

A photograph of three students (two women and one man) laughing joyfully in front of a large waterfall. The image is overlaid with a blue tint. A yellow hand-drawn outline highlights the woman on the right, who is wearing a red scarf and a black top. The title text is overlaid in white on the left side of the image.

# Global Scale of English Learning Objectives





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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*

Five sets of GSE Learning Objectives have been developed to meet the needs of specific audiences: Pre-Primary (aged under 6 years old), Young Learners (6-14), General Adult Learners, learners of Academic English and Professional English.

For more information about our work in this field, please visit [pearsonenglish.com/gse](https://pearsonenglish.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 giving more granular insight into learning 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.

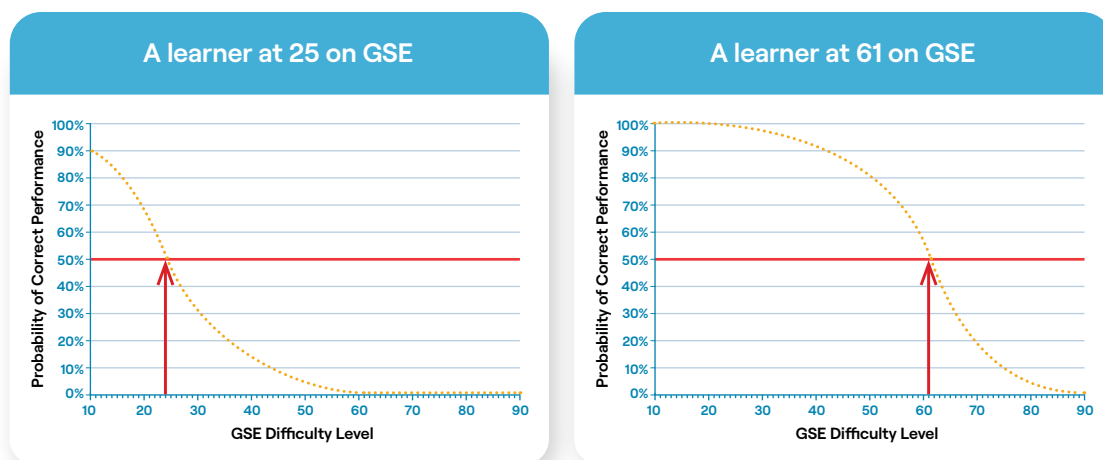
Visit [pearsonenglish.com/gse](https://pearsonenglish.com/gse) to learn more.

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.

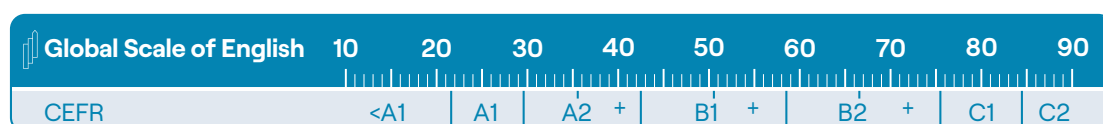
For that reason, to say that a learner is 'at' a certain level on the Global Scale of English does not mean they have necessarily mastered every GSE Learning Objective for every skill up to that point. Neither does it mean that they have mastered none at a higher GSE value. If a student is assessed as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



## Extending the Common European Framework of Reference for Languages

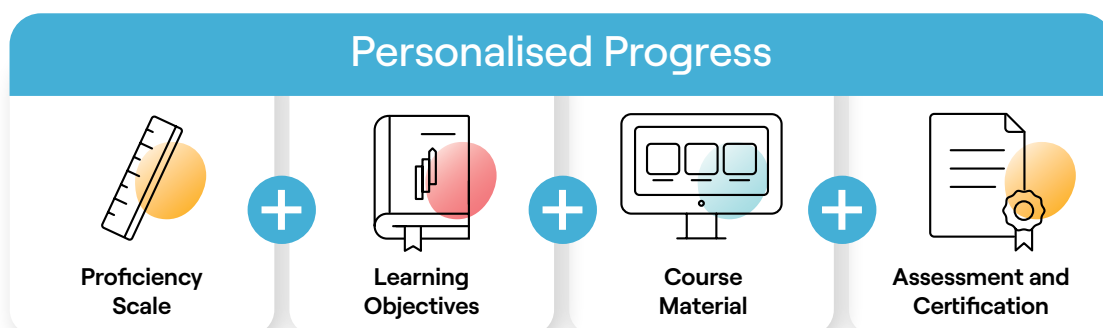
The work to develop the GSE Learning Objectives builds upon the research carried out by Brian North and the Council of Europe in creating the Common European Framework of Reference for Languages (CEFR)<sup>1</sup>.

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.



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:

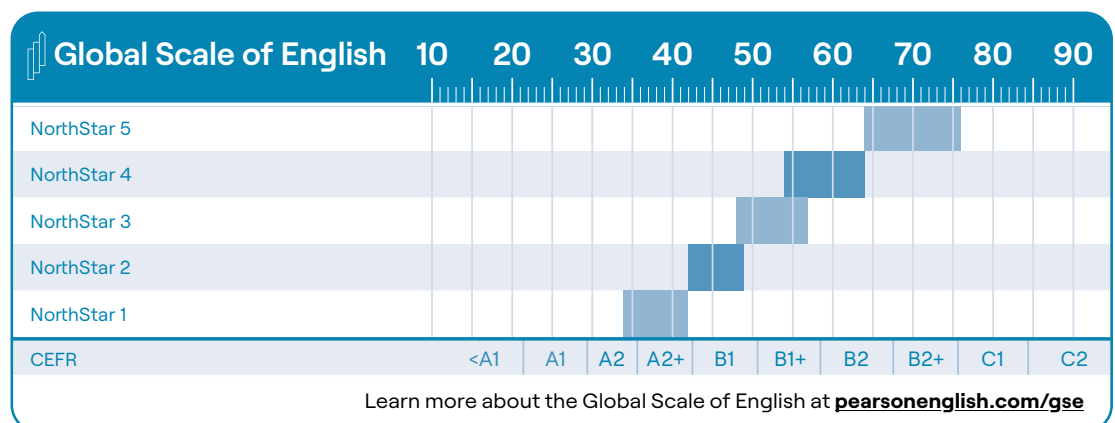
**63** Can develop an argument giving reasons in support of or against a particular point of view.

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*, *Language Leader* and *University Success* 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. From benchmarking learners' progress to certifying their skills, teachers and learners can understand development in all four language skills with GSE-based insights.

To learn more about assessments, go to [pearsonenglish.com/assessment](https://pearsonenglish.com/assessment).

## 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 five sets of learning objectives developed for specific groups of learners. More information can be found on [pearsonenglish.com/gse](https://pearsonenglish.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 [pearsonenglish.com/gse](https://pearsonenglish.com/gse).

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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 original CEFR publication, 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.).

As part of the CEFR Companion Volume (2017), however, a new lower level of pre-A1 was added to the CEFR in acknowledgment of the importance of the lower levels as evidenced by a number of other descriptor projects, including the Global Scale of English.

*Pre-A1 represents a ‘milestone’ half way towards Level A1, a band of proficiency at which the learner has not yet acquired a generative capacity, but relies upon a repertoire of words and formulaic expressions.* (Council of Europe, 2018, p. 46)

### 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).

We have also developed the *GSE Assessment Framework for Adult Learners*, intended to be used by alongside the Learning Objectives for Adult Learners. For more information visit [pearsonenglish.com/gse](https://pearsonenglish.com/gse).

# 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
(C <sub>J</sub> <sub>A</sub> )	CEFR-J descriptor, adapted or edited <sup>1</sup>
(CSE <sub>A</sub> )	Eiken descriptor from the CSE, adapted or edited. CSE is the Common Scale for English developed by the Eiken foundation of Japan
(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
(W <sub>A</sub> )	WIDA ELD Standards, adapted or edited

<sup>1</sup> The CEFR-J is an adapted version of the CEFR for English language teaching in Japan (Project leader: Professor Yukio Tono, Tokyo University of Foreign Studies). For the GSE project, the English version of the CEFR-J Version 1 (March, 2012) was used and each descriptor was adjusted to fit the Pearson style of descriptors.

# 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 recognise basic plural forms of nouns (e.g. 'cars', 'books'). (P)                           |
|    | Can identify very common food and drink on a menu. (P)  |
| 15 | Can recognise familiar names, words and very basic phrases on simple notices. (C <sub>A</sub> ) |
| 18 | Can understand basic sentences introducing someone (e.g. 'name', 'age'). (P)                    |
- 

### GSE 22–29/A1: Reading

- 
- |    |   |
|----|---|
| 22 | Can recognise cardinal numbers from 11–100. (P)   |
| 23 | Can understand basic sentences describing everyday objects (e.g. 'colour', 'size'), given visual support. (P) |
| 25 | Can understand short, simple descriptions of objects, people and animals, given visual support. (P)           |
| 26 | Can follow short, simple written directions (e.g. 'to go from X to Y'). (C)                                   |
| 27 | Can understand basic phrases in short, simple texts. (P)  |
|    | Can understand simple descriptions of places. (P)   |
|    | Can understand short written notices, signs and instructions with visual support. (P)                         |
| 28 | Can understand short, simple messages about when and where to meet. (P)                                       |
|    | Can extract personal details in a limited way. (P)  |
|    | Can follow basic instructions for making something simple. (P)  |
| 29 | Can understand basic factual statements relating to pictures or simple texts. (P)                             |
|    | Can follow simple instructions to carry out a straightforward task. (P)                                       |
|    | Can understand simple phrases related to familiar, everyday activities. (P)                                   |
|    | Can understand familiar phrases in a simple text. (P)   |
- 

### GSE 30–35/A2: Reading

- 
- |    |   |
|----|---|
| 30 | Can understand short, simple texts about everyday activities. (P)       |
|    | Can understand simple descriptions of people's physical appearance. (P) |
|    | Can understand simple safety instructions, with visual support. (P)     |
-

- 
- 31 Can understand simple questions in questionnaires on familiar topics. (P)
- 
- Can find specific, predictable information in everyday materials (e.g. 'menus', 'timetables'). (C<sub>A</sub>)
- 
- Can follow basic instructions on how to play a simple board game, if supported by pictures. (P)
- 
- Can extract specific information (e.g. 'facts and numbers') from simple informational texts related to everyday life (e.g. 'posters', 'leaflets'). (P)
- 
- Can understand short, simple messages on postcards, emails and social networks. (C<sub>A</sub>)
- 
- 32 Can get the gist of short, simple narratives, with visual support. (P)
- 
- Can identify basic personal details about someone on website profiles, business cards etc. (P)
- 
- 34 Can understand simple instructions on everyday equipment (e.g. 'cash machines'). (C<sub>A</sub>)
- 
- Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C<sub>A</sub>)
- 
- 35 Can identify basic biographical information in short simple texts about other people. (P)
- 
- Can follow a simple series of written instructions to carry out a task. (P)
- 
- Can identify key information in short, simple factual texts from the headings and pictures. (P)
- 
- Can read a simple text and extract factual details. (P)
- 

### GSE 36–42/A2(+): Reading

- 
- 36 Can follow a basic sequence of events in a simple text on a familiar topic. (P)
- 
- 37 Can understand reports of travel delays and cancellations. (P)
- 
- Can identify specific information in simple letters, brochures and short articles. (C<sub>A</sub>)
- 
- Can understand rules and regulations (e.g. 'safety') if expressed in simple language. (C)
- 
- Can understand short, simple narrative texts. (CSE<sub>A</sub>)
- 
- Can understand short, simple personal emails and letters. (C<sub>A</sub>)
- 
- 38 Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)
- 
- Can understand basic opinions expressed in simple language in short texts. (P)
- 
- Can make basic inferences from simple information in a short text. (P)
- 
- AC** Can extract key information from a simple academic text, if guided by questions. (P)
- 
- 39 Can understand a simple text about a past event. (P)
- 
- 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)
- 
- Can understand short, simple narratives and biographies. (C<sub>J</sub><sub>A</sub>)
- 
- 40 Can scan a simple text, identifying the main topic(s). (P)
- 
- Can understand simple details in informational texts (blogs, websites, catalogues, etc.). (P)
- 
- 41 Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)
- 
- 42 **AC** Can identify the main topic and related ideas in a simple structured text. (P)
- 
- Can understand the main information from simple diagrams (e.g. 'graphs', 'bar charts'). (P)
- 
- Can understand a simple form asking for medical information (P)
-

### GSE 43–50/B1: Reading

- 
- 43 Can understand simple technical information (e.g. 'instructions for everyday equipment'). (C<sub>A</sub>)  
Can make basic inferences or predictions about text content from headings, titles or headlines. (P)
- 
- 44 Can understand written instructions for taking medication. (P)  
Can search the internet for specific everyday or work-related information. (P)  
Can scan short texts to locate specific information. (P)  
Can identify similarities and differences between two short texts. (P)
- 
- 45 Can identify key subject vocabulary in written descriptions. (W<sub>A</sub>)  
Can skim a short text to identify its main purpose. (P)  
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 understand clearly written, straightforward instructions on how to use a piece of equipment. (C<sub>A</sub>)  
Can understand basic types of standard letters and emails on familiar topics (e.g. 'enquiries', 'complaints'). (C<sub>A</sub>)  
Can derive the probable meaning of simple unknown words from short, familiar contexts. (C<sub>A</sub>)  
Can generally understand straightforward factual texts on familiar topics. (C<sub>A</sub>)
- 
- 47 **AC** Can identify the topic sentence of a paragraph. (P)  
**AC** Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)
- 
- 48 Can extract relevant details in everyday letters, brochures and short official documents. (C<sub>A</sub>)  
**AC** Can derive the probable meaning of a few unknown words from short, familiar contexts. (P)  
**AC** Can recognise the writer's point of view in a simple academic text, if guided by questions. (P)  
**AC** Can identify key information 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)
- 
- 49 **AC** Can scan a simple academic text to find specific information. (P)  
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)  
**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. (C<sub>A</sub>)
- 
- 52 **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)  
Can follow chronological sequence in a formal structured text. (P)
-



- 
- 53 **AC** Can identify the sources of information in a simple academic text. (P)
- 
- AC** Can recognise common discourse markers that convey emphasis in a simple text. (P)
- 
- AC** Can understand the writer's purpose in a simple academic text, if guided by questions. (P)
- 
- AC** Can identify whether an author is quoting or paraphrasing another person. (P)
- 
- 5 **AC** Can distinguish between fact and opinion 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)
- 
- AC** Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)
- 
- 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 understand numerical values in graphs and charts in a simple academic text. (P)
- 
- 55 **AC** Can distinguish between different viewpoints in a simple academic text. (P)
- 
- AC** Can guess the meaning of an unfamiliar word from context. (P)
- 
- Can understand written advice and instructions for resolving a problem with a product or piece of equipment. (P)
- 
- Can infer meaning based on information in a text. (P)
- 
- 56 **AC** Can recognise that ideas are parallel in a simple academic text. (P)
- 
- AC** Can scan an interview transcript for key information. (P)
- 
- Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (C<sub>A</sub>)
- 
- AC** Can follow the chronological sequence of events in an academic text using numbers, times and dates. (P)
- 
- 57 Can identify key information in an extended text or article. (P)
- 
- Can understand cause and effect relationships in a structured text. (P)
- 
- AC** Can recognise contrasting ideas in a structured text when signalled by discourse markers. (P)
- 
- AC** Can distinguish between active and passive voice in an academic text. (P)
- 
- AC** Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)
- 
- Can recognise the general line of a written argument though not necessarily all the details. (C<sub>A</sub>)
- 
- 58 **AC** Can synthesise information from two or more basic texts, if guided by questions. (P)
- 
- Can compare information given in different texts and media on the same topic. (W<sub>A</sub>)
- 
- Can recognise the writer's point of view in a structured text. (P)
- 
- Can understand most correspondence relating to their field of interest. (C<sub>A</sub>)
- 
- AC** Can understand relationships between ideas in a simple academic text, if guided by questions. (P)
- 
- Can understand problem and solution relationships in a structured text. (P)
-

## GSE 59–66/B2: Reading

- 59 Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (C<sub>A</sub>)
- Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary. (P)
- AC Can research a topic by reading simple academic texts. (P)
- Can understand instructions for making financial transactions online. (P)
- 60 Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (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)
- AC Can identify the use of paraphrasing in a simple academic text. (P)
- Can identify language used to persuade the reader. (W<sub>A</sub>)
- AC Can distinguish between fact and opinion presented in academic texts on familiar topics. (P)
- 61 Can follow the exchanges on the discussion board of a website. (P)
- AC Can critically evaluate the quality of sources used in a simple text. (P)
- AC Can identify the main organising themes of simple academic texts in their field of specialisation. (P)
- AC Can critically evaluate the effectiveness of a simple problem–solution essay. (P)
- Can distinguish supporting details from the main points in a text. (P)
- AC Can critically evaluate the effectiveness of a simple descriptive essay. (P)
- 62 Can recognise the author's use of irony in a simple text, if guided by questions. (P)
- Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. (W<sub>A</sub>)
- Can understand the author's purpose and intended audience. (P)
- Can interpret the main message from complex diagrams and visual information. (P)
- Can understand the plot of extended narratives written in standard, non-literary language. (CJ<sub>A</sub>)
- 63 Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided. (P)
- AC Can understand the use of quotes in an academic text. (P)
- Can scan a long text or a set of related texts in order to find specific information. (C<sub>A</sub>)
- AC Can understand the use of numerical data in graphs and charts in a linguistically complex academic text, if guided by questions. (P)
- AC Can recognise the use of reported speech to introduce information from external sources in an academic text. (P)
- AC Can identify the main line of argument in an academic text. (P)
- Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)
- AC Can understand the use of quotations in an academic text in their field of specialisation, if guided by questions. (P)
- AC Can critically evaluate the effectiveness of a simple discursive essay. (P)
- 64 AC Can research a topic by reading a range of newspapers and magazines. (P)

- 
- 65 Can recognise the tone and intended audience of a structured text. (P)
- AC** Can follow the development of a central theme in an academic text. (P)
- AC** Can identify examples in an academic text to support an argument. (P)
- 
- 66 **AC** Can critically evaluate the effectiveness of a simple argumentative essay. (P)
- Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C<sub>A</sub>)
- 

### GSE 67–75/B2(+): Reading

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- 67 Can identify different styles, genres, and registers in written discourse. (W<sub>A</sub>)
- Can understand differences and similarities between points of view in extended texts. (C<sub>I</sub><sub>A</sub>)
- Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc. (P)
- 
- 68 **AC** Can distinguish between active and passive voice in a linguistically complex academic text. (P)
- Can understand the positive and negative connotations of words that have similar meanings. (P)
- Can understand complex technical information such as operating instructions, specifications for familiar products and services. (C)
- AC** Can infer the author's opinion in straightforward academic texts. (P)
- AC** Can identify common features of an academic abstract. (P)
- AC** Can identify the main topic and related ideas in a linguistically complex text. (P)
- Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P)
- AC** Can identify different types of supporting details in an academic text. (P)
- Can understand the details of long complex instructions in their field, rereading as necessary. (C<sub>A</sub>)
- Can recognise contrasting arguments in structured, discursive text. (P)
- AC** Can recognise common discourse markers that convey emphasis in a linguistically complex text. (P)
- 
- 69 **AC** Can recognise contrasting ideas in a linguistically complex academic text when signalled by discourse markers. (P)
- Can quickly scan long, complex texts for key information. (P)
- AC** Can distinguish between fact and opinion in linguistically complex academic texts. (P)
- Can synthesise information from different sources in order to give a written or oral summary. (P)
- Can use a variety of reference materials to check factual information quickly and efficiently. (P)
- Can identify key information in a linguistically complex text. (P)
- Can understand advice given in a linguistically complex text. (P)
- AC** Can use a synopsis to identify where specific information can be located in a long text. (P)
- 
- 70 **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)
- Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)
- Can understand complex, detailed correspondence, with occasional support from a dictionary. (C<sub>A</sub>)
- Can understand inferred meaning in formal structured text. (P)
- AC** Can extract key information from a linguistically complex academic text, if guided by questions. (P)
-

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- 71 **AC** Can predict the content of a linguistically complex academic text by reading introductory and summary statements. (P)
- 
- AC** Can evaluate the main points of an academic argument on an unfamiliar topic. (P)
- 
- Can distinguish between fact and opinion in complex formal contexts. (P)
- 
- Can understand complex questions in questionnaires designed to elicit opinions. (P)
- 
- 72 **AC** Can recognise organisational patterns in linguistically complex speech by reading a transcript. (P)
- 
- 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 take detailed notes on research in their field of specialisation. (P)
- 
- AC** Can follow the development of a central theme to support a specific conclusion in an academic text. (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. (C<sub>A</sub>)
- 
- 73 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 understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)
- 
- AC** Can identify the sources of information in a linguistically complex academic text. (P)
- 
- Can identify specific information in a linguistically complex factual text. (P)
- 
- 74 Can get the gist of specialised articles and technical texts outside their field. (CJ<sub>A</sub>)
- 
- Can understand the intended double meaning of a word in a written text. (P)
- 
- AC** Can understand the writer's purpose in a linguistically complex academic text. (P)
- 
- AC** Can understand cause and effect relationships in a linguistically complex academic text. (P)
- 
- AC** Can recognise the writer's point of view in a linguistically complex academic text. (P)
- 
- AC** Can take effective notes on a linguistically complex and unfamiliar text. (P)
- 
- AC** Can identify examples supporting an argument in a linguistically complex academic text. (P)
- 
- AC** Can distinguish between different viewpoints in a linguistically complex academic text. (P)
- 
- AC** Can recognise organisational patterns within a linguistically complex academic text. (P)
- 
- 75 **AC** Can understand definitions of technical terms presented in a linguistically complex academic text. (P)
- 
- AC** Can identify the main organising themes in a linguistically complex academic text in their field of specialisation. (P)
- 
- AC** Can identify the main line of argument in a linguistically complex academic text. (P)
- 
- Can compare and critically evaluate a summary against the original text. (P)
-



## GSE 76–84/C1: Reading

- 76 **AC** Can recognise that ideas are parallel in a linguistically complex academic text. (P)
- AC** Can infer the author's attitude in a linguistically complex academic text. (P)
- Can understand correspondence containing idiomatic or non-standard language. (C<sub>A</sub>)
- AC** Can understand the use of paraphrasing in a linguistically complex academic text. (P)
- AC** Can research a topic by reading complex data sets. (P)
- 77 **AC** Can identify logical flaws in an argument in an academic paper. (P)
- AC** Can follow the sequence of events or arguments in an extended and linguistically complex academic text. (P)
- AC** Can understand a detailed description in a linguistically complex academic text. (P)
- AC** Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (C<sub>A</sub>)
- AC** Can distinguish between literal and allegorical meaning in a literary text. (P)
- AC** Can use a range of linguistically complex reference sources to check factual information. (P)
- 78 Can identify examples that support a particular interpretation of a linguistically complex text. (P)
- Can extract information, ideas and opinions from highly specialised sources within their field. (C<sub>A</sub>)
- Can understand the use of puns, allusions, jokes etc. in adverts or newspaper headlines. (P)
- AC** Can infer meaning in a linguistically complex academic text. (P)
- 79 **AC** Can synthesise information from two or more linguistically complex texts in their field of specialisation. (P)
- AC** Can compare the presentation of a key concept in different texts by different authors using different styles of writing. (P)
- AC** Can research a topic by reading linguistically complex academic texts. (P)
- AC** Can identify different types of supporting details in a linguistically complex academic text. (P)
- Can identify inferred meaning in a linguistically complex text. (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)
- Can understand complex arguments in newspaper articles. (P)
- 80 Can understand the details of long complex texts in their field without needing to reread. (C<sub>A</sub>)
- AC** Can infer the interviewee's opinion on a subject from a long and linguistically complex interview transcript. (P)
- AC** Can evaluate evidence presented in a linguistically complex argumentative text. (P)
- AC** Can critically evaluate the quality of sources used in a linguistically complex text. (P)
- 81 **AC** Can recognise multiple purposes in a linguistically complex academic text. (P)
- AC** Can understand a critique of a linguistically complex academic text. (P)
- AC** Can critically evaluate the effectiveness of a linguistically complex text describing cause-effect relationships. (P)
- AC** Can critically evaluate the effectiveness of a linguistically complex argumentative essay. (P)

- 
- 82    **AC** Can critically evaluate the effectiveness of a linguistically complex discursive essay. (P)
- AC** Can understand a linguistically complex poem. (P)
- AC** Can synthesise information from multiple linguistically complex academic texts related to similar content. (P)
- 
- 84    **AC** Can understand complex or extended metaphors in an academic text. (P)
- AC** Can understand the use of satire in a linguistically complex text. (P)
- AC** Can identify ambiguous language in extended linguistically complex academic texts. (P)
- 

### GSE 85–90/C2: Reading

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- 85    **AC** Can understand linguistically complex academic texts in specialised fields. (C<sub>A</sub>)
- AC** Can understand complex arguments in technical or academic journals. (C<sub>A</sub>)
- 
- 86    **AC** Can identify and understand the use of parody in a linguistically complex academic text. (P)
- 
- 87    Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text. (W<sub>A</sub>)
- Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style. (CJ<sub>A</sub>)
- AC** Can recognise subtle distinctions of style in linguistically complex academic texts. (C<sub>A</sub>)
- Can understand highly colloquial language in unstructured texts that use complex structures. (P)
- 
- 88    Can critically evaluate the structure, content and style of a text using linguistically complex language. (P)
- Can critically evaluate the effectiveness of different arguments in a linguistically complex text. (P)
- 
- 90    Can critically evaluate the writer's choice of words to express nuanced meaning in a linguistically complex text. (P)
-

# Listening

## GSE 10–21/Below A1: Listening

10	Can understand cardinal numbers from 1 to 20. (P)
	Can recognise simple informal greetings. (P)
	Can understand the letters of the alphabet. (P)
	Can recognise a few familiar everyday words, if delivered slowly and clearly. (C <sub>1A</sub> )
11	Can recognise the letters of the English alphabet when pronounced. (C <sub>1A</sub> )
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 recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures. (P)
	Can recognise basic time words (e.g. 'days', 'months') in simple phrases or sentences. (P)
	Can understand cardinal numbers from 21 to 100. (P)
20	Can understand simple language related to prices and quantities. (P)
	Can understand ordinal numbers from 1 to 100. (P)
21	Can understand basic questions about personal details if addressed slowly and clearly. (P)
	Can understand basic personal details if given carefully and slowly. (P)

## GSE 22–29/A1: Listening

22	Can understand the main information when people introduce themselves (e.g. 'name', 'age', 'where they are from'). (P)
23	Can understand questions addressed carefully and slowly. (C <sub>A</sub> )
	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)
	Can identify a caller's name and phone number from a short, simple telephone conversation. (P)
	Can understand short, simple instructions addressed carefully and slowly. (C <sub>A</sub> )
	Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly. (P)
24	Can understand basic questions about objects in pictures or in their immediate surroundings. (P)
	Can understand basic questions about people's likes and dislikes. (P)
	Can distinguish between 'can' and 'can't'. (P)
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures. (P)
25	Can follow speech which is very slow and carefully articulated, with long pauses. (C <sub>A</sub> )
	Can understand cardinal numbers from 101 to 1000. (P)
	Can recognise basic factual information about times and dates. (P)
	Can understand basic information about someone's likes and dislikes. (P)

- 
- 26 Can understand basic factual statements. (P)
- 
- Can identify a caller's name and phone number from a short, simple telephone conversation. (P)
- 
- Can understand simple spoken commands in a game or sport. (P)
- 
- Can understand simple directions from X to Y on foot or public transport. (C<sub>A</sub>)
- 
- Can recognise key information (e.g. 'place', 'time') about everyday events, if spoken slowly and clearly. (P)
- 
- Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)
- 
- Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly. (P)
- 
- 27 Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (P)
- 
- Can understand basic information about free time activities. (P)
- 
- Can understand basic questions about free time activities. (P)
- 
- Can understand a phone number from a recorded message. (P)
- 
- Can recognise familiar key words and phrases in short, basic descriptions (e.g. of 'objects', 'places' or 'people'), if spoken slowly and clearly. (P)
- 
- 28 Can identify common objects from spoken descriptions, if spoken slowly and clearly. (P)
- 
- Can understand basic information about someone when introduced to them using simple language. (P)
- 
- Can understand simple directions, if spoken slowly and clearly. (P)
- 
- Can recognise a few key words or phrases in a simple presentation. (P)
- 
- 29 Can identify objects, places or people from short spoken descriptions. (W<sub>A</sub>)
- 
- Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)
- 
- Can follow simple, everyday transactions (e.g. 'shopping' and 'eating out') if carried out slowly and clearly. (CJ<sub>A</sub>)
- 

### GSE 30–35/A2: Listening

- 
- 30 Can understand excuses if expressed in simple language. (P)
- 
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)
- 
- Can recognise phrases and content words related to basic personal and family information. (C<sub>A</sub>)
- 
- 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)
- 
- Can identify key words and phrases in descriptions of someone's appearance and clothes. (P)
- 
- 32 Can understand information related to people's daily routines. (P)
- 
- Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)
- 
- Can understand key information about arrangements in simple dialogues spoken slowly and clearly. (P)
-



- 
- 33 Can understand simple, everyday conversations if conducted slowly and clearly. (C<sub>A</sub>)
- 
- Can follow short, simple social exchanges. (P)
- 
- Can identify key information (e.g. 'places', 'times') from short audio recordings, if spoken slowly and clearly. (P)
- 
- Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)
- 
- 34 Can understand the main information in simple conversations about hobbies and interests. (P)
- 
- Can recognise simple, fixed expressions used in small talk. (P)
- 
- 35 Can extract key factual information such as prices, times and dates from a recorded phone message. (P)
- 
- Can understand who a phone call is intended for. (P)
- 
- Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)
- 
- Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)
- 
- Can recognise some fixed expressions used to confirm information. (P)
- 

### GSE 36–42/A2(+): Listening

- 
- 36 Can recognise when speakers disagree in a conversation conducted slowly and clearly. (P)
- 
- Can follow a simple conversation or narrative about familiar, everyday activities. (P)
- 
- Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)
- 
- 37 Can recognise simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (P)
- 
- Can recognise some fixed expressions to check or clarify information. (P)
- 
- Can identify activities occurring in the past in short, simple dialogues. (P)
- 
- Can follow the sequence of events in a short, simple dialogue or narrative. (P)
- 
- AC** Can follow the main points in a simple audio recording, if provided with written supporting material. (P)
- 
- Can get the gist of short, simple stories if told slowly and clearly. (P)
- 
- Can understand enough to respond to direct requests expressed slowly and clearly. (C<sub>A</sub>)
- 
- 38 Can make basic inferences in simple conversations on familiar everyday topics. (P)
- 
- Can understand standard speech on familiar matters, with some repetition or reformulation. (C<sub>A</sub>)
- 
- Can identify specific events from short spoken descriptions. (W<sub>A</sub>)
- 
- Can understand specific information in a short, simple phone call. (P)
- 
- 39 Can understand the key details of hotel, restaurant, and transport reservations. (P)
- 
- Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)
- 
- Can identify key details in a simple recorded dialogue or narrative. (P)
- 
- Can understand basic information in a short presentation. (P)
- 
- 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)
- 
- Can understand the main points of a short, informal interview on a familiar topic. (P)
- 

### GSE 43–50/B1: Listening

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- 43 **AC** Can follow the main points in a simple audio recording aimed at a general audience. (P)
- 
- Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)
- 
- 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 follow everyday conversation, with some repetition of particular words and phrases. (P)
- 
- Can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly. (P)
- 
- 45 Can extract key factual information such as dates, numbers and quantities from a presentation. (P)
- 
- Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (C<sub>A</sub>)
- 
- Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C<sub>A</sub>)
- 
- 46 Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech. (P)
- 
- Can follow the main points of extended discussion around them if in standard speech. (C<sub>A</sub>)
- 
- Can extract key factual information from a phone conversation on a familiar topic. (P)
- 
- 47 Can understand the main points of narratives and conversations about familiar topics (e.g. 'work', 'leisure') delivered in clear standard speech. (C<sub>A</sub>)
- 
- 48 **AC** Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)
- 
- Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. (C<sub>J<sub>A</sub></sub>)
- 
- AC** Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)
- 
- Can understand the main points of a simple podcast. (P)
- 
- 49 Can follow the linear structure of a short formal talk. (P)
- 
- Can understand simple technical instructions for everyday equipment. (C<sub>A</sub>)
- 
- Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C<sub>A</sub>)
- 
- AC** Can infer opinions in a simple presentation or lecture, if guided by questions. (P)
- 
- 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<sub>A</sub>)
- 
- 50 **AC** Can recognise emphasis through intonation and stress, if guided by questions. (P)
- 
- Can recognise a speaker's feelings or attitudes. (P)
-

## GSE 51–58/B1(+): Listening

- 51 Can follow an everyday conversation or informal interview on common topics. (P)
- Can understand most of a weather forecast on the radio. (CSE<sub>A</sub>)
- AC** Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)
- AC** Can recognise that ideas in a simple presentation or lecture are similar when signalled by discourse markers. (P)
- AC** Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience. (P)
- Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (C<sub>A</sub>)
- Can infer speakers' opinions in conversations on familiar everyday topics. (P)
- Can distinguish between main ideas and supporting details in familiar, standard texts. (P)
- Can follow recorded instructions and information given on a phone-delivered service. (P)
- 52 **AC** Can identify the use of clarification language in a simple presentation or lecture. (P)
- Can recognise that a joke has been made, even if the meaning is not fully understood. (P)
- Can follow many films in which visuals and action carry much of the storyline. (C<sub>A</sub>)
- AC** Can distinguish between advantages and disadvantages in a simple presentation or lecture. (P)
- 53 Can follow detailed directions. (C)
- Can understand the key points about a radio programme on a familiar topic. (P)
- AC** Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic. (P)
- AC** Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)
- AC** Can recognise discourse markers that compare and contrast ideas. (P)
- Can recognise repetition of the same topic in extended presentations or lectures. (W<sub>A</sub>)
- 54 **AC** Can recognise that a speaker has summarised ideas in a simple presentation or lecture. (P)
- AC** Can recognise that a speaker is clarifying points they have made in a simple presentation or lecture. (P)
- Can understand a range of formal and informal excuses. (P)
- AC** Can recognise cause and effect relationships in a simple presentation or lecture when signalled by discourse markers. (P)
- AC** Can infer opinions in a simple presentation or lecture. (P)
- 55 **AC** Can predict the content of a simple presentation or lecture by listening to the introductory statement. (P)
- Can understand advice and instructions for resolving a problem with a product or piece of equipment. (P)
- AC** Can distinguish facts from opinions in a simple, straightforward presentation or lecture. (P)
- AC** Can recognise discourse markers that introduce supporting examples. (P)
- AC** Can recognise the use of language that expresses doubt in a simple presentation or lecture. (P)
- Can recognise examples and their relation to the idea they support. (P)
- 56 Can distinguish between different points of view in a discussion or presentation. (W<sub>A</sub>)
- AC** Can recognise that ideas in a simple presentation or lecture contrast when signalled by stress. (P)

- 57 Can follow classes and training courses on a range of subjects, provided the content is simple. (CSE<sub>A</sub>)
- Can recognise when a speaker uses basic rhetorical questions in conversation. (P)
- AC** Can follow the main points in a panel discussion aimed at a general audience. (P)
- Can follow most of a clearly structured presentation within their own field. (C<sub>A</sub>)
- Can extract the meaning of unknown words from context if the topic discussed is familiar. (C<sub>A</sub>)
- Can deduce the general meaning of a passage from context in a longer, structured text. (P)
- AC** Can recognise the use of persuasive language in a simple presentation or lecture. (P)
- AC** Can recognise that a new topic has been introduced in a presentation or lecture when signalled by discourse markers. (P)
- Can generally follow rapid or extended speech, but may require repetition or clarification. (C<sub>A</sub>)
- 58 Can recognise misunderstandings without explicit prompting. (P)
- Can understand a large part of many TV programmes on familiar topics. (C<sub>A</sub>)
- AC** Can identify details that support a point of view in a panel discussion on a general topic. (P)
- Can understand problem and solution relationships in informal conversation. (P)

### GSE 59–66/B2: Listening

- 59 **AC** Can recognise generalisations and their supporting ideas. (P)
- AC** Can recognise inferred meaning in a simple presentation or lecture. (P)
- AC** Can recognise that a speaker has paraphrased ideas in a simple presentation or lecture. (P)
- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (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)
- Can relate information in a presentation to the same information given in graphs, charts and tables. (W<sub>A</sub>)
- 60 Can distinguish between relevant and irrelevant content in extended informal speech. (P)
- Can understand most of a radio programme about a familiar topic. (C<sub>A</sub>)
- Can recognise that a speaker is expressing concerns in a formal discussion. (P)
- AC** Can recognise the basic organisational structure of different types of presentations. (P)
- 61 **AC** Can critically evaluate the main points of a straightforward presentation or lecture. (P)
- AC** Can recognise emphasis through intonation and stress. (P)
- AC** Can recognise paraphrasing and repetition in a straightforward presentation or lecture. (P)
- Can understand scripted speech delivered quickly, if the accent is familiar. (C<sub>A</sub>)
- Can follow changes of topic in factual TV news items and form an idea of the main content. (C)
- Can recognise when examples are being given in a structured presentation on an unfamiliar topic. (P)
- Can follow the stages of a complex process described using non-technical language. (P)
- 62 Can follow a natural group discussion, but may find it difficult to participate effectively. (C<sub>A</sub>)
- AC** Can critically evaluate the effectiveness of slides or other visual materials that accompany a simple presentation. (P)
- 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)
- AC** Can interpret the purpose of content of visuals (e.g. 'diagrams', 'charts') used to support an academic lecture or presentation. (P)
- 
- 64 Can understand TV documentaries, interviews, plays and most films in standard speech. (C<sub>A</sub>)
- Can understand unscripted speech delivered quickly, if the accent is familiar. (C<sub>A</sub>)
- Can understand main points and check comprehension by using contextual clues. (C<sub>A</sub>)
- AC** Can follow the main points in a panel discussion in their field of specialisation. (P)
- Can understand the advantages and disadvantages of different options during a discussion. (P)
- Can recognise the use of hyperbole (e.g. 'It's going to take me years to finish this'). (P)
- 
- 65 **AC** Can identify details that support a point of view in a panel discussion in their field of specialisation. (P)
- Can extract the main points from news items, etc. with opinions, arguments and discussion. (C<sub>A</sub>)
- Can understand cause and effect relationships in informal conversation at natural speed. (P)
- AC** Can recognise that ideas in a linguistically complex presentation or lecture contrast when signalled by discourse markers. (P)
- Can understand most of a radio programme aimed at a general audience. (P)
- AC** Can follow straightforward lines of argument in a panel discussion, when signalled by discourse markers. (P)
- Can follow chronological sequences in extended informal speech at natural speed. (P)
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C<sub>A</sub>)
- 
- 66 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)
- Can understand the main ideas of complex technical discussions in their field. (C<sub>A</sub>)
- 

### 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)
- AC** Can extract key details from extended informational academic lectures, if delivered in clear standard speech. (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 **AC** Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)
- AC** Can identify personal bias in a presentation or lecture. (P)
- Can understand summaries of data or research used to support an extended argument. (P)
- AC** Can recognise that a speaker has summarised ideas in a linguistically complex presentation or lecture. (P)
- AC** Can recognise paraphrasing and repetition in a linguistically complex presentation or lecture. (P)
- Can extract specific details from poor quality public announcements, e.g., in a 'station', 'sports stadium', etc. (N2000<sub>A</sub>)
- 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)
- Can follow the main points in a linguistically complex interview, if provided with written supporting material. (P)
- 71 Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C<sub>A</sub>)
- Can understand when something is being said ironically in a casual conversation. (N2007<sub>A</sub>)
- Can identify key information in linguistically complex conversations at natural speed. (P)
- Can understand the main points of complex and abstract presentations in their field. (C<sub>A</sub>)
- AC** Can recognise the use of language that expresses doubt in a linguistically complex presentation or lecture. (P)
- Can differentiate between rhetorical and genuine questions in informal discussion. (P)
- AC** Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)
- Can recognise the use of rhetorical questions to reveal unstated assumptions. (P)
- Can recognise repetition of ideas through substitution, paraphrasing, etc. in complex arguments. (P)
- 72 **AC** Can recognise digressions and asides in a longer lecture. (P)
- Can understand detailed medical advice. (P)
- AC** Can identify specific information in a linguistically complex presentation or lecture. (P)
- AC** Can identify the use of clarification language in a linguistically complex presentation or lecture. (P)
- Can understand most TV news and current affairs programmes. (C)
- Can understand the main points of complex academic/professional presentations. (C<sub>A</sub>)
- Can understand the use of irony to emphasise a speaker's meaning. (P)
- 73 **AC** Can evaluate hypothetical proposals in a presentation or lecture. (P)
- Can follow extended speech expressing unstructured ideas and thoughts. (P)
- AC** Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (N2007)
- AC** Can recognise the use of language that expresses doubt in a linguistically complex presentation or lecture. (P)
- AC** Can distinguish between the main ideas and related ideas in a linguistically complex presentation or lecture. (P)
- AC** Can identify a speaker's bias in a presentation or discussion. (P)



- 74 **AC** Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion. (P)
- Can recognise the language and strategies used when a speaker is avoiding answering a question. (P)
- 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)
- AC** Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view. (P)
- 75 **AC** Can recognise the use of emphasis to highlight significant points supporting an argument in a linguistically complex presentation or lecture. (P)
- AC** Can recognise discourse markers that convey turn-taking in a linguistically complex academic discussion. (P)
- AC** Can recognise that a speaker has paraphrased ideas 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 rhetorical questions in a linguistically complex presentation or lecture. (P)
- AC** Can understand the use of hypothetical situations in a linguistically complex discussion or debate. (P)

### GSE 76–84/C1: Listening

- 76 **AC** Can evaluate the strength of a speaker's source materials used to make a point in a presentation or discussion. (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. (CA)
- AC** Can identify logical flaws in a presentation or lecture. (P)
- Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)
- 77 **AC** Can recognise the use of persuasive language in a linguistically complex presentation or lecture. (P)
- AC** Can infer opinions in a linguistically complex presentation or lecture. (P)
- AC** Can critically evaluate the effectiveness and appropriateness of a presentation. (P)
- Can recognise coherence devices and follow complex arguments on unfamiliar topics. (P)
- AC** Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialisation. (P)
- 78 **AC** Can critically evaluate the effectiveness of slides or other visual materials that accompany a linguistically complex presentation or lecture. (P)
- AC** Can compare the content of a linguistically complex presentation or lecture with written materials on the same subject. (P)
- Can understand the intended double meaning of a word used in a joke. (P)
- Can understand most of a linguistically complex podcast. (P)
- 79 Can follow presentations on abstract and complex topics outside their field of interest. (P)
- Can understand stories being told by a fluent speaker using colloquial language. (P)
- AC** Can understand implied meaning in a linguistically complex presentation or lecture. (P)

- 
- 80     **AC** Can recognise digressions and asides as an argumentative tactic in a debate or discussion. (P)  
          Can follow films employing a considerable degree of slang and idiomatic usage. (C)  
          **AC** Can evaluate the strength of a speaker's assumptions in a linguistically complex presentation or lecture. (P)  
          **AC** Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)
- 
- 81     Can recognise a speaker's feelings or attitude in linguistically complex speech. (P)  
          **AC** Can identify analogies and metaphors used to support a position in a linguistically complex presentation or lecture. (P)  
          Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)
- 
- 82     Can understand the details in a linguistically complex audio recording. (P)  
          **AC** Can understand nuances of meaning in a linguistically complex presentation or lecture. (P)
- 
- 83     Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)  
          **AC** Can understand an extended hypothetical argumentation in a linguistically complex discussion. (P)  
          Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)
- 
- 84     **AC** Can understand implied or unstated meanings in a linguistically complex presentation or lecture. (P)
- 

### GSE 85–90/C2: Listening

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- 86     Can understand the details of extended and linguistically complex professional and technical presentations. (N2000A)
- 
- 87     **AC** Can follow a technically complex process described in an extended and linguistically complex academic presentation. (P)
- 
- 88     Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (CA)
- 
- 90     **AC** Can follow a linguistically complex lecture or discussion which contains a large amount of specialised terminology or idiomatic language. (CA)
-

## Speaking

### GSE 10–21/Below A1: Speaking

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

## GSE 22–29/A1: Speaking

- 22 Can ask and answer basic questions about family and friends in a limited way. (P)
- Can answer simple questions about objects (e.g. 'colour', 'size'). (P)
- Can ask for the spelling of a word, or for a word to be written down. (P)
- Can introduce themselves in a basic way, giving some information about where they live, their family etc. (CSE<sub>A</sub>)
- 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 give basic information about the price of something. (P)
- Can describe the position of something in a very basic way. (P)
- Can give key information to introduce themselves (e.g. 'name', 'age', 'where they are from'). (P)
- 24 Can give dates using standard formats (day and month). (P)
- Can agree to simple requests using a few basic fixed expressions. (P)
- Can greet people, ask how they are and react to news. (C<sub>A</sub>)
- Can buy tickets on public transport using basic fixed expressions. (N2000<sub>A</sub>)
- Can tell the time of day to the quarter hour. (P)
- Can describe objects in a basic way (e.g. 'colour', 'size'). (P)
- Can ask for a drink or food in a limited way. (P)
- 25 Can ask for and give very basic information about the home. (P)
- Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C<sub>A</sub>)
- 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 read aloud short, familiar fixed expressions in a way that can be understood. (P)
- Can ask basic questions about objects (e.g. 'colour', 'size'). (P)
- Can ask for things using basic language. (P)
- Can say how much something costs using basic language. (P)
- Can introduce themselves, their hobbies and interests in a basic way. (CJ<sub>A</sub>)
- Can introduce someone in a basic way, giving their name and job title. (P)
- Can make a few basic requests related to immediate personal needs (e.g. 'Can I have a pen, please?'). (P)
- Can check into a hotel using a few basic fixed expressions. (P)
- 27 Can introduce people using basic language. (P)
- Can say what someone's job is, using familiar common job names. (P)
- Can accept offers using basic fixed expressions. (P)
- Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?'). (P)
- Can ask simple questions about other people (e.g. their 'name', 'age', 'where they live', 'things they have'). (P)
- Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)
- Can ask for help using basic fixed expressions. (P)

- 
- 28 Can use brief, everyday expressions to describe wants and needs, and request information. (C<sub>A</sub>)
- 
- Can describe a person's likes and dislikes using simple language. (P)
- 
- Can express how they are feeling using very basic fixed expressions. (P)
- 
- Can make an introduction and use basic greeting and leave-taking expressions. (C)
- 
- Can answer simple questions about the location of people or things in a limited way. (P)
- 
- Can exchange personal details (e.g. 'where they live', 'things they have'). (C<sub>A</sub>)
- 
- Can use basic words to describe common weather conditions. (P)
- 
- Can ask and answer simple questions about people they know in a limited way. (C<sub>A</sub>)
- 
- Can express preferences about food and drink using basic fixed expressions. (P)
- 
- Can ask people for things and give people things. (C)
- 
- Can answer simple questions about their daily activities or routines, given a model. (P)
- 
- 29 Can ask for simple directions, referring to a map or plan. (P)
- 
- Can talk about the family in a basic way, given prompts. (P)
- 
- Can ask for attention. (C)
- 
- Can respond politely when introduced to someone, using a few basic fixed expressions. (P)
- 
- Can answer simple questions about habits and routines. (P)
- 
- Can describe an object using simple language. (P)
- 
- Can say who something belongs to. (P)
- 

### GSE 30–35/A2: Speaking

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- 30 Can describe a person's hobbies and activities using simple language. (P)
- 
- Can ask to borrow things using basic fixed expressions. (P)
- 
- Can talk about hotel accommodation using simple language. (P)
- 
- Can end a simple phone call to family or friends using basic informal fixed expressions. (P)
- 
- Can initiate and respond to simple statements on very familiar topics. (C<sub>A</sub>)
- 
- Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)
- 
- Can talk about familiar topics using a few basic words and phrases. (P)
- 
- Can make requests related to immediate needs using basic fixed expressions. (P)
- 
- Can give a short description of their home, family and job, given some help with vocabulary. (P)
- 
- Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)
- 
- Can ask basic questions about colour, size, price etc. when shopping. (CSE<sub>A</sub>)
-

- 
- 31 Can describe common everyday objects using simple language. (P)
- 
- Can give simple classroom instructions. (P)
- 
- Can talk about everyday things (e.g. 'people', 'places', 'job', 'study') in a basic way. (C<sub>A</sub>)
- 
- Can use simple phrases to order a meal. (C<sub>A</sub>)
- 
- Can talk about furniture and rooms using simple language. (P)
- 
- Can ask for and provide things using simple phrases. (C<sub>A</sub>)
- 
- Can ask simple questions to find out about a subject. (P)
- 
- Can ask about the location of places in a town, using simple language. (P)
- 
- Can make simple purchases by stating what is wanted and asking for the price. (C)
- 
- Can make simple invitations using basic fixed expressions. (P)
- 
- Can describe their daily routines in a simple way. (P)
- 
- Can ask someone about their hobbies and activities using simple language. (P)
- 
- Can make and accept a simple apology. (P)
- 
- Can express their likes and dislikes in relation to familiar topics using simple language. (P)
- 
- Can describe what someone is wearing using a limited range of expressions. (P)
- 
- 32 Can express agreement using simple fixed expressions. (P)
- 
- Can handle common everyday transactions (e.g. 'buying a ticket'). (C<sub>A</sub>)
- 
- 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 start or end a short conversation using basic fixed expressions. (C<sub>A</sub>)
- 
- Can make offers using basic fixed expressions. (P)
- 
- Can compare quantities in a basic way. (P)
- 
- Can give a simple description of their school or workplace. (CSE<sub>A</sub>)
- 
- Can ask others if they can do everyday activities using simple language, given a model. (P)
- 
- Can give simple directions using a map or plan. (P)
-



- 33 Can describe basic activities or events that are happening at the time of speaking. (P)
- Can describe familiar activities, given visual support. (P)
- Can talk about their life (e.g. 'family', 'home', 'job'), using simple language. (P)
- Can ask simple questions about quantities and amounts. (P)
- Can answer simple questions about quantities and amounts, given help with vocabulary. (P)
- Can make simple transactions in shops, post offices and banks. (C<sub>A</sub>)
- Can decline offers using basic fixed expressions. (P)
- Can describe the position of things in a picture using a range of fixed expressions (P)
- Can describe their home town or city using simple language. (P)
- Can describe skills and abilities using simple language. (P)
- Can make simple references to the past using 'was/were'. (P)
- 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 give the order of things using simple language (e.g. 'first', 'second', 'third'). (P)
- Can make excuses using basic fixed expressions. (P)
- 34 Can show understanding using a limited range of fixed expressions. (P)
- Can answer simple questions in a face-to-face survey. (P)
- Can answer simple questions on the phone using fixed expressions. (P)
- Can give simple directions from X to Y on foot or by public transport. (P)
- Can ask simple questions in a face-to-face survey. (P)
- Can use simple language to describe people's appearance. (N2000)
- Can agree or refuse to lend things using basic fixed expressions. (P)
- Can respond to suggestions to do something using basic fixed expressions. (P)
- Can say what they like and dislike. (C)
- Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)
- Can describe jobs in a basic way, given a model. (P)
- Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)
- Can ask someone to repeat a specific point or idea. (P)
- Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C<sub>A</sub>)
- Can ask for basic advice using simple language. (P)
- Can describe people's everyday lives using a short series of simple phrases and sentences. (C<sub>A</sub>)
- Can express general preferences using basic fixed expressions. (P)
- Can give simple opinions using basic fixed expressions. (P)

- 
- 35 Can ask and answer questions about what they do at work and in their free time. (C)
- 
- 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)
- 
- Can answer simple questions about their life and experiences. (P)
- 
- Can make simple requests to have or do something in relation to common everyday activities. (P)
- 
- Can refuse requests politely, using simple language. (P)
- 
- Can ask for and provide everyday goods and services. (C)
- 
- Can describe a travel experience with a few very basic stock phrases. (P)
- 
- Can check that someone has understood information, using simple language. (P)
- 

### GSE 36–42/A2(+): Speaking

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- 36 Can communicate in routine tasks requiring simple, direct exchanges of information. (C<sub>A</sub>)
- 
- Can use simple, everyday polite forms of greeting and address. (C)
- 
- Can ask someone simple questions about their life and experiences. (P)
- 
- Can make small talk using simple language, given a model. (P)
- 
- Can leave simple phone messages using fixed expressions. (P)
- 
- Can ask and talk about very basic symptoms and ailments (e.g. 'cold', 'flu'). (P)
- 
- Can make and accept offers. (N2000)
- 
- Can discuss what to do and where to go, and make arrangements to meet. (C)
- 
- 37 Can describe what something is used for, using basic fixed expressions. (P)
- 
- Can answer simple questions and respond to simple statements in an interview. (C)
- 
- Can compare their own and others' possessions using simple language. (C<sub>A</sub>)
- 
- Can describe everyday activities in town (e.g. 'buying food at the supermarket', 'borrowing a book from the library') using simple language. (P)
- 
- Can give compliments, using fixed expressions. (P)
- 
- Can make an invitation including information about the time and location. (P)
- 
- Can make simple, direct comparisons between two people or things using common adjectives. (P)
- 
- Can give simple instructions to complete a basic task, given a model. (P)
- 
- Can confirm information using some simple fixed expressions. (P)
-

- 38 Can describe habits and routines. (C<sub>A</sub>)
- Can express how they feel in simple terms. (C<sub>A</sub>)
- Can deal with practical everyday demands, exchanging straightforward factual information. (C<sub>A</sub>)
- Can ask and answer questions about basic plans and intentions. (P)
- Can read out a short, rehearsed statement (e.g. 'introduce a speaker', 'propose a toast'). (C<sub>A</sub>)
- Can talk about an event in the past using fixed expressions, given a model. (P)
- Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). (P)
- Can give an extended description of everyday topics (e.g. 'people', 'places', 'experiences'). (N2000<sub>A</sub>)
- Can take simple phone messages using fixed expressions. (P)
- Can make a hotel, restaurant, or transportation reservation on the phone. (P)
- Can ask and answer questions about habits and routines. (C)
- 39 Can describe plans and arrangements. (C<sub>A</sub>)
- Can make suggestions about doing common everyday activities, using simple fixed expressions. (P)
- Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)
- Can give basic advice using simple language. (P)
- Can use simple fixed expressions to give encouragement (e.g. 'You can do it!') (P)
- Can use simple language to describe people's personality and emotions. (P)
- Can give simple reasons to explain preferences, given a model. (P)
- Can talk about plans for the near future in a simple way. (P)
- Can get information from a tourist office of a straightforward, non-specialised nature. (C<sub>A</sub>)
- 40 Can say how they or someone else feels, giving brief reasons. (P)
- Can ask for and give or refuse permission. (N2000)
- Can discuss what to do in the evening or at the weekend. (C)
- Can ask for clarification about key words not understood, using fixed expressions. (C<sub>A</sub>)
- Can tell a story or describe something in a simple list of points. (C)
- Can explain what they like or dislike about something. (C)
- Can ask and answer questions about past times and past activities. (C)
- Can talk about past events or experiences, using simple language (P)
- Can express enthusiasm and excitement in a limited way. (P)
- Can make a short rehearsed announcement on a familiar topic. (C<sub>A</sub>)
- Can give a simple description of how to carry out an everyday process (e.g. 'a recipe'). (P)
- Can respond to excuses using basic fixed expressions. (P)

- 
- 41 Can cancel a hotel, restaurant, or transportation reservation on the phone. (P)
- 
- Can make and respond to suggestions. (C)
- 
- Can show interest in conversation using fixed expressions. (P)
- 
- Can talk about personal possessions, including household pets. (N2000a)
- 
- Can give the reasons for a choice, using simple language. (P)
- 
- Can participate in short conversations in routine contexts on topics of interest. (C)
- 
- Can discuss what to do next using simple phrases. (C<sub>A</sub>)
- 
- Can check or clarify information using some simple fixed expressions. (P)
- 
- Can answer simple questions about work experience or education using simple language. (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 ask about someone's work experience or education using simple language. (P)
- 
- Can make an appointment on the phone. (P)
- 
- Can express regret using simple language. (P)
- 
- Can make simple future arrangements and plans with reference to a diary or schedule. (P)
- 
- Can make simple predictions about the future. (P)
- 

### GSE 43–50/B1: Speaking

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- 43 Can paraphrase a simple factual statement related to a familiar topic. (P)
- 
- Can describe future plans and intentions using fixed expressions. (P)
- 
- Can make a complaint using simple language. (P)
- 
- 44 Can react appropriately to good and bad news using fixed expressions. (P)
- 
- Can ask for, follow and give detailed directions. (C<sub>A</sub>)
- 
- Can summarise short written passages using the original wording and ordering. (C<sub>A</sub>)
- 
- Can describe what they are looking for when shopping. (CSE<sub>A</sub>)
- 
- Can give a short talk about a familiar topic, with visual support. (P)
- 
- Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right'). (CSE<sub>A</sub>)
-

- 45 Can express belief, opinion, agreement and disagreement politely. (C)
- Can respond to an offer or suggestion, expressing enthusiasm. (P)
- Can ask for changes to a hotel, restaurant, or transportation reservation on the phone. (P)
- Can make simple recommendations for a course of action in familiar everyday situations. (P)
- Can make an apology with brief excuses or reasons. (P)
- Can carry out a prepared structured interview with some spontaneous follow-up questions. (C<sub>A</sub>)
- Can explain the rules of a familiar game or sport using simple language. (P)
- Can express opinions using simple language. (P)
- Can explain the meaning of a word or phrase using simple language. (P)
- Can convey simple information of immediate relevance and emphasise the main point. (C<sub>A</sub>)
- Can give brief reasons and explanations, using simple language. (P)
- Can give an opinion when asked directly, provided they can ask for repetition. (C<sub>A</sub>)
- AC** Can use basic discourse markers to structure a short presentation. (P)
- Can narrate a story. (C)
- Can convey simple relevant information emphasising the most important point. (C<sub>A</sub>)
- Can deal with less routine situations on public transport (e.g. 'asking where to get off'). (N2000<sub>A</sub>)
- Can deal with common situations when making travel arrangements or travelling. (C<sub>A</sub>)
- Can describe how often a work-related task should be completed. (P)
- Can use simple appropriate language to check that information has been understood on the phone. (P)
- Can use simple expressions to explain a basic technical problem. (P)
- 46 Can express preferences about food and drink in detail. (P)
- Can give or seek personal views and opinions in discussing topics of interest. (C)
- Can invite others to give their views on what to do next. (C)
- Can arrange a delivery time on the phone. (P)
- Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (C<sub>A</sub>)
- Can buy a ticket for an event on the phone. (P)
- 47 Can give straightforward descriptions on a variety of familiar subjects. (C<sub>A</sub>)
- AC** Can explain key information in graphs and charts, using simple language. (P)
- Can express attitudes using simple language. (P)
- Can describe events, real or imagined. (C)
- Can begin to use a repertoire of common idiomatic phrases in routine situations. (C<sub>A</sub>)
- Can enter unprepared into conversation on familiar topics (e.g. 'family', 'hobbies', 'work'). (C<sub>A</sub>)
- AC** Can answer basic questions about information presented in graphs and charts. (P)
- AC** Can ask basic questions in a simple academic discussion. (P)

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

### GSE 51–58/B1(+): Speaking

- 
- 51 Can express opinions as regards possible solutions, giving brief reasons and explanations. (C<sub>A</sub>)  
 Can express opinions and react to practical suggestions of where to go, what to do, etc. (C<sub>A</sub>)  
 Can respond to opinions expressed by others. (W<sub>A</sub>)  
 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)  
 Can express hopes for the future using a range of fixed expressions. (C<sub>J</sub><sub>A</sub>)  
 Can express and respond to feelings (e.g. 'surprise', 'happiness', 'interest', 'indifference'). (C)
- 
- 52 Can express opinions and attitudes using a range of basic expressions and sentences. (C<sub>A</sub>)  
**AC** Can answer questions about the content of a presentation or lecture aimed at a general audience. (P)  
 Can speak in general terms about environmental problems. (P)  
**AC** Can give an effective presentation about a familiar topic. (P)  
**AC** Can suggest pros and cons when discussing a topic, using simple language. (P)  
 Can use a suitable phrase to invite others into a discussion. (C<sub>A</sub>)  
 Can discuss the main points of news stories about familiar topics. (C<sub>J</sub><sub>A</sub>)  
 Can repeat back what is said to confirm understanding and keep a discussion on course. (C<sub>A</sub>)
-



- 53 Can ask someone to paraphrase a specific point or idea. (P)
- Can develop an argument using common fixed expressions. (P)
- AC** Can discuss illustrations in an academic text, using simple language. (P)
- AC** Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions. (P)
- Can compare and contrast alternatives about what to do, where to go, etc. (C<sub>A</sub>)
- Can define the features of something concrete for which they can't remember the word. (C)
- Can signal that they wish to bring a conversation to an end. (P)
- AC** Can summarise information from a simple academic text. (P)
- Can re-tell a familiar story using their own words. (P)
- Can give a short, rehearsed talk or presentation on a familiar topic. (C<sub>A</sub>)
- Can use a basic repertoire of conversation strategies to maintain a discussion. (C<sub>A</sub>)
- 54 Can relate the basic details of unpredictable occurrences (e.g. 'an accident'). (C<sub>A</sub>)
- Can leave phone messages containing detailed information. (P)
- Can describe basic symptoms to a doctor, but with limited precision. (C<sub>A</sub>)
- AC** Can ask for clarification during an academic discussion, using simple language. (P)
- Can make excuses using a range of polite forms. (P)
- Can answer simple factual questions about a presentation they have given. (P)
- AC** Can effectively participate in a classroom discussion about an academic topic. (P)
- 55 **AC** Can paraphrase information taken from a simple academic text. (P)
- Can respond to ideas and suggestions in informal discussions. (C<sub>A</sub>)
- AC** Can contribute ideas in a panel discussion, using simple language. (P)
- Can use synonyms to describe or gloss an unknown word. (C<sub>A</sub>)
- Can ask for clarification of an unknown acronym or technical term used in conversation. (P)
- Can explain the main points in an idea or problem with reasonable precision. (C)
- Can report factual information given by other people. (P)
- Can explain why something is a problem. (C)
- Can politely interrupt during a formal conversation, using fixed expressions (P)
- Can express their thoughts in some detail on cultural topics (e.g. 'music', 'films'). (C<sub>A</sub>)
- 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 summarise information from a simple presentation or lecture aimed at a general audience. (P)
- Can generally follow most of what is said and repeat back details to confirm understanding. (C<sub>A</sub>)
- AC** Can lead a simple discussion, if given time in advance to prepare. (P)

- 
- 56 Can decline offers politely using a range of formal and informal expressions. (P)
- 
- AC** Can discuss charts and graphs in an academic text, using simple language. (P)
- 
- AC** Can effectively request information from a professor outside of class. (P)
- 
- 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 summarise and give opinions on issues and stories and answer questions in detail. (C<sub>A</sub>)
- 
- Can summarise and comment on a short story or article and answer questions in detail. (C<sub>A</sub>)
- 
- Can ask for confirmation of understanding during a live discussion or presentation. (P)
- 
- Can give brief comments on the views of others. (C)
- 
- Can express approval and appreciation of other people's ideas in a discussion. (W<sub>A</sub>)
- 
- 57 Can collate information from several written sources and summarise the ideas orally. (C<sub>A</sub>)
- 
- AC** Can justify a viewpoint on a simple topic by discussing some pros and cons of various options. (P)
- 
- AC** Can give a simple presentation on an academic topic in their field. (P)
- 
- Can respond to excuses using a range of polite forms. (P)
- 
- AC** Can describe conclusions they have drawn from a simple presentation or lecture. (P)
- 
- Can carry out a prepared interview, checking and confirming information as necessary. (C<sub>A</sub>)
- 
- Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (C<sub>A</sub>)
- 
- Can ask for advice on a wide range of subjects. (P)
- 
- 58 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)
- 
- Can express disagreement in a manner that shows they were actively listening to the other person. (P)
- 
- Can ask a question in a different way if misunderstood. (N2007<sub>A</sub>)
- 
- Can report the opinions of others. (P)
- 
- Can tell someone about a discussion or conversation in some detail. (P)
-

## GSE 59–66/B2: Speaking

- 59 Can describe objects, possessions and products in detail, including their characteristics and special features. (P)
- Can exchange information on a wide range of topics within their field with some confidence. (C<sub>A</sub>)
- Can deal with less common situations in a shop, post office (e.g. 'returning an unsatisfactory purchase'). (C<sub>A</sub>)
- Can describe the plot of a book or film in some detail. (CSE<sub>A</sub>)
- Can give basic technical instructions in their field of specialisation. (P)
- Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest. (P)
- Can describe people's personality and emotions in some detail. (P)
- AC** Can paraphrase information taken from several simple academic texts. (P)
- Can discuss options and possible actions. (P)
- AC** Can clarify points they are trying to make in an academic discussion, using simple language. (P)
- 60 **AC** Can make an effective introduction and opening to a presentation. (P)
- Can pass on a detailed piece of information reliably. (C<sub>A</sub>)
- Can express an inference or assumption about a person's mood or emotional state. (P)
- Can bring relevant personal experiences into a conversation to illustrate a point. (P)
- Can paraphrase in simpler terms what someone else has said. (P)
- Can suggest solutions to problems and explain why they would work. (P)
- Can describe an everyday consumer-related problem and request a correction or solution. (P)
- Can show interest and appreciation in conversation using a range of expressions. (P)
- Can describe the degree of necessity of various actions. (P)
- Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)
- Can talk about possibilities in the past with precision. (P)
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C<sub>A</sub>)
- Can correct mistakes if they have led to misunderstandings. (N2000)
- Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (C<sub>A</sub>)
- Can give the advantages and disadvantages of various options on a topical issue. (C<sub>A</sub>)
- Can describe future plans and intentions in detail, giving degrees of probability. (P)

- 61 **AC** Can signal concession of a point during a discussion, using common discourse markers. (P)
- Can respond to clearly expressed questions on a presentation they have given. (C<sub>A</sub>)
- Can engage in extended conversation in a clearly participatory fashion on most general topics. (C<sub>A</sub>)
- Can use a range of language to make detailed comparisons of quantities. (P)
- Can give detailed answers to questions in a face-to-face survey. (P)
- Can describe what they would do and how they would react to situations in a text. (P)
- Can show degrees of agreement using a range of language. (P)
- AC** Can provide an elaboration on a point they have made in an academic discussion. (P)
- Can express feelings (e.g. 'sympathy', 'surprise', 'interest') with confidence, using a range of expressions. (P)
- Can express their opinions in discussions on contemporary social issues and current affairs. (CSE<sub>A</sub>)
- AC** Can summarise information from several simple academic texts. (P)
- Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution. (C<sub>A</sub>)
- 62 Can construct a chain of reasoned argument. (C)
- Can recommend a course of action, giving reasons. (P)
- Can encourage discussion by inviting others to join in, say what they think, etc. (C<sub>A</sub>)
- Can describe how to do something, giving detailed instructions. (C)
- Can make a formal apology with detailed excuses or reasons. (P)
- Can use a range of language to express degrees of enthusiasm. (P)
- Can make a note of favourite mistakes and consciously monitor speech for them. (C)
- Can justify the reasons for a particular decision or course of action. (P)
- AC** Can speculate about causes when discussing an academic topic. (P)
- 63 Can introduce a new topic during a formal discussion. (P)
- AC** Can signal a review or revision of assumptions during a discussion, using common discourse markers. (P)
- Can give a clear, detailed spoken description of how to carry out a procedure. (C)
- Can develop an argument giving reasons in support of or against a particular point of view. (N2000)
- Can introduce a new perspective on the topic of a discussion. (W<sub>A</sub>)
- Can describe the personal significance of events and experiences in detail. (C<sub>A</sub>)
- Can accurately describe a problem with a product or piece of equipment. (P)

- 
- 64 Can explain a problem and demand what action should be taken in an appropriate way. (C<sub>A</sub>)
- 
- Can speculate about causes, consequences or hypothetical situations. (N2000)
- 
- Can make spontaneous announcements clearly and fluently. (C<sub>A</sub>)
- 
- Can plan what is to be said and the means to say it, considering the effect on the recipient. (C<sub>A</sub>)
- 
- AC** Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)
- 
- Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)
- 
- Can summarise orally the plot and sequence of events in an extract from a film or play. (C<sub>A</sub>)
- 
- AC** Can evaluate the advantages and disadvantages of different options during a discussion. (P)
- 
- Can fluently substitute an equivalent term for a word they can't recall. (C<sub>A</sub>)
- 
- Can express views clearly and evaluate hypothetical proposals in informal discussions. (C<sub>A</sub>)
- 
- Can use stock phrases to gain time and keep the turn whilst formulating what to say. (C<sub>A</sub>)
- 
- 65 Can express opinions about news stories using a wide range of everyday language. (P)
- 
- Can use intonation to indicate various degrees of certainty during a discussion. (P)
- 
- AC** Can express ideas in a discussion or presentation using an appropriate tone and register. (P)
- 
- AC** Can make an effective summary and conclusion to a presentation. (P)
- 
- Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (C<sub>A</sub>)
- 
- Can talk about financial problems. (P)
- 
- Can describe goals using a range of expressions. (P)
- 
- Can use a range of language to express degrees of reluctance. (P)
- 
- 66 Can develop a clear argument with supporting subsidiary points and relevant examples. (C<sub>A</sub>)
- 
- Can outline an issue or problem clearly. (C<sub>A</sub>)
- 
- Can speculate about a future event using a range of linguistic devices. (P)
- 
- Can give advice on a wide range of subjects. (P)
- 
- AC** Can explain information in detail in graphs and charts. (P)
- 
- Can give clear, detailed descriptions on a wide range of familiar subjects. (C<sub>A</sub>)
- 
- Can introduce new information during a formal discussion or presentation (P)
- 
- AC** Can summarise information from a presentation or lecture in their field of specialisation. (P)
- 
- Can develop an argument well enough to be followed without difficulty most of the time. (C)
- 
- Can give a detailed summary of a film including information about the plot, characters and setting. (P)
- 
- Can summarise a wide range of texts, discussing contrasting points and main themes. (C<sub>A</sub>)
- 
- Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (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 narrate a story in detail, giving relevant information about feelings and reactions. (P)
- Can speculate about the causes of an issue or problem. (C<sub>A</sub>)
- Can adjust to the changes of direction, style and emphasis normally found in conversation. (C)
- 68 Can emphasise a point in a conversation using rhetorical questions. (P)
- 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 use hyperbole to emphasise a point (e.g. 'It's going to take me years to do this.'). (P)
- Can precisely express the potential consequences of actions or events. (P)
- Can present factual information in an objective way in extended spoken discourse. (W<sub>A</sub>)
- Can politely avoid answering a question without making it obvious to the listener. (N2007<sub>A</sub>)
- Can comment tactfully on other people's contributions to a discussion. (W<sub>A</sub>)
- AC** Can describe conclusions they have drawn from a panel discussion. (P)
- Can paraphrase an idea using a range of linguistic devices. (P)
- Can express an attitude, opinion or idea using idiomatic language. (P)
- Can talk about trends in detail. (P)
- 70 Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C<sub>A</sub>)
- Can give clear presentations highlighting significant points with relevant supporting detail. (C<sub>A</sub>)
- Can compare and evaluate different ideas using a range of linguistic devices. (P)
- Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. (C<sub>A</sub>)
- Can talk about hypothetical events and actions, and their possible consequences. (P)
- AC** Can effectively use research data in support of an argument. (P)
- 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 ask detailed questions in discussions on contemporary social issues and current affairs. (CSE<sub>A</sub>)
- Can politely bring a discussion back to the main point when the participants have gone off topic. (P)
- 71 **AC** Can ask questions about abstract or complex topics outside their field of specialisation. (P)
- AC** Can discuss the information presented in a complex diagram or visual information. (P)
- Can use a variety of linking words efficiently to mark clearly the relationships between ideas. (N2000)
- AC** Can discuss findings from a research study. (P)
- Can negotiate different cultural perspectives in a discussion. (W<sub>A</sub>)
- Can use rhetorical questions in a presentation to keep the audience interested. (P)
- Can give well-structured, detailed presentations on a wide range of familiar subjects. (C<sub>A</sub>)



- 72 Can shift between formal and informal registers as and when required. (P)
- Can ask detailed questions about specific points in a presentation or lecture. (P)
- Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C<sub>A</sub>)
- Can talk about personal experiences in detail using linguistically complex language. (P)
- Can describe places in detail using linguistically complex language. (P)
- 73 Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. (C)
- Can make a verbal summary to confirm their understanding of a linguistically complex discourse. (P)
- Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P)
- AC** Can give a presentation or lecture in their field of specialisation. (P)
- AC** Can suggest alternatives to hypothetical proposals in a general discussion. (P)
- Can relate their own contribution skilfully to those of other speakers. (C)
- AC** Can develop an argument on an academic topic, including supporting points and relevant examples. (P)
- Can evaluate arguments in a debate or discussion and justify the evaluation. (P)
- Can give detailed technical instructions in their field of specialisation. (P)
- Can put forward a smoothly flowing and logical structured argument, highlighting significant points. (P)
- Can negotiate a solution to a dispute (e.g. 'an undeserved traffic ticket', 'blame for an accident'). (C<sub>A</sub>)
- AC** Can respond appropriately to complex and controversial questions. (P)
- 74 Can make a clear strong argument during a formal discussion. (C<sub>A</sub>)
- AC** Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)
- AC** Can ask for clarification during an academic discussion, using linguistically complex language. (P)
- AC** Can refer to reference sources from written academic texts to support a position in a discussion. (P)
- Can answer questions in a survey using linguistically complex language. (P)
- Can exchange complex information on a wide range of matters related to their work. (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 express opinions on topics, using linguistically complex language. (P)
- AC** Can discuss diagrams in a text, using linguistically complex language. (P)
- AC** Can summarise information from a linguistically complex academic text. (P)

- 75
- AC** Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (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)
  - Can manage discussions to ensure that they are based on facts and evidence rather than speculation. (P)
  - Can ask linguistically complex questions in a survey. (P)
  - Can depart from and return fluently to a prepared speech in order to answer audience questions. (C<sub>A</sub>)
  - Can express attitudes using linguistically complex language. (P)
  - AC** Can contribute to a group discussion even when the speech is fast and colloquial. (P)
  - AC** Can paraphrase information taken from a linguistically complex academic text. (P)
  - AC** Can summarise key information from a linguistically complex presentation or lecture in their field of specialisation. (P)
  - AC** Can synthesise information from two or more academic sources in a discussion or presentation. (P)
  - AC** Can ask someone to elaborate on a point in an academic discussion, using linguistically complex language. (P)

### GSE 76–84/C1: Speaking

- 76
- 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 provide clarification of a complex point in a discussion using reformulation and paraphrase. (P)
  - Can substitute an equivalent term for a word they can't recall so smoothly that it isn't noticeable. (N2000<sub>A</sub>)
  - Can describe the details of problem-solution relationships using a range of linguistic devices. (P)
  - AC** Can summarise orally information from different spoken sources, reconstructing arguments to present the overall result. (C<sub>A</sub>)
  - AC** Can discuss illustrations in an academic text, using linguistically complex language. (P)
  - AC** Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)
  - AC** Can suggest alternatives to hypothetical proposals in a discussion in their field of specialisation. (P)
  - AC** Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)
  - AC** Can present a technically complex process in their field of specialisation referring to visual support. (P)
  - AC** Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)
- 77
- Can justify a point of view using linguistically complex language. (P)
  - Can rephrase controversial statements into more neutral language. (P)
  - AC** Can summarise conclusions based on inferred knowledge from academic sources in their field of specialisation. (P)
  - Can comment on and discuss a linguistically complex text. (P)
  - AC** Can use a range of cohesive devices to structure an academic presentation. (P)

- 78 Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007A)
- AC Can effectively chair a debate, managing contributions and reaching a conclusion. (P)
- AC Can contribute ideas in a panel discussion using linguistically complex language. (P)
- AC Can effectively discuss the meaning and implications of research data. (P)
- Can give reasons and explanations for their opinions using linguistically complex language. (P)
- Can conclude a discursive argument using a range of linguistic devices. (P)
- AC Can paraphrase information presented in a linguistically complex academic presentation or discussion. (P)
- Can give a detailed account of a complex subject, ending with a clear conclusion. (CJA)
- AC Can discuss charts and graphs in an academic text, using linguistically complex language. (P)
- 79 AC Can contribute to a group discussion 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 use a range of hedging techniques to express doubt in a linguistically complex academic presentation or discussion. (P)
- AC Can provide a detailed elaboration on a point they have made in an academic discussion. (P)
- Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)
- AC Can answer questions about the content of a presentation or lecture in their field of specialisation, using linguistically complex language. (P)
- Can participate in linguistically complex discussions about attitudes and opinions. (P)
- 80 Can reformulate what they want to say during a conversation or discussion using linguistically complex language. (N2000A)
- Can summarise and comment on the content of a linguistically complex text. (P)
- Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)
- Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (P)
- Can participate in a fast-paced conversation with fluent speakers. (CA)
- 81 AC Can clarify points they are trying to make in an academic discussion, using linguistically complex language. (P)
- AC Can summarise an extended and linguistically complex academic presentation or discussion. (P)
- 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)
- Can tell a detailed anecdote using linguistically complex language. (P)
- Can manage the participants in a fast-moving discussion to keep it on course. (P)
- Can join a conversation already in progress between fluent speakers on complex topics. (CA)
- 82 AC Can participate in a linguistically complex academic discussion. (P)
- AC Can effectively describe an interpretation of the main message provided by a speaker in a linguistically complex academic presentation or discussion. (P)
- AC Can paraphrase information taken from several linguistically complex academic texts. (P)
- AC Can make a detailed and linguistically complex evidence-based argument in an academic presentation or discussion. (P)

- 
- 83 Can summarise group discussions on a wide range of linguistically complex topics. (P)
- 
- 84 Can talk about complex financial problems in detail. (P)
- 
- Can comment in detail on the content of a linguistically complex radio programme or podcast in which people describe reactions or opinions. (P)
- 

### GSE 85–90/C2: Speaking

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- 85 **AC** Can effectively participate in a debate on complex or abstract topics using linguistically complex language. (P)
- 
- Can give detailed advice on a wide range of subjects using linguistically complex language. (P)
- 
- AC** Can lead a panel discussion on abstract or academic topics. (P)
- 
- 86 Can talk about an industry using technical terms and linguistically complex language. (P)
- 
- 87 **AC** Can give an extended academic lecture. (P)
- 
- Can take part in discussions on political or social issues using linguistically complex language. (P)
- 
- AC** Can contribute to an academic presentation outside their field of specialisation, using linguistically complex language. (P)
- 
- Can convey finer shades of meaning precisely by accurately using a wide range of modification devices. (N2000<sub>A</sub>)
- 
- 88 Can clarify points they are trying to make in an academic discussion, using linguistically complex language. (W<sub>A</sub>)
- 
- 90 Can analyse and discuss the persuasiveness of contrasting arguments in a linguistically complex article. (P)
-

## Writing

### GSE 10–21/Below A1: Writing

- |    |  |
|----|--|
| 10 | Can write their name, address and nationality. (C <sub>A</sub> )<br>Can write the letters of the alphabet in upper and lower case. (P) |
| 12 | Can write cardinal numbers from 1 to 20 as words. (CSE <sub>A</sub> )  |
| 18 | Can copy familiar words and short phrases about everyday objects and set phrases. (C <sub>A</sub> )                                    |
| 20 | Can write consistently with joined-up letters. (P)   |

### GSE 22–29/A1: Writing

- |    |  |
|----|--|
| 23 | Can complete simple forms with basic personal details. (C <sub>A</sub> )   |
| 24 | Can use capital letters appropriately. (P)<br>Can copy short sentences on everyday subjects (e.g. 'directions how to get somewhere'). (C)<br>Can write a few basic sentences introducing themselves (e.g. 'name', 'age', 'where they are from'), given prompts or a model. (P)                       |
| 25 | Can write simple sentences about things that they and other people have. (P)   |
| 26 | Can write basic sentences describing everyday objects (e.g. 'colour', 'size'), given a model. (P)<br>Can use basic punctuation (e.g. 'commas', 'full stops', 'question marks'). (P)  |
| 27 | Can write simple sentences about personal interests. (P)<br>Can spell a range of common names. (P)<br>Can complete a simple form requiring travel information (e.g. 'landing card', 'customs declaration'). (P)<br>Can write simple sentences about their family and where they live. (Ca)           |
| 28 | Can spell a range of common greetings. (P)<br>Can spell a range of common jobs. (P)<br>Can write dates using both digits and words. (P)<br>Can write short, simple notes, emails and postings to friends. (N2000 <sub>A</sub> )<br>Can write simple sentences about someone's life and routines. (P) |
| 29 | Can describe the position of things in a picture using a few simple fixed expressions. (P)<br>Can write simple sentences about a familiar object. (P)<br>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. (C <sub>A</sub> )  |
| 31 | Can write a standard greeting on a card. (P)   |
|    | Can use very basic connectors like 'and', 'but', 'so' and 'then'. (C <sub>A</sub> )  |
|    | Can write a simple description of a room, house or apartment. (P)  |
|    | Can write simple sentences about someone's work and duties. (P)  |
|    | Can write simple plans and arrangements on a calendar or in a diary. (CSE <sub>A</sub> )   |
|    | Can write a few basic sentences to introduce someone and give basic personal information about them. (P)                         |
|    | Can write simple sentences about what they or other people can or can't do. (P)  |
|    | Can give personal details in written form in a limited way. (C <sub>A</sub> )  |
| 32 | Can write very short, simple sentences about their feelings. (P)   |
|    | Can write very short, basic directions. (P)  |
| 33 | Can write short, basic descriptions of everyday activities, given a model. (P)   |
|    | Can write simple sentences about personal skills. (P)  |
| 34 | Can write basic personal details for a website profile, business card, etc. (P)  |
|    | Can write short texts about their likes and dislikes using basic fixed expressions. (P)  |
|    | Can give an example of something in a very simple text using 'like' or 'for example'. (P)  |
|    | Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. 'family', 'possessions'), given a model. (P) |
| 35 | Can write a simple text (e.g. 'an invitation to a party') containing key information, given a model. (P)                         |

### GSE 36–42/A2(+): Writing

- |    |  |
|----|--|
| 36 | Can ask for personal details in written form in a limited way. (C <sub>A</sub> )   |
|    | Can make simple comparisons between people, places or things. (P)  |
|    | Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P) |
|    | Can write short texts describing favourite objects, possessions or household pets. (CSE <sub>A</sub> )                     |
| 37 | Can write a short description of familiar activities, given visual support. (P)  |
| 38 | Can write very simple personal emails/letters expressing thanks and apology. (C <sub>A</sub> )                             |
|    | Can write short texts about their likes and dislikes, with explanations. (CSE <sub>A</sub> )                               |
|    | Can write short, simple notes, emails and messages relating to everyday matters. (C <sub>A</sub> )                         |
|    | Can write a description of a simple everyday process (e.g. 'a recipe'). (P)  |
|    | Can write short, basic descriptions of places, people or things. (P)   |

- 
- 39 Can write a simple email/letter in response to a request for information. (P)
- Can write basic sentences comparing products, people or places. (P)
- Can signal contrast in a simple text with a limited range of language. (P)
- Can write short basic descriptions of past events and activities. (P)
- Can take a short, simple message if they are able to ask the speaker to repeat and reformulate it. (C<sub>A</sub>)
- Can write basic instructions with a simple list of points. (P)
- 
- 40 Can use appropriate openings and endings in simple informal emails. (P)
- Can write simple texts or emails making arrangements to meet, given a model. (P)
- Can write a simple story or description of an event using basic time expressions. (P)
- Can write simple sentences about a future trip or event. (P)
- Can write a brief summary of their own personal details, e.g. 'for a business card.' (P)
- Can write a short, simple email/letter asking for information about an apartment or house to rent. (P)
- 
- 41 Can write simple sentences about their educational background and present or past job. (C<sub>A</sub>)
- Can write a basic email/letter accepting or declining an invitation. (P)
- Can write descriptions of everyday personal experiences. (P)
- Can complete a simple form asking for medical information. (P)
- Can write a basic informal email/letter of invitation with simple, key details. (P)
- Can write about everyday things (e.g. 'people', 'places', 'job, study') in linked sentences. (C<sub>A</sub>)
- 
- 42 Can write simple texts giving key information about their culture (e.g. 'food', 'national holidays', 'festivals'). (CSE<sub>A</sub>)
- Can write a short description of a trip or event. (P)
- Can rewrite a simple text to correct mistakes. (P)
- Can make basic informal suggestions in writing. (P)
- 

### GSE 43–50/B1: Writing

- 
- 43 Can give basic advice in writing using simple language. (P)
- AC** Can use simple headings to organise written work. (P)
- 
- 44 Can write a basic description of experiences, feelings and reactions, given a model. (P)
- Can write about personal experiences in a diary or online posting, given a model. (P)
- Can write a simple outline for a piece of writing, given a model. (P)
- Can clearly signal the end of a simple narrative or description. (P)
- 
- 45 Can make simple, logical paragraph breaks in a longer text. (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)
- Can write a story with a simple linear sequence. (C<sub>A</sub>)
- Can write a short, simple description of a familiar device or product. (P)
- Can give a simple reason for an action in an informational text, given a model. (P)
-



- 
- 46 Can write simple instructions on how to use a device or product, given a model. (P)
- 
- Can show a basic direct relationship between a simple problem and a solution. (P)
- 
- Can write short, simple essays with basic structure on familiar topics. (C<sub>A</sub>)
- 
- Can write simple informal emails/letters and online postings giving news or opinions. (P)
- 
- Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)
- 
- Can write a notice that clearly conveys information. (P)
- 
- Can write a description of a future event or activity. (P)
- 
- Can write a basic formal email/letter requesting information. (P)
- 
- Can write a short review of a restaurant, movie, etc. using simple language. (P)
- 
- 47 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. (C<sub>A</sub>)
- 
- AC** Can describe the sequence in a process when writing a simple text, using common discourse markers. (P)
- 
- Can write about personal interests in some detail. (P)
- 
- Can write descriptions of real or imaginary people. (P)
- 
- 48 Can write personal emails/letters giving some details of events, experiences and feelings. (C<sub>A</sub>)
- 
- AC** Can prepare a simple outline to organise ideas and information. (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)
- 
- Can complete a detailed form requiring travel information (e.g. 'visa application'). (P)
- 
- Can write a basic letter of application with limited supporting details. (P)
- 
- 49 **AC** Can express a personal opinion in a simple academic text. (P)
- 
- Can use simple cohesive devices such as repetition in a structured text. (P)
- 
- 50 Can write about experiences, feelings and reactions in a simple connected text. (C<sub>A</sub>)
- 
- AC** Can write an introduction to a simple essay, if provided with a model. (P)
- 
- AC** Can use a range of common connectors to show chronological sequence. (P)
- 
- Can write a basic summary of a simple text using the original wording and paragraph order. (C<sub>A</sub>)
- 
- AC** Can take notes on a simple academic text. (P)
- 
- AC** Can paraphrase information from a simple text, if guided by questions. (P)
- 
- Can write fractions using both digits and words. (P)
- 
- Can write personal emails/letters giving advice. (P)
- 
- AC** Can take notes on a simple presentation or lecture aimed at a general audience. (P)
-

## GSE 51–58/B1(+): Writing

- 
- 51 Can write an email/letter sending a message of sympathy. (P)
- 
- AC** Can use pictures and charts to convey basic information in a simple academic text on a familiar topic. (P)
- 
- Can write short, simple biographies about real or imaginary people. (CA)
- 
- Can use common connectors to tell a story or describe an event in writing. (CA)
- 
- Can write a basic email/letter of complaint requesting action. (P)
- 
- Can use limited discourse devices to link sentences smoothly into connected discourse. (CA)
- 
- Can complete a form requiring educational information (e.g. 'applying for a course of study'). (P)
- 
- Can write a simple, structured informational leaflet/brochure, given a model. (P)
- 
- 52 **AC** Can write a review of a simple text, using appropriate conventions, if provided with a model. (P)
- 
- Can write a simple review of a film, book or TV programme using a limited range of language. (P)
- 
- AC** Can write a conclusion to a simple essay, if provided with a model. (P)
- 
- Can clearly signal chronological sequence in narrative text. (P)
- 
- Can summarise the main message from simple diagrams (e.g. 'graphs', 'bar charts'). (P)
- 
- 53 Can write a description of a real or imagined event (e.g. 'a recent trip'). (C)
- 
- Can write simple structured essays, organising basic ideas. (P)
- 
- AC** Can take notes while researching a familiar topic. (P)
- 
- AC** Can write a simple descriptive essay, if provided with a model. (P)
- 
- Can write emails/letters exchanging information, emphasising the most important point. (CA)
- 
- Can take messages, communicate enquiries and explain problems. (Ca)
- 
- AC** Can write simple emails/letters and online postings on academic topics. (P)
- 
- Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting. (P)
- 
- 54 Can check and correct spelling, punctuation and grammar in simple written texts. (P)
- 
- AC** Can write a simple essay in response to a specific question. (P)
- 
- AC** Can write a transcript of a simple interview. (P)
- 
- Can complete a form requiring health information. (P)
- 
- AC** Can summarise information from a simple presentation or lecture aimed at a general audience. (P)
- 
- Can write a formal email/letter requesting information. (P)
- 
- Can respond to and comment on other people's personal updates on a social media website. (P)
- 
- AC** Can write a simple analysis of a structured text. (P)
-

- 
- 55 Can complete a form requiring financial information (e.g. 'application for a bank account' or 'credit agreement'). (P)
- 
- AC Can write a simple discursive essay, if provided with a model. (P)
- 
- Can write personal emails/letters, reporting recent events in detail. (CA)
- 
- Can write personal updates on a social media website using an appropriate style. (P)
- 
- 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)
- 
- AC Can edit and improve a simple text. (P)
- 
- AC Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (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)
- 
- Can vary the formality of greetings in emails/letters based on intended recipients. (P)
- 
- Can post comments on the discussion board of a website. (P)
- 
- Can show a simple relationship between a main point and an example in a structured text. (P)
- 
- 56 Can introduce a counter-argument in a simple discursive text using 'however'. (P)
- 
- AC Can write a short, simple academic essay on a familiar topic, if provided with a model. (P)
- 
- Can write instructions on how to use a device or product. (P)
- 
- 57 Can write a description of items for sale on a trading website. (P)
- 
- AC Can support a main idea with examples and reasons. (P)
- 
- Can summarise factual information within their field of interest. (CA)
- 
- AC Can write an essay in response to a specific question, if provided with a model. (P)
- 
- AC Can write a bibliography, if provided with a model. (P)
- 
- Can write a letter or email of complaint with supporting details. (P)
- 
- AC Can use simple graphs and charts to convey information in academic written work. (P)
- 
- 58 AC Can use appropriate outlines to organise ideas. (P)
- 
- Can write comments and complaints about products and services. (P)
- 
- AC Can write a conclusion to a simple academic essay. (P)
- 
- 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 emails/letters responding to personal news and views in detail. (CA)
- 
- AC Can write a chronological paragraph on an academic topic, if provided with a model. (P)
- 
- AC Can write a letter of application with appropriate register and supporting details, given a model. (P)
- 
- AC Can write a detailed description of a simple process. (P)
- 
- Can write instructions on how to look after an object, device or product. (P)
-

## GSE 59–66/B2: Writing

- 59 **AC** Can write a simple discursive essay. (P)
- Can demonstrate understanding of formality and conventions in standard letters. (P)
- AC** Can write a review of a simple text, using appropriate conventions. (P)
- Can write detailed descriptions of real or imaginary people. (P)
- Can support ideas with relevant examples. (P)
- Can take notes to record the main points raised during meetings on familiar topics. (CSE<sub>A</sub>)
- 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 an introduction to a simple academic essay. (P)
- Can comment on factual information within their field of interest. (C<sub>A</sub>)
- Can write a formal email/letter of thanks or apology with appropriate conventions. (P)
- 60 Can clearly signal cause and effect relationships in a structured text. (P)
- Can write a formal email/letter of invitation with appropriate register and conventions. (P)
- Can write personal emails/letters giving and commenting on news in detail. (C<sub>A</sub>)
- 61 Can write a brief standard report conveying factual information, stating reasons for actions. (C<sub>A</sub>)
- Can give advice, including reasons. (P)
- AC** Can contrast two ideas when writing a simple academic text by using discourse markers. (P)
- Can end a discursive argument with a clear conclusion and opinion. (P)
- Can write an extended description of events taking place in their immediate environment. (P)
- Can compare information from different sources. (P)
- 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)
- 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 reformulate an idea in different words to emphasise or explain a point. (P)
- 62 Can write a structured text clearly signalling main points and supporting details. (P)
- AC** Can create a simple research poster to present research in their field of study. (P)
- Can clearly signal problem and solution relationships in structured text. (P)
- AC** Can use statistical data, fractions, and percentages in an academic text. (P)
- Can signal additional information in a formal structured text with a range of language. (P)
- AC** Can modify a sentence using adverbial clauses. (P)
- Can present additional ideas using a range of linking words and phrases. (P)
- Can write informal emails or letters using a range of idiomatic phrases. (P)
- 63 **AC** Can write an academic report, if provided with a model. (P)
- AC** Can employ simple time-saving strategies when taking notes (leaving out words, abbreviations etc.). (P)
- Can write detailed descriptions of real or imaginary places. (P)

- 
- 64 **AC** Can write a chronological paragraph on an academic topic. (P)
- 
- Can write personal emails/letters about abstract or cultural topics (e.g. 'music', 'films'). (CA)
- 
- Can edit notes or bullet points to make them more concise. (P)
- 
- Can write a concise summary of the main ideas of a longer structured text. (P)
- 
- Can summarise in writing different points of view. (WA)
- 
- Can correctly attribute information from different sources. (P)
- 
- 65 **AC** Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)
- 
- AC** Can explain a term in a text using synonyms, definitions or examples. (P)
- 
- Can develop a clear written description or narrative with relevant supporting detail and examples. (CA)
- 
- Can structure longer texts in clear, logical paragraphs. (P)
- 
- AC** Can summarise information from a presentation or lecture in their field of specialisation. (P)
- 
- Can write a letter of complaint with appropriate register, structure and conventions. (P)
- 
- Can systematically evaluate the advantages and disadvantages of various options. (P)
- 
- AC** Can use correct formatting in an academic essay. (P)
- 
- Can write a letter of application with appropriate register, conventions and supporting detail. (P)
- 
- Can give a structured written explanation of a problem. (CA)
- 
- Can express news and views effectively in writing and relate to those of others. (C)
- 
- AC** Can write a structured paragraph on an academic topic in their field of study. (P)
- 
- 66 Can adopt a level of formality appropriate to the circumstances. (N2000)
- 
- AC** Can write bullet points to summarise key points in an academic text. (P)
- 
- Can write engaging headlines or titles to capture a reader's attention. (P)
- 
- AC** Can correct errors in a piece of academic writing if helped to identify them first. (P)
- 
- AC** Can make detailed comments about numerical information in graphs and charts. (P)
- 
- Can make detailed notes of the key action points from feedback. (P)
- 
- Can write an accurate summary of an essay or article on a familiar topic. (P)
- 
- 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)
- 
- AC** Can use fact and opinion effectively in writing. (P)
- 
- AC** Can use a range of chart types (line, bar, etc.) to convey information in an academic text. (P)
-

## GSE 67–75/B2(+): Writing

- 67 Can synthesise and evaluate familiar information and arguments from a number of sources. (C<sub>A</sub>)
- AC Can write a response to an academic text giving opinions. (P)
- AC Can write effective and appropriate paragraphs in a range of genres. (P)
- 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 write about feelings and the personal significance of experiences in detail. (C<sub>A</sub>)
- AC Can write an effective and informative summary. (P)
- Can systematically develop an argument giving the reasons for or against a point of view. (P)
- Can write relevant subheadings to structure longer more complex texts. (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. (C<sub>A</sub>)
- AC Can take notes while researching an unfamiliar topic. (P)
- Can respond in writing to other people's arguments in an appropriate style. (N2007a)
- AC Can take notes on a panel discussion in their field of specialisation. (P)
- AC Can embed quotations and paraphrases in written academic work, if provided with a model. (P)
- AC Can summarise sources and data appropriately. (P)
- AC Can support a line of argument in an academic text using direct quotes. (P)
- Can write clear and precise emails intended to create rapport and put the addressee at ease. (C<sub>A</sub>)
- 69 Can organise complex written material into numbered sections and sub-sections. (P)
- AC Can prepare an academic questionnaire in order to gather data. (P)
- Can write a structured review of a film, book or play with some references and examples. (C<sub>A</sub>)
- 70 Can summarise opposing arguments in writing, including supporting evidence. (W<sub>A</sub>)
- Can represent contrasting points of view in a coherent, well structured text. (W<sub>A</sub>)
- Can convey information and ideas on abstract and concrete topics. (C<sub>A</sub>)
- Can write a structured report analysing advantages and disadvantages of a situation and recommending action. (P)
- AC Can write a critical analysis of a simple academic text. (P)
- AC Can describe the sequence in a process when writing a linguistically complex text, using common discourse markers. (P)
- Can express the same idea with a different level of formality appropriate to the audience. (P)
- AC Can start an essay with a strong thesis statement. (P)
- AC Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers. (P)
- AC Can use parallel structure in academic writing. (P)

- 
- 71 Can demonstrate understanding of structure and conventions of different written genres. (C<sub>A</sub>)
- Can present factual information in an objective way in extended written discourse. (W<sub>A</sub>)
- AC** Can support a line of argument in an academic text using indirect quotes. (P)
- AC** Can create an academic research poster to present research in their field of study. (P)
- AC** Can introduce and reference sources in written academic work. (P)
- AC** Can clearly signal the difference between fact and opinion in a linguistically complex academic text. (P)
- AC** Can write a report on an academic subject. (P)
- 
- 72 Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P)
- AC** Can structure an essay to incorporate counter-arguments. (P)
- Can challenge the evidence used to support an argument in a written text. (W<sub>A</sub>)
- Can write a detailed, reasoned argument for or against a case. (N2007a)
- 
- 73 **AC** Can write an outline for an academic paper or essay using linguistically complex language. (P)
- Can develop an argument with appropriate highlighting of significant points and relevant supporting detail. (C<sub>A</sub>)
- AC** Can keep an effective and detailed research record for a report. (P)
- AC** Can explain information from sources in academic texts. (P)
- 
- 74 Can structure longer complex texts using a range of cohesive devices. (P)
- Can edit a text to make the style more neutral or formal. (P)
- AC** Can write a bibliography showing an understanding of conventions. (P)
- AC** Can identify and correct errors in a piece of academic writing. (P)
- AC** Can take notes on a linguistically complex academic text. (P)
- AC** Can write bullet points to summarise key points in a linguistically complex academic text. (P)
- Can write a detailed description of a complex process. (P)
- AC** Can take notes on a linguistically complex presentation or lecture in their field of specialisation. (P)
- AC** Can use a range of verb tenses to convey nuances of meaning in an academic text. (P)
- AC** Can prepare a linguistically complex questionnaire in order to gather data. (P)
- 
- 75 **AC** Can describe in detail technical information contained in a visual in an academic text. (P)
- AC** Can support a thesis in an academic text using statistical examples. (P)
- AC** Can use appropriate tone and register when writing academic texts. (P)
- AC** Can write an effective and informative abstract. (P)
- Can prepare questions for a quiz using linguistically complex language. (P)
- AC** Can use information from academic texts to support a thesis. (P)
- AC** Can use a range of idiomatic phrases as part of a structured text. (P)
- AC** Can synthesise information from two or more academic texts. (P)
- AC** Can write a linguistically complex essay in response to a specific question. (P)
- AC** Can refute a counter-argument in written work. (P)
-



## GSE 76–84/C1: Writing

- 76 Can write essays and reports synthesising information from a number of sources. (P)
- Can make jokes in writing using words with similar spelling but different meanings. (P)
- Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)
- Can write a letter of application using appropriate conventions and a range of linguistically complex language. (P)
- AC** Can proofread their own academic work and make corrections. (P)
- AC** Can use complex numerical values in an academic text and explain their significance to the reader. (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)
- AC** Can write a structured paragraph on an academic topic outside their field of study. (P)
- AC** Can use citations effectively and appropriately in an academic paper. (P)
- 77 **AC** Can use research findings to support a hypothesis in an academic text. (P)
- Can express themselves fluently in writing, adapting the level of formality to the context. (P)
- Can write a detailed critical review of cultural events (e.g. 'plays', 'films', 'concerts') or literary works. (P)
- AC** Can summarise information from a linguistically complex presentation or lecture. (P)
- Can write an accurate summary of a complex, discursive text. (P)
- 78 **AC** Can write effective and appropriate essays in a range of genres. (P)
- AC** Can use exaggeration and hyperbole to enhance the impact of a text. (P)
- AC** Can write a structured paragraph on an academic topic using linguistically complex language. (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 support a main idea with explanations and examples in a linguistically complex academic text. (P)
- AC** Can embed quotations and paraphrases appropriately in written work. (P)
- 79 Can precisely select vocabulary for rhetorical purposes. (W<sub>A</sub>)
- AC** Can write the introduction to a thesis or dissertation. (P)
- Can use linguistic devices such as fronting to emphasise key information in a sentence. (P)
- AC** Can support a thesis in an academic text using research findings. (P)
- AC** Can summarise research methodology and findings appropriately in a report. (P)
- 80 Can take effective notes while listening to a linguistically complex audio recording. (P)
- AC** Can write a review of a linguistically complex text, using appropriate conventions. (P)
- Can write summaries and reviews of professional or literary works. (CJ<sub>A</sub>)
- 81 **AC** Can write a linguistically complex discursive essay. (P)
- AC** Can write the conclusion to a thesis or dissertation. (P)
- AC** Can signpost a hypothesis in a linguistically complex academic text in their field of specialisation. (P)
- Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007<sub>A</sub>)
- AC** Can collate information from linguistically complex academic texts and summarise them for somebody else. (P)

- 
- 82 Can take notes to summarise the key points made during a technical or linguistically complex discussion. (P)
- 
- AC** Can write a linguistically complex academic essay in an appropriate style and register. (P)
- 
- AC** Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays. (C<sub>A</sub>)
- 
- AC** Can develop an extended line of reasoning in a linguistically complex academic text. (P)
- 
- Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way. (P)
- 
- AC** Can base a conclusion on a logically linked series of complex ideas in an academic research paper. (P)
- 
- Can edit and add to a linguistically complex text to make it clearer or more concise. (P)
- 
- AC** Can synthesise information from multiple linguistically complex academic texts. (P)
- 
- 83 **AC** Can write a detailed account of an experiment, including theoretical background, findings, and conclusions. (C<sub>A</sub>)
- 
- AC** Can write an effective and detailed research proposal. (P)
- 
- AC** Can write a detailed summary of a scientific experiment. (P)
- 
- 84 **AC** Can write a transcript of a linguistically complex interview. (P)
- 
- Can give complex information using appropriate register and conventions. (P)
- 
- AC** Can provide references to inferred knowledge from academic sources in their field of specialisation in a linguistically complex academic essay. (P)
- 

## GSE 85–90/C2: Writing

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- 85 **AC** Can write an effective and correctly formatted research paper. (P)
- 
- Can summarise in writing the author's viewpoints, attitudes or opinions in a linguistically complex text. (P)
- 
- AC** Can write up an extended discussion of a hypothesis in a research paper in their field of specialisation. (P)
- 
- Can create well-structured complex texts with underlying inferred meaning. (C<sub>A</sub>)
- 
- Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (C<sub>J</sub><sub>A</sub>)
- 
- Can write linguistically complex and logically structured reports and articles. (C<sub>J</sub><sub>A</sub>)
- 
- AC** Can edit and improve a linguistically complex text. (P)
- 
- 86 **AC** Can write a critical analysis of a linguistically complex academic text. (C<sub>A</sub>)
- 
- 87 **AC** Can write an academic article for publication in their field. (C<sub>A</sub>)
- 
- AC** Can enhance a text using figurative language such as onomatopoeia, alliteration or hyperbole. (P)
- 
- 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>)
- 
- 90 Can write about literature and poetry in detail, giving reasons for their opinions and interpretation using linguistically complex language. (P)
- 
- AC** Can edit and improve a linguistically complex academic text outside their field of study. (P)
-

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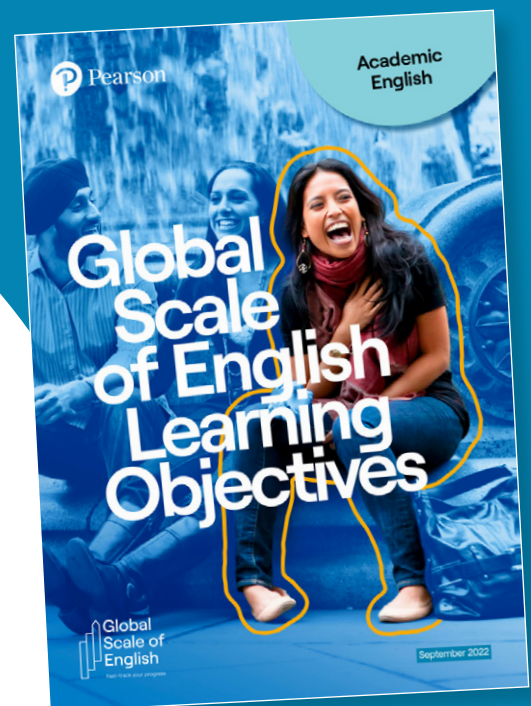
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