  
 Can leave simple phone messages using fixed expressions. (P)
- 37 Can answer simple questions and respond to simple statements in an interview. (C)  
 Can make simple, direct comparisons between two people or things using common adjectives. (P)  
 Can describe what something is used for, using basic fixed expressions. (P)
- 38 Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)  
 Can deal with practical everyday demands, exchanging straightforward factual information. (CA)  
 Can express how they feel in simple terms. (CA)  
 Can ask and answer questions about habits and routines. (C)  
 Can describe habits and routines. (CA)  
 Can ask and answer questions about basic plans and intentions. (P)  
 Can describe very basic events in the past using simple linking words (e.g. *then, next*). (P)  
 Can take simple phone messages using fixed expressions. (P)  
 Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (CA)  
 Can make hotel, restaurant, or transport reservations on the phone. (P)
- 39 Can get information from a tourist office of a straightforward, non-specialised nature. (CA)  
 Can describe plans and arrangements. (CA)  
 Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)  
 Can give basic advice using simple language. (P)
- 40 Can ask for and give or refuse permission. (N2000)  
 Can ask for clarification about key words not understood, using fixed expressions. (CA)  
 Can ask and answer questions about past times and past activities. (C)  
 Can discuss what to do in the evening or at the weekend. (C)  
 Can explain what they like or dislike about something. (C)  
 Can express enthusiasm and excitement in a limited way. (P)  
 Can give a simple description of how to carry out an everyday process (e.g. a recipe). (P)  
 Can tell a story or describe something in a simple list of points. (C)  
 Can make a short rehearsed announcement on a familiar topic. (CA)
- 41 Can talk about personal possessions, including household pets. (N2000A)  
 Can participate in short conversations in routine contexts on topics of interest. (C)  
 Can make and respond to suggestions. (C)  
 Can discuss what to do next using simple phrases. (CA)  
 Can cancel hotel, restaurant, or transport reservations on the phone. (P)

- 42 Can give a short, basic description of events and activities. (C)
- Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)
- Can make simple future arrangements and plans with reference to a diary or schedule. (P)
- Can make an appointment on the phone. (P)

### GSE 43–50/B1: Speaking

- 43 Can describe future plans and intentions using fixed expressions. (P)
- Can paraphrase a simple factual statement related to a familiar topic. (P)
- 44 Can ask for, follow and give detailed directions. (CA)
- Can summarise short written passages using the original wording and ordering. (CA)
- 45 Can convey simple information of immediate relevance and emphasise the main point. (CA)
- Can deal with less routine situations on public transport (e.g. asking where to get off). (N2000A)
- Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)
- Can deal with common situations when making travel arrangements or travelling. (CA)
- Can express belief, opinion, agreement and disagreement politely. (C)
- Can convey simple relevant information emphasising the most important point. (CA)
- Can narrate a story. (C)
- Can express opinions using simple language. (P)
- Can explain the rules of a familiar game or sport using simple language. (P)
- Can give an opinion when asked directly, provided they can ask for repetition. (CA)
- Can use simple appropriate language to check that information has been understood on the phone. (P)
- Can ask for changes to hotel, restaurant, or transport reservations on the phone. (P)
- Can return a phone call, explaining who is calling and the reason for the call. (P)
- AC** Can use basic discourse markers to structure a short presentation. (P)
- 46 Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (CA)
- Can give or seek personal views and opinions in discussing topics of interest. (C)
- Can express preferences about food and drink in detail. (P)
- Can arrange a delivery time on the phone. (P)
- Can buy a ticket for an event on the phone. (P)
- 47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (CA)
- Can give straightforward descriptions on a variety of familiar subjects. (CA)
- Can begin to use a repertoire of common idiomatic phrases in routine situations. (CA)
- Can describe events, real or imagined. (C)
- Can express attitudes using simple language. (P)
- AC** Can ask basic questions in a simple academic discussion. (P)
- AC** Can explain key information in graphs and charts, using simple language. (P)
- AC** Can answer basic questions about information presented in graphs and charts. (P)

- 48 Can describe dreams, hopes and ambitions. (C)  
 Can introduce a conversation topic with the present perfect and provide details in the past. (P)  
**AC** Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)
- 49 Can give detailed accounts of experiences, describing feelings and reactions. (C)  
 Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (CA)  
 Can respond in a simple way to verbal challenge. (P)  
**AC** Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)
- 50 Can take some initiative in an interview, but is generally very dependent on interviewer. (CA)  
 Can relate the plot of a book or film and describe their reactions. (C)  
 Can ask someone to clarify or elaborate what they have just said. (C)  
 Can negotiate prices and ask for discounts. (P)  
 Can give simple reasons to justify a viewpoint on a familiar topic. (P)  
 Can discuss films, books or plays in simple terms, using fixed expressions. (P)  
 Can give detailed directions to a driver. (P)  
**AC** Can answer basic questions in a simple academic discussion. (P)  
**AC** Can ask questions about the content of a presentation or lecture aimed at a general audience, using simple language. (P)

### GSE 51–58/B1(+): Speaking

- 51 Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)  
 Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)  
 Can express opinions and react to practical suggestions of where to go, what to do, etc. (CA)  
 Can make a complaint. (C)  
 Can briefly give reasons and explanations for opinions, plans and actions. (C)  
 Can report the opinions of others, using simple language. (P)
- 52 Can repeat back what is said to confirm understanding and keep a discussion on course. (CA)  
 Can use a suitable phrase to invite others into a discussion. (CA)  
 Can speak in general terms about environmental problems. (P)  
 Can express opinions and attitudes using a range of basic expressions and sentences. (CA)  
**AC** Can answer questions about the content of a presentation or lecture aimed at a general audience. (P)  
**AC** Can suggest pros and cons when discussing a topic, using simple language. (P)  
**AC** Can give an effective presentation about a familiar topic. (P)

- 53 Can compare and contrast alternatives about what to do, where to go, etc. (C<sub>A</sub>)  
 Can use a basic repertoire of conversation strategies to maintain a discussion. (C<sub>A</sub>)  
 Can define the features of something concrete for which they can't remember the word. (C)  
 Can develop an argument using common fixed expressions. (P)  
 Can give a short, rehearsed talk or presentation on a familiar topic. (C<sub>A</sub>)  
 Can re-tell a familiar story using their own words. (P)  
 Can signal that they wish to bring a conversation to an end. (P)  
 Can ask someone to paraphrase a specific point or idea. (P)
- AC** Can summarise information from a simple academic text. (P)  
**AC** Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions. (P)  
**AC** Can discuss illustrations in an academic text, using simple language. (P)
- 54 Can describe basic symptoms to a doctor, but with limited precision. (C<sub>A</sub>)  
 Can relate the basic details of unpredictable occurrences (e.g. an accident). (C<sub>A</sub>)  
 Can leave phone messages containing detailed information. (P)
- AC** Can ask for clarification during an academic discussion, using simple language. (P)  
**AC** Can effectively participate in a classroom discussion about an academic topic. (P)
- 55 Can use synonyms to describe or gloss an unknown word. (C<sub>A</sub>)  
 Can explain the main points in an idea or problem with reasonable precision. (C)  
 Can express their thoughts in some detail on cultural topics (e.g. music, films). (C<sub>A</sub>)  
 Can explain why something is a problem. (C)  
 Can respond to ideas and suggestions in informal discussions. (C<sub>A</sub>)  
 Can generally follow most of what is said and repeat back details to confirm understanding. (C<sub>A</sub>)
- AC** Can summarise information from a simple presentation or lecture aimed at a general audience. (P)  
**AC** Can paraphrase information taken from a simple academic text. (P)  
**AC** Can describe conclusions they have drawn from graphs and charts, using simple language. (P)  
**AC** Can ask someone to elaborate on a point in an academic discussion, using simple language. (P)  
**AC** Can contribute ideas in a panel discussion, using simple language. (P)
- 56 Can summarise and comment on a short story or article and answer questions in detail. (C<sub>A</sub>)  
 Can give brief comments on the views of others. (C)  
 Can summarise and give opinions on issues and stories and answer questions in detail. (C<sub>A</sub>)  
 Can give an opinion on practical problems, with support when necessary. (C<sub>A</sub>)  
 Can express and comment on ideas and suggestions in informal discussions. (C<sub>A</sub>)  
 Can ask for confirmation of understanding during a live discussion or presentation. (P)
- AC** Can effectively request information from a professor outside of class. (P)  
**AC** Can discuss charts and graphs in an academic text, using simple language. (P)

- 57 Can carry out a prepared interview, checking and confirming information as necessary. (CA)  
 Can collate information from several written sources and summarise the ideas orally. (CA)  
 Can ask for advice on a wide range of subjects. (P)  
 Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (CA)  
**AC** Can give a simple presentation on an academic topic in their field. (P)  
**AC** Can describe conclusions they have drawn from a simple presentation or lecture. (P)
- 58 Can ask a question in a different way if misunderstood. (N2007A)  
 Can report the opinions of others. (P)  
 Can express disagreement in a manner that shows they were actively listening to the other person. (P)  
 Can express support in a manner that shows they were actively listening to the other person. (P)  
**AC** Can suggest cause and effect when discussing an academic topic. (P)

## GSE 59–66/B2: Speaking

- 59 Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase). (CA)  
 Can exchange information on a wide range of topics within their field with some confidence. (CA)  
 Can describe objects, possessions and products in detail, including their characteristics and special features. (P)  
 Can give basic technical instructions in their field of specialisation. (P)  
**AC** Can paraphrase information taken from several simple academic texts. (P)  
**AC** Can clarify points they are trying to make in an academic discussion, using simple language. (P)
- 60 Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (CA)  
 Can correct mistakes if they have led to misunderstandings. (N2000)  
 Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)  
 Can give the advantages and disadvantages of various options on a topical issue. (CA)  
 Can pass on a detailed piece of information reliably. (CA)  
 Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (CA)  
 Can describe future plans and intentions in detail, giving degrees of probability. (P)  
 Can paraphrase in simpler terms what someone else has said. (P)  
**AC** Can make an effective introduction and opening to a presentation. (P)
- 61 Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution. (CA)  
 Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)  
 Can respond to clearly expressed questions on a presentation they have given. (CA)  
 Can give detailed answers to questions in a face-to-face survey. (P)  
 Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)  
**AC** Can summarise information from several simple academic texts. (P)  
**AC** Can signal concession of a point during a discussion, using common discourse markers. (P)  
**AC** Can provide an elaboration on a point they have made in an academic discussion. (P)

- 62 Can make a note of favourite mistakes and consciously monitor speech for them. (C)  
 Can construct a chain of reasoned argument. (C)  
 Can describe how to do something, giving detailed instructions. (C)  
 Can encourage discussion by inviting others to join in, say what they think, etc. (CA)  
**AC** Can speculate about causes when discussing an academic topic. (P)
- 63 Can develop an argument giving reasons in support of or against a particular point of view. (N2000)  
 Can give a clear, detailed spoken description of how to carry out a procedure. (C)  
 Can describe the personal significance of events and experiences in detail. (CA)  
 Can accurately describe a problem with a product or piece of equipment. (P)  
**AC** Can signal a review or revision of assumptions during a discussion, using common discourse markers. (P)
- 64 Can express views clearly and evaluate hypothetical proposals in informal discussions. (CA)  
 Can explain a problem and demand what action should be taken in an appropriate way. (CA)  
 Can summarise orally the plot and sequence of events in an extract from a film or play. (CA)  
 Can speculate about causes, consequences, hypothetical situations. (N2000)  
 Can use stock phrases to gain time and keep the turn whilst formulating what to say. (CA)  
 Can plan what is to be said and the means to say it, considering the effect on the recipient. (CA)  
 Can make spontaneous announcements clearly and fluently. (CA)  
 Can fluently substitute an equivalent term for a word they can't recall. (CA)  
**AC** Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)  
**AC** Can evaluate the advantages and disadvantages of different options during a discussion. (P)
- 65 Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (CA)  
 Can describe goals using a range of expressions. (P)  
**AC** Can make an effective summary and conclusion to a presentation. (P)
- 66 Can summarise a wide range of texts, discussing contrasting points and main themes. (CA)  
 Can develop a clear argument with supporting subsidiary points and relevant examples. (CA)  
 Can give clear, detailed descriptions on a wide range of familiar subjects. (CA)  
 Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)  
 Can develop an argument well enough to be followed without difficulty most of the time. (C)  
 Can give advice on a wide range of subjects. (P)  
 Can outline an issue or problem clearly. (CA)  
**AC** Can summarise information from a presentation or lecture in their field of specialisation. (P)  
**AC** Can explain information in detail in graphs and charts. (P)

## GSE 67–75/B2(+): Speaking

- 67 Can use a suitable phrase to intervene in a discussion on a familiar topic. (C<sub>A</sub>)  
 Can adjust to the changes of direction, style and emphasis normally found in conversation. (C)  
 Can speculate about the causes of an issue or problem. (C<sub>A</sub>)  
 Can narrate a story in detail, giving relevant information about feelings and reactions. (P)
- 68 Can initiate, maintain and end discourse naturally with effective turn-taking. (C<sub>A</sub>)  
**AC** Can ask for more information after a linguistically complex presentation or lecture, using follow-up questions. (P)
- 69 Can politely avoid answering a question without making it obvious to the listener. (N2007<sub>A</sub>)  
**AC** Can describe conclusions they have drawn from a panel discussion. (P)
- 70 Can present their ideas with precision and respond to complex lines of argument convincingly. (C<sub>A</sub>)  
 Can state clearly the limits to a concession. (N2000)  
 Can give clear presentations highlighting significant points with relevant supporting detail. (C<sub>A</sub>)  
 Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. (C<sub>A</sub>)  
 Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C<sub>A</sub>)  
**AC** Can effectively use research data in support of an argument. (P)
- 71 Can use a variety of linking words efficiently to mark clearly the relationships between ideas. (N2000)  
 Can give well-structured, detailed presentations on a wide range of familiar subjects. (C<sub>A</sub>)  
**AC** Can discuss findings from a research study. (P)  
**AC** Can ask questions about abstract or complex topics outside their field of specialisation. (P)
- 72 Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C<sub>A</sub>)
- 73 Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (C<sub>A</sub>)  
 Can relate their own contribution skilfully to those of other speakers. (C)  
 Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. (C)  
 Can give detailed technical instructions in their field of specialisation. (P)  
**AC** Can suggest alternatives to hypothetical proposals in a general discussion. (P)  
**AC** Can respond appropriately to complex and controversial questions. (P)  
**AC** Can give a presentation or lecture in their field of specialisation. (P)  
**AC** Can develop an argument on an academic topic, including supporting points and relevant examples. (P)

- 74 Can exchange complex information on a wide range of matters related to their work. (C<sub>A</sub>)
- Can make a clear strong argument during a formal discussion. (C<sub>A</sub>)
- Can give a detailed response to a counter-argument presented by someone else during a discussion. (N2007<sub>A</sub>)
- AC** Can discuss diagrams in a text, using linguistically complex language. (P)
- AC** Can ask for clarification during an academic discussion, using linguistically complex language. (P)
- AC** Can express opinions on topics, using linguistically complex language. (P)
- AC** Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)
- AC** Can summarise information from a linguistically complex academic text. (P)
- AC** Can refer to reference sources from written academic texts to support a position in a discussion. (P)
- 
- 75 Can express attitudes using linguistically complex language. (P)
- Can depart from and return fluently to a prepared speech in order to answer audience questions. (C<sub>A</sub>)
- AC** Can summarise key information from a linguistically complex presentation or lecture in their field of specialisation. (P)
- AC** Can ask someone to elaborate on a point in an academic discussion, using linguistically complex language. (P)
- AC** Can paraphrase information taken from a linguistically complex academic text. (P)
- AC** Can effectively and appropriately challenge ideas in an academic discussion. (P)
- AC** Can describe conclusions they have drawn from graphs and charts, using linguistically complex language. (P)
- AC** Can contribute to a group discussion even when the speech is fast and colloquial. (P)
- AC** Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)

### GSE 76–84/C1: Speaking

- 76 Can substitute an equivalent term for a word they can't recall so smoothly that it isn't noticeable. (N2000<sub>A</sub>)
- Can contribute to group discussions even when speech is fast and colloquial. (C<sub>A</sub>)
- Can answer questions about abstract topics clearly and in detail. (C<sub>A</sub>)
- AC** Can suggest alternatives to hypothetical proposals in a discussion in their field of specialisation. (P)
- AC** Can summarise orally information from different spoken sources, reconstructing arguments to present the overall result. (C<sub>A</sub>)
- AC** Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)
- AC** Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)
- AC** Can discuss illustrations in an academic text, using linguistically complex language. (P)
- 
- 77 Can rephrase controversial statements into more neutral language. (P)
- 
- 78 Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007<sub>A</sub>)
- AC** Can effectively chair a debate, managing contributions and reaching a conclusion. (P)
- AC** Can effectively discuss the meaning and implications of research data. (P)
- AC** Can discuss charts and graphs in an academic text, using linguistically complex language. (P)
- AC** Can contribute ideas in a panel discussion using linguistically complex language. (P)



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- 79 Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)
- AC** Can provide a detailed elaboration on a point they have made in an academic discussion. (P)
- AC** Can answer questions about the content of a presentation or lecture in their field of specialisation, using linguistically complex language. (P)
- AC** Can give a presentation on an academic topic in their field of specialisation, using linguistically complex language. (P)
- AC** Can contribute to a group discussion using linguistically complex language. (P)
- 
- 80 Can participate in a fast-paced conversation with fluent speakers. (CA)
- 
- 81 Can join a conversation already in progress between fluent speakers on complex topics. (CA)
- AC** Can summarise information from several linguistically complex academic texts. (P)
- AC** Can adjust to the changes of direction, style and emphasis in a linguistically complex discussion. (P)
- AC** Can clarify points they are trying to make in an academic discussion, using linguistically complex language. (P)
- 
- 82 **AC** Can paraphrase information taken from several linguistically complex academic texts. (P)
- AC** Can participate in a linguistically complex academic discussion. (P)
- 

### GSE 85–90/C2: Speaking

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- 87 Can convey finer shades of meaning precisely by accurately using a wide range of modification devices. (N2000A)
- AC** Can give an extended academic lecture. (P)
- 



## Writing

### GSE 10–21/Below A1: Writing

- 
- 10 Can write the letters of the alphabet in upper and lower case. (P)  
 Can write their name, address and nationality. (CA)
- 18 Can copy familiar words and short phrases about everyday objects and set phrases. (CA)
- 20 Can write consistently with joined-up letters. (P)
- 

### GSE 22–29/A1: Writing

- 
- 23 Can complete simple forms with basic personal details. (CA)
- 24 Can copy short sentences on everyday subjects (e.g. directions how to get somewhere). (C)
- 25 Can write simple sentences about things that they and other people have. (P)
- 26 Can use basic punctuation (e.g. commas, full stops, question marks). (P)
- 27 Can spell a range of common names. (P)  
 Can write simple sentences about their family and where they live. (CA)  
 Can write simple sentences about personal interests. (P)  
 Can complete a simple form requiring travel information (e.g. landing card, customs declaration). (P)
- 28 Can write short, simple notes, emails and postings to friends. (N2000A)  
 Can spell a range of common greetings. (P)  
 Can spell a range of common jobs. (P)  
 Can write dates using both digits and words. (P)  
 Can write simple sentences about someone's life and routines. (P)
- 29 Can write times using both digits and words. (P)
- 

### GSE 30–35/A2: Writing

- 
- 30 Can write simple sentences about what they and other people do. (CA)
- 31 Can write simple sentences about someone's work and duties. (P)  
 Can use very basic connectors like *and*, *but*, *so* and *then*. (CA)  
 Can write a simple description of a room, house or apartment. (P)  
 Can give personal details in written form in a limited way. (CA)
- 32 Can write very short, basic directions. (P)
- 33 Can write simple sentences about personal skills. (P)
- 34 Can give an example of something in a very simple text using *like* or *for example*. (P)
-

### GSE 36–42/A2(+): Writing

- 
- 36 Can make simple comparisons between people, places or things. (P)  
Can ask for personal details in written form in a limited way. (CA)
- 38 Can write short, simple notes, emails and messages relating to everyday matters. (CA)  
Can write short, basic descriptions of places, people or things. (P)  
Can write a description of a simple everyday process (e.g. a recipe). (P)  
Can write very simple personal emails/letters expressing thanks and apology. (CA)
- 39 Can signal contrast in simple text with a limited range of language. (P)  
Can write basic instructions with a simple list of points. (P)  
Can take a short, simple message if they are able to ask the speaker to repeat and reformulate it. (CA)  
Can write short basic descriptions of past events and activities. (P)
- 40 Can use appropriate openings and endings in simple informal emails. (P)  
Can write a brief summary of their own personal details, e.g. for a business card. (P)
- 41 Can write a basic informal email/letter of invitation with simple, key details. (P)  
Can write a basic email/letter accepting or declining an invitation. (P)  
Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)  
Can write simple sentences about their educational background and present or past job. (CA)
- 

### GSE 43–50/B1: Writing

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- 43 **AC** Can use simple headings to organise written work. (P)
- 44 Can clearly signal the end of a simple narrative or description. (P)  
Can write a basic description of experiences, feelings and reactions, given a model. (P)
- 45 Can make simple, logical paragraph breaks in a longer text. (P)  
Can write a short, simple description of a familiar device or product. (P)  
Can write an email/letter congratulating someone on something. (P)  
**AC** Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)
- 46 Can show a basic direct relationship between a simple problem and a solution. (P)  
Can write a basic formal email/letter requesting information. (P)  
Can write a description of a future event or activity. (P)  
Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)  
Can write simple instructions on how to use a device or product, given a model. (P)  
Can write simple informal emails/letters and online postings giving news or opinions. (P)  
Can write short, simple essays with basic structure on familiar topics. (P)
- 47 Can write about personal interests in some detail. (CA)  
Can write descriptions of past events, activities, or personal experiences. (P)  
Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (CA)  
**AC** Can describe the sequence in a process when writing a simple text, using common discourse markers. (P)
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- 48 Can write personal emails/letters giving some details of events, experiences and feelings. (CA)  
 Can write a basic letter of application with limited supporting details. (P)  
 Can complete a detailed form requiring travel information (e.g. visa application). (P)  
**AC** Can use common discourse markers to show order of importance. (P)  
**AC** Can prepare a simple questionnaire in order to gather data. (P)
- 49 Can use simple cohesive devices such as repetition in a structured text. (P)  
**AC** Can express a personal opinion in a simple academic text. (P)
- 50 Can write fractions using both digits and words. (P)  
 Can write about experiences, feelings and reactions in a simple connected text. (CA)  
 Can write a basic summary of a simple text using the original wording and paragraph order. (CA)  
 Can write personal emails/letters giving advice. (P)  
**AC** Can take notes on a simple presentation or lecture aimed at a general audience. (P)  
**AC** Can take notes on a simple academic text. (P)  
**AC** Can write an introduction to a simple essay, if provided with a model. (P)  
**AC** Can paraphrase information from a simple text, if guided by questions. (P)

### GSE 51–58/B1(+): Writing

- 51 Can use limited discourse devices to link sentences smoothly into connected discourse. (CA)  
 Can write a basic email/letter of complaint requesting action. (P)  
 Can use common connectors to tell a story or describe an event in writing. (CA)  
 Can write short, simple biographies about real or imaginary people. (CA)  
 Can complete a form requiring educational information (e.g. applying for a course of study). (P)  
 Can write an email/letter sending a message of sympathy. (P)
- 52 Can summarise the main message from simple diagrams (e.g. graphs, bar charts). (P)  
 Can clearly signal chronological sequence in narrative text. (P)  
 Can write a simple review of a film, book or TV programme using a limited range of language. (P)  
**AC** Can write a review of a simple text, using appropriate conventions, if provided with a model. (P)  
**AC** Can write a conclusion to a simple essay, if provided with a model. (P)
- 53 Can take messages, communicate enquiries and explain problems. (CA)  
 Can write emails/letters exchanging information, emphasising the most important point. (CA)  
 Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting. (P)  
 Can write a description of a real or imagined event (e.g. a recent trip). (C)  
**AC** Can take notes while researching a familiar topic. (P)  
**AC** Can write a simple descriptive essay, if provided with a model. (P)

- 54 Can write a formal email/letter requesting information. (P)  
 Can complete a form requiring health information. (P)  
 Can respond to and comment on other people's personal updates on a social media website. (P)  
**AC** Can summarise information from a simple presentation or lecture aimed at a general audience. (P)  
**AC** Can write a simple essay in response to a specific question. (P)  
**AC** Can write a transcript of a simple interview. (P)
- 55 Can write a formal email/letter accepting or declining an invitation. (P)  
 Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)  
 Can complete a form requiring financial information (e.g. application for a bank account or credit agreement). (P)  
 Can write personal updates on a social media website using an appropriate style. (P)  
 Can post comments on the discussion board of a website. (P)  
 Can vary the formality of greetings in emails/letters based on intended recipients. (P)  
**AC** Can edit and improve a simple text. (P)  
**AC** Can write a simple discursive essay, if provided with a model. (P)  
**AC** Can summarise simple research findings in an academic text, if provided with a model summary. (P)  
**AC** Can write bullet points to summarise key points in a structured text. (P)
- 56 Can introduce a counter-argument in a simple discursive text using *however*. (P)  
 Can write instructions on how to use a device or product. (P)  
**AC** Can write a short, simple academic essay on a familiar topic, given a model. (P)
- 57 Can summarise factual information within their field of interest. (CA)  
 Can write a description of items for sale on a trading website. (P)  
 Can write emails/letters of complaint with supporting details. (P)  
**AC** Can write a bibliography, if provided with a model. (P)  
**AC** Can support a main idea with examples and reasons. (P)  
**AC** Can write an essay in response to a specific question, if provided with a model. (P)  
**AC** Can use simple graphs and charts to convey information in academic written work. (P)
- 58 Can write instructions on how to look after an object, device or product. (P)  
 Can write emails/letters responding to personal news and views in detail. (CA)  
 Can collate short pieces of information and summarise them for somebody else. (CA)  
 Can write a description of a problem with a product or piece of equipment. (P)  
 Can write comments and complaints about products and services. (P)  
**AC** Can write a detailed description of a simple process. (P)  
**AC** Can use appropriate outlines to organise ideas. (P)  
**AC** Can write a chronological paragraph on an academic topic, if provided with a model. (P)  
**AC** Can write a conclusion to a simple academic essay. (P)

## GSE 59–66/B2: Writing

- 59 Can write detailed descriptions of real or imaginary people. (P)
- Can demonstrate understanding of formality and conventions in standard letters. (P)
- Can comment on factual information within their field of interest. (CA)
- Can write a formal email/letter of thanks or apology with appropriate conventions. (P)
- Can support ideas with relevant examples. (P)
- Can write a detailed description of an object, device or product. (P)
- AC** Can write a strong topic sentence within a clear paragraph. (P)
- AC** Can write a simple discursive essay. (P)
- AC** Can write a review of a simple text, using appropriate conventions. (P)
- AC** Can write an introduction to a simple academic essay. (P)
- 60 Can write a formal email/letter of invitation with appropriate register and conventions. (P)
- Can clearly signal cause and effect relationships in structured text. (P)
- Can write personal emails/letters giving and commenting on news in detail. (CA)
- 61 Can reformulate an idea in different words to emphasise or explain a point. (P)
- Can end a discursive argument with a clear conclusion and opinion. (P)
- Can write instructions on how to repair an object, device or product. (P)
- Can clearly signal the difference between fact and opinion in structured text. (P)
- Can write a brief standard report conveying factual information, stating reasons for actions. (CA)
- AC** Can take notes on a presentation or lecture in their field of specialisation. (P)
- AC** Can signal that two ideas are similar when writing a simple academic text by using discourse markers. (P)
- AC** Can contrast two ideas when writing a simple academic text by using discourse markers. (P)
- 62 Can signal additional information in a formal structured text with a range of language. (P)
- Can write a structured text clearly signalling main points and supporting details. (P)
- Can clearly signal problem and solution relationships in structured text. (P)
- Can write informal emails or letters using a range of idiomatic phrases. (P)
- AC** Can use statistical data, fractions, and percentages in an academic text. (P)
- AC** Can modify a sentence using adverbial clauses. (P)
- 63 Can write detailed descriptions of real or imaginary places. (P)
- AC** Can employ simple time-saving strategies when taking notes (leaving out words, abbreviations etc.). (P)
- 64 Can write a concise summary of the main ideas of a longer structured text. (P)
- Can write personal emails/letters about abstract or cultural topics (e.g. music, films). (CA)
- AC** Can write a chronological paragraph on an academic topic. (P)

- 65 Can systematically evaluate the advantages and disadvantages of various options. (P)
- Can structure longer texts in clear, logical paragraphs. (P)
- Can give a structured written explanation of a problem. (CA)
- Can write a letter of complaint with appropriate register, structure and conventions. (P)
- Can develop a clear written description or narrative with relevant supporting detail and examples. (CA)
- Can write a letter of application with appropriate register, conventions and supporting detail. (P)
- Can express news and views effectively in writing and relate to those of others. (C)
- AC** Can summarise information from a presentation or lecture in their field of specialisation. (P)
- AC** Can use correct formatting in an academic essay. (P)
- AC** Can explain a term in a text using synonyms, definitions or examples. (P)
- AC** Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)
- 66 Can show the relationship between an opinion and a counter argument in a discursive text. (P)
- Can compare and evaluate ideas in a structured and logical text. (P)
- Can adopt a level of formality appropriate to the circumstances. (N2000)
- Can write an accurate summary of an essay or article on a familiar topic. (P)
- Can write engaging headlines or titles to capture a reader's attention. (P)
- AC** Can use fact and opinion effectively in writing. (P)
- AC** Can correct errors in a piece of academic writing if helped to identify them first. (P)
- AC** Can write bullet points to summarise key points in an academic text. (P)

### GSE 67–75/B2(+): Writing

- 67 Can write relevant subheadings to structure longer more complex texts. (P)
- Can systematically develop an argument giving the reasons for or against a point of view. (P)
- Can write about feelings and the personal significance of experiences in detail. (CA)
- Can write clear, detailed descriptions on a variety of subjects related to their field of interest. (C)
- Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. (P)
- Can synthesise and evaluate familiar information and arguments from a number of sources. (CA)
- AC** Can write effective and appropriate paragraphs in a range of genres. (P)
- AC** Can write an effective and informative summary. (P)
- AC** Can write a response to an academic text giving opinions. (P)
- AC** Can use descriptive language to support a main idea in written academic work. (P)

- 68 Can seek confirmation of information and ideas on abstract and concrete topics. (CA)  
 Can respond in writing to other people's arguments in an appropriate style. (N2007A)  
 Can write clear and precise emails intended to create rapport and put the addressee at ease. (CA)  
**AC** Can take notes while researching an unfamiliar topic. (P)  
**AC** Can summarise sources and data appropriately. (P)  
**AC** Can support a line of argument in an academic text using direct quotes. (P)  
**AC** Can embed quotations and paraphrases in written academic work, if provided with a model. (P)
- 69 Can write a structured review of a film, book or play with some references and examples. (CA)
- 70 Can express the same idea with a different level of formality appropriate to the audience. (P)  
 Can convey information and ideas on abstract and concrete topics. (CA)  
**AC** Can describe the sequence in a process when writing a linguistically complex text, using common discourse markers. (P)  
**AC** Can start an essay with a strong thesis statement. (P)  
**AC** Can use parallel structure in academic writing. (P)  
**AC** Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers. (P)  
**AC** Can write a critical analysis of a simple academic text. (P)
- 71 Can demonstrate understanding of structure and conventions of different written genres. (CA)  
**AC** Can introduce and reference sources in written academic work. (P)  
**AC** Can support a line of argument in an academic text using indirect quotes. (P)
- 72 Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P)  
 Can write a detailed, reasoned argument for or against a case. (N2007A)  
**AC** Can structure an essay to incorporate counterarguments. (P)
- 74 Can structure longer complex texts using a range of cohesive devices. (P)  
 Can write a detailed description of a complex process. (P)  
**AC** Can write a bibliography showing an understanding of conventions. (P)  
**AC** Can take notes on a linguistically complex presentation or lecture in their field of specialisation. (P)  
**AC** Can take notes on a linguistically complex academic text. (P)  
**AC** Can prepare a linguistically complex questionnaire in order to gather data. (P)  
**AC** Can identify and correct errors in a piece of academic writing. (P)
- 75 Can develop an argument with appropriate highlighting of significant points and relevant supporting detail. (CA)  
**AC** Can write an effective and informative abstract. (P)  
**AC** Can use information from academic texts to support a thesis. (P)  
**AC** Can synthesise information from two or more academic texts. (P)  
**AC** Can refute a counterargument in written work. (P)  
**AC** Can write a linguistically complex essay in response to a specific question. (P)  
**AC** Can use appropriate tone and register when writing academic texts. (P)  
**AC** Can use a range of idiomatic phrases as part of a structured text. (P)  
**AC** Can support a thesis in an academic text using statistical examples. (P)



### GSE 76–84/C1: Writing

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- 76 Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)  
 Can make jokes in writing using words with similar spelling but different meanings. (P)
- AC** Can use complex numerical values in an academic text and explain their significance to the reader. (P)
- AC** Can use citations effectively and appropriately in an academic paper. (P)
- AC** Can proofread their own academic work and make corrections. (P)
- AC** Can clarify a concept in an academic text using adverbial clauses, phrases or modifiers. (P)
- AC** Can paraphrase the main idea of a linguistically complex quotation to support a line of argument. (P)
- 
- 77 Can write an accurate summary of a complex, discursive text. (P)  
 Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works. (P)  
 Can express themselves fluently in writing, adapting the level of formality to the context. (P)
- AC** Can summarise information from a linguistically complex presentation or lecture. (P)
- 
- 78 **AC** Can write effective and appropriate essays in a range of genres. (P)  
**AC** Can use persuasive techniques appropriately in academic writing. (P)  
**AC** Can write effective conclusions to a range of academic essays. (P)  
**AC** Can embed quotations and paraphrases appropriately in written work. (P)
- 
- 79 **AC** Can write the introduction to a thesis or dissertation. (P)  
**AC** Can summarise research methodology and findings appropriately in a report. (P)  
**AC** Can support a thesis in an academic text using research findings. (P)
- 
- 80 **AC** Can write a review of a linguistically complex text, using appropriate conventions. (P)
- 
- 81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007<sub>A</sub>)
- AC** Can write a linguistically complex discursive essay. (P)
- AC** Can write the conclusion to a thesis or dissertation. (P)
- 
- 82 Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way. (P)
- AC** Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays. (C<sub>A</sub>)
- 
- 83 **AC** Can write an effective and detailed research proposal. (P)  
**AC** Can write a detailed account of an experiment, including theoretical background, findings, and conclusions. (C<sub>A</sub>)
- 
- 84 **AC** Can write a transcript of a linguistically complex interview. (P)
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**GSE 85–90/C2: Writing**

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- 85 Can create well-structured complex texts with underlying inferred meaning. (C<sub>A</sub>)
- AC** Can edit and improve a linguistically complex text. (P)
- AC** Can write an effective and correctly formatted research paper. (P)
- 86 **AC** Can write a critical analysis of a linguistically complex academic text. (C<sub>A</sub>)
- 87 **AC** Can enhance a text using figurative language such as onomatopoeia, alliteration or hyperbole. (P)
- AC** Can write an academic article for publication in their field. (C<sub>A</sub>)
- 89 **AC** Can write a research report including detailed analysis and evaluation of own and others' work on the topic of investigation. (C<sub>A</sub>)
-

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### Photography

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Christof Van Der Walt: p19

## Personalised learning

We have developed learning objectives tailored to meet the needs of four specific audiences: Adult Learners of General English, Learners of Academic English, Learners of Professional English and Young Learners (aged 6-14). These sets of learning objectives take account of the different goals across all four skills for each group of learners.

Visit [English.com/gse](https://www.english.com/gse) for more information about the Global Scale of English and to download the four sets of GSE Learning Objectives.



## Interested in taking part in our research?

The research project to create and calibrate learning objectives for different groups of learners – Adults, Young Learners, learners of Professional and Academic English – is ongoing. We would love to hear from experienced teachers who are interested in getting involved.

Do you have a couple of hours a month to rate the difficulty level of new learning objectives? If yes, then please contact us for more information at: [rating@pearson.com](mailto:rating@pearson.com)

We look forward to hearing from you!

The Pearson English Team