



Global Scale of English Learning Objectives for Adult Learners



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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. 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 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

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. Four sets of Learning Objectives have been developed, each tailored to meet the needs of specific audiences – Learners of Professional English, Academic English, Young Learners and General Adult 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 to learn more.

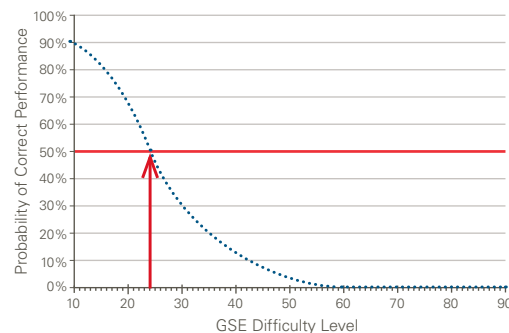
The GSE Learning Objectives are mapped to the Global Scale of English and describe what a learner can do at different levels of proficiency on the scale.

What it means to be at a level

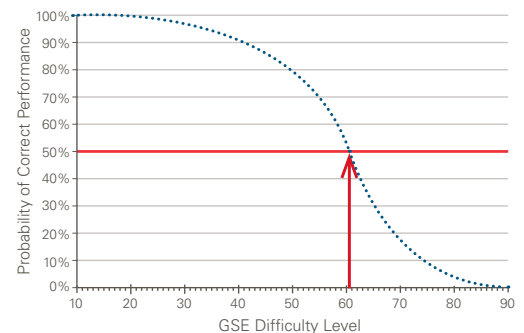
Learning a language is not like learning mathematics or electrical engineering, where each topic builds upon a previous one in a sequence. Language learning is not necessarily sequential, and a learner might be strong in one area, where they have had a lot of practice or a particular need or motivation,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



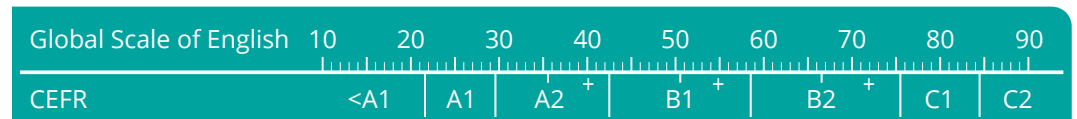
A learner at 61 on GSE



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)¹.

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 many language 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.

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

¹ 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 constitute a detailed and graded model of student target performance across a range of skills and domains.

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 *SpeakOut* illustrates how the authors have developed content to support the GSE Learning Objective for Speaking:

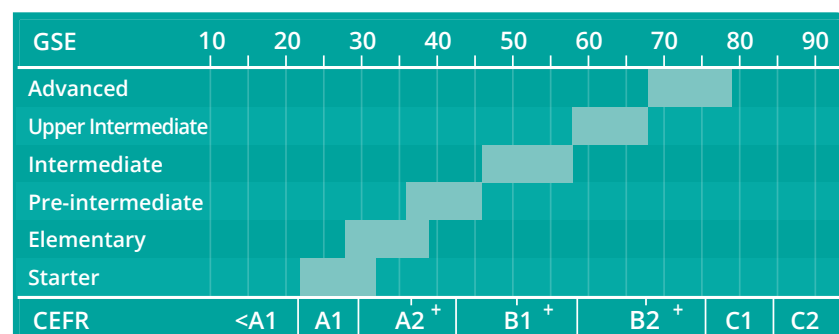
35 Can describe a travel experience with a few very basic stock phrases.

In the lesson, learners engage with a series of staged activities designed to support and guide them towards being able to describe a travel experience of their own.

- Speaking and vocabulary activities check learners' language knowledge and pre-teach key travel vocabulary, working with images and text
- Controlled writing provides practice of travel vocabulary in context
- Pre-reading prediction prepares learners for the reading passage describing a travel experience
- Follow-up activities raise awareness of key phrases used to describe a travel experience
- Speaking activities enable practice in a controlled context
- As a final activity, learners work in groups and prepare to describe a travel experience of their own, which they then present to the class

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 adult and young adult learners, such as *SpeakOut*, *Cutting Edge*, *Total English*, *Language Leader* and *Focus* 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:



The above chart indicates the target range on the Global Scale of English (and the CEFR). This indicates the range of GSE Learning Objectives that authors have written to for that level.

Assessment tools have also been created to report on the Global Scale of English. The newest assessment offering from Pearson English is *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. At each stage, a test report indicates a learner's score on the Global Scale of English – and identifies specific GSE Learning Objectives that require further work to improve. To learn more about *Progress*, go to [English.com/progress](https://www.english.com/progress).

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 _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(N2000 _A)	North (2000) descriptor, adapted or edited
(N2007 _A)	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)
- 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)
- 48 Can extract relevant details in everyday letters, brochures and short official documents. (CA)
- 49 Can identify the main topic and related ideas in a structured text. (P)
- 50 Can understand the relationship between a main point and an example in a structured text. (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)
- 54 Can recognise examples and their relation to the idea they support. (P)
- 55 Can understand written advice and instructions for resolving a problem with a product or piece of equipment. (P)
- 56 Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)
- 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)
- 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)
-

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)
- 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)
- 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)
-
- 65 Can recognise the tone and intended audience of a structured text. (P)
-
- 66 Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)
-

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)
-
- 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)
-
- 70 Can understand inferred meaning in formal structured text. (P)
-
- Can understand complex, detailed correspondence, with occasional support from a dictionary. (CA)
-
- 71 Can distinguish between fact and opinion in complex formal contexts. (P)
-
- Can understand complex questions in questionnaires designed to elicit opinions. (P)
-
- 73 Can identify specific information in a linguistically complex factual text. (P)
-
- Can recognise the author's use of irony in a text. (P)
-
- 74 Can understand the intended double meaning of a word in a written text. (P)
-

GSE 76–84/C1: Reading

- 76 Can understand correspondence containing idiomatic or non-standard language (CA)
-
- 78 Can extract information, ideas and opinions from highly specialised sources within their field. (CA)
-
- 79 Can understand complex arguments in newspaper articles. (P)
-
- 80 Can understand the details of long complex texts in their field without needing to reread. (CA)
-

GSE 85–90/C2: Reading

- 87 Can understand highly colloquial language in unstructured texts that use complex structures. (P)
-

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 *can* and *can't*. (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. (C_A)
- 38 Can understand standard speech on familiar matters, with some repetition or reformulation. (C_A)
- 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)
- 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. (C_A)
Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C_A)
- 46 Can follow the main points of extended discussion around them if in standard speech. (C_A)
- 47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)
- 49 Can understand simple technical instructions for everyday equipment. (C_A)
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. (C_A)
Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C_A)



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)
- 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)
- 53 Can follow detailed directions. (C)
- 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)
- 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)
- 58 Can understand a large part of many TV programmes on familiar topics. (CA)
 Can understand problem and solution relationships in informal conversation. (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)
- 60 Can understand most of a radio programme about a familiar topic. (CA)
- 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)
- 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)
- 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)
- 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)
- 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

- 69 Can extract specific details from poor quality public announcements, e.g., in a station, sports stadium, etc. (N2000A)
- 70 Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)
- 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. (CA)
 Can understand the main points of complex and abstract presentations in their field. (CA)
 Can understand when something is being said ironically in a casual conversation. (N2007A)
- 72 Can understand the main points of complex academic/professional presentations. (CA)
 Can understand most TV news and current affairs programmes. (C)
 Can understand detailed medical advice. (P)
- 73 Can follow extended speech expressing unstructured ideas and thoughts. (P)
- 74 Can follow an animated conversation between two fluent speakers. (CA)
 Can follow extended speech on abstract and complex topics outside their field, if able to ask for confirmation of details. (CA)
-

GSE 76–84/C1: Listening

- 76 Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)
- 77 Can recognise coherence devices and follow complex arguments on unfamiliar topics. (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)
- 80 Can follow films employing a considerable degree of slang and idiomatic usage. (C)
- 83 Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)
-

GSE 85–90/C2: Listening

- 88 Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (CA)
-

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 *What's this/that?* (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. (CA)
 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. (CA)
 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. (CA)
 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. (CA)
 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). (CA)
 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. (CA)
- 29 Can ask for attention. (C)
-

GSE 30–35/A2: Speaking

- 30 Can express basic intentions with simple time markers (e.g. *tomorrow*). (P)
 Can initiate and respond to simple statements on very familiar topics. (CA)
 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)
- 31 Can use simple phrases to order a meal. (CA)
 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. (CA)
- 32 Can use brief, everyday expressions to ask for and give personal details. (CA)
 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). (CA)
- 33 Can make simple transactions in shops, post offices and banks. (CA)
 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)
- 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. (CA)
 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)
-

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)
- 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)
- 48 Can describe dreams, hopes and ambitions. (C)
 Can introduce a conversation topic with the present perfect and provide details in the past. (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)

- 50 Can take some initiative in an interview, but is generally very dependent on interviewer. (C_A)
 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)

GSE 51–58/B1(+): Speaking

- 51 Can express opinions as regards possible solutions, giving brief reasons and explanations. (C_A)
 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. (C_A)
 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. (C_A)
 Can use a suitable phrase to invite others into a discussion. (C_A)
 Can speak in general terms about environmental problems. (P)
 Can express opinions and attitudes using a range of basic expressions and sentences. (C_A)
- 53 Can compare and contrast alternatives about what to do, where to go, etc. (C_A)
 Can use a basic repertoire of conversation strategies to maintain a discussion. (C_A)
 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_A)
 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)
- 54 Can describe basic symptoms to a doctor, but with limited precision. (C_A)
 Can relate the basic details of unpredictable occurrences (e.g. an accident). (C_A)
 Can leave phone messages containing detailed information. (P)
- 55 Can use synonyms to describe or gloss an unknown word. (C_A)
 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_A)
 Can explain why something is a problem. (C)
 Can respond to ideas and suggestions in informal discussions. (C_A)
 Can generally follow most of what is said and repeat back details to confirm understanding. (C_A)

- 56 Can summarise and comment on a short story or article and answer questions in detail. (CA)
 Can give brief comments on the views of others. (C)
 Can summarise and give opinions on issues and stories and answer questions in detail. (CA)
 Can give an opinion on practical problems, with support when necessary. (CA)
 Can express and comment on ideas and suggestions in informal discussions. (CA)
 Can ask for confirmation of understanding during a live discussion or presentation. (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)
- 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)

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)
- 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)
- 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)

- 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)
- 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)
- 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)
- 65 Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (CA)
 Can describe goals using a range of expressions. (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)



GSE 67–75/B2(+): Speaking

- 67 Can use a suitable phrase to intervene in a discussion on a familiar topic. (C_A)
 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_A)
 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_A)
- 69 Can politely avoid answering a question without making it obvious to the listener. (N2007_A)
- 70 Can present their ideas with precision and respond to complex lines of argument convincingly. (C_A)
 Can state clearly the limits to a concession. (N2000)
 Can give clear presentations highlighting significant points with relevant supporting detail. (C_A)
 Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. (C_A)
 Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C_A)
- 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_A)
- 72 Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C_A)
- 73 Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (C_A)
 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)
- 74 Can exchange complex information on a wide range of matters related to their work. (C_A)
 Can make a clear strong argument during a formal discussion. (C_A)
 Can give a detailed response to a counter-argument presented by someone else during a discussion. (N2007_A)
- 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_A)

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_A)
 Can contribute to group discussions even when speech is fast and colloquial. (C_A)
 Can answer questions about abstract topics clearly and in detail. (C_A)
- 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_A)
- 79 Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)
- 80 Can participate in a fast-paced conversation with fluent speakers. (C_A)
- 81 Can join a conversation already in progress between fluent speakers on complex topics. (C_A)

GSE 85–90/C2: Speaking

- 87 Can convey finer shades of meaning precisely by accurately using a wide range of modification devices. (N2000_A)

Writing

GSE 10–21/Below A1: Writing

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- 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

- 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)
- 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)
- 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)
- 49 Can use simple cohesive devices such as repetition in a structured text. (P)

- 50 Can write fractions using both digits and words. (P)
 Can write about experiences, feelings and reactions in a simple connected text. (C_A)
 Can write a basic summary of a simple text using the original wording and paragraph order. (C_A)
 Can write personal emails/letters giving advice. (P)

GSE 51–58/B1(+): Writing

- 51 Can use limited discourse devices to link sentences smoothly into connected discourse. (C_A)
 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. (C_A)
 Can write short, simple biographies about real or imaginary people. (C_A)
 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)
- 53 Can take messages, communicate enquiries and explain problems. (C_A)
 Can write emails/letters exchanging information, emphasising the most important point. (C_A)
 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)
- 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)
- 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. (C_A)
 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)
- 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)
- 57 Can summarise factual information within their field of interest. (C_A)
 Can write a description of items for sale on a trading website. (P)
 Can write emails/letters of complaint with supporting details. (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. (C_A)
 Can collate short pieces of information and summarise them for somebody else. (C_A)
 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)

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)
- 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)
- 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)
- 63 Can write detailed descriptions of real or imaginary places. (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)
- 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)
- 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)
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GSE 67–75/B2(+): Writing

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- 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)
- 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. (N2007_A)
 Can write clear and precise emails intended to create rapport and put the addressee at ease. (CA)
- 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)
- 71 Can demonstrate understanding of structure and conventions of different written genres. (CA)
- 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. (N2007_A)
- 74 Can structure longer complex texts using a range of cohesive devices. (P)
 Can write a detailed description of a complex process. (P)
- 75 Can develop an argument with appropriate highlighting of significant points and relevant supporting detail. (CA)
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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)
- 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)
- 81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007_A)
- 82 Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way. (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. (CA)
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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

We look forward to hearing from you!

The Pearson English Team